

# *SELF-ASSESSMENT REPORT*

# *FOR INSTITUTIONAL ACCREDITATION*



Approved by the Tallinn University Senate: 16 December 2013

Submitted to the Estonian Higher Education Quality Agency: 9 January 2014

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## *A message from the Rector*

This report constitutes the Tallinn University self-assessment for institutional accreditation. It is a result of a process that has lasted for more than a year and has aided us on our journey of self-analyses.

The time frame for this institutional accreditation comes at an opportune time for the university. The year 2014 marks the end of the *Tallinn University Development Plan until the year 2014* and for the first time, we will receive feedback on its implementation based on specific key indicators. Setting a measurable aims for our priorities has been a challenge and from the lessons learned we will gain an insight into how accurately we have assessed our development potential as well as our management capacity in the compilation of the development plan. Due to the period covered by the development plan, we have in general, reflected the results of the 2-3 previous years in this report.

Self-assessment within the framework of the institutional accreditation provides important input into the establishment of new objectives for the period 2015–2020. This process of institutional accreditation throughout the university forms the basis for discussion and a smooth evolution of the new development plan.

We are extremely grateful to all those university members who have contributed to the self-assessment report by emphasizing significant results and strengths as well as identifying areas for improvement. Also, we highly value the feedback on the functioning of the university by the international assessment committee. The feedback received as a result of, and during the accreditation, will be taken into account in planning developments during the following five years.

Tiit Land

Rector  
Tallinn University

8 January 2014

## *List of abbreviations*

AO	TU Academic Affairs Office
AU	TU academic unit
BA	bachelor studies
CCC	TU Career and Counselling Centre
DOC	doctoral studies
EARMA	<a href="#">European Association of Research Managers and Administrators</a>
ECTS	European Credit Transfer System credit point
EHIS	<a href="#">Estonian Education Information System</a>
ESF	<a href="#">European Social Fund</a>
ETIS	<a href="#">Estonian Research Information System</a>
EUA	<a href="#">European University Association</a>
EULS	<a href="#">Estonian University of Life Sciences</a>
FO	TU Finance Office
HTM	<a href="#">Ministry of Education and Research</a>
IAU	<a href="#">International Association of Universities</a>
IDO	TU Institutional Development Office
ITFE	<a href="#">Information Technology Foundation for Education</a>
ITO	TU Information Technology Office
IUT	Institutional research funding
MA	master studies
MCO	TU Marketing and Communication Office
ÕIS	Study Information System
PHE	professional higher education
PO	TU Personnel Office
PRIMUS	A programme for Higher Education Quality Enhancement in Estonia (2008-2014), which aims to improve the quality of higher education and increase the competitiveness of graduates. It is financed by the European Social Fund and the Estonian state budget and it is implemented by the Archimedes foundation. For more information in English, visit <a href="http://primus.archimedes.ee/en">http://primus.archimedes.ee/en</a>
PUT	Personal research funding
RAO	TU Research Administration Office
RDC	Research, development and other creative activity
RO	TU Rector's Office
RPL	Recognition of prior learning and work experience
TERE	Health Promotion and Rehabilitation Competence Centre in TU Haapsalu College
TII	<a href="#">Association for the Transfer of Technology, Innovation and Industrial Information</a>
TÕIS	Continuing Education Study Information System
TU	<a href="#">Tallinn University</a>
TUT	<a href="#">Tallinn University of Technology</a>
UNICA	<a href="#">Network of Universities from the Capitals of Europe</a>
UT	<a href="#">University of Tartu</a>

## **0. Brief overview**

### **0.1. Selected historical milestones**

#### **2005**

The university now known as Tallinn University (*hereinafter*: TU or university) came into existence on 18<sup>th</sup> March 2005. It developed as the result of the merger of several research and development institutions in Tallinn (the Academic Library, Tallinn Pedagogical University, the Institute of History, the Institute of Ecology and the Estonian Institute of Humanities). This year also Baltic Film and Media School was established, which is the only university college in northern Europe in which film, television and media can be studied in English at both the bachelor and master level. The former media department of the International University Concordia Audentes also joined the college. The significant milestones in the history of the predecessors of TU are included in the university homepage [in English](#). While TU is the youngest university in Estonia, it represents the largest merger project undertaken in Estonian higher education. TU is active in six fields – education, social sciences, humanities, arts, health-sciences and natural sciences.

#### **2007**

The TU Language Centre was founded as an academic sub-unit under the Rector's jurisdiction. The purpose of the Language Centre was to organize foreign language teaching for degree study programmes. It was established by employees from the department of Germanic- Romance Languages in the TU Faculty of Philology and the Language Centre of the Estonian Institute of Humanities.

#### **2008**

The first Estonian liberal arts educational establishment was founded – Catherine's College. The purpose of this college was to provide graduates of the upper secondary schools of Russian as language of instruction a flexible transition to studies in the Estonian language and to support the acquisition of Estonian by these students with bilingual study materials and support seminars.

#### **2009**

The Institute for Futures Studies was founded in TU. Being an academic successor of the Estonian Institute for Futures Studies the institute is involved in the methodology, monitoring, strategic analysis and planning, innovation, creative industries and logistics of future studies and also addresses other key problems in Estonia.

#### **2010**

The Confucius Institute as an academic sub-unit was established in TU. This is the centre of Chinese language and culture that belongs to a worldwide network, whose purpose is to teach the Chinese language and culture. Also in 2010, the Law School, that is the successor to the private higher education institution Academy Nord, was established within the university.

#### **2012**

The Tallinn Pedagogical College joined TU. This was a significant event, since it marked the transition to teacher education in Estonia being only available at universities.

#### **2013**

The Centre for Innovation in Education was created within the university to support the initiation and implementation of innovative and interdisciplinary solutions in education by being a cooperation network for everyone interested in the development and innovation in education.



## 0.2. General data

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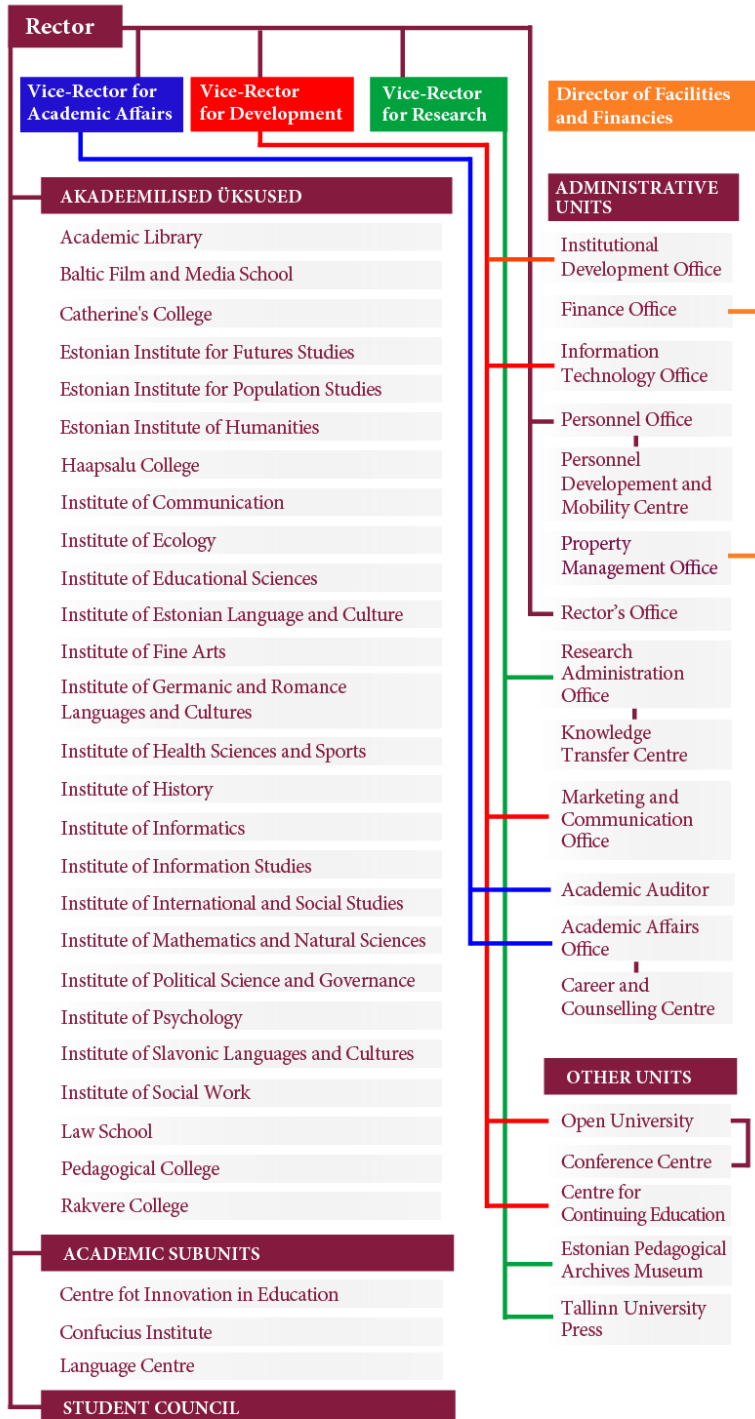


Figure 0. The Structure of TU

### 0.3. The University in numbers

	2010	2011	2012
<b>Total number of employees (full-time)</b>	<b>886</b>	<b>922</b>	<b>1,002</b>
- academic staff	414	428	460.5
- administrative support staff	472	494	541.5
Percentage of foreign lecturers and researchers	6.6%	8.5%	8.7%
<b>Number of students</b>	<b>8,899</b>	<b>9,577</b>	<b>10,209</b>
- professional higher education (PHE)	138	212	1,191
- bachelor studies (BA)	5,841	6,120	5,885
- master studies (MA)	2,641	2,870	2,756
- doctoral studies (DOC)	279	375	377
Percentage of exchange degree students	1.7%	2.2%	2.7%
Percentage of TU students going abroad	2.2%	2.5%	1.9%
<b>Number of publications</b>	<b>1,377</b>	<b>1,457</b>	<b>1,569</b>
of these internationally peer-reviewed (ETIS classification 1.1, 1.2, 2.1, 3.1)	448	500	550
<b>Number of study programmes (registered study programmes)</b>	<b>146</b>	<b>147</b>	<b>148</b>
- PHE	4	4	7
- BA	52	52	52
- MA	76	77	75
- DOC	14	14	14
<b>Number of academic units</b>	25	25	26
<b>Finances</b>			
- operating revenue (million euros)	26.9	30.3	34.2 <sup>1</sup>
- operating expenses (million euros)	29.8	32.4	35.02 <sup>1</sup>

### 0.4. Compilation process of the self-assessment report

The preparation of TU self-assessment report was based on the time schedule approved by the Rector's order No. 10 of 26.02.13, which identified three main stages:

- 1) preparation of self-evaluation by assessment areas;
- 2) members self-evaluation;
- 3) translation and editing of the self-evaluation report.

Compilation of the self-evaluation report began with the description of the situation and the mapping of results according to assessment areas. Preparatory seminars for self-evaluation in the assessment area of research, development and creative activity (*hereinafter: RDC*), took place between 15.04.13 - 03.05.13; in the assessment area of teaching and learning between 06.05.13 - 24.05.13; in the assessment area of service to society in 27.05.13 - 14.06.13 and in the assessment area of organisational management and performance between 17.06.13 - 05.07.13. For the preparation seminars, the Quality Manager compiled a preliminary agenda, which included information describing the current situation in the university according to the assessment requirements. Discussions took place at the self-evaluation seminars based on the

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<sup>1</sup> Operation revenue and expenses do not include the capital construction that occurred during the TU development projects

preliminary agenda and focused on the main results of the university in a given field. Preparatory seminars took place in the following work groups:

- **RDC:** Katrin Niglas, Vice-Rector for Research; Mihkel Kangur, Director of the Institute of Ecology; Peeter Normak, Director of the Institute of Informatics; Aleksander Pulver, Director of the Institute of Psychology; Ruth Shimmo, Director of the Institute of Mathematics and Natural Sciences; Piret Viires, Director of the Institute of Estonian Language and Culture; Erki Russow, Director of the Institute of History; Mari Tarvas, Professor of the Institute of Germanic and Romance Languages and Cultures;
- **Teaching and learning:** Priit Reiska, Vice-Rector for Academic Affairs; Helen Joost Head of the Academic Affairs Office; Kristel Marmor, Academic Auditor; Mari-Liis Keskskaik, Academic Counsellor; Tiiu Reimo, Director of the Institute of Information Studies; Kadi Liik, Head of Study of the Institute of Psychology; Anneli Kommer, Head of Study of the Institute of Political Science and Governance; Liina Viiret, Head of Study of Haapsalu College;
- **Service to society:** Eve Eisenschmidt, Vice-Rector for Development; Kadri Kiigema, Head of Marketing; Airi Illison-Cruz, Internal Communication Specialist; Ene Käpp, Head of the Centre for Continuing Education; Orest Kormašov, Director of the Institute of Fine Arts; Katrin Saks, Director of Baltic Film and Media School; Ott Alemaa, Partnership Specialist;
- **Organizational management and performance:** Tiit Land, Rector; Katrin Niglas, Vice-Rector for Research; Priit Reiska, Vice-Rector for Academic Affairs; Eve Eisenschmidt, Vice-Rector for Development; Hannes Danilov, Director of Facilities and Finances; Eveli Ojamäe, Human Resources Manager .

As a result of preparatory activities, the initial version of the self-evaluation report was compiled, to which the members of the work groups gave their feedback from July to August 2013. The Quality Manager collected the comments of the work groups and prepared the publication of the self-evaluation report for the TU members. At the next stage of the self-evaluation, the student representatives and the heads of non-academic and academic units were involved. The task of the heads of the units was to conduct the discussion of self-evaluation within their units. The additional discussions took place on the basis of the self-evaluation report in the Student Body from 19 September to 7 October and with the heads of the university units at a seminar from 24-25 October. The report was available to members for making comments on the Internal Web from 27 October to 10 November. During that period, proposals were submitted by academic units (*hereinafter:* AU) (e.g. the Institute of Communication, Rakvere College, Haapsalu College, the Institute of Educational Sciences, the Language Centre, the Institute of Germanic and Romance Languages and Cultures, the Law School etc), administrative units (AO, MCO, PO etc.) and other units (e.g. the University Press) and the heads of the units who had gathered the results of the discussion in their units.

The self-evaluation report was translated and edited during November and December 2013. It was then introduced and coordinated in the Senate committees and approved by the Senate on 16 December 2013.



# 1. Organizational management and performance

## 1.1. General management

*Goals are set for the requirements of institutional accreditation related to general management and these have been analysed and regulated in the university by documents, of which an overview is given [in homepage](#).*

According to the Tallinn University Statute (*hereinafter*: the Statute) the mission of Tallinn University is to support the sustainable development of Estonia through research and application of its results, education of intellectuals, public discussions and promotion of academic partnership. Pursuant to the principles of the Magna Charta, the university develops the traditions originating from medieval Europe, according to which, the purpose of the university is to develop and mediate knowledge regardless of religion, ideology, economic pressure and governmental policy and to ensure that the community of scholars and students remain dedicated to this activity. TU's vision is to be an innovative centre of research and education, which is academically enriching to its members, appreciated not only in Estonia, but renowned internationally. The basic values of the university are openness, quality, professionalism and unity.

The university Development Plan defines the priorities in the five fields of activity of the university (research, studies, membership, management, social relationships) for enhancing the communication and pursuit of the set objectives. The development prerequisites are added for completion of the objectives. The completion of the objectives is assessed using the key indicators fixed in the Development Plan. The key indicators established in the Development Plan are used in planning the units' development (development plans) and assessment (activity reports).

The compilation process of the university Development Plan is initiated approximately one year before the end of validity of the current Development Plan. The purposefulness of the university activity and compliance with the university mission, vision, basic values and national strategies is achieved through development planning. This relies on the comparison of the university and its partners, analysis of the operating environment and risks, general tendencies in the higher education and research world, the analysis of the realization of the development plans of the previous periods and discussions regarding the development plan project with different stakeholders (e.g. Advisory Board, the decision-making bodies of AUs and others). Discussion among the members and with the other external stakeholder groups is important in development planning. The completion of the objectives agreed upon in the university Development Plan are operationalized through the [strategies of the activity fields](#), development plans of AUs and the activity plans of the university and administrative units.

For compilation of the Development Plan, the Domain Councils and the heads of units agree on the main challenges and objectives by relying on different analyses and comparisons (e.g. analysis of the operational environment, activity reports of the previous periods etc). Subsequently, the members of the university management boards lead the organization of the discussions of development planning within all the university units. The discussions involve the Student Body, the members of the Advisory Board and the representatives of partners. The Development Plan is coordinated by the Senate committees and approved in the Senate. Based on the university Development Plan, AUs upgrade and compile their development plans.

The university administrative units, and by recommendation, the academic and other units as well, compile their action plans for each financial year to achieve the objectives of the university Development Plan. To support this process, a preliminary analysis of the completion of the action plan of the previous period is compiled (see Figure 1.1. and [Guidelines for Compiling Development Plan, Action Plan and Activity Report](#)). The compilation of action plans is also based on the feedback and analyses of the previous period (e.g. student feedback, employer feedback, study on employee satisfaction and audits). The compilation of action plans and the budget takes place simultaneously from October until December, which enables the assessment of the possibility and obligation of implementing activities and acquiring additional resources. The members of the Rectorate are responsible for the compilation of the action plans in their fields of responsibility. Based on the activity plans of administrative units and other units, the Quality Manager of the university assembles the annual action plan of the university, assesses the compliance of the activities with the university priorities and makes proposals for amendments to the activity plans.

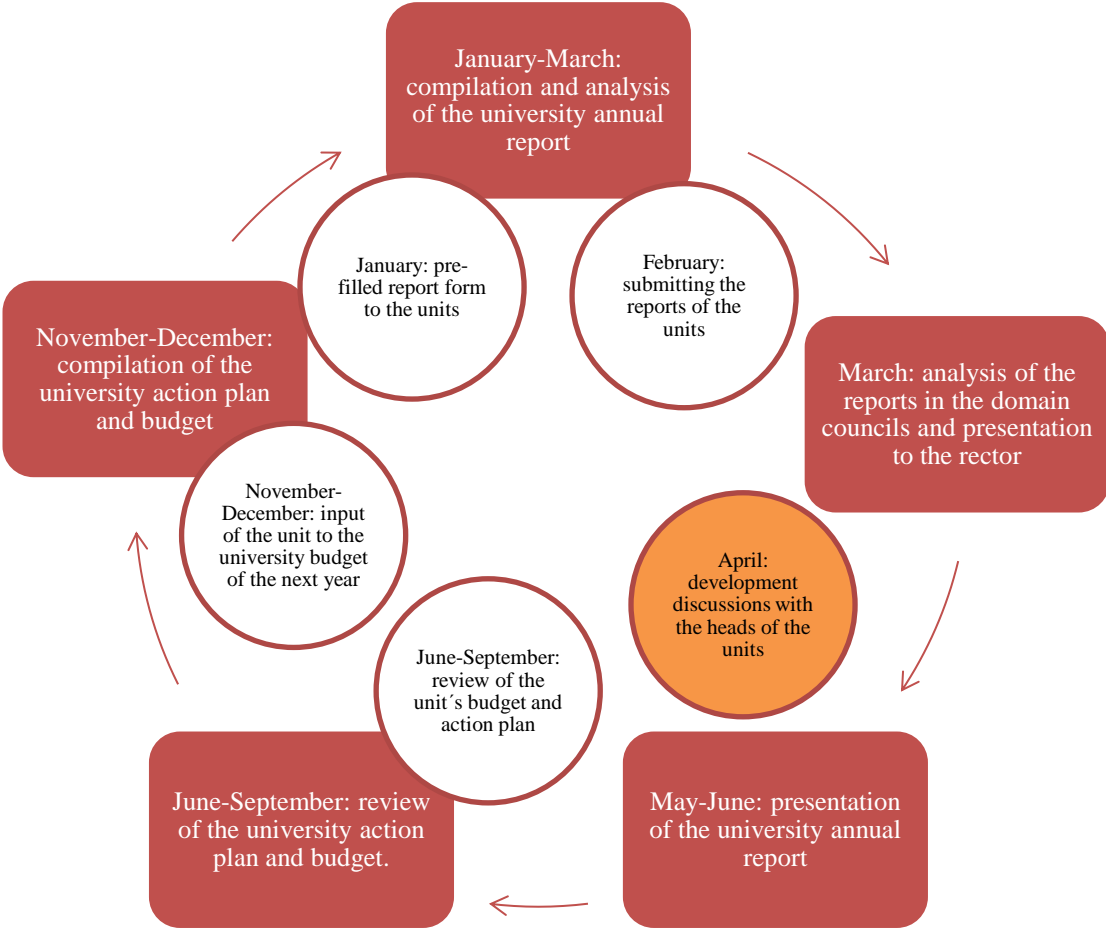


Figure 1.1 A cycle of the action plans and activity reports of the university and its units

The activity reports of all the university units, which reflect the contribution to the achievement of the university priorities and key indicators, as well as the completion of the unit’s objectives, are submitted no later than in March. The compilation of the activity reports of AU takes place in the electronic reporting system. In order to assess the functioning of the university and the achievement of its aims, the university [annual report](#) is compiled in coordination with the Institutional Development Office (*hereinafter: IDO*). The annual report provides an overview of the implementation of the university Development Plan and Action Plan, as well as the results of the review of the supporting strategies (i.e. an overview of the

implementation of the university RDC strategy is given in the annual report of the university). Also, the university annual report gives an overview of the results of audit reports, feedback and analyses conducted during the previous period, and reflect the guidelines for compilation of the university action plan for the next period. The Senate delivers an evaluation of the university operation based on the annual report.

According to the TU Management Regulation (*hereinafter*: the Management Regulation) there are three levels of jurisdiction in the university management. The Rector is responsible for the general state and development of the university and for the lawful and expedient use of financial resources, as established in the Universities Act, the TU Statute and other legal acts. The Rector appoints the Vice-Rectors and the Director of Facilities and Finances. Since 2012, the university [Rectorate](#) consists of five members, whose fields of responsibility are divided as follows:

- Rector: general management and representation of the university
- Vice-Rector for Academic Affairs: management and development of the university study activity;
- Vice-Rector of Research: management and development of the university RDC;
- Vice-Rector of Development: development of the university as an organization and management and development of the university partnerships.
- Director of Facilities and Finances: responsibility for the management and development of university assets and financial resources and delivery of a balanced budget and subsequent economic sustainability.

All Vice-Rectors are responsible for internationalization in their field of responsibility. The highest collegial decision-making body of the university is the [Senate](#), which consists of the Rector, the Vice-Rectors, the Director of Facilities and Finances, a representative from each academic unit (mainly the directors of the unit), representatives of the Labour Union and the Advisory Board. The student representatives also belong to the Senate and make up one fifth of the Senate membership and are elected by the Student Body council for one year. The jurisdiction of the Senate is described in the TU Statute and the work organisation in the Management Regulation. In order to make the Senate's work more effective, four Senate committees have been formed: [the Development Committee](#), [The Economic Affairs Committee](#), [the Research Committee](#) and [the Academic Affairs Committee](#). Twice each year seminars are organised for the members of the Senate and the heads of all the units in order to discuss the issues related to the development of the university.

The advisory organ that integrates the university with society is the [Advisory Board](#) appointed by the government of the Republic of Estonia. It consists of recognized cultural and political figures and entrepreneurs who operate in the fields of activity that are similar to the university's. The Advisory Board consisted of 15 members in 2013.

For the development and coordination of the university fields of activities and for facilitating cooperation, [Domain Councils](#) have been formed. These include all the AUs operating in the given field. There are six Domain Councils active in the university: education, humanities, arts, natural sciences, social sciences, and health. The decisions of the Domain Council are recommendatory to the units.

The academic [units, sub-units, administrative units, other units and the student body](#) belong to the university structure (See Figure 0). Academic units are institutes, colleges and the Academic Library. The institutes and colleges conduct study, RDC in one or more fields. Only the first two levels of higher education are taught at the two colleges based in Haapsalu and Rakvere.

The heads of AUs are responsible for the progress, sustainability and development of the activity of the unit, and at the same time are accountable to the Vice-Rectors, the Rector and the Director of the Facilities and Finances for the execution in their units of the work tasks belonging to their field of responsibility. An academic unit is competent to elect its own decision-making bodies; prepare its own development plan; select fields of research and development; prepare and apply study programmes endorsed by the Senate and registered as established by HTM; participate in creating the internal legal environment of the university and in managing the university within its competence; decide on using the assets allocated to the AU within its competence; elect teaching staff of the academic unit (with the exception of professors and research professors) and other employees, and decide on other personnel issues following the legislation and the TU founding acts; make proposals to the Senate to prescribe student numbers and the procedure of student admission to its study programmes; make proposals to the Senate concerning the fields of study, forms and procedure of continuing education, retraining and pre-service training conducted by the academic unit; initiate the reorganisation, transformation or termination of the academic unit; subscribe to services that are necessary for the operation of the academic unit (with the exception of mandatory central services) from individuals outside the university; organise the work of its sub-units; establish its own structure and administration; organise international communication related to its own fields of activity; decide within their competence on using the rooms given for the use of the academic unit; establish non-academic sub-units to support its own operation; initiate the establishment of legal persons to support its own operation. The heads of AU are accountable to the decision-making body of their unit, the Senate and the Rector.

The task of the administrative units is to provide a suitable environment for teaching and learning and RDC with respect to information, human and material resources, also infrastructure. Administrative units of TU provide the following central services:

- 1) Book-keeping and financial accounting (the Finance Office);
- 2) Development of staff policy and organization of the university personnel work (the Personnel Office);
- 3) Organization of student admissions; maintaining the registers of teaching, learning and RD work; collecting statistics and delivering the corresponding reports to state institutions; providing advice and support to AUs (the Academic Affairs Office, the Research Administration Office);
- 4) Rental, management and development of property (the Property Management Office);
- 5) Management, development and maintenance of the information and communication technological infrastructure (the Information Technology Office);
- 6) Document management (the Rector's Office);
- 7) Marketing, and internal and external communication, including the standards of visual identity (the Marketing and Communication Office);
- 8) Coordination of the strategic planning of the university as an organization and development analysis, including activities related to internationalization (the Institutional Development Office).

An administrative unit is directed by a Manager who is responsible for fulfilling the functions established in its statute. Administrative units fall under the jurisdiction of the member of the Rectorate who is responsible for the respective field of activity. Other units, such as the Open University, the Centre for Continuing Education, the TU Estonian Pedagogical Archives Museum, and the University Press are predominately aimed at serving society.

The university has developed with the merger of several different study, research and development institutions. Thus, the development of a unified identity is one of the most important priorities set out in the Development Plan. The internal and external university

communication is the field of responsibility of the Marketing and Communication Office (*hereinafter*: MCO) and the development of the field is based on the courses of action of 2013-2014, which form the basis for completion of the annual Action Plan.

Several methods and channels are used to disseminate information inside the university. Each Monday, the MCO sends a weekly information summary both in Estonian and English to all university members, from which they can get information and preliminary notices on the more important university events and activities. The weekly [newsletter](#) is also compiled by the Student Body and forwarded to members on the student list as well as the International Club, which in turn, forwards the information on to visiting and exchange students. The notices aimed at foreign lecturers are shared by means of the *Interlec* list. A more extensive broadcast of topics takes place through the regular *Newsletter* both in Estonian and English and in the [university journal](#), which is also forwarded to the university partners and alumni.

Regular meetings are organized for the heads of study and administrative units for preparatory and subsequent discussions of Senate decisions. Strategy seminars with the Rectorate, specifically for employees of administrative units, have been organized since 2013. All TU members are informed of Senate decisions by e-mail. In June of each year, an open Senate session takes place to which all university employees are invited and an overview is provided regarding the completion of university objectives. New possibilities have been created by the Internal Web facility that commenced operation in 2013. This is an electronic work desk for a university employee that consolidates information that would otherwise reach the employee through different information channels and which can also function as a platform for digital work processes. The Internal Web broadcasts university news and events, foundation documents, aid materials created by administrative units, contacts of employees, a calendar of events and forums. It is also possible to design a customized sub-pages for an individual unit. An employee of the MCO compiles [press releases](#) of more significant university news and events that can be broadcasted outside the university.

## RESULTS:

- The university has applied the system of Development Planning and Reporting, both at the university level and the unit level since 2011. The key indicators give information on achievement of the aims. For example, one of the objectives is increasing interdisciplinarity, which is assessed by using key indicators that measures the number of publications inter units, percentage of courses of other institutes in compulsory courses etc. An overview of the university key indicators in 2010 – 2012 and aims set for 2014 is presented in the following chapters (see chap. 2.1. Effectiveness of teaching and learning, and formation of the student body 2.1.; 3.1; and 4).
- The Domain Councils are involved in the assessment of the university Development Plan through the development reviews compiled by the Domain Councils. In these reviews, after an assessment is made of the previous results of the units' activities in the field, recommendations for further activities are submitted to the Rector. Based on the report of the unit and assessment of the Domain Council, the Rector conducts development discussions with the heads of AU to analyse problems and establish goals for the following year.
- The structure and tasks of administrative units have changed since 01.01.2012. Satisfaction with administrative units was one of the central topics of the satisfaction questionnaire and the results of the questionnaire show that the average evaluations given for the cooperativeness of the employees of the unit have improved in 2013 in comparison to the previous year (Figure 1.2).

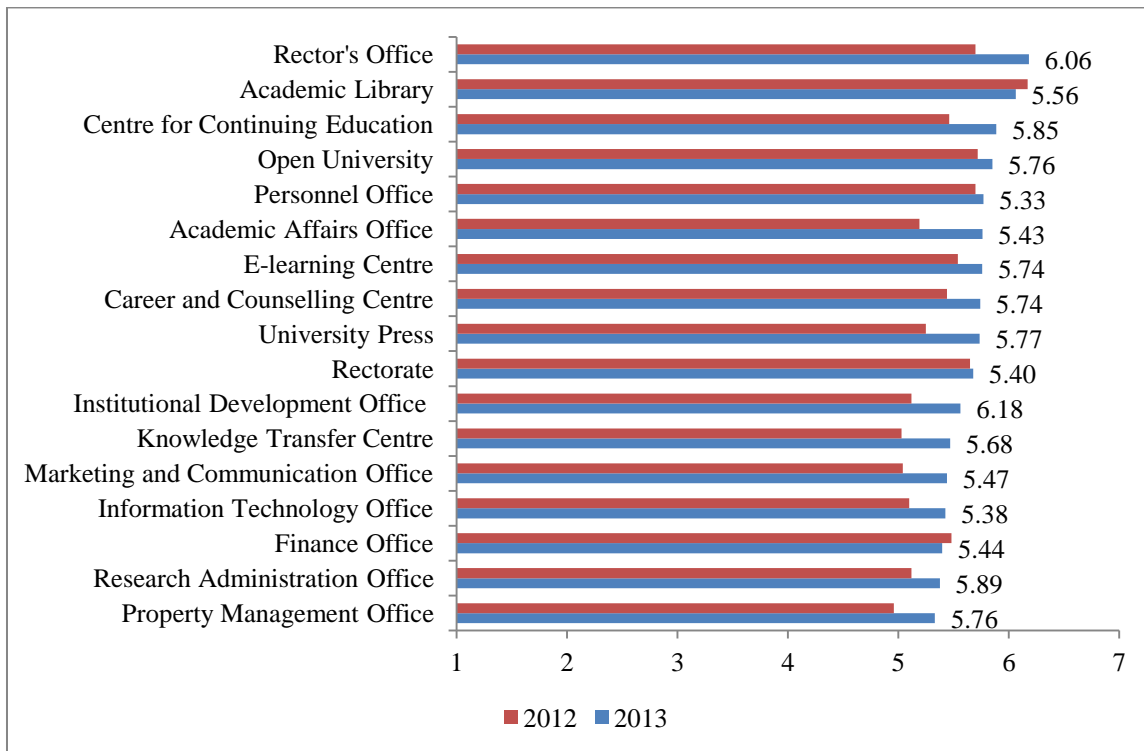


Figure 1.2 Satisfaction of TU employees with the cooperativeness of the administrative and other units in 2012 – 2013

▪ The satisfaction of the university staff with TU management is assessed by the employee satisfaction questionnaire, which in 2013 had somewhat lower results than in the previous year. In both years the highest evaluations were received by awareness of the university objectives (2013 - 4.76; 2012 - 5.23 on a 7-point scale) and progress of the university towards objectives (2013 - 4.1; 2012 - 4.89). However, the lowest evaluations were given to involvement by the Rectorate (2013 - 3.93; 2012 - 4.65) – (see Figure 1.3). In open comments, the lower evaluations given to the Rectorate were justified by the fact that in 2013 there were no meetings of the Rectorate with the employees in AUs. Among the various groups of employees, the heads of AU and administrative/other units awarded the highest level of satisfaction with university management (Figure 1.10). Thus, it is even more important to involve the heads with other employees and students in different work groups and discussions. It is also important to continue with the discussion formats initiated by the Rectorate and targeted at the members (e.g. the Rector's five o'clock tea).

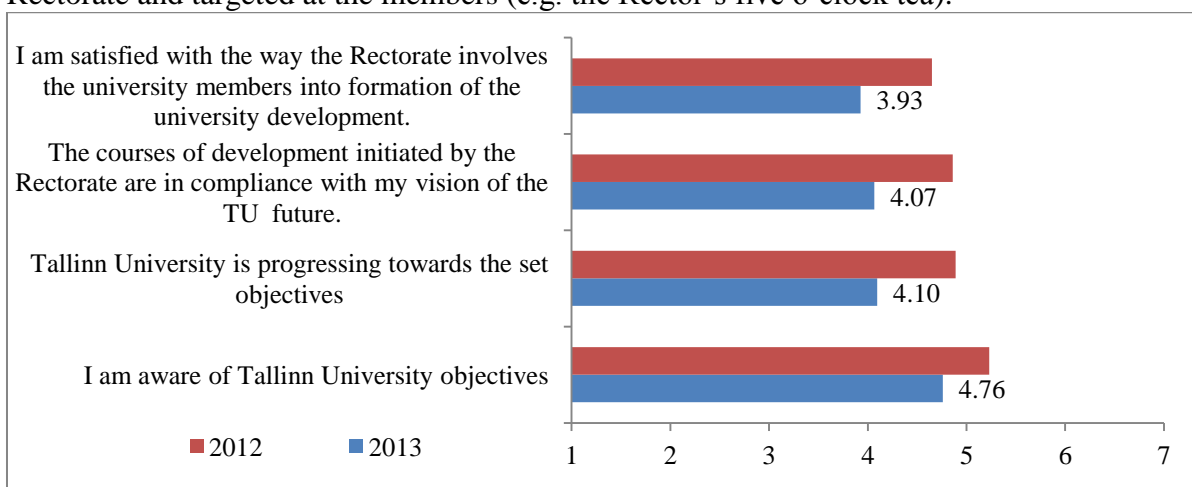


Figure 1.3 Satisfaction of the employees with the statements related to TU management in 2012 and 2013.



- In order to strengthen the positive image of the university, the TU stylebook was revised in 2012 and a university brand concept was developed. The new brand concept is in compliance with the main results of the reputation survey of universities conducted by TNS Emor, which indicate that 18% of people who participated in the survey selected TU among the three universities with the best reputation (Figure 1.4). For the university, it is important to note that when describing the reputation of TU, every tenth person selected the word *youthful* first from a list of 22 adjectives. In the summary of all evaluations, the leading characteristics of the reputation profile were *developing, youthful, modern, high level, successful, international* and *trustworthy*. In order to harmonize the university brand concept and its reputation profile, it is important to continue the unification of the university's visual identity.

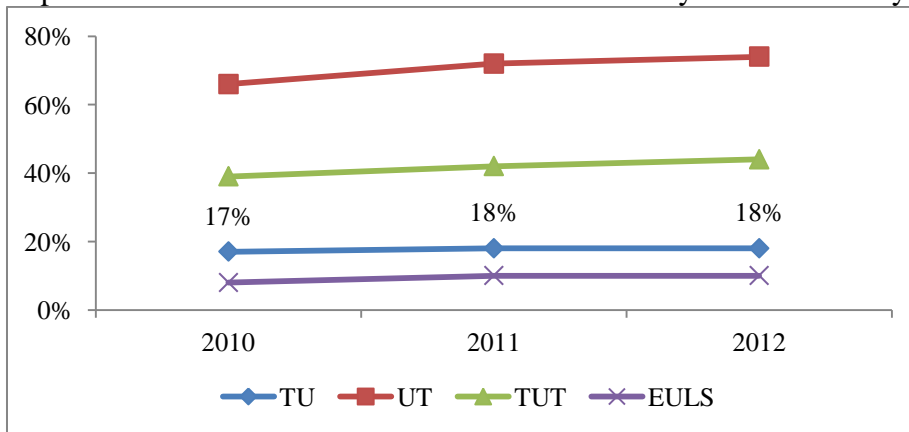


Figure 1.4 Percentage of the respondents voting on the three universities with the best reputation concerning TU, UT, TUT, EULS in the years 2010 – 2012

- The internal university communication is assessed by the results of the employee satisfaction questionnaire, which show that the highest level of satisfaction with information movement is evident in the respondent's home unit (in both years 5.11 on a 7-point scale). Satisfaction with the movement of information has increased with AUs (from 4.34 to 4.54) and with administrative units (from 4.63 to 4.68). In comparison to the previous year, the satisfaction with the movement of information with the Rectorate has decreased (4.85) (Figure 1.5). Based on the results of the satisfaction questionnaire, more attention has been given to forwarding news about the academic units and the introduction of university employees in the internal university communication channels.

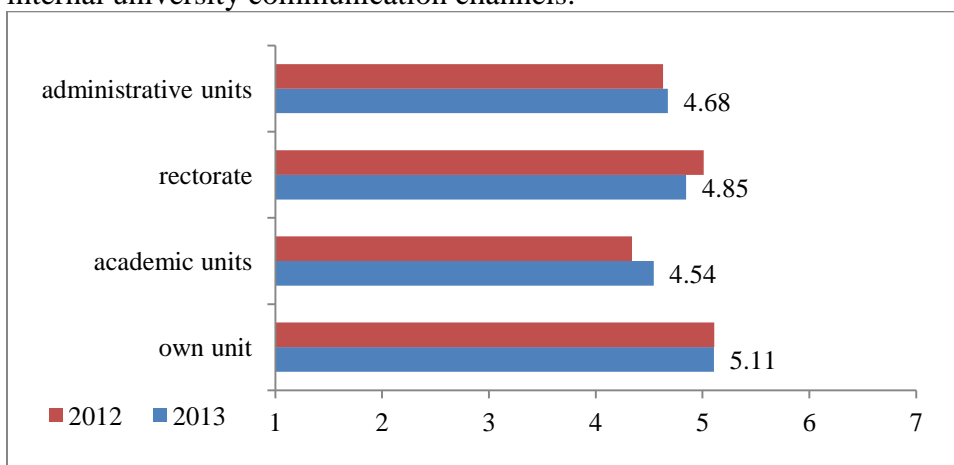


Figure 1.5 Averages of the satisfaction evaluations of the university employees with movement of information in 2012 and 2013.

- The visibility of the university in external communication is measured by the Estonian media monitoring agency (ETA) data (Table 1.1.), which show that the university is featured more than 3,000 times a year. For further improvement in external communication, implementation of a more effective use of the database of spokesmen is planned (see also Table 4.1).

Table 1.1 Number of TU media broadcasts in 2009 - 2013

	2009	2010	2011	2012	2013
Number of university media broadcasts	2726	3160	4489	3942	4326

## STRENGTHS

- The university priorities and key indicators have been defined in the Development Plan for 2014. The direction of the development and the monitoring of the key indicators of the university and its units, as well as the compilation of activity reports in the electronic reporting system, are all based on these priorities and key indicators.
- Based on social needs, TU has been the largest organizer in the field of higher education in Estonia and has participated in several merger projects, which have resulted in a higher level of quality in higher education in Estonia.
- For better involvement of TU stakeholders in its management, the Rectorate has initiated several events. Twice each year, strategy seminars are presented by administrative units and development seminars are held for heads and members of the Student Body board on current topics of the university, which facilitate a mutual learning process. Additional opportunities have been created for employees in 2013 for presenting their proposals by participating in the Rector's Five o'clock Tea or for representatives of the labour market and society by attending the Rector's Afternoon.
- The heads of AU, administrative/ other units rate their involvement in the university management as good and effective due to different methods of involvement (e.g. development seminars, involvement in the decision-making process through different work groups, in Senate committees and others)

## AREAS FOR IMPROVEMENT

- During the period of the present Development Plan, it was recognized that, in order to implement the university mission and vision, a sharper focus on leadership in specific fields is important. Based on the fields of responsibility agreed with the HTM the university is developing a clearer focus of the sharing of responsibility with other universities operating in the same field. Also, together with the heads of AU, the Rectorate assesses the opportunities for developing interdisciplinary directions on the topics of educational innovation, healthy and sustainable lifestyle and digital environment and media.
- Focusing of the university activity presupposes a review of the existing management structure by the Rectorate, because the complexity of AUs has introduced a fragmentation of activities.
- The heads of AU have a significant role in the university management. Generally, they are highly competent in decision-making, but often lack the specific knowledge and experience in making decisions relating to personnel and financing. It is necessary to review the competences of the different decision-making bodies and the heads in the university management model and assess sustainability of small units by the Senate.
- So far in the process of implementation of the Development Plan and management system, the potential of Domain Councils has not been fully realized. For this reason, the Rectorate plans to assign a greater role to the Domain Councils in the targeting of interdisciplinary courses in their own field and between study fields, when preparing the Development Plan for the next period.

## **1.2. Personnel management**

*Goals are set for the requirements of institutional accreditation related to the personnel management and these have been analysed and regulated in the university by documents, of which an overview is given in [homepage](#).*

The Personnel Office assumes the responsibility of the elaboration and development of the university personnel policy and organization of the university personnel work. The more important internal legal acts that regulate personnel work are TU Employment Relations Rules (*hereinafter*: Employment Regulation) and TU Remuneration Regulation (*hereinafter*: Remuneration Regulation). All the university legal acts are available for perusal by staff on the Internal Web and document management programme Webdesktop.

The above-mentioned regulations establish rules for a public competition to be organized for the employment of academic employees; the appointment of or invitation to a person as a visiting academic; the organization of a competition for recruiting a non-academic; or the invitation to submission of candidacy of a suitable person. The head of the unit makes the decision when recruiting employees and the Personnel Office (*hereinafter*: PO) provides an advisory and support role. Based on the Development Plan, more attention is given in the recruitment process to sharing information on the competition for academic employees through international channels in order to increase the number of foreign academic employees. The Academic Committee and Domain Councils evaluate the candidates for academic positions to ensure the high quality and sustainability of the academic staff.

In both the selection and attestation process of hiring academic employees, their work related to RDC is taken into account, together with feedback received from students. The candidate or person undergoing attestation shall present the RDC results either via ETIS or as additional documents and the student evaluations on teaching are retrieved from the feedback questionnaires collected in the Study Information System (*hereinafter*: ÖIS). The head of the AU compares the feedback results to the average evaluation of the unit and plans the employee's development activities. Detailed requirements for candidates are described in the appendices of the Employment Regulation.

The European Social Fund (*hereinafter*: ESF) programme PRIMUS, has an important role in TU staff development. The programme supports the development of teaching and supervising skills of academic staff, initiation and development of the mentorship system, improvement in the management skills of the heads and awareness of counselling and recognition of prior learning and work experience (*hereinafter*: RPL) of the supporting staff involved in teaching. Also, the employees have the opportunity for self-development by getting additional training in agreement with the head of the unit, participating in lectures for students, attending specialized conferences and seminars or purchasing specialized literature. The financial resources to be used for the development of employees are provided for in the budget of the unit. The Personnel Development and Mobility Centre has initiated the system of internal training, within which the employee-to-employee information hours, training of a new employee, various seminars and training sessions are organized and the functioning of the network of the trainers is supported too.

Remuneration of employees takes place as established in the Remuneration Regulation. The head of the unit where the employee commences work, agrees on the amount of the remuneration with an employee or in case of Administrative units, the respective member of the Rectorate on the proposal of the head of the unit, taking into account the minimum rates of

remuneration established at TU. The maximum rate of remuneration has not been established in the university.

Both monetary and non-monetary means are used to motivate the university employees (Table 1.2). Performance pay for research work is used to motivate academic staff, best publications of the research fields are recognized and enthusiastic initiative is rewarded. Based on student feedback, the most valued member of the teaching staff is determined. The Rector acknowledges employees' birthdays and work anniversaries with greeting e-mail.

Table 1.2 Ways of motivating employees in the university.

Monetary ways of motivating	Non-monetary ways of motivating
Performance pay for research and creative work for an academic employee	Possibility of using flexible work hours
Bonus	Longer holiday (35 – 56 days)
	Awarding the TU Badge of Merit
	Awarding the TU Letter of Appreciation
	Joint events

University employees have various opportunities to participate in the mobility programmes. The most commonly used are opportunities offered by the Erasmus and DoRa programmes and bilateral agreements. The PO employees or the university coordinator of the respective programme in the university advises with the employee in regard to the international programmes. Also, awareness of international programmes has been increased in AUs where an employee has been appointed to implement the Erasmus programme and inform colleagues of other programmes. Academic employees actively participate in international professional networks mainly by using the resources of RD projects. The AUs are supported centrally with regular seminars targeted at the support staff involved in the mobility of the units, where the current issues related to internationalization are discussed with the Vice-Rector for Development and with administrative units employees who are involved in the internationalization process. Research, study, development and cooperation funds support the employees in covering the self-financing of the programmes.

An employee satisfaction questionnaire has been conducted within the university since 2008. In the three first years the level of satisfaction of the staff with work, the internal climate of the organization and attitudes to different aspects of the university life were studied. In 2012 the satisfaction questionnaire was revised in such a way that the results would give feedback on the university management, working conditions, movement of information and operation of the support structures. In 2013, the questionnaire was adjusted for foreign employees. The questionnaire now consists of questions that are repeated year-to-year, thus enabling assessment of the changes in employee satisfaction (e.g. awareness of the university goals, satisfaction with self-development, physical environment and remuneration, and others), and of questions that change in regard to the current issues of the university (e.g. in 2012 issues related to study organization). The summary of the results of the satisfaction questionnaire are publicised on the Internal Web of the university and the results related to specific units are forwarded to the managers of the respective units who plan further development activities based on the results of the questionnaire.

Pursuance of the principles of academic ethics is regulated in the Employment Regulation, which states that a person who has disregarded the code of ethics of Estonian researchers is not allowed to submit candidacy. Depending on the employment position, either the Academic Committee or the Domain Council assesses the violation of the ethical norms and makes a proposal to the Rector for the implementation of a legal remedy. The Research

Committee of the university is responsible for compiling the unified principles of research ethics for the university and to convene a corresponding work group.

## RESULTS:

- The number of the university employees has increased by about 150 employees during the last four years, which is mainly due to the fact that different establishments have joined the university (see chap.0.3 and [detailed information](#)). Within the groups of academic staff, the changes have mainly taken place in the proportions of positions of assistant professors/senior research fellows compared to lecturers/research fellows (Figure 1.6). These changes correspond to the changes in the numbers of study programmes and students at different higher education levels, which is due to the increase of the proportion of professional higher education.

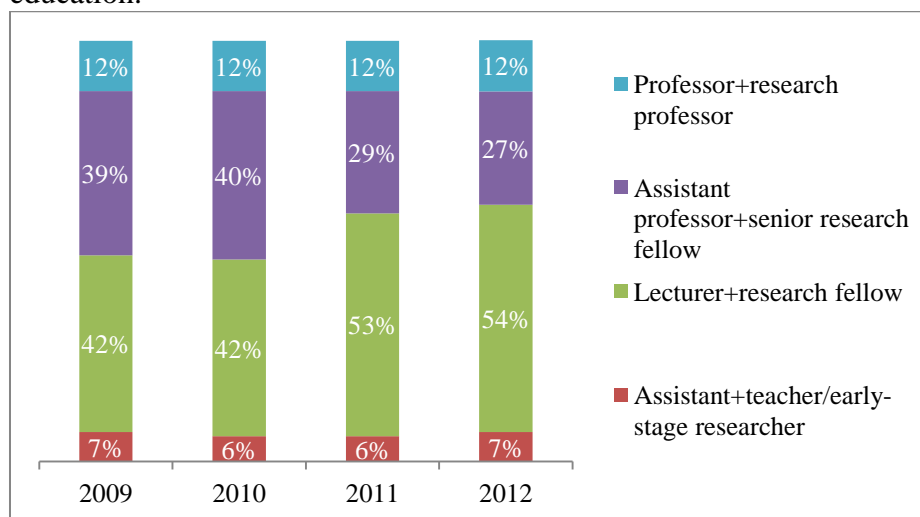


Figure 1.6 Division of TU academic staff by employment positions

- The average age of TU academic employees is 48 years and for non-academic employees it is 44 years. Most of the employees hold a degree at the master level or a corresponding qualification (Table 1.3).

Table 1.3 Number of non-academic and academic employees and their average age by qualifications

Qualification	Average age of non-academic employees	Number of non-academic employees (full-time)	Average age of academic employees	Number of academic employees (full-time)
Doctoral degree or equivalent qualification	49	25,75	51	213,9
Master degree of equivalent qualification	47	251,5	44	234,6
Bachelor degree or equivalent qualification	31	80,6	48	1,7
Professional higher education or equivalent qualification	36	34,8	-	-
Qualification between secondary and higher education	55	18,3	-	-
Secondary education or equivalent qualification	47	99,5	-	-
Basic education or equivalent qualification	55	6	-	-

- The percentage of foreigners among TU full-time academic staff is higher than in UT, TUT and EULS (Figure 1.7), forming 8.7% of the TU academic staff. Currently, employment of foreigners is related to several problems such as low salary or the fact that proficiency in the Estonian language is usually required in the employment position.

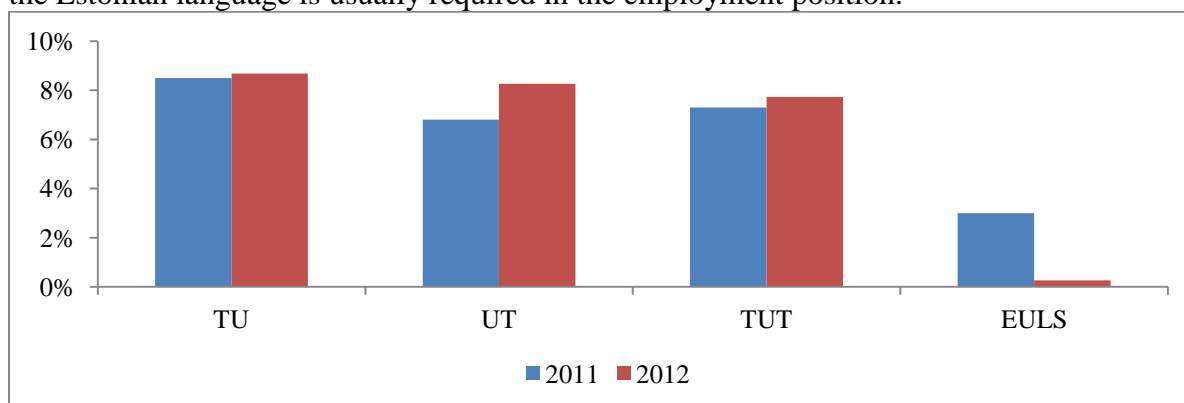


Figure 1.7 Percentage of foreigners among full-time academic staff in TU, UT, TUT and EULS in 2011 – 2012

- The satisfaction questionnaires of foreign academic employees (in 2013) show that overall they are more satisfied with working at the university (5.64 on a 7-point scale) than the total of the university employees (5.37) or the total academic staff (5.34). In order to support the settling-in process of foreign lecturers and researchers, they are offered the opportunity to study Estonian free of charge and from 2013/2014; additional targeted trainings have also been planned in the training calendar of teaching staff (e.g. [Estonian for foreigners \(advanced level\)](#), [Teaching in Estonian Higher Education](#)). There is a contact person of the [Euraxess-network](#) in the PO who advises academic employees on practical issues.
- In 2012, the average competition for an academic employment position in TU was 1.03 (see [detailed information](#)). In comparison to EULS and TUT the number is lower, but in TU the percentage of international candidates is higher than in the other universities. (Figure 1.8.). In order to increase the number of foreign candidates, the PO plans to assess the effectiveness of the recruiting activity so far and in the future, focus on the more effective channels.

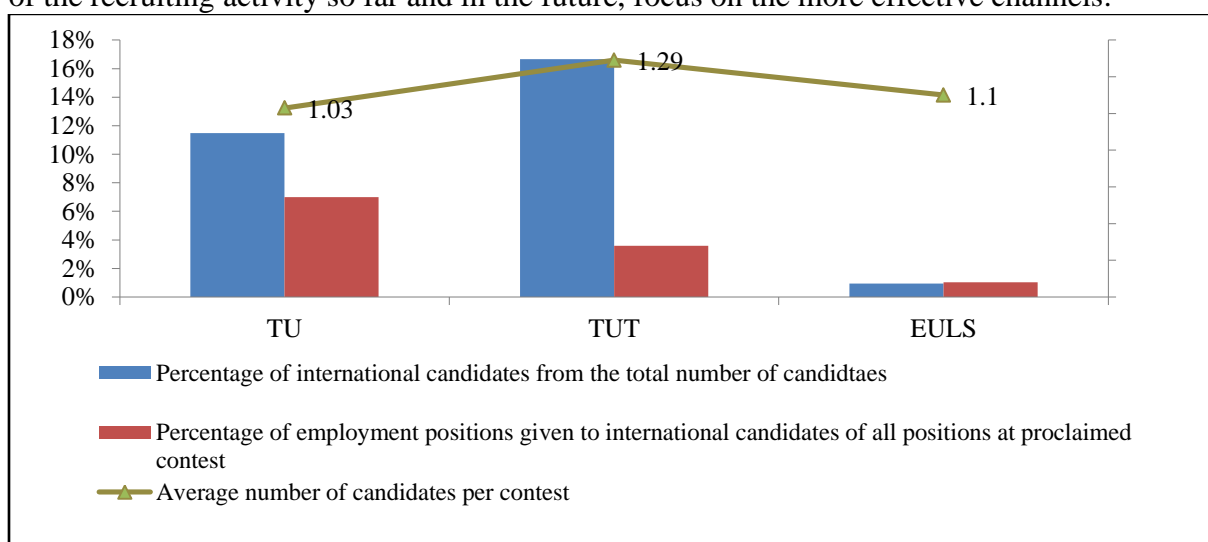


Figure 1.8 TU, TUT and EULS<sup>2</sup> average number of candidates per contest and participation of international candidates in 2012 contests.

<sup>2</sup> UT has not presented reference data to the Estonian Rectors Conference



▪ Attestation of academic employees has taken place since 2011. In 2013 all the attested academic staff had full conformity to the requirements (Figure 1.9). The partial conformity with attestation requirements is due to the small number of publications and number of supervised doctoral theses defended.

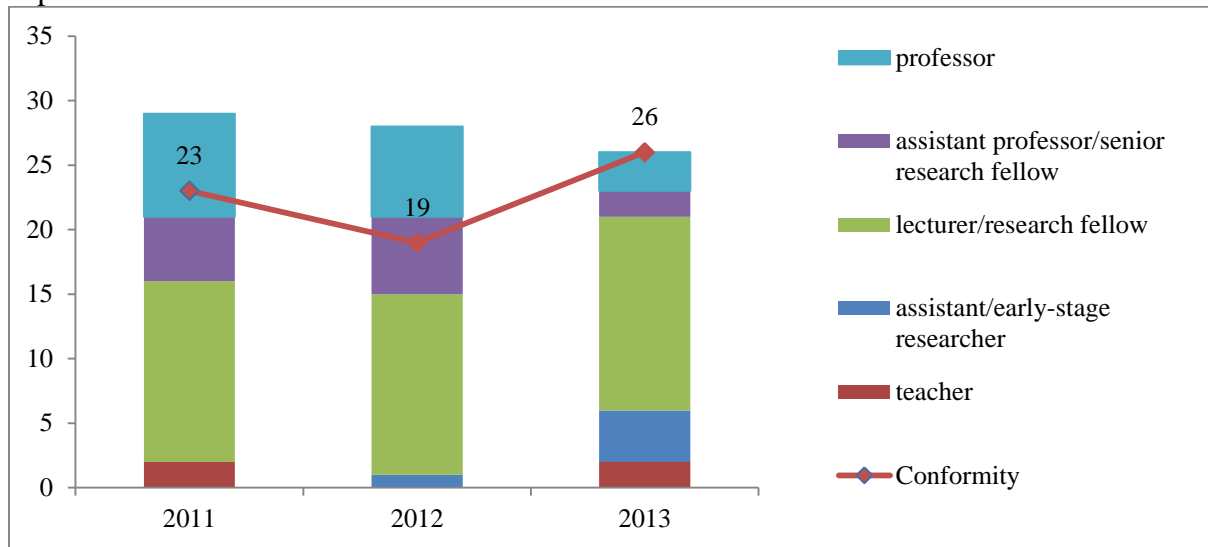


Figure 1.9 Attestation of academic employees in 2011-2013

▪ It appears from the results of the employee satisfaction questionnaire (2013) that the employee satisfaction with the opportunities for individual development is evaluated as 4.85 (7-point scale). Arranged by groups, the employees of AU have the highest satisfaction rate (Figure 1.10).

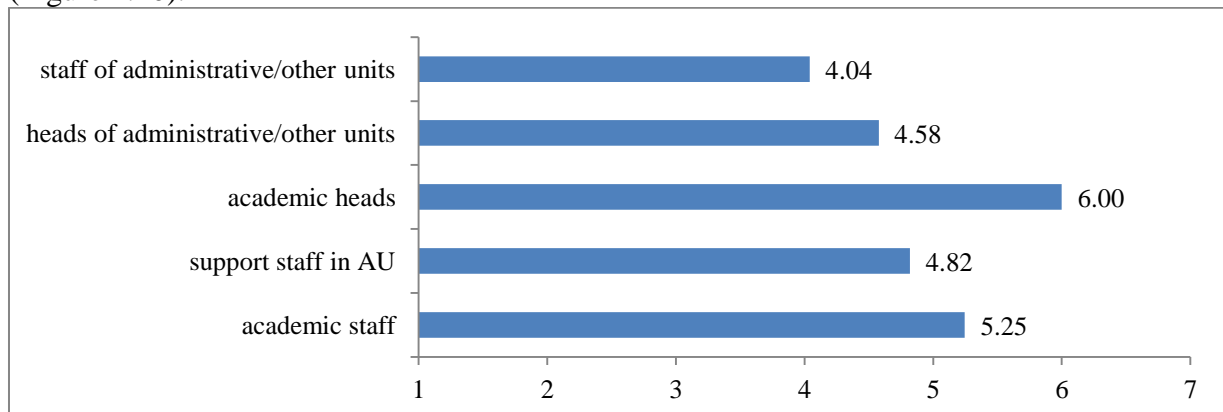


Figure 1.10 Satisfaction of employees with self-development opportunities according to employee groups

▪ In order to develop the teaching and supervising skills of teaching staff, the university has organized 156 different training sessions within the PRIMUS programme since 2010. (see [the training schedules](#) (in Estonian) and [list of courses](#) (in English) held in English ), where the members of the university teaching staff have participated for a total of 1,193 occasions (Figure 1.11). In addition to trainings, a member of the teaching staff has the opportunity to interact with a mentor. The university has trained 44 mentors and there have been 35 mentor/mentee relationships. The university also supports the mentors' network by organizing 1 or 2 seminars called Mentors' Café of Experience per study year.

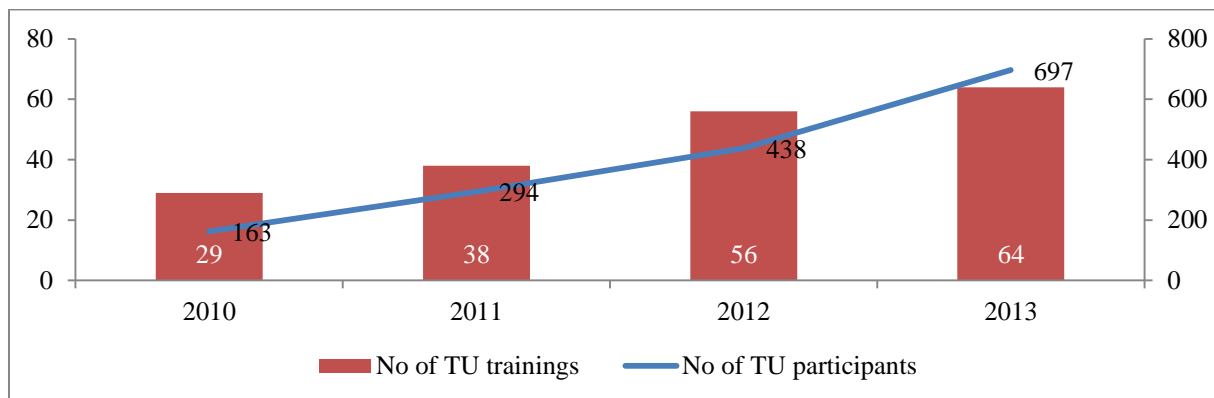


Figure 1.11 Number of training sessions conducted within the 1st activity area of the PRIMUS programme in TU and number of participants from TU in 2010-2013.

- In order to facilitate the introduction to university life, new employee training sessions have been organized for three years for about 120 employees and mentorship is also implemented.
- The project Implementation of Complete and Modern Personnel Development System in TU Administration and Management was initiated in the university in 2011, mainly to meet the needs of the academic staff. The aim of the project is to create a staff development system and its software solution that would incorporate the calculation of the content and volume of work for staff, development discussions, motivational and training systems and the tools for self-analysis. Within the project, a software solution of the work overview of an academic employee has been created in one electronic environment, which provides an overview of the different activities and their volumes according to the largest fields of the employee's work (teaching, RDC, administrative work). The data provided in the work overview can be used for planning and organizing the work, regulating the workload, reporting and assessing the development needs of the employee and planning development activities. In the same electronic environment, the results of the development discussion and agreements on work objectives can be recorded and can be used by non-academic staff as well. Wider piloting of the electronic overview environment of an employee's work starts in 2014.
- From the employee satisfaction questionnaire it has become evident in 2012 and 2013 that the lowest rate of satisfaction is given to remuneration (on a 7-point scale respectively 3.46 and 3.36). Several activities have been conducted for developing the remuneration field of the university and, based on the objective of the Development Plan to make remuneration more competitive. A revised remuneration system is under development. In 2012-2013, a project Gender Equality in TU - Present Situation and Proposals for Improvement was conducted. Within the framework of the project, the university salary and benefits schedule, work organization in relation to remuneration as well as the organizational culture were all analysed and job evaluation was carried out. It is planned to take the methodology of evaluation of employment positions developed within the project into use in 2014. A salary committee has been formed on the basis of the project results for more thorough inspection of the remuneration system and for making amendment proposals. The Salary Committee is a work group that consists of representatives from the Rectorate, AUs, PO and the Labour Union and whose purpose is to design and develop the university remuneration system, principles of salary policy and the Remuneration Regulation. By the end of 2013, the Salary Committee was able to review and analyse the most important topics and problems of the remuneration field and make proposals for revising the remuneration system and the Remuneration Regulation. The updated Remuneration Regulation should be adopted in 2014. The plan is to continue the work of the Salary Committee in analysing the problems of the remuneration structure and offering solutions.

▪ One of the key indicators of the university is the number of days spent in professional training abroad, which has increased in comparison to the prior year (Table 1.4). This is the result of improved data collection and an increased understanding on the part of the employees of the importance of presenting data. The improvement in data quality enables the university to more precisely analyse the use of training opportunities.

Table 1.4 The university key indicator in 2010 – 2012 and the aim for 2014

	2010	2011	2012	University aim 2014
Number of days spent in professional training at a foreign university or research establishment per academic employee per year	–	2.5	4.25	Growing

▪ The participation activity of employees in the satisfaction questionnaire in 2009-2013 has been between 25%-52% (Figure 1.12). Based on the increased percentage of respondents in the last two years, it could be said that the questionnaire revised in 2012 allows the employees to give important feedback in a more convenient manner. (See [detailed results](#) by units)

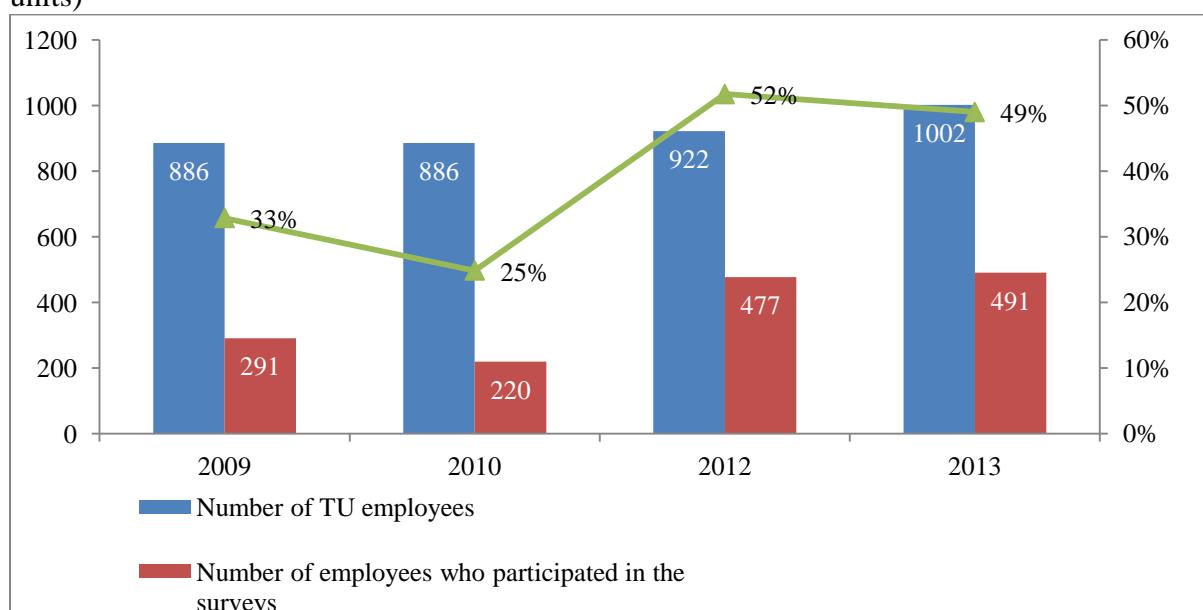


Figure 1.12 Percentage and division of participants in the employee satisfaction questionnaire between AUs and support units in 2009 – 2013<sup>3</sup>

## STRENGTHS

- The university has been effective in employing foreign academic employees due to the international relations and in the creation of enjoyable working conditions for these foreign employees.
- The university recognizes academic employees and in the creation and continuation of the work relationship, takes into account the RDC as well as the evaluations received for teaching. In so doing, the university values all components of the employees' work.
- The PO initiated the creation of the electronic environment of an overview of the work of an academic employee, in which data has been integrated from various databases: ÖIS, ETIS and personnel accounting database Virosoft. The work overview environment provides the heads with an overview of the activities of an employee during the previous period and enables objectives to be set for the activities of the following period.

<sup>3</sup> Satisfaction questionnaire was not conducted in 2011.

- The opportunities for self-development of the academic staff are excellent due to the PRIMUS programme training sessions that support regular staff development.
- The satisfaction questionnaires of employees take place regularly; have a growing number of participants and administrative units give attention to implementing the results of these questionnaires.

#### AREAS FOR IMPROVEMENT

- Due to the priority of internationalization, the PO needs to review the selection process of academic employees, including specific requirements to be established in this process (e.g. by adding recommendations for training in a foreign study or research establishment) in order to place a higher value on international mobility and self-development. In establishing these requirements, it is also important to provide necessary support for achieving compliance with the requirements (e.g. participation in mobility programmes).
- The basis for determining salaries is not univocal and salary levels depend mainly on the financial resources of a particular unit. Therefore it is important to implement changes proposed by the salary committee in the Remuneration Regulation. The changes are based on the results of the evaluation of employment positions, the analysis of remuneration and discussions by the salary committee.
- Considering the results of the employee satisfaction questionnaire and the termination of the PRIMUS programme, the principles of staff development prescribed in the Personnel Development and Mobility Centre regulations for personnel training need to be revised. They should be amended in such a way that makes the most effective use of the existing university opportunities, such as participation in degree study, mentorship, development of the system of internal trainers, among others.
- Due to the planned changes in state legislation, which prescribe that the employment relationship of academic employees shall mainly be concluded without a specific term, the principles and procedures of employment and attestation of academic employees need to be reviewed.

### **1.3. Management of financial resources and infrastructure**

*Goals are set for the requirements of institutional accreditation related to the management of financial resources and infrastructure and these have been analysed and regulated by documents, of which an overview is given in [homepage](#).*

The application of the university financial resources is based on the TU Regulation of Economic Activity (*hereinafter*: Regulation of Economic Activity), which states that sub-budgets are compiled for fundamental units, academic sub-units, Open University, the Estonian Pedagogical Archives Museum, the University Press and administrative units. The university income is derived from study activity, RD activity, targeted allocations and other sources. Based on the proportion approved by the Senate, resources from degree study income are allocated to the sustainability fund and for maintaining the university overhead costs. In order to finance the significant development activities arising from the university Development Plan, it is possible to use the funds of study, research, development and cooperation, scholarship and the Rector's fund. The Senate approves the university budget and the decision-making body of a unit approves the sub-budget of the respective fundamental unit.

New financing principles for fundamental units are used in compiling the 2014 budget. According to these principles, the importance of the weight of student volume is decreased in the sub-budgets and the weight of graduated students, outgoing students, and incoming short-term mobile students are added as performance indicators. The teaching of students from

other academic units is facilitated as well. This is a situation in which under-accrual occurs for more than three consecutive months and over expenditure in the expenses budget occurs for more than three consecutive months. The different stages of action in a case of temporary insolvency are described in the Regulation of Economic Activity.

Well-functioning and coherent databases and information systems are identified as one of the prerequisites in the Development Plan. The following information systems are used in the university:

- Document management programme Webdesktop, which consolidates all the university documents by enabling the registration and processing of these documents;
- Study Information System (ÕIS), which consolidates data on students, study programmes, courses, assessment results and other data;
- Continuing Education Information System (TÕIS), which consolidates data on continuing education, registrations and graduation documents;
- Room management programme ASIO, which consolidates data on lecture rooms and their use, including study timetables;
- Personnel database Virosoft, which consolidates data on the university staff and their employment relations;
- Financial software Microsoft Dynamics NAV, which collects and manages data on financial transactions.

Additionally, attention is paid to connections of the existing databases and cross-use of data. In 2013, several new information systems were implemented:

- Reporting system, which enables the generation and compilation of the activity reports of AUs, based on the existing databases and ETIS data;
- Internal Web, which is an electronic work desk that consolidates information from the document management system and other information channels;
- Environment of the employee's work review, which provides an overview of work reflected in ETIS and the TU databases and facilitates the inclusion of additional data and assessments.

Administration and the development of information systems take place in cooperation with the Information Technology Office (*hereinafter*: ITO) and the responsible administrative unit. Depending on the database, the ITO or an administrative unit is responsible for the database administration, counselling and training of users. The Academic Library has an important role in helping to satisfy the information needs of the university members by ensuring the continuous inflow of new research information and providing library users with access to research information as well as facilitating the acquisition of higher education. (see [information resources](#))

The university campus is located on Narva road; the goal is to consolidate as much of the activity related to the university as possible in this location. The working conditions of employees and the studying conditions of students, also RDC conditions have significantly improved in 2012 with the completion of the new study buildings. The Nova building consists of the following facilities: individual and group work rooms, lecture and seminar rooms, a film pavilion, a television studio, make-up and costume rooms, sound studios, cinema with 105 seats, storage rooms for film equipment, a computer classroom and a room allocated for book and film rentals. The Astra building consists of the study and office rooms of the Institutes of Mathematics and Natural Sciences, Psychology, Political Science and Governance, Communication, and Informatics. The new building also accommodates several laboratory facilities as well as the study centre of the TU Academic Library. In keeping with the new study buildings, the Centre for Innovation in Education on the third floor of the Terra

building has been renovated and has now been equipped with modern technology. All administrative employees have moved into the Terra building in order to facilitate the mutual information exchange of administrative units and availability to the academic staff in one location.

At least 0.3 % of the study income (but not less than 1,600 euros per calendar year), in the budget of an AU conducting degree study is dedicated to supporting the operation of the Student Council of that unit. Also, the Student Body has at its disposal 258.1 m<sup>2</sup> of rooms in the Silva building, including 52.7 m<sup>2</sup> of nursery rooms. Depending on the AU, additional rooms have been provided for the use of the Student Councils.

**RESULTS:**

- One of the key indicators of the university is the university income base per one employee (Table 1.5). While stable growth is the aim of the university, this indicator is affected by the TU capital building activity. The revenue base in 2012 decreased due to the consolidation of employees of Tallinn Pedagogical Seminar with the university.

Table 1.5 University income base per one employee in 2010 – 2012 and the aim for 2014.

	2010	2011	2012	University aim 2014
University income base per one employee (all full-time staff)	29,440	32,790	31,598	33,000

- 53.8% of the university income base is income from providing degree level and continuing education. At the same time, income derived from RD activity constitutes 32.6% of the total income base (Figure 1.13). The volume from both these financial sources has steadily grown in comparison with previous years.

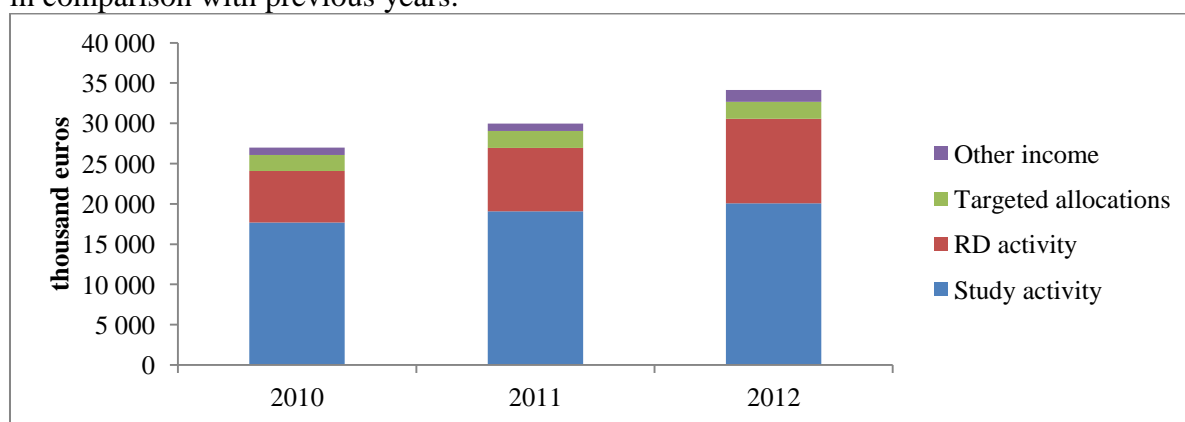


Figure 1.13 Distribution of the university income in 2010 - 2012

- University expenses have increased in the last three years. Compared to the prior year, university expenses have increased by 6% in 2012 (Figure 1.14). The capital expenses on building activity are not taken account in ratio of income-expenses significantly. The Rectorate manages the optimization of expenses and focuses on further increasing financial resources. See [detailed information](#).



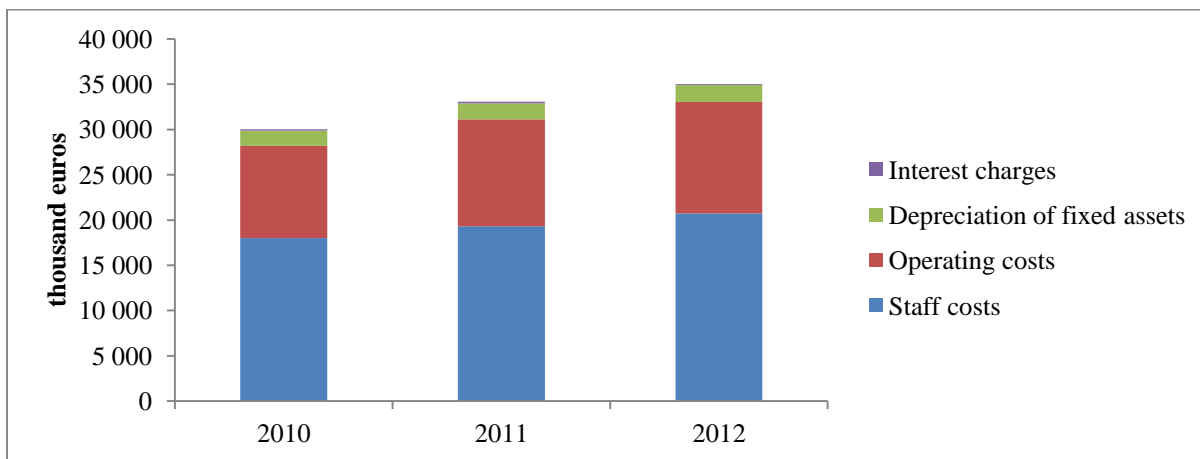


Figure 1.14 Distribution of university expenses in 2010 - 2012

- University investments have increased since 2010 due to the renewal and completion of the infrastructure (Table 1.6). These investments are financed mainly from the European structural funds. In the coming years, a decrease in the amount of investments is anticipated, because the campus is complete and any further investments are required mainly for laboratories and other special purpose rooms.

Table 1.6 Volume of investments in 2010 -2012

	2010	2011	2012
Volume of investments	1,062,806	3,457,485	17,548,537

- On the campus the net areas occupied by buildings amounts to 37,958 m<sup>2</sup> with an additional 14,659 m<sup>2</sup> of net area of university buildings off the campus and another 7,147 m<sup>2</sup> of rental surface. The total surface used by AUs per employee ranges between 2.76 – 20.8 m<sup>2</sup> and office surface 9.61 – 41.85 m<sup>2</sup> (Figure 1.14).

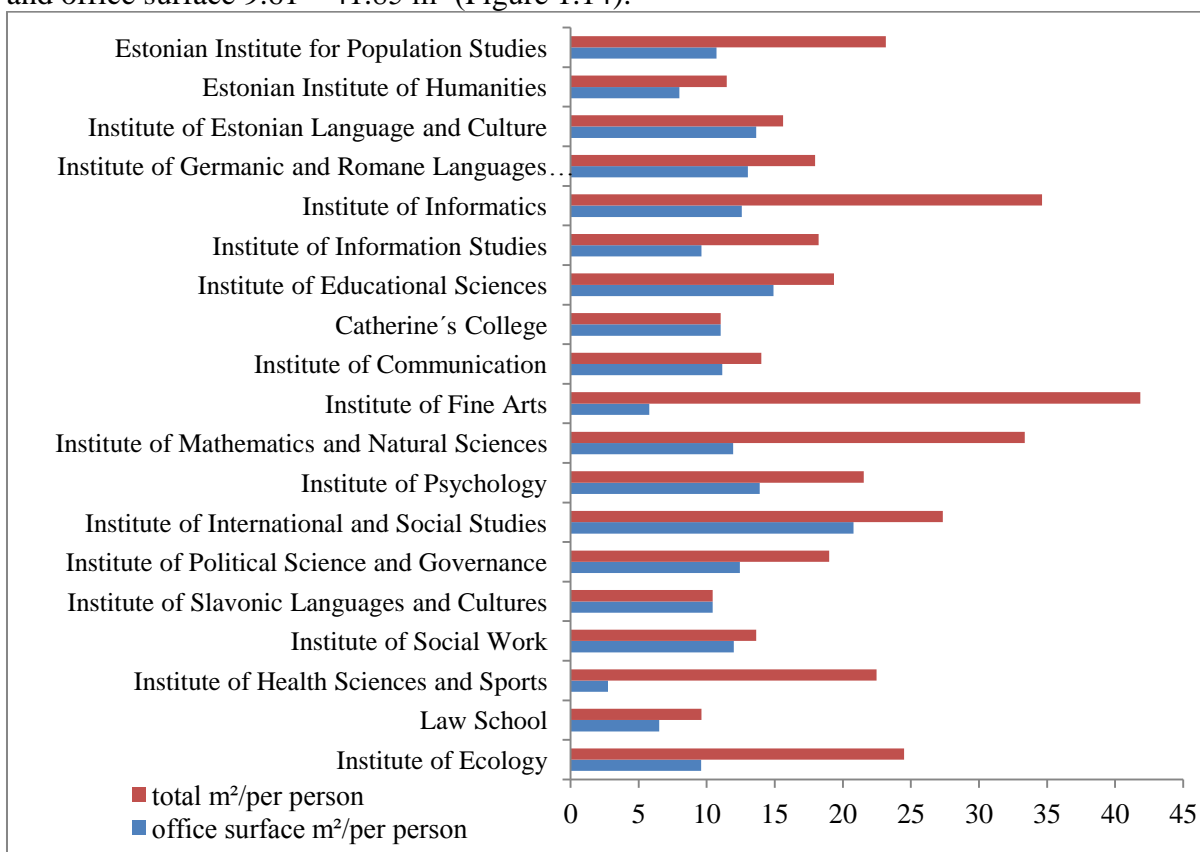


Figure 1.15 Total surface area used by AUs and the office surface per employee in 2013

- The utilization of lecture rooms on the campus was evaluated in the 2013 spring semester. The results showed that the lecture rooms were occupied for 56% of the time between 8:00-20:00 and for 65% of the time between 10:00-16:00. The university believes that the rate of occupancy of the lecture rooms is good, although finding vacancies for certain types of rooms and particular time slots proves to be complicated at certain times.
- The university members are satisfied with the working conditions and environment. The university employees rated the working conditions and physical environment in the satisfaction questionnaire as 5.03 (on 7-point scale). The open comments confirmed the existence of significant differences in working conditions and temporary inconveniences during the construction period. The student questionnaire on study organization revealed that the biggest problem related to study organization was the scarcity of laptop charging facilities and greenery, an absence of rooms suitable for group-work and recreational rooms (Figure 1.16). Problematic situations that hinder the mobility of students with special needs are identified in the accessibility audit of the university study buildings.

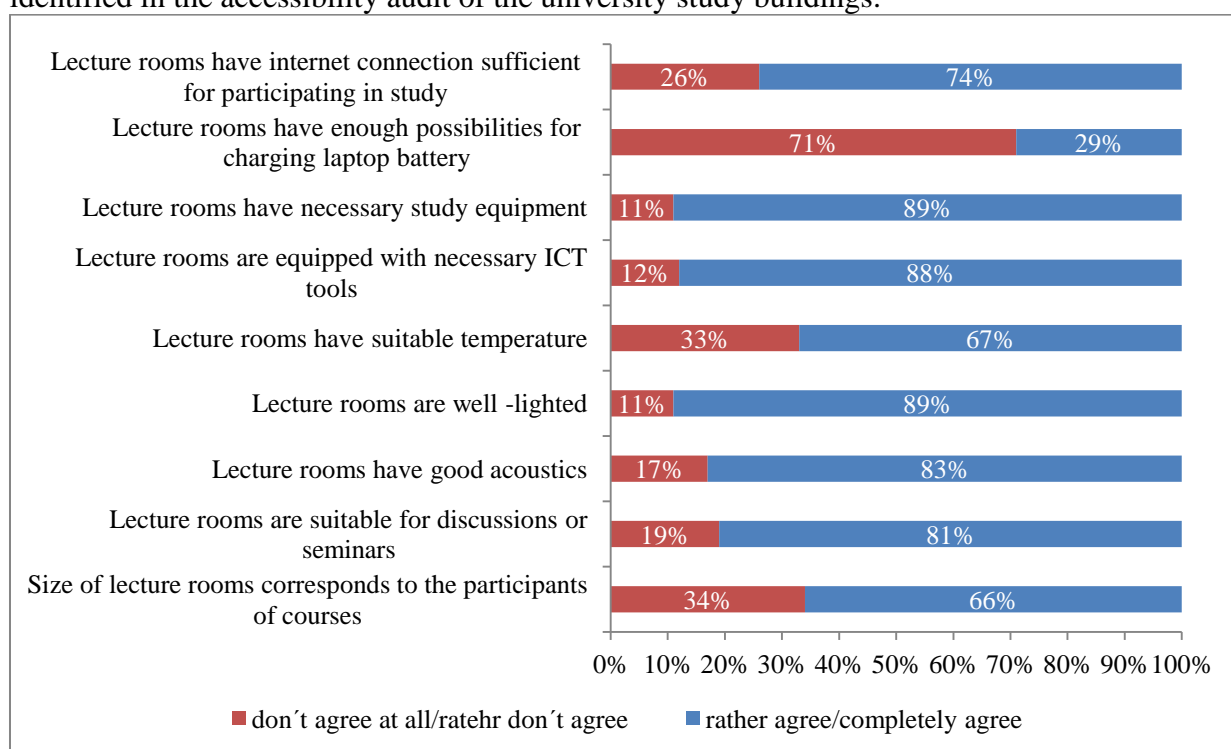


Figure 1.16 Student evaluation on study environment in 2012

- The level of satisfaction expressed by university employees with the information systems used in their work was evaluated for the first time in 2013 and was rated as 4.82 (on a 7-point scale). The satisfaction assessment was influenced by problems in the functioning of the ÕIS and the complexity of Webdesktop. Several aspects became evident from the questionnaire conducted among students by the Student Body, on the use of the ÕIS. In the students' opinion, ÕIS needs more development (e.g. search opportunities, navigation logic, updating the timetable in ASIO). The Academic Affairs Office (*hereinafter*: AO) is aware of these opinions in determining further development of the ÕIS development.
- The users of the Academic Library can use 58 licenced databases, of which 38 are full text e-journal or reference databases. Besides mediating databases, it is important to create original TU databases. Thus, the university has created the Expatriate Estonian bibliographic database (VEART), Bibliographic database of fiction published in foreign languages by Estonian authors living abroad (VEILU), Expatriate Estonian biographic database (VEPER), the Expatriate Estonian serial *Eesti Kirik*, Incunabula in the Estonian memory institution,

National bibliography of persons (ERICUS), Database of Estonian national bibliography (ERB).

#### STRENGTHS

- The university has been consolidated into a campus that supports cooperation between units and is economically more efficient and more rational in regard to work organization. For the same reasons, administrative units have been consolidated into one building.
- The conditions of study and research have significantly improved in the fields that are important, both nationally and also to the university, such as teacher education (e.g. the Centre for Innovation in Education has been created in the Terra building) and the natural and exact sciences (e.g. laboratories in the Astra building).
- The university is focused on integrating different information systems, which allows more effective use of existing databases and the creation of consolidated reports (e.g. overview of an employee's work, activity report) from data reflected in different databases.

#### AREAS FOR IMPROVEMENT

- During 2012, some of the university fundamental units have encountered economic difficulties. Thus, it has become necessary to implement principles of assessing and taking action to support the economic sustainability of these units.
- Due to the decrease in the budgets for administrative units, it has become important to review the principles of administrative units budgets and give significantly more consideration to university priorities when planning development activities.
- The successful application and implementation of additional projects in AUs play an important role in diversifying the university financial resources. Administrative units can support this, for example, by advising budgeting for projects.
- In the process of developing the university campus, it is important to renovate the Ursa building in the coming years and relinquish the premises off the campus (e.g. rental premises at Tondi 55, properties in Lai and Valge streets).
- The information systems related to studies need improved user friendliness and better correspondence with user needs. For example, there is a plan to create a so-called *opening page* in ÕIS, which includes information on important deadlines and action guidelines.

## 2. Teaching and learning

### 2.1. Effectiveness of teaching and learning, and formation of the student body

*Goals are set for the requirements of institutional accreditation related to effectiveness of teaching and learning and formation of the student body and these have been analysed and regulated by documents, of which there is an overview in [homepage](#).*

In the Development Plan, the university has established as its priorities for teaching and learning, the consolidation of study programmes and the offer of competitive education based on international experience and high-level practice. Specific study-field objectives and key indicators related to teaching and learning are set out in the Development Plans of the units. Achievement of these is assessed in the activity reports.

In order to guarantee international competitiveness when opening a study programme, the learning outcomes of the study programme must be compared to similar study programmes in Estonia and elsewhere in the world. The respective comparison is included in both the preliminary project as well as the final project of the study programme. Based on this comparison, the decision-making body of the AU, the Domain Council and the Senate

Academic Affairs Committee give their recommendations. In the case of an active study programme, the head of the study programme is responsible for regular analysis of the following aspects: the compliance of the content of the study programme with the labour market and needs of the target group; analysis of specialists involved in the realization of the study programme and the need for further involvement; analysis of the content and organization of practice. The task of the head of the study programme is to involve the representatives of all the stakeholder groups in the development of the study programme. The head of the study programme provides an overview of the development activity that has taken place in the study programme to the head of the AU by 1st November.

In order to increase the success rate of graduates in the labour market, the university pays attention to developing knowledge, skills and attitudes related to entrepreneurship. Different opportunities for fostering entrepreneurship have been developed or are in the process of development. The bachelor students have an open elective course *Enterprising Behavior* (3 ECTS credits). Study material on the basics of entrepreneurship has been developed on the initiative of TU and with the participation of other universities. The study programmes also contain several subject-specific courses that support entrepreneurship and business practices (e.g. basics of management, basics of business, basics of financial accounting, creativity and business, basics of marketing). The essence of social business and entrepreneurial opportunities were introduced at the university Innovation Day in 2013.

Student places used to be allocated based on a state commission and on a proposal of the AU and approved by the Senate, but in the academic year 2013/2014, the principles of planning student places changed due to the higher education reform in Estonia. The number of student places to be created in the university at the second level of study in educational sciences and teacher education and in all doctoral study programmes, are agreed upon in the administration and performance agreement, concluded between the university and the Ministry of Education and Research (*hereinafter*: HTM). The distribution of student places by TU and the study programmes depends on the previous effectiveness of the specialization (admission of the previous years and the percentage of graduates) and the proposal of the corresponding AU, which is based on the analysis of the head of the study environment of the study programmes, feedback of alumni and employers.

The university admits to the state-commissioned student places in the first and second level Estonian-instructed study programmes, those persons who have passed the admission threshold and who have been diagnosed with a severe or profound disability and at the same time have physical limitations due to physical, visual or hearing disability, obstructions in receiving information and special educational needs. If a student with special needs has been admitted, he/she has the opportunity to inform the university of his/her special needs through the TU homepage. One employee in the Career and Counselling Centre (*hereinafter*: CCC) has specialized in advising students who have special needs. The student also finds directions on the homepage on how to move around on the campus, who to address in case of questions, and what kind of additional support can be applied for. The university has used the provision within the PRIMUS programme to award scholarships to students with special needs.

#### RESULTS:

- The university has established its teaching and learning objectives until 2014 and has either achieved these, or is moving towards achieving them in most of the key indicators. More attention must be paid to increasing the percentage of the TU students going abroad, also increasing the number of doctoral and exchange students and to decreasing the number of study programmes. Regular assessment of the effectiveness of teaching and learning enables setting relevant objectives for the following period of the Development Plan. It also enables

setting revised objectives where the aims defined for the period have been quickly achieved (e.g. percentage of foreigners, students of continuing education) or have been unrealistic (e.g. percentage of students going abroad).

Table 2.1 Aims of teaching and learning until 2014 and achievement of these in the years 2010 – 2012 (data as of 31.12)

	2010	2011	2012	University aim 2014
Percentage of TU students going abroad by study levels	All: 2.23% BA 2.3% MA 1.6% DOC 9.4%	All: 2.5% BA 2.5% MA 1.9% DOC 6.7%	All: 1.96% BA 1.97% MA 1.3% DOC 1.9%	All: 6% 6% 6% 60%
General satisfaction of students with practice	Not measured <sup>4</sup>	Not measured	3.75	Growing trend
Percentage of courses from other institutes in compulsory courses	Not measured	BA (RKH) 11% MA 14%	BA 28.6% MA 15.7% DOC 35.1%	Growing trend
Percentage of exchange students in degree programmes	All: 1.78% BA 0.8% MA 3.8% DOC 6.6%	All: 2.2% BA 1.2% MA 2.3% DOC 7.7%	All: 2.6% BA 2.8% MA 2.1% DOC 6.6%	All: 4.3 % BA 3% MA 7% DOC 10.0%
Number of study programmes in which study takes place in English and Russian	6.8%	10.2%	10.0%	10.0%

- With respect to fulfilling the state-commissioned student places in regard to graduated students, the university has been most successful in bachelor studies (Figure 2.1.) while fulfilling the objective has proved to be most complicated in regard to doctoral study graduates. In regard to changes in the funding of higher education, the corresponding effectiveness indicators have been followed since 2013.

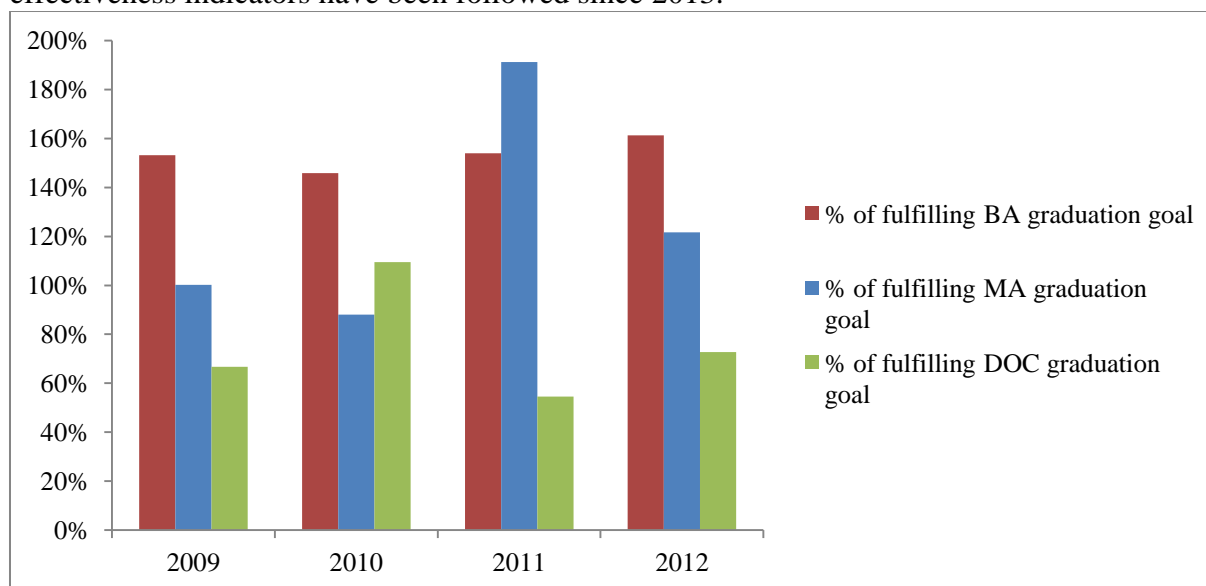


Figure 2.1 Percentages of fulfilment the state-commissioned student places in regard to admission and graduation in 2009 – 2012

<sup>4</sup> A centrally organized questionnaire did not take place until 2012; AUs collected student feedback to practise using different methods.

- In the administrative and performance agreement between the university and the HTM, the following fields of responsibility have been agreed upon: teacher education and educational sciences, social services, personal services, film and video art, Middle-East and Asian Studies, conference interpreting, choreography. Shared responsibility with other public universities is in the following fields: music teacher education, arts and art teacher education, languages and cultures, humanities, journalism and information, social sciences. Internal profile mapping takes place in the university in the shared fields of responsibility to continue the analysis of duplication of study programmes with related universities.
- The Estonian Institute of Humanities and the Confucius Institute play a central role in the activity aimed towards Asia. Tallinn University's partner institution is the Chinese Guangxi University, which supports teaching of the Chinese language and culture at TU. The university is also a leading partner in the module *Asian society, economy and policy* that is taught in cooperation with UT and TUT. TU also belongs to the network European Consortium for Asian Field Study (ECAAF). In addition, cooperation agreements have been concluded with 16 Asian universities.
- In order to assess the competitiveness of graduates, the university organizes questionnaires for alumni who graduate this spring and at least 3 years previously (see chap. 2.4). In the alumni questionnaires conducted in 2012 and 2013, 87% and 91% of participants respectively, agreed with the statement that they use the knowledge acquired at university in their work. However, in open comments, the participants noted that the study programmes were somewhat too theoretical, one-sided and did not correspond to the expectations of the graduates. In the questionnaire, the graduates also assessed the general skills required in their employment position and skills acquired during the university studies. The biggest differences between what was required at work and what was acquired in the university were evident in the skills of self-assertion and negotiation (respectively 4.14 and 2.94), effective use of time (respectively 4.18 and 3.02 on 5-point scale) and implementation of theoretical knowledge in practice (respectively 4.05 and 3.45). The results of this questionnaire formed the basis for changing the Statute of Study Programme, by increasing the volume of subject specific courses and practice in the study programmes, in 2013.
- When comparing the percentage of exchange students at higher education levels with other public universities (Figure 2.2.), the percentage of TU in master's and doctoral study is lower than in UT and TUT. It has therefore become increasingly important to focus on increasing the number of exchange students at MA- and DOC-level of higher education. This initiative is supported by the marketing activity of the redeveloped brand concept and by developing the principles of quality of study in a foreign language.

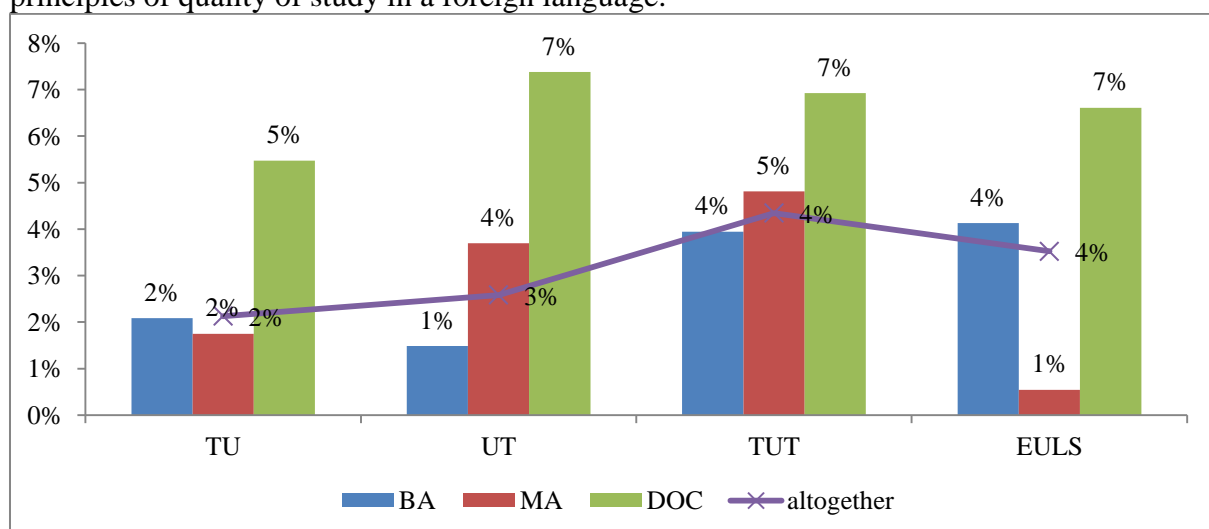


Figure 2.2 Percentage of exchange students at higher education levels in TU, UT, TUT and EULS in the academic year 2012/2013 (as of 01.11.2012)



- In order to develop a motivated student body, the university offers student candidates opportunities to become acquainted with the specializations and work organization within the framework of different forms of preliminary study (e.g. the student academy, student shadow week, the programmes A year in the University. (See chap 4.1).
- In 2012/2013, TU admitted to the 1st level of higher education 1,928 students, whose average result of the three best state exams was 69 points, a figure that is somewhat lower than for TUT and UT (Figure 2.3.). The university considers it important that the level of the admitted students remains continuously high and as a result, the MCO is paying more attention to motivating the best candidates to enter TU.

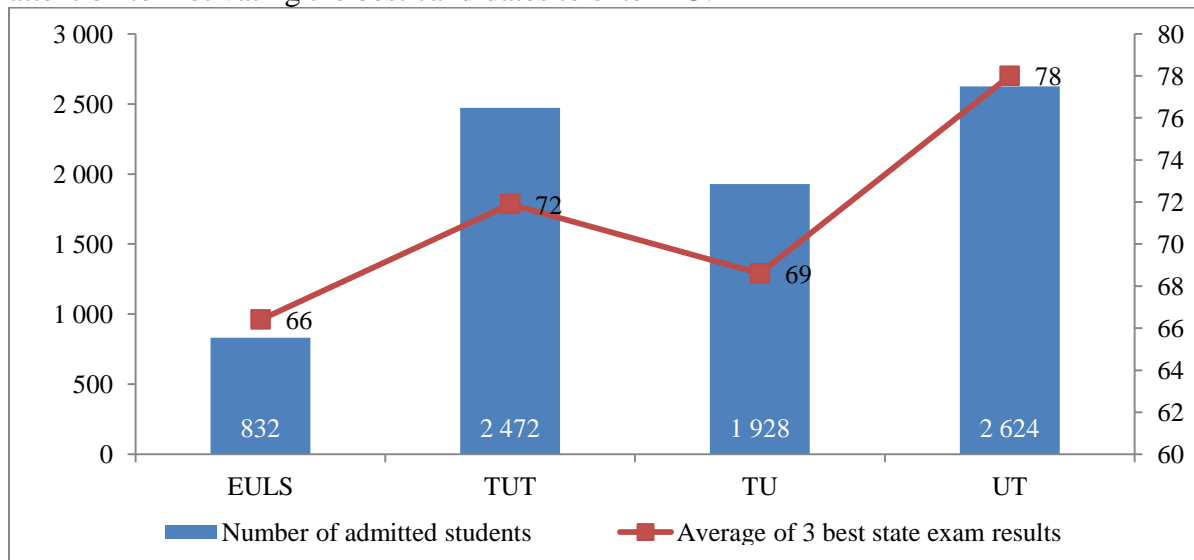


Figure 2.3 Number of admitted students with the averages of their three best state exam results for TU and the other universities

- The university has supported students with special needs by establishing a scholarship for students with physical disabilities and has mediated scholarships from the PRIMUS programme for students with special needs (Figure 2.3). As a result of the changes in the state procedure for granting study allowances, further opportunities for the university to support students with special needs are being re-examined.

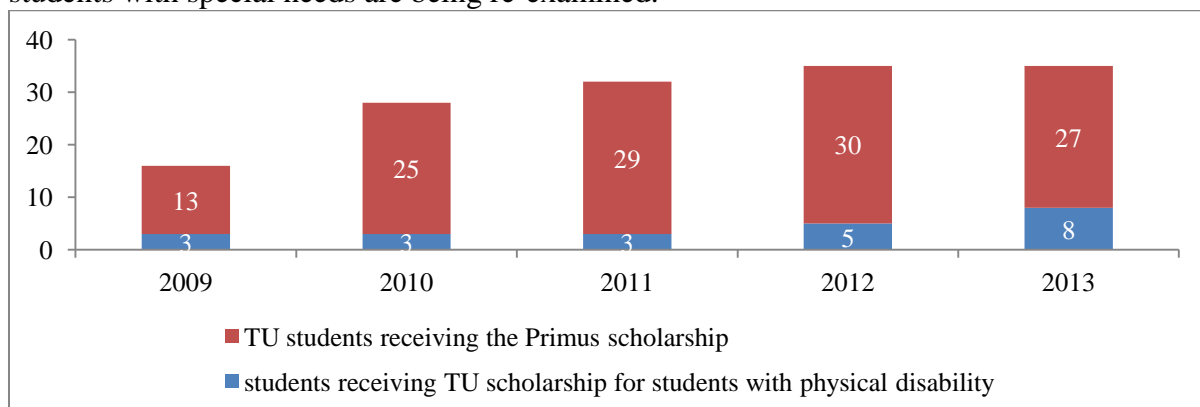


Figure 2.4 TU and the students who received the PRIMUS programme scholarship in 2009 – 2013.

## STRENGTHS

- Organization of professional practice by TU influences the success of graduates. Practice has been reorganized in study programmes and practice in teacher education has been recognized in the comparison study of the universities. (See in Estonian <http://eduko.archimedes.ee/uudised/praxise-praktika-analuus>)

- Diverse opportunities have been created for student candidates to become acquainted with the university study conditions. Different target groups (student academy for upper secondary school students, a year at the university for an adult learner) and opportunities (student shadow week, participation in degree study) have been created.
- A support system has been created for students with special needs (e.g. a psychologist in the CCC as a support person, regular feedback meetings) and continuous improvements to the study environment are taking place. (e.g. in 2013 a sound guide for students with visual impairment for moving around in campus, accessibility audits conducted by the Estonian Union of Persons with Mobility Impairment).

#### AREAS FOR IMPROVEMENT

- High-level practice, established as an objective in the Development Plan, is a factor that influences the success of graduates and is unevenly organized in AUs and study programmes; therefore, more use needs to be made of the mutual learning gained from applying best practices. It is also important to create opportunities for solving practical tasks in interdisciplinary team practice.
- Admission organization and conditions need more systematic analysis at the university level to determine the university's potential as well as to identify possible problematic issues after the implementation of the new system of planning student places. The admission organization needs reviewing by the AO to guarantee that the most suitable and best candidates are admitted.
- It is important to increase the awareness of the university staff regarding different special student needs and the expectations that students with special needs have towards the learning environment and teaching methods. This initiative is best developed under the leadership of the CCC and in increasing this awareness, it is important to develop additional ways to support these students with special needs (e.g. training tutors for students with special needs).

## **2.2. Study programme development**

*Goals are set for the requirements of institutional accreditation related to study programme development and these have been analysed and regulated by documents, of which an overview is provided in [homepage](#).*

When opening study programmes, the university pursues the objectives of the Development Plan as well as the needs of the labour market and takes into consideration the state strategies and expectations of society. The principles of opening a study programme are described in the TU Statute of Study Programme (*hereinafter*: Study Programme Statute), in which the stages of the study programme compilation have been defined:

- a) Sixteen months prior to opening a study programme, a preliminary study programme project must be submitted to the Senate Academic Affairs Committee, where, among other things, the planned study programme is compared to other Estonian and foreign study programmes and the place for the study programme in TU is defined;
- b) Nine months prior to opening the study programme, the head of the study programme presents the project of the study programme together with the justification of the need for opening the study programme, a comparative analysis of the content of the study programme, positioning of the study programme in the university, an analysis on how the study programme is related to newer developments in the corresponding field of RDC, an analysis of the existence of the potential employment positions for the graduates of the study programme and recommendations from potential employers.

Before approval, the study programme is subject to a coordination process by the council of the AU and the Domain Council. In this process, the compliance of the study programme with the courses of development of the unit and the study field is confirmed.

In study programme development the head of the study programme, in cooperation with the head of the academic unit, provides an analysis of the proposals received from the stakeholder groups of the study programme and consideration of these proposals in the implementation of the study programme. The head of study programme may include the Study Programme Council in the study programme development. In the case where the Study Programme Council is not formed, then the head of study programme organizes the fulfilment of the tasks given to the Study Programme Council by using other methods. These methods may involve using other stakeholders, such as employers and representatives of specialized and trade associations, alumni, etc. It is recommended that a Study Programme Council include the head of the study programme, at least two members of the teaching staff participating in the realization of the study programme and who are from the AU responsible, student representatives, representatives of trade associations or other institutions important from the study programme's viewpoint and members of teaching staff of other units participating in the realization of the study programme. The compulsory formation of Study Programme Councils was repealed in 2013 after auditing the work of the Study Programme Councils. This audit showed that the effectiveness of the councils' work was questionable and in many study programmes, the head of the study programme often used other methods that support the development of content in addition to any support provided by the formally operating Study Programme Council.

Consistency of study programme development is guaranteed through the aspects defined in the Study Programme Statute, which should be analysed and developed once each year or every three years (Table 2.2). An overview is given of this in the summary of the study programme development and activity plan and the progress report of the AU.

Table 2.2 Tasks of the head of the study programme and the head of AU in study programme development.

	Head of the study programme	Head of the AU
Once a year	<ol style="list-style-type: none"> <li>1) Analyses the compliance of the study programme with objectives and learning outcomes and labour market needs;</li> <li>2) Analyses the results of the feedback questionnaire on teaching and courses;</li> <li>3) Analyses the input of external experts and involves them in teaching;</li> </ol>	<ol style="list-style-type: none"> <li>1) Participates in the implementation of the action plan of the study programme that has received the right to conduct studies for a specified term in the external assessment of study programmes;</li> <li>2) Assesses the compliance of the study environment with the study programme objectives.</li> </ol>
Once every three years	<ol style="list-style-type: none"> <li>4) Assesses the results of the feedback questionnaire of study organization, alumni, employers;</li> <li>5) Assesses the content and organization of professional practice;</li> <li>6) Analyses the content and organization of the admission exam;</li> <li>7) Analyses the relevance of compulsory literature;</li> <li>8) Becomes acquainted with the analysis of the content and quality of the graduation theses.</li> </ol>	<ol style="list-style-type: none"> <li>3) Assesses the involvement in the study programme development of the members of teaching staff participating in the realization of the study programme;</li> <li>4) Assesses the relevance of the topics of graduation theses, connectedness to the research topics of the institute;</li> <li>5) Gives recommendations for developing the marketing strategies of the specialization</li> </ol>

The principles of studying and analysing alumni satisfaction are given in the order of the Vice-Rector for Academic Affairs, Collecting and analysing TU degree students' feedback (*hereinafter*: feedback procedure). Since 2012, the alumni feedback questionnaire has been conducted in two stages in the spring semester. In the first stage, the graduates of the study programme are surveyed after defence of the final thesis/completion of the final examination; in the second stage the alumni are surveyed three years after graduation. The CCC organizes the alumni feedback questionnaire.

The results of the alumni questionnaire are analysed both at the university level and the study programme level. At the university level, the results are forwarded to the employees who take further action based on the results (the Vice-Rector for Academic Affairs, heads of study, Quality Manager and heads of study programmes). At the study programme level, the head of the study programme in cooperation with the Study Programme Council highlights specific results, which are then considered for amendment proposals. The head of study provides an overview of the implementation of these proposals of all study programmes of the AU.

The satisfaction of employers is studied and analysed in AUs with respect to the unit's study programmes. According to the feedback procedure, the head of study is responsible for the organization of the questionnaire and once every three years conducts the questionnaire in a freely selected way. He/she develops a plan of action in the activity plan of the study programme development, based on the results of the questionnaire (until 2013 in the minutes of the study programme council report).

#### RESULTS:

- Admissions to 138 study programmes took place in the academic year 2013/2014 (Table 2.3), which is less than in previous years due to the university strategy of consolidating study programmes (see chap .0.2). An explanatory letter is appended to every decision to open the study programme, which identifies the national and international strategies and the needs of society, on which the study programme is based.

Table 2.3 Number of study programmes in the 2013/2014 academic year

Field of study	PHE	BA	INT	MA	DOC	TOTAL
Education (teacher education and educational sciences)	-	6	1	23	1	31
Humanities	-	15	-	14	3	32
Arts	1	6	-	3	-	10
Social sciences	1	11	-	15	5	32
Natural and exact sciences	1	6	-	7	4	18
Health	2	4	-	4	1	11
Law	-	2	-	2	-	4
<b>TOTAL</b>	<b>5</b>	<b>50</b>	<b>1</b>	<b>68</b>	<b>14</b>	<b>138</b>

- The needs of the labour market are considered in study programme development by pursuing the specific professional standard of the specialization. In 2013, there are 65 study programmes related to specific professional standards.
- During the 2009-2011 transitional evaluation of study programmes the evaluation committees assessed the compliance of the objectives and learning outcomes of study programmes with the requirements and orientations of the international legal acts regulating the professional field. Since 2012, it has been carried out at re-evaluation. (Table 2.4). According to experts, the formulation of the objectives and learning outcomes in the study programmes can enable an assessment of the knowledge and skills of graduates that corresponds to the needs of employers. However, excessive generalization and repetition

should be avoided in different parts of study programmes and the practical application of the study programme should remain the main focus.

Table 2.4 Results of transitional evaluation and re-evaluation by study levels

Results of transitional evaluation by study levels	PHE	BA	INT	MA	DOC	Total
Right to conduct studies for an unspecified term	4	45	1	61	8	116
Right to conduct studies for a specified term	0	4		11	6	24
TOTAL	4	49	1	72	14	140

- More than half of AUs (13 out of 23) offer study programmes where output cannot be related to only one specific field of activity.<sup>5</sup> Examples of this are: the study programmes of languages and cultures, public relations, administration and business management, law, adult education, informatics, information technology management, interactive media and knowledge environments, information management, document management, reviewer-editor, international relations, advertising and imagology, marketing, communication management, mathematics, psychology, organizational behaviour. According to the learning outcomes of its study programmes, TU contributes mainly to the field of (1) education, followed by (2) arts, recreation and entertainment, (3) information and communication and (4) healthcare and social welfare.

- Of the 1,343 participants in the 2013 alumni feedback questionnaire, 83.8% are presently employed in the labour market and 1.6% is unemployed. The remaining 14.8% are engaged in studies, raising a family or other (e.g. retired or serving in the Estonian Defence Forces). The majority of the working alumni, work in a state, public or municipal establishment (69.4%) (Table 2.5). In the future, the university considers it important to support the entrepreneurial initiative of students and their readiness to work in their own companies or as a freelancer/self-employed person.

Table 2.5 Distribution of university alumni by types of establishments.

State, public or municipal establishment	69.4%
Private company or in the service of a private person	22.0%
Non-profit organization, foundation	6.7%
Own company	5.5%
Self-employed person/freelancer	2.8%
Other	2.0%

- The academic auditor assessed the function of study programme development and its compliance with the regulation requirements in 2009 and 2010. Based on the auditor's proposals, several amendments have been implemented in the Study Programme Statute for making the study programme development more effective. For example, it appears that the membership structure of the councils of the study programmes is in better compliance with the Study Programme Statute than in 2009. The role and tasks of the Study Programme Council have also been changed and the CCC now collects the alumni feedback centrally.

- A total of 474 responses were received for the alumni questionnaire conducted in 2013. With regard to study quality, 59% of the respondents agreed that the completed study was up to expectations, 78% of the respondents were satisfied with the studies and 91% of respondents use the acquired knowledge in their work. Compared to the results of the

<sup>5</sup> Classification of the fields of activity of Estonian economy <http://www.rik.ee/et/e-ariregister/emtak-tegevusalad>

questionnaire of 2012, the percentage of respondents who thought studies reached their expectations (70%) and the number of respondents satisfied with their studies (86%) had decreased, which requires further analysis of the study programmes by AUs.

#### STRENGTHS

- The requirements established for study programmes allow students to compile a study plan based on personal objectives and interests, because of the high percentage of open electives in the study programmes. The requirements established for study programmes also support interdisciplinarity, because the percentage of courses from other units as part of the compulsory courses has increased.
- Since 2012, surveys of graduates and alumni have been conducted in which one part is the assessment of the learning outcomes of the study programmes and general competences. Study programme development is based on the feedback received for this particular part.

#### AREAS FOR IMPROVEMENT

- Opportunities to correlate a study programme with a professional standard are minimal. On the one hand, the requirements established for study programmes do not enable compliance with the professional standards and on the other hand, there are not enough opportunities to take a professional exam in all specializations.
- The effect of losing Study Programme Councils from the Study Programme Statute needs assessment, because the involvement of stakeholders would also be guaranteed in study programmes where the Study Programme Councils have not been formed and the head of the study programme would have enough resources for performing the tasks.
- The study programmes in the fields of responsibilities defined in the university administration and performance contract with HTM, need to be reinterpreted in accordance with the agreements to be concluded with other universities.

### **2.3. Student academic progress and student assessment**

*Goals are set for requirements of institutional accreditation related to student academic progress and student assessment which have been analysed and regulated by documents, of which an overview is given in [homepage](#).*

The academic progress of a student depends on the study plan compiled by the student, which includes courses that the student wishes to take depending on the study programme, possibilities offered by the timetable and personal development needs. A change was implemented in 2013/2014, which states that starting from the second semester, there is a limitation for a student who is registering for courses when more than one course remains incomplete from the previous registrations of that student. In this way more attention is focused on progress at the beginning of the semester.

Since 2013, an extension to the network of academic counsellors has been in progress. Based on this initiative, every AU should have at least one academic counsellor (e.g. study coordinator, head of study, lecturer). The academic counsellor would support the progress of students through individual counselling and group meetings. Specific questions and student studies are the focus at individual counselling sessions. Topics such as study organization, study skills and academic progress (e.g. reading skill, independent studying, volume of studies, preparation for passing examinations and assessments, among others) are discussed during group meetings. The CCC coordinates the network of academic counsellors.

At the beginning of the semester, the study coordinator or academic counsellor reviews the registrations of students and based on previous achievements, the student status is determined. The principles of registration, full and part time study and completion of courses are described in the Study Regulation and other documents regulating study. The student is able to follow their academic performance in the ÕIS. If a student has registered in too few or too many courses, the student is directed to receive academic counselling. If a student does not complete a course after two exams/pass-fail assessments, the student has a further opportunity to take the course one more time free of charge. After the student receives a negative result for the second time he/she has the right to apply for the formation of a committee for taking the exam/pass-fail assessment.

The seminars on study skills organized by the CCC and individual counselling assist students in the management of their studies. The CCC also organizes a course in Estonian, Russian and English targeted at first-year students entitled Studying at a University and in cooperation with the MCO, a orientation week is organized for first-year students to support the commencement of their studies. The orientation week is also a special programme aimed at exchange students and foreign visiting students, to assist in the settling in process. To guarantee the support of academic progress and clarity of assessment, the lecturers describe the requirements for passing the course in the course programme and also list the substitute literature, based on which the course can be completed without participating in contact study.

The assessment procedure is established in the Study Regulation. Attention is also paid to the clarity and publicizing of the assessment criteria during the audits of the course programmes conducted by the academic auditor. Based on the results of the audit, proposals are made regarding ways to achieve better compliance of the assessment with learning outcomes. Under the PRIMUS programme, members of the teaching staff have an opportunity to participate in training sessions focused on assessment based on learning outcomes. During the period 2009 – 2013, seminars have also been conducted in AUs to review and develop assessment procedures of courses, practices, and theses in AU. In creative specializations, it is common to use a committee for assessment.

If a student does not agree with assessment results, he/she has the opportunity to first challenge the decision according to the Study Regulation by turning to the decision maker and after that with a written appeal to the next decision-making level.

The RPL of students are taken into consideration in completing admission requirements and a study programme. In order to ensure equal treatment of all students, the university RPL expert body assesses the applications that include relevant details of work experience, additional training and study at a previous level. The RPL process is constantly developed by the RPL Council, which is made up of the RPL specialist, the academic auditor, an RPL researcher and a trainer and a representative of counsellors, assessors and the Student Body. For RPL development, two AUs also participated in the external assessment of RPL within the framework of the PRIMUS programme. The RPL research group has been created to gather RPL-related research. RPL training sessions and information events for students, student candidates and university staff take place to inform the parties related to RPL of the implemented changes; important information is also available on the TU homepage.

## RESULTS:

- In the academic years 2009/2010 – 2012/2013, the percentage of students deleted from the entire matriculation register varied between 13.9% - 17.5% with the main reason for



interrupting studies being the student's own application (Figure 2.5). Levels of study debts and failure to pay tuition fees have remained steady at approximately 17%.

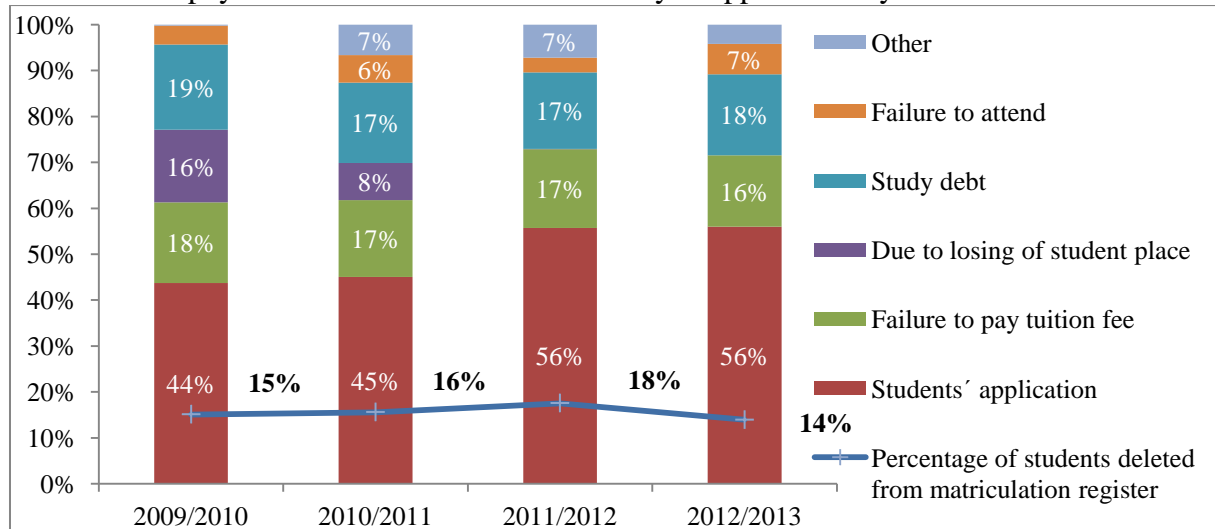


Figure 2.5 The percentage of students deleted from the matriculation register of all students and the reasons for deletion from the matriculation register between the academic years 2009/2010 – 2012/2013.

- The average time spent on studies exceeds the standard period of study at all study levels (Figure 2.6).

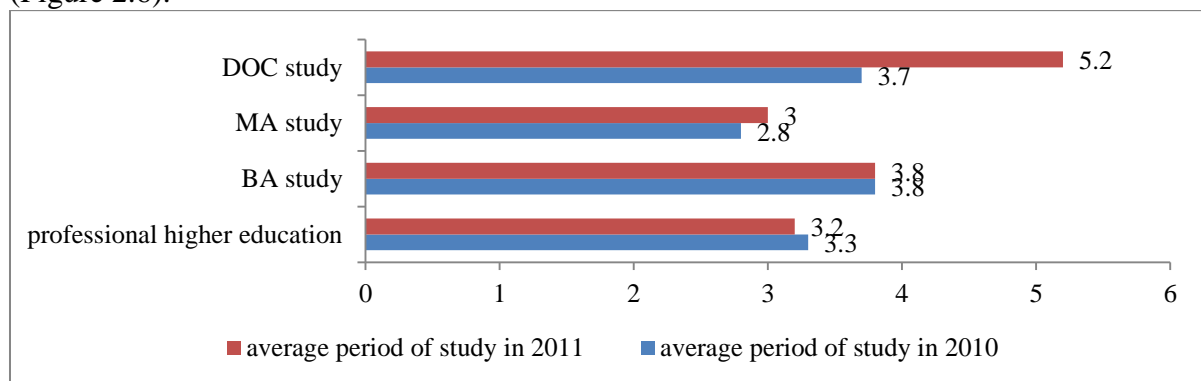


Figure 2.6 Average period of study in 2010 – 2011

- In order to decrease the number of interrupted studies, the AO has analysed the course of studies of the students matriculated in 2008 and 2009. From this it became evident that from matriculated students, 35% have been deleted from the matriculation register without completing studies and 23.5% have taken academic leave during their studies, whereas 19% of the students on academic leave have graduated and 44% have been deleted from the matriculated register. Thus the students taking academic leave are the target group for academic counselling in order to prevent students *dropping out*.
- The university organized six training sessions in 2010 – 2012 in order to provide assessment that supports studies and pursues learning outcomes. A total of 43 academic staff members have participated in training. The audit of course programmes ensured that the members of teaching staff who participated in training sessions have compiled assessment descriptions that more effectively pursue the learning outcomes.
- The differences between the spring and autumn semester in student feedback evaluations can be explained by the more positive attitude towards studies of the students who started in the autumn semester (Figure 2.7). The student feedback evaluations of courses are generally high, but in the audit of the feedback questionnaire of degree study courses 2011/12, it is evident that there are lecturers who ignore the requirement of setting assessment criteria for the course programme,

who do not adhere to their own requirements, and who do not give feedback to students on their independent work. It was also noted that work done for ECTS credits varies by courses. Some decrease in the results from the feedback questionnaire assessment is due to the fact that providing feedback to courses is becoming a habit that invites more objective evaluation of teaching.

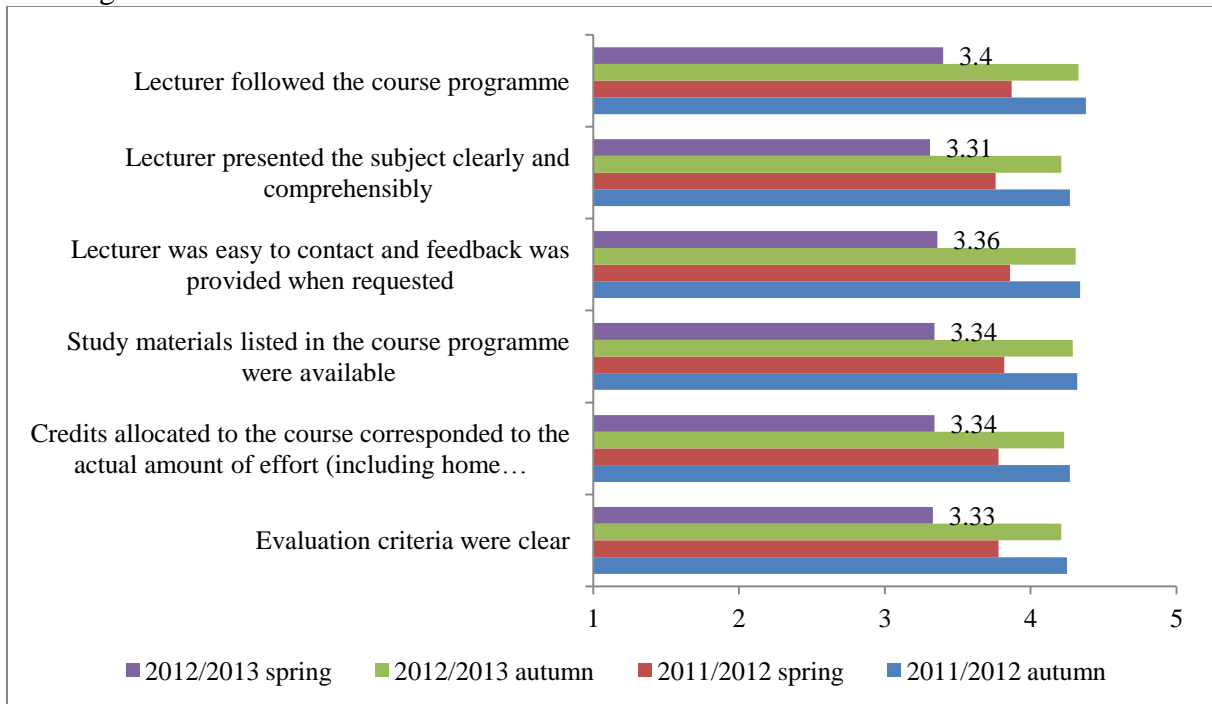


Figure 2.7 Student feedback questionnaire results in obligatory questions from autumn semester 2011/2012 until spring semester of 2012/2013

- In the alumni questionnaires conducted in 2013, 68.4% of the respondents agreed that they understood how the grade for the final paper was determined. The 2012 questionnaire had a similar result (68.2%). It became evident from the open comments that the members of the committee did not explain sufficiently how the final grade was determined. The heads of study programme could pay more attention when explaining this to the committee members in the future.
- In the study organization questionnaire in 2012, 67% bachelor and 83% master students confirmed that they have heard of the RPL process. The TU homepage has been named as the main source of information on RPL. From the aspects of the RPL process the highest evaluation was given to the availability of RPL information (85% agreed to the statement) and application forms (83% agreed to the statement). The lowest evaluation was given to the assessor's feedback (58% agreed to the statement) and timely responses (68% agreed to the statement).
- In 2010 – 2012, from 388 up to 693 RPL applications have been submitted a year (Figure 2.8), which is in the amount of 12,857 up to 20,302 ECTS credits. The number of RPL applications is influenced by the changes in data collection principles and methods, which have taken place in the given period in regard to the development of the RPL system in the university and in Estonia.

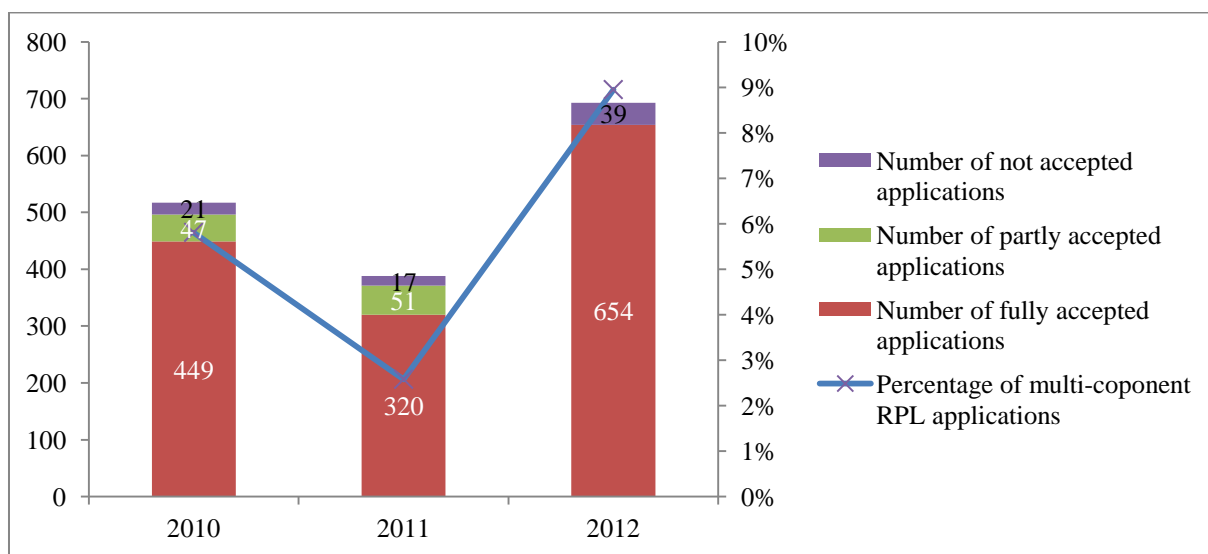


Figure 2.8 Number of fully accepted, partly accepted and not accepted RPL applications and the percentage of multi-component<sup>6</sup> RPL applications in 2010 – 2012.

- For the implementation of RPL, opportunities were created for arranging RPL stakeholders in 2010-2013. Training sessions, seminars and information hours planned on the basis of the results of the RPL assessors' (2012) and RPL counsellors' (2011) questionnaire conducted by the CCC, were organized for assessors, counsellors and applicants.

#### STRENGTHS

- Various opportunities have been created for students to receive the most suitable and necessary counselling. Academic counselling that is centrally organized by the CCC is complemented by a network of academic counsellors made up of the representatives of AUs and the network of tutors coordinated by the Student Body.
- Development of the learning skills of students, including for students whose language of instruction is either English or Russian, has been prioritised when supporting academic progress.
- In developing the RPL system, attention is paid to both solving practical problems and sharing solutions in cooperation with other universities, as well as explaining the implementation of the RPL system by the RPL study group

#### AREAS FOR IMPROVEMENT

- For improving the students' academic progress, it is important to create a system of automatic monitoring of the OIS that alerts students to possible problems regarding their progress before problems occur (e.g. in taking academic leave).
- Compilation of a thesis is a critical stage in completing studies. Thus it is important for the head of the study programme to find different ways of supporting and making the process of thesis compilation efficient (e.g. the courses that support the compilation of thesis should take place earlier, practice positions related to thesis, compilation of thesis as group work).
- In the feedback system for courses and teaching, the process of informing students by the AO and the head of study regarding the conclusions and changes based on the feedback, needs to be made more effective.

<sup>6</sup> In a multi-component RPL application, the student wishes to recognize prior formal education and also work experience, non-formal study or combinations of these elements as part of his/her studies.

- In developing the RPL system, it is necessary to share assessment practices between AUs and other universities. First and foremost is the matter of how to make the recognition of work experience easier and guarantee quality.
- The progress of students in studies is greatly enhanced by more effective use of feedback given by the member of the teaching staff. However, students consider that feedback from lecturers on independent work is scarce; on the other hand, lecturers feel that students do not know how to use the lecturer's feedback effectively when studying.

## **2.4. Support processes for learning**

*Goals are set for requirements of institutional accreditation related to support processes for learning which have been analysed and regulated by documents, of which an overview is given in [homepage](#).*

In study planning, the AU provides the students with the possibility of finishing their university studies during the nominal period of study established by the study programme, following the balanced distribution of work load during studies and enabling them to complete all the compulsory courses in contact study form within the standard period of study. The opportunity to follow a standard plan of studies in study planning has been created for students to enable them to graduate within the nominal period of study. The standard study plan enables full-time students to complete the compulsory courses in full.

In timetable compilation, certain times have been agreed upon where general courses, subject-specific courses, courses in minor specialities and supportive courses have been planned in a way that students could fulfil the study programme. Some courses take place in cyclical study, which means that a course is delivered within one period, not the whole semester. The main objective of cyclical study is to intensify general courses, so a student deals with a smaller number of subjects at one time. The timetable is compiled in the room administration programme ASIO and is made public no later than two weeks prior to the beginning of the semester. In this way students and teachers can have a constant overview of the timetable.

A student has the right to consult with the study coordinator of the AU, the head of study, the head of study programme, the employees of the AO, the academic counsellor, the career counsellor, the psychologist, the Student Body or a tutor to receive information or solve problems. The CCC provides counselling for students and student candidates in career planning and specialization selection, solving problems related to studying and study organization, solving social and psychological problems. They also train tutors, whose activities are coordinated by the Student Body.

The employees of the AOs and their Erasmus coordinators provide support regarding studying at a foreign university. With regard to exchange students who study in AU mainly as a result of the cooperation with specific foreign universities, the AO coordinates the academic exchange programmes of students. This programme includes LLP/ERASMUS programmes, organization of the admission and counselling of foreign visiting students, the issue of study certificates, the introduction of scholarships and exchange programmes that are available to students and the collection of feedback on the quality of study and student life. An information kiosk Touch the Exchange has been created in the study centre of the Astra building to give an overview of exchange studies. Regular seminars are organized in order to support activities related to the internationalization of AUs. The compliance of studies abroad with the student's study programme is evaluated and considered in the completion of a study programme.

The ÕIS and timetable programme ASIO are used in organizing teaching and learning. ÕIS contains the student information, study programmes and course register, and ASIO contains data on studies taking place and the use of study rooms. Members of the teaching staff have at their disposal, various educational technological means for teaching that are offered centrally by the university – adding study materials in the ÕIS, conducting e-courses or combining with contact study in Moodle or IVA environments. Also several lecturers make free use of accessible Internet options, such as blogs, homepages, etc. For conducting contact study, all lecture rooms provide facilities for using a data projector and computer. Video conferencing technology or lecture recording facilities can also be used. From the academic year 2013/2014, a requirement for applying e-learning support and enabling of lecture recording has been established for general courses. The E-Learning Centre advises on e-courses and creation of learning objects and supports the ESF programme BeST.

The frequency and topics of feedback collected from students are described in the feedback procedure. Student feedback is collected from the beginning of studies until graduation (Table 2.6). The Student Councils in institutes also organize feedback questionnaires focusing on different aspects of study organization.

Table 2.6 Overview of the university target groups, topics and analysers of results of the degree study feedback questionnaires

Feedback target group	Topics	Analyser of results
First-year students	Orientation week, settling in, study orientation	Academic counsellor of the CCC
Students	Teaching and courses	Head of study and Head of study programme
Students who have completed professional practice	Organization and content of practice	Head of study programme
Graduates, that is students who have defended the final thesis or passed a final exam	Study programme, supervision, counselling, career plans, cooperation	Career counsellor of the CCC Head of study programme
Exchange students	Settling in Estonia, accommodation, studies	Coordinator of exchange students

## RESULTS:

- Increasing the percentage of students who graduate within the nominal period of study is one of the objectives of the Development Plan and in the administration and performance contract concluded with the HTM. The results of 2011-2012 show progress towards the established objective (Table 2.7). In comparing the reasons for dropping out and the results of the study feedback questionnaire (2012), it became evident that dropping out is most significantly influenced by admission conditions and requirements. Analysis and amendment of these issues will receive significant focus next year.

Table 2.7 Percentage of students who graduated within the nominal period of study in 2010 – 2012 by levels of higher education and the university aim for 2014.

Percentage of graduates within nominal period of study (of the admitted students)	2010	2011	2012	University aim 2014
PHE	8%	64%	97.7%	20%
BA	26%	53.4%	55.6%	35%
MA	52%	97.2 %	44.6 %	40%
INT	30%	52.4%		55%
DOC	15%	29%	33.3%	20%

▪ In the 2012 study organization feedback questionnaire for bachelor and master students, it appeared that the logic of the timetable construction is suitable for most students, the timetable is publicized in a timely manner and is easily found on the web (Figure 2.9). The positive evaluation of students on study organization is worth noting, because the proportion of students to academic employees in TU (22 students per one academic employee) is higher than in TUT (15) and UT (11). Students are in general satisfied with ÖIS, but its user friendliness needs developing. Positive evaluations by cycle study students on study organization became evident from the open comments.

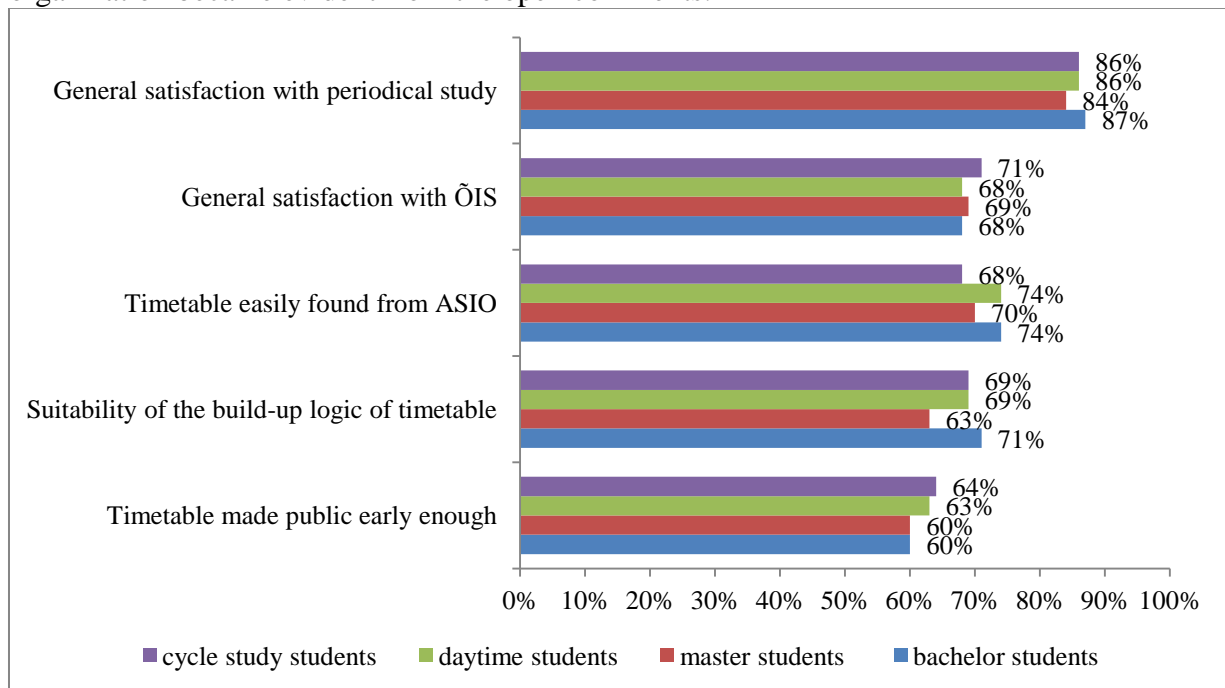


Figure 2.9 Student satisfaction with the aspects of ÖIS, cyclical study and timetable in the 2012 questionnaire.

▪ The percentage of TU students going abroad is 2%-2.5%, which is comparable to the respective numbers of other public universities (e.g. in TUT 2012 – 2.6%). The percentage of doctoral students going abroad is influenced by the automatization of data collection; thus the indicator now reflects the data entered into ÖIS and does not fully reflect what is described in the attestation reports.

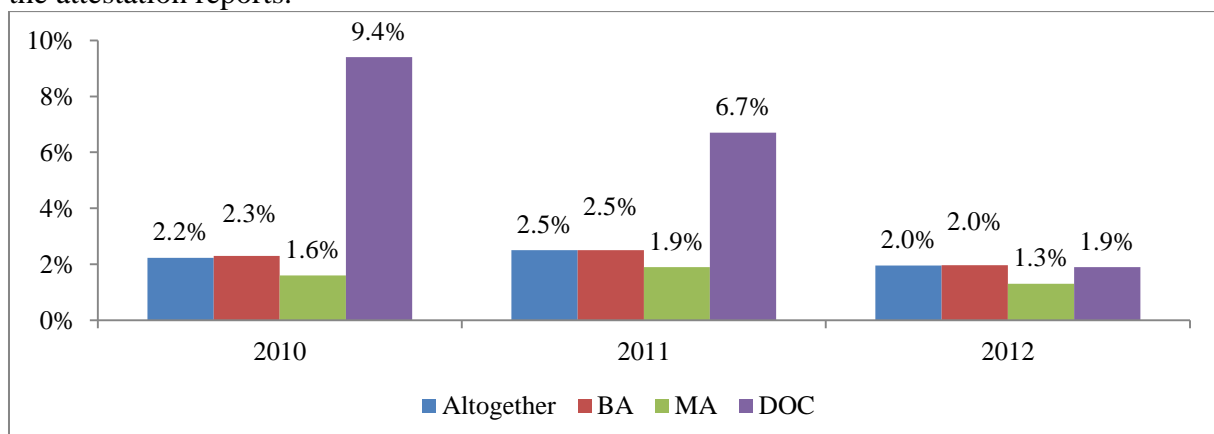


Figure 2.10 Percentage of students going abroad by study levels in 2010 -2012.

▪ Since 2013, the university has coordinated a project within the Erasmus Mundus known as HUMERIA (3.26 million euros) and has also participated as a partner in other projects known as ALRAKIS, ALRAKIS II, BACKIS and HERMES. These are mobility projects, which

facilitate the exchange of both students and staff between the EU and East Partnership countries. A total of 20 students and 5 employees from TU have participated in these projects up to this date.

- The number of foreign exchange students has increased in AUs during the period 2009 – 2013 by approximately 30% each year - from 157 to 325. The percentage of foreign exchange students varies by study fields. The fields of social science and humanities have a large number of these students (Figure 2.11). As a result, the university is achieving the established objective and the quality of study in a foreign language now becomes the focus.

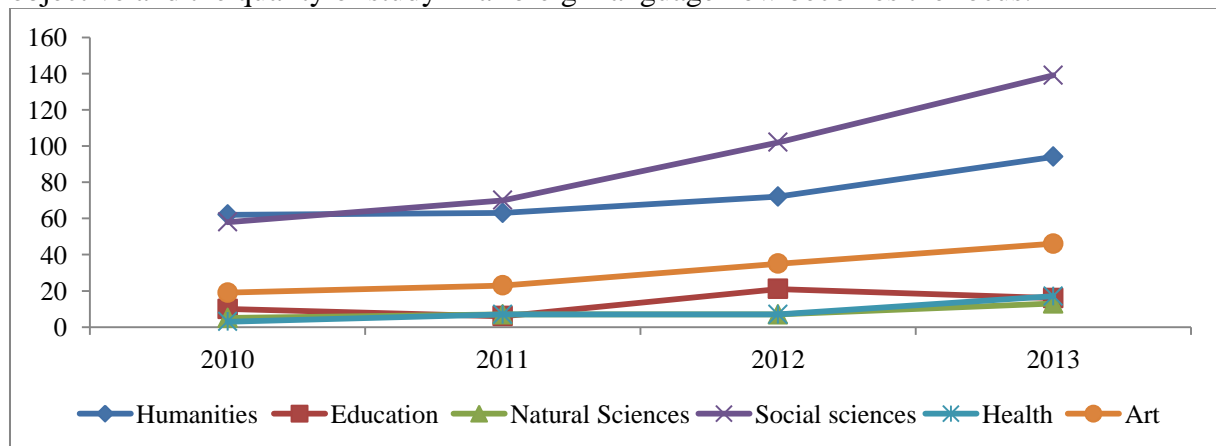


Figure 2.11 Number of foreign exchange students by study fields in 2010 – 2013

- In autumn 2013, the existing bilateral Erasmus agreements were analysed. The purpose of the analysis was to help AUs identify functioning agreements and define strategic partners with whom both study and research-related cooperation should be preserved and developed. As a result of the analysis, AUs identified 55 higher education institutions with which they would like to continue the present relationship or establish one in the future. The selection of partners was based mainly on high quality study in the foreign university, thus making it both possible and desirable for students to transfer courses from a foreign university as subject-specific courses. This selection also encourages mutual research projects, plans to create joint study programmes, cooperation in study programme development and mobility of academic staff.

- The results of the satisfaction feedback questionnaire conducted among the foreign exchange students of TU in 2013 confirm their satisfaction with their counsellor (94%), introductory activities (92%) and members of teaching staff (92%) (Figure 2.12). An apparent reduction in the percentage of satisfied respondents is influenced by the fact that the number of respondents has increased.

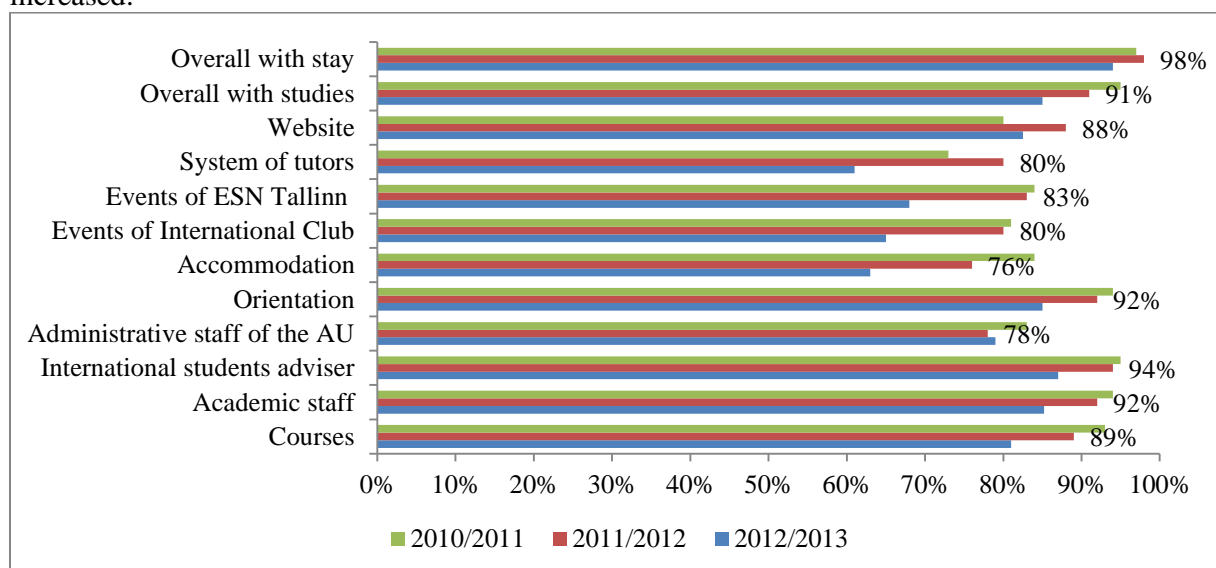


Figure 2.12 Satisfaction of foreign exchange students 2010/2011 – 2012/2013



- Based on the study organization questionnaire conducted in 2012, students were satisfied with the helpful attitude of employees directly related to counselling (Figure 2.13). However, evaluations given to staff members of AUs relating to counselling (head of study, study assistant) were somewhat lower. This result formed the basis for the development of a network of academic counsellors.

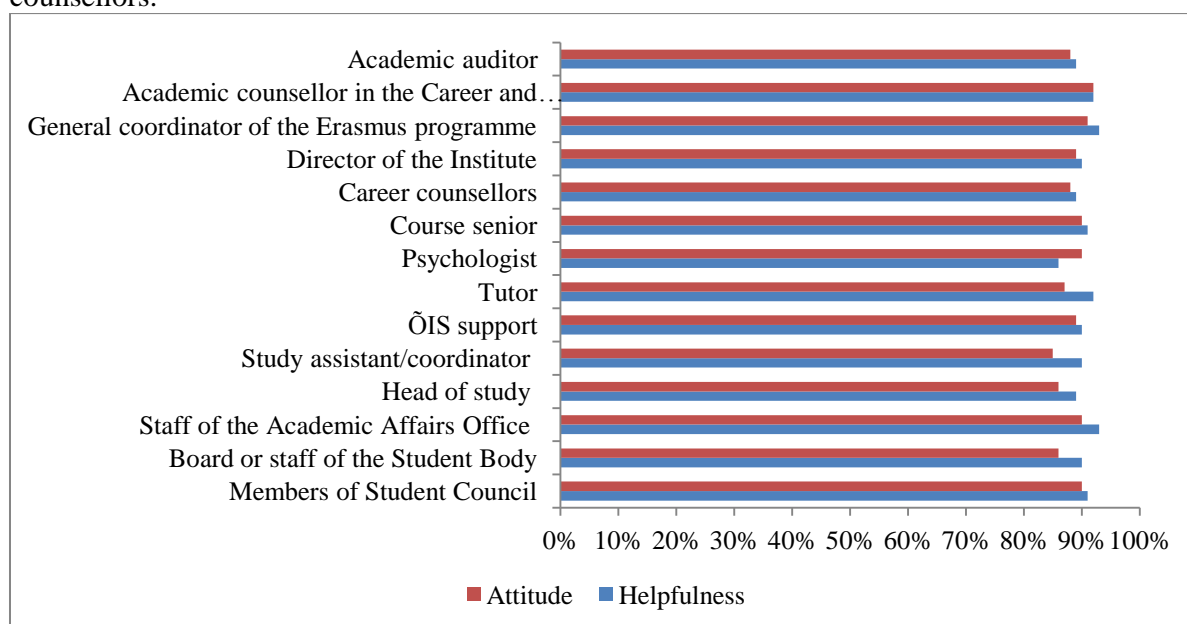


Figure 2.13 Evaluation by students on the attitude and helpfulness of counsellors in 2012

- Feedback was collected from teaching and support staff of AUs on the logical construction of study organization in the 2012 employees satisfaction questionnaire. From this it appeared that 59% of teaching staff and 57% of support staff agreed with the suitability of study organization. In the given questionnaire, the respondents were also asked to evaluate satisfaction with cyclical study. The result for teaching staff was 64% and for support-staff 63%. This confirmed that the change implemented in study organization – cyclical study, has generally been positively received.

- The university has organized 41 e-learning training sessions during the period 2010-2013 in order to improve the educational technological competence of the academic staff in which 296 university employees participated. The training developed the skills of teachers in using different learning environments and included training sessions on the IVA concept of a study environment and use, creating an e-course in the Moodle learning environment etc. It also included using different methods and programmes such as use of concept maps, blogs, text and video in teaching.

- 76% of students in the 2011 student questionnaire were satisfied or rather satisfied with the e-learning possibilities. The E-Learning Centre conducted a teaching staff questionnaire in 2011 to identify the extent to which educational technology is used in teaching. The results showed that, in addition to e-courses, members of the teaching staff also frequently use the e-learning possibilities on their homepage, blogs and personal learning environments. In 2012/2013, ÖIS e-support plans to provide students with an overview of the tools used in the course. About 25% of the courses have e-support in cases where the AUs have entered the corresponding notices into ÖIS.

- For forwarding data by educational technological means, the content of e-learning was created within the framework of e-courses, as well as learning objects within the ESF BeSt programme and within the course-recording device Echo360. Changes in BeSt programme results (table 2.8) are planned.

Table 2.8 Content production for e-learning in 2010-2013

	2010	2011	2012	2013
BeSt e-courses	192 ECTS/45 pieces	192/47	141/35	141,5/35
BeSt learning objects	64	82	77	53
Course recordings	87	175	137	99 <sup>7</sup>

■ In order to highlight the relationship between the feedback questionnaire results and the planned changes, the academic auditor and Quality Manager introduced feedback collected from students to the AU councils in 2013. The feedback included the results from the questionnaires investigating courses and teaching, alumni and study organization.

## STRENGTHS

- Cyclical study has proved to be suitable for students who incorporate study with work and family responsibilities.
- Foreign exchange students value the university support system highly.
- At regular meetings of Erasmus coordinators, the information related to foreign exchange and visiting students is shared, as well as successful practices for mediating international experience to students in the institutes (e.g. intensive projects organized within the LPP/Erasmus programme for students of Haapsalu College, visits by students from the Institute of Information Sciences in foreign universities and others).

## AREAS FOR IMPROVEMENT

- Creating a more effective information flow regarding the amendments implemented on the basis of feedback, so that university members would have an assurance that the results of the feedback questionnaires are used.
- From employee feedback related to counselling, it has become apparent there is a need to develop agreed principles that can be used in different crisis situations with students (e.g. student aggressiveness, disappearance of a student, etc.)
- In regard to the termination of the BeSt programme, the university support for teaching staff in conducting e-learning and the role of the E-Learning Centre both need reviewing in such a way that would enable the continuation of combining e-learning with contact study.

## 3. Research, development and other creative activity (RDC)

### 3.1. RDC effectiveness

*Goals are set for the requirements of institutional accreditation related to effectiveness of RDC which have been analysed and regulated in the university by documents, of which an overview is given in [homepage](#).*

The main objective of RDC in TU is to support the sustainable development of Estonia by helping to define current problems and solving these in the university RDC. According to the strategy for RDC, the priorities of this field for the period 2012-2016 are (1) the development of the high-profile interdisciplinary RDC centres and research teams, and an increase in the share of RDC in the university's activities, (2) implementation of research-based study and offering a competitive doctoral study based on international experience, (3) enrichment of society via different forms of knowledge transfer, (4) development of a working environment that supports the increase and realization of the RDC potential of the TU members and (5) to increase and diversify the financial resources of RDC. The university has defined the strategic

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<sup>7</sup> As of 04.09.2013

and prioritized research topics, which have a major influence on financial planning and support activities.

The Knowledge Transfer Centre supports the implementation of the university competences in developing companies and society in general. In the university, the method and result of a possible innovative product are defined according to existing research interest or competence. The university *project portfolio* is based on study and research output, which is valuable, innovative and progressive for society. The Knowledge Transfer Centre performs active direct marketing by introducing completed projects, university competences and cooperation models. Part of the initiative of knowledge transfer projects comes from clients - entrepreneurs, state and municipal establishments and third sector organizations - that approach TU for resolution of their developmental challenges. Initially, clients find information about the Knowledge Transfer Centre on the web and, if possible, suitable executors are selected from TU for whom the task offered is academically manageable and interesting. For years, AUs have also created direct connections with external partners, which have been strengthened through alumni relations, cooperation in the decision-making bodies of the university and in the competition committees and during practice.

In establishing the Development Plan for the next period, TU has started by defining the focus fields related to the development needs of society. During this process, TU activities and objectives are reviewed from the viewpoint of society and the labour market, specifically in the fields of educational innovation, healthy and sustainable lifestyle and digital environment and media.

#### RESULTS:

- As a result of the ordinary evaluation of RDC activity in 2010, according to Directive No. 704 of 2 July 2010 of the Minister of Education and Research, TU is evaluated in the following research fields: Biosciences and Environment, Natural Sciences and Engineering, Culture and Society.
- In the transitional evaluation of doctoral study in 2010-2011, TU was given the right to conduct studies for an unspecified term in 7 study programme groups and for a specified term in 7 study programme groups. As a result of re-evaluation in 2013, the additional right to conduct studies without a specified term was granted to one study programme group. For the rest of the study programme groups, re-evaluation takes place in spring 2014.
- The proposals and recommendations made during research evaluation and transitional assessment of the study programme groups of doctoral study were analysed at both the university and AUs level, and based on these, development activities were planned as part of RD strategy. For example, based on the assessment committees' comments on the scarcity of cooperation in social sciences, interdisciplinarity has been set as an objective. A system for motivating and recognizing RDC in cooperation with AUs is under development to support interdisciplinarity; a format for university seminars aimed at highlighting research is also under development. An additional aspect that was indicated in the evaluation was that some lecture rooms were cramped and needed renovation; with the opening of the Astra building in 2012, the situation has improved (see chap. 1.3).
- The Estonian Research Council conducted a national targeted evaluation of educational research in autumn 2012, during which quality of research, research infrastructure and funding, organization of doctoral study and input into society were evaluated. In the evaluation report the committee found that the situation of educational sciences in Estonia as a whole and in TU was good. The necessity of increasing the proportion of critical and theory-based or theory-creating approach was mentioned as the main challenge. In that context, the Centre for Educational Technology of the TU Institute of Informatics was positively mentioned in the report. The evaluation committee claimed that its international cooperation,

visibility of research and results all represent research that has been carried out on the theoretical basis of educational sciences and has extensive international influence.

- In 2010 – 2012, the university has steadily and rapidly progressed towards its goal in the most important RDC key indicator defined in the Development Plan: the number of high-level research publications per employee per year (Table 3.1). Additional information on the growth trend of the number of publications is given in Table 3.2 and [here](#). In comparison to other Estonian public universities, the publishing activity of TU academic staff (1.19) may be considered good, because the average number of high-level publications per academic employee is higher than in TUT (1.00) or EULS (0.72) and is only slightly lower than the respective indicator in UT (1.2) (see Figure 3.1).

Table 3.1 Achieving of RDC key indicators in 2010 - 2012

	2010	2011	2012	2013	University aim 2014
Number of high-level publications (ETIS classification 1.1, 1.2, 2.1 and 3.1.) per academic employee per year (full-time employees)	1.08	1.17	1.19	- <sup>8</sup>	<b>1.2</b>
Number of doctoral theses defended per year	14	20	12	22	<b>25</b>
Number of high-level research publications inter academic units (ETIS classification 1.1, 1.2, 2.1 and 3.1.) per year	-	38	32	- <sup>9</sup>	<b>Growing</b>

Table 3.2 Publishing of research results in 2010–2012

	2010	2011	2012
All publications	1377	1457	1569
High-level publications (ETIS classification 1.1, 1.2, 2.1, 3.1)	450	462	550
Other research publications	743	796	876
Textbooks, books and articles of popular science, ETIS classification (6.2, 6.3, 6.4)	186	197	199

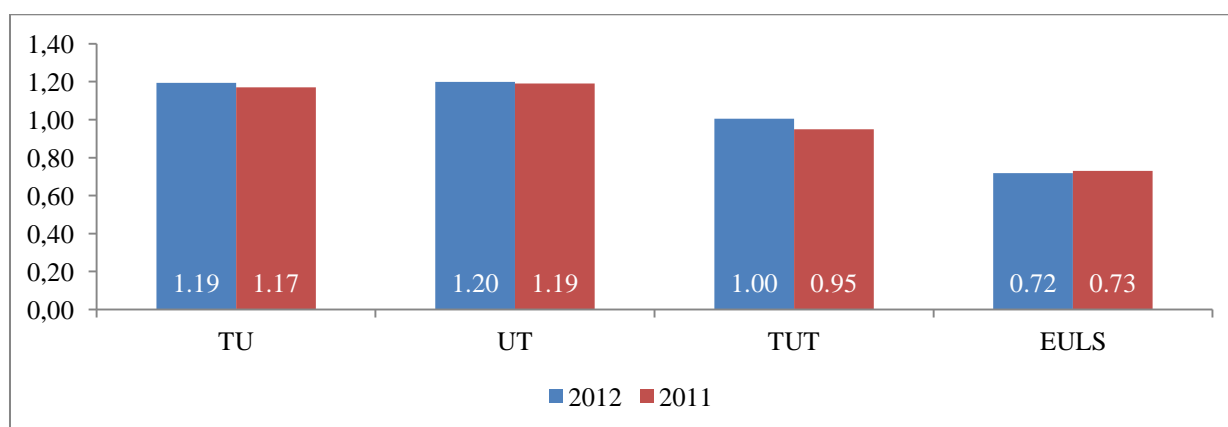


Figure 3.1 Number of high-level publications per academic employee

- In the context of internationalization of research, it is important for the university to intensify research-related cooperation and publish joint articles with research and

<sup>8</sup> Data is not final, therefore is not calculated

<sup>9</sup> Data is not final, therefore is not calculated

development institutions of other countries. In 2012, the Institute of Ecology had the highest number of such articles (34 articles), followed by the Institute of Social Work (9 articles). In publishing high-level research publications, cooperation was mainly conducted with the research and development establishments of the USA (6), followed by research establishments of Sweden, Finland and England (5).

- The number of doctoral theses defended has been desultory due to changes in doctoral study programmes, but looking at the average trend of the last three years the tendency is clearly towards an increase in the number of doctoral theses defended (Table 3.1).

- The university has concluded an average of 130 agreements per year for knowledge transfer related projects in 2010 – 2012 (Figure 3.2), including an average of 50 agreements conducted with private companies per year. Despite the decrease in the number of contracts, the volume of contract income has significantly increased, which has been the target of the lead group of the Knowledge Transfer Centre in recent years. The number of agreements has decreased mainly due to a change in the calculation methods (in 2010, data on oral agreements was also included in the calculation), but the university trend is to acquire agreements with greater volume, which reduces fragmentation and optimizes activity.

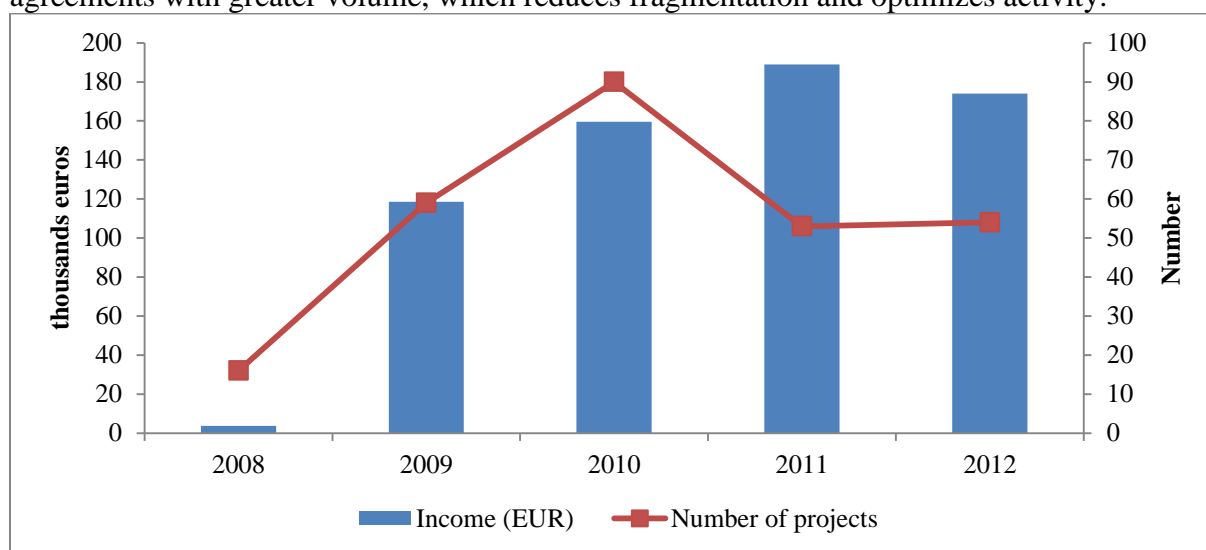


Figure 3.2 Number of knowledge transfer contracts and income from these in 2010 – 2012

- A system is currently being developed for gathering data on the results of creative activities (public presentations of creative work, recognitions of international competitions and reviews in specialized publications).

#### STRENGTHS:

- TU has formulated clear objectives in RDC and pursues these in planning actions and funding. In the key indicators established as aims, the results indicate that TU is making progress towards the achievement of these aims.

- Contribution of employees into RDC has been motivated by various means – research performance pay for research is paid to academic employees, research results are taken into account in the selection and attestation of academic staff, etc.

#### AREAS FOR IMPROVEMENT

- Until now, little attention has been given to RDC in the younger university units (e.g. Pedagogical College, Law School). Therefore, it is important that the university support and intensify the RDC of these units.

- As well as increasing the number of publications, the university should pay more attention to supporting academic discussion on the role of citable publications in evaluating research activity.

➤ The number of doctoral theses defended should be increased expeditiously. The university has implemented several measures designed to achieve this goal, e.g. the creation of doctoral study places in addition to state commissioned places, improvement in the organization of doctoral study, on-going training for raising the competency level of supervisors. However, in order to achieve this desired result, additional measures must also be implemented in parallel with the existing ones.

### **3.2. RDC resources and support processes**

*Goals are set for the requirements of institutional accreditation related to RDC and these have been analysed and regulated in the university by documents, of which an overview is given in [homepage](#).*

The Research Administration Office (*hereinafter*: RAO) including the Knowledge Transfer Centre, the Academic Library, the Conference Centre and the University Press form the support system of RDC. The task of the RAO is to support research groups and individual researchers by:

- administering the university research projects database,
- monitoring, entering and verifying ETIS data,
- providing information regarding legislation related to RD activity, funding schemes, grant possibilities and conferences,
- supplying statistical data relating to TU, Estonian and international RD activity.

The RAO is also involved in the regular activity of the network of the research departments of Estonian universities and the EARMA network of the European research Managers and administrators.

An important component of the RDC support system is the Knowledge Transfer Centre, the task of which is to provide support for the resolution of development tasks of companies. This support is developed with the help of university researchers and students by bringing together entrepreneurs and researchers, finding and helping to compile implementation projects, introducing university competences to entrepreneurs and offering the opportunities for cooperation with private entrepreneurs to academic members and others.

The Conference Centre and the University Press support the introduction of research results and the internationalization of RDC in the university. TU supports the activity of these entities financially and the university has free access to the conference rooms for events related to the university. Also, the Academic Library has an important role in supporting RDC by being not only the study library of the university but also a universal research library that provides public services, such as the collection, management and mediation of sources, to researchers and other readers.

RDC in the university is mainly funded from various Estonian and EU competition-based research funding sources (In 2012, the percentage of national research baseline financing of RDC income was 0.006%). Within the framework of the changes taking place in the system of Estonian research funding, the university RDC funding is changing from funding that is based on targeted funding and science foundation grants, towards funding based on institutional and personal research funding (*hereinafter*: IUT and PUT respectively). In addition, the research funds of TU and AUs have been created, the resources of which are mainly allocated from baseline funding and study activity income.

TU as an institution belongs to several networks of universities, research institutions and their partners, such as EUA, UNICA, IAU, EARMA, TII, etc. TU pays some of the membership

fees from the development and cooperation fund. Additionally AUs and their employees participate in professional networks within the limits of their budgets.

In 2011-2012, TU made significant investments in the RDC infrastructure and two new buildings have been opened – the science building Astra and the TU Baltic Film and Media School building Nova (see also chap 1.3). Significant investments into improving infrastructure have also been made in the Academic Library and in the Centre for Innovation in Education in the Terra building. The Competence Centre for Health and Rehabilitation is also nearing completion in Haapsalu College. In addition to updating the main existing infrastructure, AUs have applied for and received financing for acquiring research devices for a variety of purposes and support is available from TU research fund to cover the own contribution of financing.

## RESULTS

While the level of RD funding for the last few years has constantly increased in the university ((Figure 3.3) the number of national research funding (target funding of research themes and Estonian Science Foundation grants) has decreased. As a new funding mechanism, two IUT grants and three PUT grants have been allocated to the university in the first application round, with four additional IUT grants being available for 2014.

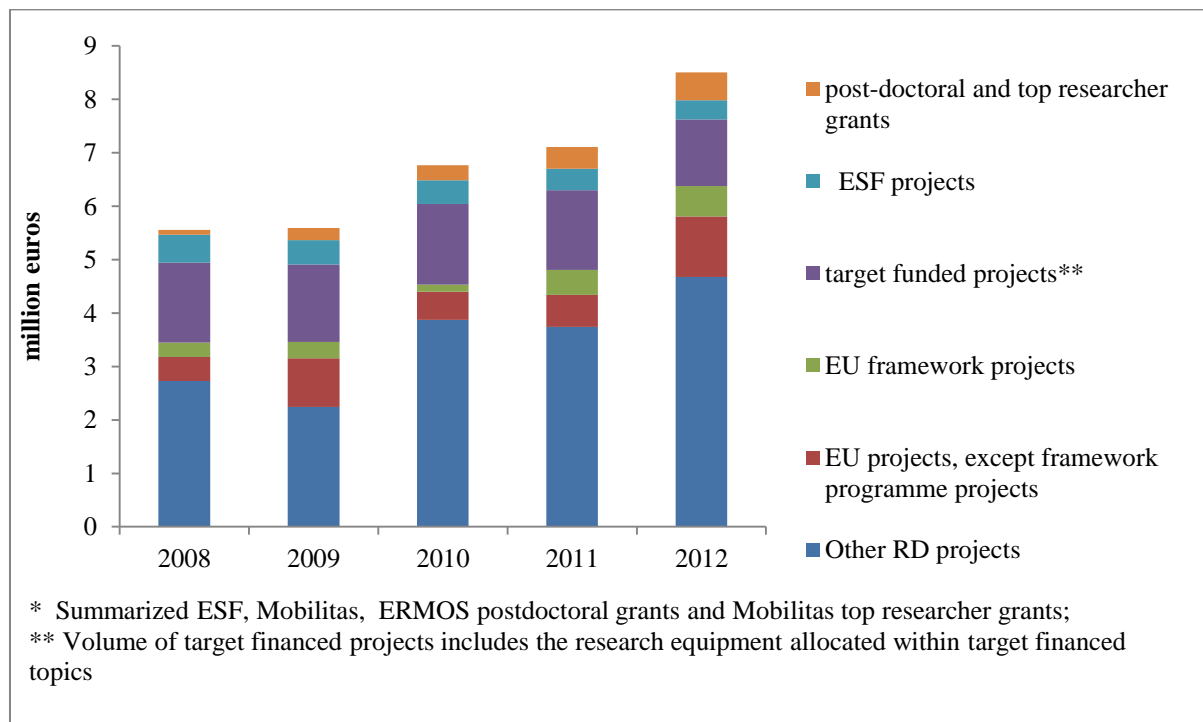


Figure 3.3 Funding of RDC in 2008– 2012

The size of the TU research fund in 2012 was approximately €600,000. Of this amount: €257,385 represents income from baseline funding; €200,000 residue from previous years; €38,780 from overhead fees for service agreements and projects; €82,203 from doctoral study income; €6,000 from budgetary allocations of the university and income from allocations intended for specific purpose. On average, 20 scholarships of non-state commissioned doctoral students were financed from the research fund monthly. The application rounds were conducted in the following volume: for support of national sciences in a total amount of €60,000; for support of short-term projects €100,000; and for support of long-term projects, that is projects that last up to three years, €83,167. The preparation of 14 IUT topics was also supported from the research fund in the total amount of €140,000, own



contribution for the DoRa and Mobilitas programme projects was covered in the amount of €41,969 and the most significant research were also recognized.

- The amount of national baseline financing per one academic employee in TU is increasing (Figure 3.4), whereas for UT, TUT and EULS the corresponding indicator has decreased to a small extent.

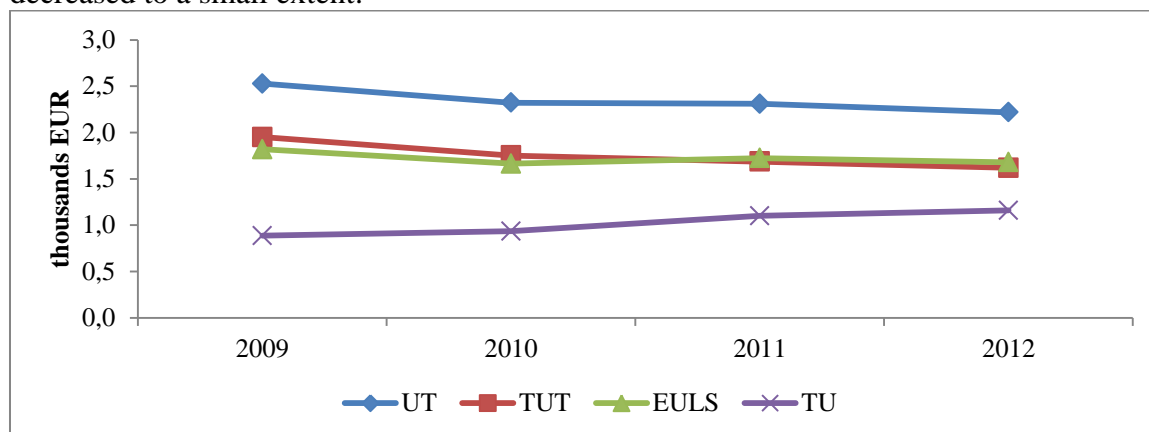


Figure 3.4 Amount of national baseline financing per one academic employee (thousand EUR)

- TU has focused more actively on applying for additional financial resources and increasing its projects success rate (using a research funding database, creating a wider spread over different financing opportunities, collection data of the applications, advising researchers on how to prepare applications).

- The employees have evaluated the cooperativeness, professionalism and advisory competence of the RDC support structure in the employees satisfaction questionnaire in 2012 and 2013. Evaluations of cooperativeness have increased for both the RAO (2012 – 5.12; 2013-5.38) and the Knowledge Transfer Centre (2012- 5.03; 2013 – 5.47).

- TU participates as a partner in two national research centres of excellence (the Centre of Excellence in Cultural Theory and the Centre of Excellence in Mesosystems - Theory and Applications) and in the work of three regional centres of competence (the Health Promotion and Competence Centre (TERE) in Haapsalu, the Rakvere Smart House Competence Centre and the Oil Shale Competence Centre). Also a centre of excellence with international influence Studies of Natural and Man-made Environments is operating in the university. Both the percentage of external funding in the national centres of excellence (Table 3.3.), as well as the university funding in the internal centre of excellence are growing (2010 – €31,956; 2011-€37,836; 2012 – €64,000).

Table 3.3 External funding of national centres of excellence in 2010 - 2012

	2010	2011	2012
External funding of the Centre of Excellence of Cultural Theory	€82,011	€93,573	€103,463
External funding of the Centre of Excellence in Mesosystems-Theory and Applications			€16,209

- TU investments in research infrastructure grew in 2010 – 2012 (Table 3.4.). Of the six Estonian Research Infrastructures Roadmap objects supported in 2012, TU was a partner in three of them (the Estonian Environmental Observatory, the Estonian E-Repository and Conversation of Collections, and the Natural Sciences Archives and Information Network).

Table 3.4 Investments in RDC infrastructure in 2010 – 2012

	2010	2011	2012
Investments in RDC infrastructure	€280,898	€528,795	€1,401,041

- The number of publications of the TU Press has increased in three years from 11 to 18 per year, half of which are publications related to the university employees (Table 3.5). The TU Press belongs to the Association of Learned and Professional Society Publishers.

Table 3.5 Number of publications of TU Press in 2010 – 2012

	2010	2011	2012
Total number of publications	11	15	18
Number of publications related to TU employees	6	7	10
Including the number of publications of foreign authors	3	2	3
Other publications	2	6	5

- In 2012, a total of 105 events were organized by the Conference Centre, of which 26 were events organized by TU units (e.g. The Doctoral School of Cultural Sciences and Arts (23-27.01.2012), conference Supporting New Teachers in Europe (9-11.05.2012), Days of Linguistics (16-18.05.2012), Translating Power. Empowering Translation. Itineraries in Translation History (24-26.05.2012), IAPL (28.05-3.06.2012), International Council for Children's Play 26th World Play Conference (17-19.06.2012). The number of events organized in the prior year was significantly smaller (63 events).
- In 2012, the Academic Library increased the purchase of electronic publications (databases, journals) by 4% compared to the prior year (€98,668 and €102,984 respectively). Electronic research journals were acquired for €31,660, databases for €71,324 (of which 28% was the self-financing fee in the E-research Information programme). Also, outside the joint procurement, access to additional collections of databases has been acquired (e.g. JSTOR, PressDisplay, Communications & Mass Media Complete, ProQuest, Dissertations & Theses (Abstracts & Index), Project MUSE, Oxford Reference Online, Oxford Scholarship Online, Brepolis). Access to three new databases have been ordered: Sage Research Methods, Library Information Science & Technology and SportDiscus. Also databases developed by the TU Estonian Institute for Population Studies can be used (database of family and fertility behaviour research; database of Survey of Health, Ageing and Retirement in Europe (SHARE), database of indigenous study, etc.)
- TLU Library is implementing the project, which the aim of the project is large-scale digitizing of information in libraries and other memory establishments, creation of necessary conditions for long-term storing of digitized information and providing access to these materials through a common portal and search engine, development of rooms.
- The volume of the Academic Library collections has increased. Despite the decrease in the numbers of readers, the number of loans has constantly grown (Table 3.6).

Table 3.6 Volume of the Academic Library collections, numbers of readers and loans

	2010	2011	2012
Collections in use	2.5 mil	2.5 mil	2.6 mil
Reserve and exchange collections	2.6 mil	2.6 mil	2.7 mil
Electronic collections: own databases	15	15	16
Electronic collections: licensed databases	50	52	58
Readers	49,063	51,783	47,094
Loans	330,449	346,900	374,573

## STRENGTHS

- In 2012, the TU research building Astra was opened, which includes a core laboratory furnished with the necessary equipment. The laboratories have been modernized at a cost of 1-2 million euros in a joint project involving the Institute of Mathematics and Natural Sciences and the Institute of Ecology.
- Several changes have taken place in the RDC support structure that provide a basis for improving the support for project teams throughout the project life cycle: a project division has been created in RAO, a cooperation model of administrative units for project support has

developed, tasks that are related to project management have been specified between the actual manager of the project and employees of FO, etc. Also, the support service of the Conference Centre has been initiated in organizing science conferences in TU.

➤ Access to the database Research Professional has been purchased (the only one among Estonian universities) for improving access to financing information of RDC since 2012).

#### AREAS FOR IMPROVEMENT

➤ The amount and percentage of financing for RDC (see Figure 1.14) in TU budget needs to be increased. This can be achieved through constant and systematic improvement of information dissemination, taking into account the analytics of the previous applications and offering more competent and extensive support to AUs in preparing funding applications (including compilation of budgets and other financial issues).

➤ TU expertise in legal counselling including the completion of project agreements and issues related to intellectual property needs to be developed significantly. This is due to the fact that the individual competences of the employees, even on a collective basis, still do not present an overall level of legal competence that is now required.

➤ For effective use of the research infrastructure, laboratories and others that have been built recently, it is important to plan their simultaneous use in teaching and thus increase research cooperation with companies and other partners. It is important to implement initiatives that evolved from the Inspiration Day aimed at cooperation between students and companies, and from the Practice Fair.

### **3.3. Student research supervision and doctoral studies**

*Goals are set for the requirements of institutional accreditation related to supervision and doctoral study and these have been analysed and regulated in the university by documents, of which an overview is given in [homepage](#).*

For including students of all study levels in RDC, the Procedure for Application and Processing of Projects that Support the Research Activity of Students was adopted at the beginning of 2012, the aim of which is to mainly facilitate the involvement of bachelor and master students in research. Student research projects are supported from the TU research fund in the amount of €6,400 per year.

In order to involve students from all study levels for the first time, the annual Student Research Week was organized on the initiative of Student Body in 2012. During the event various seminars, briefings and workshops were organized. The aim of this event was to introduce research, an important part of the university operation, to students in different forms, offer ideas and additional information for writing a bachelor or master's thesis. A second objective was to inform students about the possibilities of receiving support with regard to the first application round of support for student research projects for students that were admitted in 2012.

The requirements established for supervisors of doctoral study are defined in the TU Regulations for Doctoral Studies and Defence of PhD Theses, according to which a supervisor of a doctoral student must have a doctoral level degree or equivalent qualification and who, as of the date of being appointed as a supervisor, has published a total of research publications at least in the amount of two doctoral theses and during the last five years, a total at least in the amount of one doctoral thesis. If a supervisor is from outside the university, the decision-making body of the academic unit may, in concordance with the doctoral student, appoint a co-supervisor from the academic staff of the university. In master and bachelor study, the requirements set out for supervisors are regulated at the AU level.

In order to develop competent supervisors, in-service training is organized within the PRIMUS programme, in which all supervisors can participate. Several additional training sessions and mobility opportunities are offered to supervisors of doctoral theses within the framework of doctoral schools.

Staff policy created by the project Implementation of Complete and Modern Personnel Development System in TU Administration and Management, including changes implemented in the regulations based on this, create a better foundation for load calculation and also take into account the main problem that has appeared from the feedback questionnaire of bachelor and master study graduates: the high work load of supervisors.

Students are now guided on how to recognize plagiarism at the bachelor level, where courses introducing research compilation methods are included in the study programmes. In doctoral study, the module treating research ethics is obligatory and is prescribed by the Study Programme Statue. The university has decided to compile the unified principles of research ethics and has assembled a respective work group. ITFE and the universities are developing an identity recognition programme that makes plagiarism in different student papers easier to identify and raises the awareness of students to this issue. In order to implement this, the Academic Library has created an electronic collection of final theses. The consequences of plagiarism and the disregard of other academic practices have been described in the Study Regulation, based on which, the student's paper can be evaluated negatively, a written or oral reprimand can be issued or the student can be deleted from the matriculation register.

The prerequisite for admitting foreign doctoral students is the ability to complete the study programmes in English; thus in all the university study programmes, English has been appointed as one of the languages of instruction. Persons having a master degree or equal qualification are allowed to set up their candidacy for doctoral study. A candidate, whose prior education does not correspond to the specialized qualification established by the study programme, can apply for RPL in fulfilling the admission requirements. No additional admission requirements or limitations have been set for foreign doctoral students. To promote admission of foreign students, the period for submitting documents is longer than for other candidates and often participation in the admission exams is allowed, for example, via Skype. Studies of doctoral students abroad are supported through different scholarships and other programmes (e.g. DoRa, Kristjan Jaak and others). The university promotes an increase in the percentage of foreign supervisors; also foreign researchers are involved in the supervision of doctoral students as co-supervisors and/or consultants. Cooperation of doctoral students and co-supervisors is supported through the DoRa programme and several post-doctoral researchers are working at the university through the Mobilitas, ERMOS and Erasmus programme and are also involved in conducting doctoral study.

#### RESULTS:

- A total of €5,386 was provided from the research fund to finance student research projects in 2012. Altogether, 7 projects received support for covering research expenses, and 8 projects received support for activities that popularize research.
- Since the academic year 2007/2008, a collection of the best TU student research work has been published every year.
- TU students have consistently been recognized at the national contest of student research work (Table 3.7).

Table 3.7 Recognition of students at the national student research work contest

	2010	2011	2012
Rewards	3	5	3
Letters of appreciation	3	1	2

- The 2012 feedback questionnaire of graduates showed that the main problem related to supervision was insufficient motivation on the part of the supervisors to contribute to the supervision process, because they are too occupied. The results showed that 16% of bachelor students and 13% of master students found it difficult to make contact with the supervisor and 19% of bachelor students and 21% of master students were not satisfied with supervision. Insufficient input by supervisors into the supervision of a specific student can be explained by the high ratio of students per one academic employee. In TU there are 22 students per one academic employee, which is significantly higher than the corresponding indicator in UT (12) or TUT (15).
- The defence of doctoral theses by study fields is uniform; in the fields of social sciences, humanities, education and natural sciences, between 4-5 theses are defended each year (Figure 3.5 and see [the list of theses](#)). The year 2011 was exceptional because the number of graduates was larger due to the organization of doctoral studies and this resulted in a lower number of defences taking place in 2012. A difference can also be seen in the field of education where several defences were postponed until 2013 because of the time schedule of the preliminary defences.

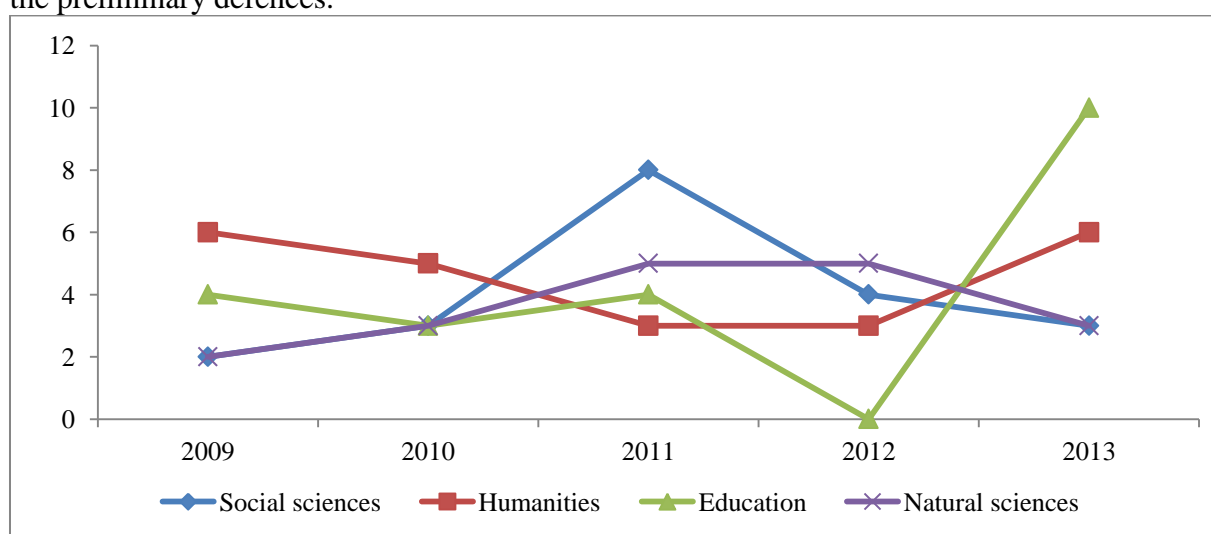


Figure 3.5 Doctoral theses defended in 2009–2013 by study fields

- Of the 217 doctoral theses defended in Estonian public universities in 2012, about 6% were defended in TU. The greater percentage of doctoral theses were defended in UT (49%), TUT (31%) and EULS (8%). Of the 251 PhD degrees awarded for doctoral theses defended in 2011, 8% were awarded for doctoral theses defended in TU, 61% in UT and 24% in TUT. Increasing the number of doctoral theses defended is an important challenge for TU.
- The number of doctoral students significantly increased in 2011 because they did not defend nor were deleted from the matriculation register (Table 3.8). The proportion of foreign doctoral students has been fairly constant at 6-7% in the last three years. A decrease in the proportion of TU doctoral students going abroad is due mainly to the change in the system of data collection (instead of using personal reports from students, only officially registered trips were taken into consideration). Inefficiency in the registration system was also a contributor; however, this problem is now being addressed.

Table 3.8 Number of doctoral students, foreign doctoral students and TU doctoral students going abroad in 2010 – 2012

	2010	2011	2012
Number of doctoral students	279	375	377
Percentage of foreign doctoral students	6.6%	7.7%	6.6%
Percentage of TU doctoral students going abroad	9.4%	6.7%	1.9%

- Of the TU academic staff, 8.7% are foreigners. Of this group, 70% are members of the teaching staff (including 10 professors, 10 lecturers) and 30% are research workers (including 5 senior research fellows and 8 research fellows). Among doctoral thesis supervisors, the percentage of foreign supervisors was 7% in 2011 and 10% in 2012. The number of foreign opponents also increased from 45% in 2011 to 58% in 2012.
- TU organized a total of 26 training sessions for supervisors in 2010-2013 within the PRIMUS programme, in which university employees have participated 294 times. Supervision training sessions are also open to teaching staff from other universities and TU academic staff can participate in the similar trainings of other universities.

## STRENGTHS

- The university supports the development of supervision skills amongst both the university academic employees, as well as among the teaching staff from other universities, by offering different supervision training in both quantity and variety within the PRIMUS programme and doctoral schools.
- For combining academic knowledge and practical experience in the supervision of theses, the participation of practitioners in the role of supervisor, co-supervisor or consultant is facilitated by a governing principle that requires at least one supervisor be related to the university. In doctoral study, the involvement of a supervisor and opponent from outside of TU in the compilation and defence process of doctoral theses has effectively been initiated due to cooperation, communications and additional financial resources from the different institutes and doctoral schools.
- Regulations and attestation conditions of doctoral study have been significantly specified and unified, which helps to improve the quality of doctoral study and makes the requirements set for doctoral students more transparent.

## AREAS FOR IMPROVEMENT

- The main problem of student supervision is the high number of students per member of teaching staff, which means that many members of the teaching staff have a high load of supervision. This problem is addressed by defining a new basis for load calculation within the staff development project and also in fixing admission numbers for study programmes.
- At the university level, these topics need further discussion. At issue is the question to what extent solving problems presented from specific companies as a basis for final theses complies with the needs of society. The experiences and attitudes of the institutes differ in this respect.
- The conduct of doctoral studies in English is inconsistent in quality, because the proficiency level of English for teaching staff varies and many courses are not covered with materials in English. Therefore it is important to support the development of English language proficiency of the teaching staff and develop a motivation system of teaching staff to provide better support for the studies of English-speaking doctoral students.
- An important challenge is to promote a greater interest of doctoral students in the university RD activity. To achieve this objective, the university plans to create the position of an early-stage researcher and involve doctoral students in TU research projects more than has previously been done. The latter requires a significant increase in the budget resources of project applications in order to involve doctoral students and more consideration should be given to the existence of project-based resources when planning doctoral study admissions.
- In order to improve the mobility of doctoral students, it is necessary to provide more effective central and institutional support in finding the opportunities for long-term mobility, and also to improve the quality of data collected concerning mobility. A clear and unified system has to be created for registering both short-term and long-term foreign exchange students and to motivate doctoral students and Managers of study programmes to register the respective information.

## 4. Service to society

### 4.1. Popularization of core activities of the university and its involvement in social development

*Goals have been set for the requirements of institutional accreditation in regard to popularization of the main university activities and participation of the university in social development and these are analysed and regulated in the university by documents, of which an overview is given in [homepage](#).*

TU popularizes study and RD activities with the purpose of maintaining a recognised position in Estonian society and through the university members, participates actively in public debate and contributes to finding solutions in the key issues of the Estonian economy and social development. Prescribed activities are planned in the Development Plan, RD Strategy, Internationalization Strategy 2008-2015, Field of Marketing and Communication/Courses of Action for 2013 – 2014, AUs and administrative units play an important role in achieving the objectives defined in the above-mentioned strategic documents.

Different channels are used to introduce RDC results depending on the target group. TU (internal) web, newsletter, social media and the university events are used to introduce the RDC results to university members. Popularization aimed at both the university partners and the public, takes place through the journal targeted at alumni and partners, *via* press releases, events organized by partners and in media projects. Each AU has defined its core speakers according to the specific study fields that the communication specialist can present to the media. The following all play an important role in the popularization of RDC: recognition of the best projects and their leaders, the [Student TV](#) (in Estonian) created by the Student Body, the [Centre for Research and Innovation Communication](#) (in Estonian) created by the Institute of Communication, which gathers together the research and innovation communication side, as well as the practical side (e.g. the general course KOK7039 Research communication and training).

Depending on the target groups, different means are also used to popularize studies. In addition to advertisements and press releases in the media and participation in Estonian information events for student candidates, special attention is given to talented upper secondary school students. Programmes such as National Student Contests, various school visits, the Student Academy, the Student Shadow Week are targeted at these potential students. Other programmes such as the International Summer/Winter School, purposeful e-marketing, and introducing TU through the University Ambassador programme are targeted at advertising TU.

The participation of employees in specialized and trade associations as well as the work of councils and decision-making bodies are all supported by the Remuneration Regulation, according to which, such work can be calculated, by agreement with the Head of the unit, into the load of the academic employee as a development component. The university gathers data on the participation of employees at the organization level through AUs in activity reports, as well as at employee level in the Internal Web work review.

#### RESULTS:

- The key indicators for the priority of service to society in the Development Plan have improved in 2010 – 2012 (Table 4.1). Improvement of results mainly reflects the growing awareness of the university members of the importance of activities aimed at society as well as improvements in systematic data collection.



Table 4.1 Achievement in the key indicators of service to society in 2010 – 2012 and the university aims for 2014.

	2010	2011	2012	University aim 2014
Textbooks, publications of popular science, including those in Estonian	–	181	194	Growing
Number of conferences, cultural events and other events organized	–	122	334	Growing

- In order to popularize RDC, the university academic employees deliver the [1-minute lectures \(in Estonian\)](#) (e.g. Sitting Kills by K.Port, Why Do We Eat Seaweed? by R.Tuvikene, M. Vällik Acquaintance with the Starry Sky by M.Vällik etc.), which are available on the web and [www.vimeo.com](http://www.vimeo.com) environment and which have been watched approximately 3,000 times. The 1-minute lecture series won the second prize in the category of new initiatives at the popularization on Estonian research competition.
- TU recognizes the popularization activities of the employees by, among other things, awarding a prize for the best reference book, the best university or comprehensive school textbook and the best creative project.
- Preliminary study is organized to popularize TU study activity, and has a long tradition with stable results. The number of participants has increased since 2010 almost by half (Table 4.2). Alongside the Student Academy, the [student shadow week \(in Estonian\)](#) (2012 - 256 participants; 2013 – 405 participants) is organized within the prior learning and elective courses in cooperation with several general schools (e.g. Film Studies: What does a Film Speak of ?; and Practical Photography - in Kiili Gymnasium; Media and Debate- in the Kadrioru German Gymnasium; Chinese Language and Culture- in Mustamäe Gymnasium and Viljandi Gymnasium).

Table 4.2 Preliminary study, including the number of students and courses of the Student Academy in 2010 - 2012

	2010	2011	2012
Number of students in preliminary study	696	1,177	1,216
incl. in the Student Academy		319	416
Number of preliminary study courses	19	27	25
incl. in the Student Academy		13	15

- TU employees and students participate in organizing and conducting the popularization activity. In 2013, 108 people contributed to the organization of preliminary study - 11 employees coordinate the Student Academy courses and 48 academic employees, master students or doctoral students conduct the courses; one university employee, three members of the Student Body and about 250-300 students organize the Student Shadow week; nine people conduct elective courses in upper secondary schools, 35 employees are engaged in organizing National Student Contests. The institutes are also engaged in popularization of their specializations, e.g the Institute of Communication has been publishing the magazine KAJA dealing with communication topics in cooperation with the Äripäev Publishing House, which in 2013 received a special prize from the Estonian Public Relations Association for popularizing the specialization.
- The university employees participated in different work groups for planning, implementing and assessing national strategies (2011 - 33 work groups; 2012 - 52 work groups); in work groups for planning, implementing and assessing international strategies (2011-11 work groups; 2012 -16 work groups); in the work of international organizations (2011 – 102 organizations; 2012 – 110 organizations).

## STRENGTHS

- A number of ways of popularizing the TU core activities have been developed and effectively implemented. Thus, the number of participants in the Student Academy, the number of textbooks and other books of popular science published by TU employees has been stable or growing in the last few years. Conferences are actively organized, for which the conference hall located in the Astra building, creates good physical conditions.
- TU units have successful cooperation projects in conducting elective courses in comprehensive schools, which can be used as examples for planning further cooperation projects.
- TU and its AUs are members of specialized networks, many of which demonstrate a competence that is unique in Estonia (e.g. Association for Education and Ageing, l'Institut de Droit International).

## AREAS FOR IMPROVEMENT

- Mainly traditional methods have been used in popularizing the core activities of TU (e.g. university web, newsletter). In addition to these, the MCO needs to pay more attention to using new formats and also aiming at a more international level (e.g. social media, TU TV, Web, etc.).
- In popularizing research activities, more attention needs to be paid to the systematic operation of the MCO and the RDO in order to support researchers in making the public aware of research results published in high-level research publications (interviews with research fellows, etc.).
- Participation of TU employees in Estonian and international decision-making bodies is mainly on a random basis at present and based on personal contacts. Representation in decision-making bodies that are important to the university, as well as using information related to representation in university management both need improving.

### **4.2. In-service training and other educational activities for the general public**

*Goals have been set for the requirements of institutional accreditation related to continuing education and other study activity targeted at the wider public and these are analysed and regulated in the university by documents, of which an overview is given in [homepage](#).*

TU has also identified the organization of lifelong learning as a priority of study activity in the Development Plan. This priority can be addressed by being as open as possible to different target groups through the possibilities of preliminary education, continuing education, re-training and follow-up education and by offering diverse forms of study based on the needs of different target groups. Options for continuing education are offered in several TU units:

- 1) [Open University](#) offers opportunities through open degree study, preliminary study and continuing education in the university fields of competence aimed at supporting the development of individuals, teams and organizations;
- 2) [The Centre for Continuing Education](#) organizes training for teachers and other educational staff;
- 3) The AUs and other units, whose statute prescribes this, organize training that targets groups more specifically related to their field of activity (e.g. E-Learning Centre organizes training on e-learning for the TU employees and other educational establishments, Institute of Health and Sports organizes training for sports trainers, etc).

For administration and management of continuing education in TU the Continuing Education Information System (TÕIS) is used.

Planning of continuing education takes place on the basis of the TU Regulations for Continuing Education. According to these regulations, the council of the unit organizing the continuing education approves the study programme that ends with an assessment of the learning outcomes. The head of the unit organizing continuing education approves the study programme that ends without assessment of the learning outcomes. In developing continuing education study programmes, the needs of clients, further training requests mentioned in the feedback of previous training sessions and other factors are considered. The council, including the representatives of training Managers and teachers, has an important role to play in developing the study programmes of the Centre for Continuing Education.

The head of the unit organizing continuing education is responsible for the quality of the content and organization of the continuing education. The head of the unit organizing continuing education appoints a training manager to the study programme, who is responsible for compliance of the study programme with the requirements established in the Regulation for Continuing Education, provides quality of content and organization, and ensures that correct documents are issued. The training manager gathers feedback on the continuing education programme from learners, clients and teachers after it has been conducted. The collected feedback is used for changing and developing the study programmes.

For constant development of continuing education, it is important that TU is a member of different networks related to continuing education. Therefore, TU actively participates in Estonian networks (e.g. [Cooperation network of Estonian academic continuing education](#)) and international networks (e.g. [the European Association for University Lifelong Learning](#)).

#### RESULTS:

- In the TU Development Plan, key indicators are related to the objectives set for continuing education: (a) the number of students who participated in continuing education, which grew in the period 2010 – 2012; and (b) the proportion of income/turnover from continuing education in the budget. Income has fluctuated during recent years due to the general economic situation in Estonia and the training opportunities funded from the European Social Fund. (Table 4.3). If changes in the trend of the number of students can be evaluated as positive, then the proportion of income/turnover of continuing education needs stabilizing. The significant growth in 2011 is due to the resources derived from a large amount of EU funds and from international projects for conducting continuing education. Based on the feedback of the training market, TU training programmes are valued among partners. In 2012, the Pärnu Conference conducted a survey on the Estonian training market. On the client satisfaction scale, TU was rated in third position among Estonian establishments offering training and the only public university among the top ten institutions.

Table 4.3 The number of students who participated in continuing education and proportion of continuing education income/expenses in 2010 – 2012 and the set aim for 2014.

	2010	2011	2012	University aim 2014
Number of students who participated in continuing education	11,872	14,947	14,798	14,000
Percentage of income/turnover of continuing education in the budget	3.5%	6.1%	3.6%	5%

- The field of education forms the biggest part of the turnover of continuing education organized by TU (Figure 4.1) Turnover in the field has had stable growth in the last few years although some decrease is evident in certain fields.

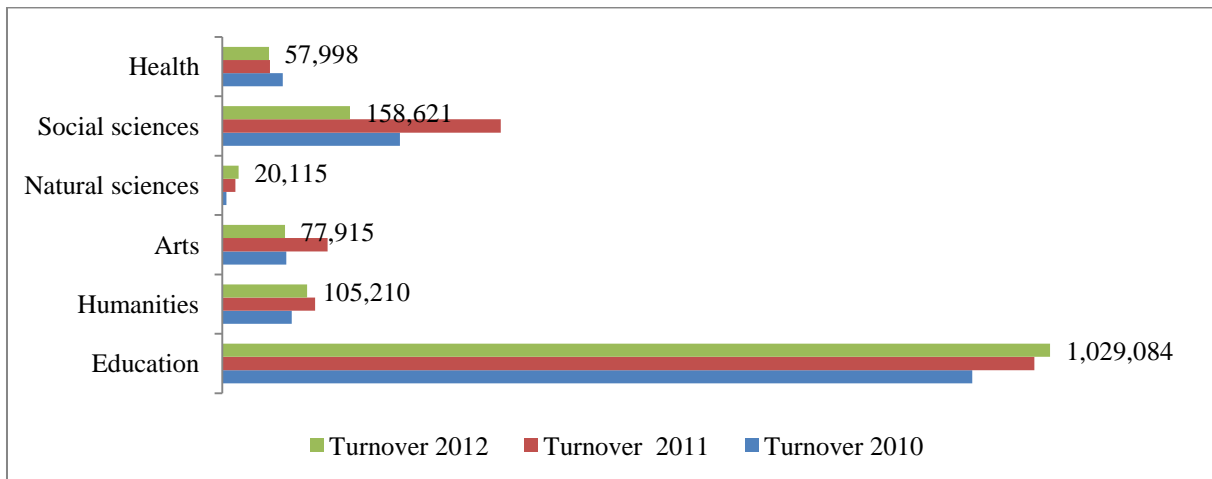


Figure 4.1 Turnover of continuing education by study fields in 2010 – 2012

- The number of courses and students differ by study fields (Figure 4.2). The average contact hours per student are 1.1. In the coming years, it is important that as many academic units as possible maximize their potential in continuing education.

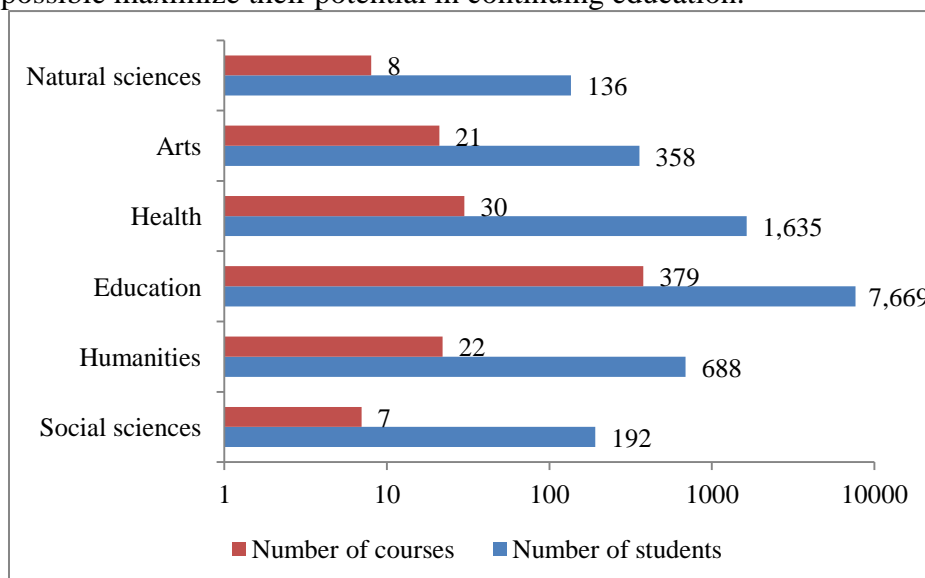


Figure 4.2 Continuing education turnover, number of courses and number of students by study fields in 2012.

- The Personnel Development and Mobility Centre offers various ways of supporting professional development for teaching staff and teaching doctoral students of the university, as well as those from the partner universities. The creation of TU staff development and mobility centre has been supported by the objective of the PRIMUS programme to develop high-level competence in higher education pedagogy in TU. In the years 2010 – 2013, external people have participated 1139 times in teacher training and 80% of the participants of the continuing education questionnaire said they were satisfied or rather satisfied with the training opportunities offered by the university.

#### STRENGTHS

- TU is the major educator of active teachers in Estonia and has also conducted training programmes internationally.
- TÕIS, which was created for managing continuing education, was developed in cooperation with TUT to enable systematic administration of continuing education and to

collect data on the participants in refresher programmes/study programmes of continuing education.

➤ Participation in continuing education networks has resulted in projects that have facilitated the implementation of the continuing education quality system and RPL (ESF project Hype) and the development of online training (EUCEN project Dolceta).

#### AREAS FOR IMPROVEMENT

➤ Generally, information received from client feedback and previous courses is used to map the needs of continuing education, but there is no existing system capturing the training needs that have become apparent through graduation thesis and using them as a basis for offering continuing education.

➤ Different TU units are engaged in continuing education to a different extent and at different levels. It is therefore important to motivate by financial means (e.g. fee to the units from income), more strategic coordination of the internal continuing education network and raising the awareness of the training manager's competence profile.

➤ Stabilization of continuing education income needs to be supported by a unified client database, which would provide an overview of the continuing education partners of different units and their previous contacts with the university. This way the marketing activity can be targeted more effectively.

### **4.3. Other public-oriented activities**

*Goals are set for the requirements of institutional accreditation in regard to other public-oriented activities are analysed and regulated by documents, of which an overview is given in [homepage](#).*

Service to society has been defined in the Development Plan as one of the priorities for which TU extends the use of its competence in public life, supports more active involvement of alumni, increases the cooperation of the RDC with establishments and companies and develops a web environment to mediate the university study and research activity. The effectiveness of service to society is assessed in activity reports (see chap. 1.1).

Contributing to regional wellbeing is an activity indicated in the Statutes of several TU units. [The Academic Library](#) is a research, study and archive library, which in addition to being the study library of the university also provides public services to researchers and other readers (collecting, managing, mediating of digital and traditional publications and including information in the e-catalogue ESTER). [TU Press](#) publishes academic literature and organizes sales and distribution of publications. In selected series of the TU Press, research aimed at a narrower audience is published, as well as academic stem texts and classical texts with commentaries that are of interest to a wider public with intellectual interests. [The Knowledge Transfer Centre](#) uses university knowledge and research skills on behalf of companies. [The Conference Centre](#) also offers services to other clients who wish to use the facilities of TU campus for seminars and conferences. The purpose of the activity of [the Estonian Pedagogical Archives Museum](#) is complementing, storing, studying and mediating the collection of museum objects that represent the Estonian educational story, and the course of history of pedagogical thought. The Studia Generalia series of lectures is aimed at the public and all units contribute to this, as well as to the exhibitions organized in the university rooms or by the members. Several creative activities and sports collectives are operating in the university and supported by the university (e.g. female choir, male choir, chamber choir, symphony orchestra, folk dance group Soveldaja, as well as basketball and volleyball teams of the university sports club).

After building the campus, TU is giving more attention to the usability of the facilities and how this new environment can be used outside of the main activities. For example, the SuperNova cinema in the Nova building hosts regular cinema sessions and festivals (e.g. Sleepwalkers, PÖFF and Estonian Film Days) and the TU Museum participated in the Researchers' Night programme.

The concept of a green university that popularizes a green way of thinking and a responsible attitude towards the environment in which we live is also promoted to the public. In order to highlight this concept, the Student Body conducts the Green Week on an annual basis and environmentally sustainable activities are designated with a green mark. The university participates in the activity of the management board of the UNICA Green Academic footprint (UGAF). The Centre for Sustainable Education was also created in TU in 2013.

#### RESULTS:

- Other activities oriented towards the public (table 4.5) have increased in the two last years. The results related to the Conference Centre are somewhat irregular due to the fast growth experienced immediately after the Conference Centre was established.

Table 4.5 Amounts of other activities targeted at the public in 2011-2012.

Other TU activities aimed at the public	2011	2012
Number of contracts concluded with entrepreneurs for conducting implementation projects and knowledge services	53 contracts	54 contracts
Number and percentage of external readers in the Academic Library	32,341 readers 62.5%	26,753 readers 57%
Number of publications of TU Press	15	22
Number of Conference Centre projects organized for clients outside the university	47	79

- TU Press has become one of the most credible quality presses in Estonia. The activity of the Press in publishing books and organizing cultural events has been positively mentioned more than 200 times in the media and for several years, the publications of the Press have been nominated for the Estonian Cultural Capital annual awards. (See <http://www.tlu.ee/en/tlupress/Media>). Almost one third of the production of the Press is in a foreign language (so far in English, Russian, and Italian) and is on sale at international sales networks (Amazon.com and others). Several researchers of foreign universities have published their research texts in the TU Press; also the boards of the series of the Press include several reputable scholars from around the world. Book presentations have been organized in Estonia and abroad; the most prominent of these was a weeklong presentation programme in the largest universities in Moscow and in the Russian Academy of Sciences in September 2010.

- [Development services](#) (in Estonian) aimed at the public are mapped by units and introduced to partners through different channels.

- Tallinn [Summer/ Winter](#) School, which has been organized in the university since 2006, has been targeted at the international public in cooperation with other universities in Tallinn (TUT, Estonian Academy of Arts, Estonian Academy of Music and Theatre, Estonian Business School, Estonian Entrepreneurship University of Applied Sciences) from 2012. The number of courses, participants and countries represented has been stable in the previous years (Table 4.4). Feedback received from the participants forms the basis to develop courses and implement changes in the cultural programmes. In the feedback questionnaire conducted in 2009-2013, 90% of participants said that they would recommend Tallinn Summer School to their friends.



Table 4.4 Numbers of Tallinn Summer School and Tallinn Winter School courses, participants and countries represented in 2009 – 2013.

	2009	2010	2011	2012	2013
Tallinn Summer School courses	11	17	18	20	18
Tallinn Winter School courses		4	5	4	4
Tallinn Summer School participants	205	301	273	375	320
Tallinn Winter School participants		19	35	38	34
Countries represented in Tallinn Summer School	34	46	42	52	49
Countries represented in Tallinn Winter School		13	17	15	20

- TU organizes national student contests of English, German, Russian, Russian as a foreign language, Estonian as a foreign language, Estonian as a mother tongue, handicraft, industrial arts and study skills. Academic employees are involved in the activity of the SA Innove in compiling and assessing state exams and in the training of examiners and assessors.
- TU Language Centre provides several internationally recognized foreign language exams in Estonia. The most widely known are the English exams IELTS and Cambridge English exam, also the Spanish exam DELE, Italian exams PLIDA and DITALS and Swedish exams SWEDEX and TISUS. All interested people can take these exams, if they need to prove their language proficiency level with a licensed language certificate for studying or taking an employment position. The most interest is in the English exams where the number of people taking the exams has grown year by year (in 2009 - 694 performances; in 2010 - 927 performances; in 2011 - 947 performances; in 2012 - 955 performances; in 2013 - 1005 performances are planned).
- From the spring semester of 2009, 50 events have taken place within the [Studia Generalia](#) (in Estonian) series of public lectures where, on average, 50 people participate in each event. The more notable presenters in past years were Edmunds V. Bunkše, Professor Emeritus of the University of Delaware and Visiting Professor of the University of Latvia; Raymond MacDonald, Professor of Music Psychology and Improvisation of the Glasgow Caledonian University; Associate Professor Anna Rising from the Karolinska Institute; Benny Morris, Professor of History of Middle-East studies.
- The TU Law School's teaching staff and students provide free legal advice in Tallinn in cooperation with the Estonian Lawyers Association.

## STRENGTHS

- The international Tallinn Summer School has been successfully launched. In 2012, TU started participating in the UNICA network, the joint network of Summer Schools and is now a member and one of the leaders of the network.
- In the TU regional colleges in Haapsalu and Rakvere, development projects are conducted based on the needs of the region and refresher studies are offered. College employees participate actively in regional development activity and decision-making bodies (e.g. the heads of the traffic safety and health promotion study programmes of Haapsalu College participate in the work of the thematic chambers of the development centres of the Lääne County government, teachers of the class teacher specialization lead the work of the subject council of the county and others, employees of Rakvere College organize a series of cultural stories, outdoor study series and academic March days).
- TU finds it important to increase public awareness on sustainability and green thinking. For this purpose, the Green University sign is used, training sessions are organized, etc.
- In relation to the completion of the Conference Centre, the university is now able to offer diverse services targeted at the public, which support the popularization of the main university activities.



## AREAS FOR IMPROVEMENT

- TU has the potential to contribute more to the non-profit sector and social entrepreneurship, but this needs focusing both thematically, as well as in developing partnerships.
- Among services targeted at the public, the services aimed at the Tallinn Kadriorg area are modest thus far. Therefore, it is important to increase the TU input into the development of Kadriorg area and build closer relationships with the establishments located in this area (e.g. Art Museum of Estonia (KUMU), Kadriorg Society, etc.).
- Clear principles need to be defined in TU support for operation of cultural collectives, because new collectives do not have a clear comprehension of which conditions need to be met in order to receive the status of the university representation collective and its corresponding support.

## *Summary*

Based on the analysis of the results of the overall activities in the university, including the management, the teaching and learning, RDC and service to society activities, it can be concluded that the main strengths of the university are the following:

- The university has created preconditions for significant growth through the redevelopment of the campus and the establishment of on-line information systems.
- The university has created a study programme development system that ensures that teaching relies on the latest research achievements and also takes into consideration developments in the labour market and the expectations of both students and employers.
- The university has determined the organization and regulation of RD activity and doctoral study, as well as the structure of a support system and a cooperation model.
- The university activities targeted at society have succeeded among various national and international stakeholder groups

The most important areas for improvement are the following:

- In order to implement the Mission and Vision Statements, it is important for the university to develop a clearer focus in the promotion of specific fields in study, research, development and other creative activities, as well as in the use of financial resources.
- The university needs to plan more diverse counselling services in the different stages of study process for students.
- To assert a more influential role in society, the university needs to demonstrate more interdisciplinarity and develop a study and work organization that supports this initiative.
- The university must strengthen its international dimension for increasing its visibility outside Estonia, as well as expanding the international membership of the university.
- The university must align itself with the ever-increasing higher standards and effective performance in its main processes as well as in all its fields of study and research.



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