

Tallinn University Development Plan 2020–2022

Tallinn University – advocating an intelligent lifestyle

I Mission

Tallinn University's mission is to support the sustainable development of Estonia through high-quality research and study, education of intellectuals, public discussion and promotion of academic partnership.

By developing research carried out in Estonian language and for the development of Estonia, the University has integrated into the European education and research area, and contributes to the development of Estonia as a country with a smart economy and an astute organisation of society.

According to the TU Academic Charter, the University's basic values are openness, quality, professionalism and unity.

II Vision

Tallinn University plays a leading role in promoting and developing an intelligent lifestyle in Estonia, thus supporting both Estonia's sustainability and the self-actualisation of individuals.

In the 21st century, we live in an open, culturally intertwined and technologically rapidly changing world. This is a new situation where previously established lifestyles and ways of thinking no longer offer enough support for the proper organisation of life. Everyone must be able to navigate through increasingly abundant information flows and update their knowledge and skills. During their entire life, people have to learn to use constantly changing technologies, forms of communication and technologies of the self. In an open world, we must cope with the diversity of languages and cultures and take part in the social debate, while preserving our own and other people's language, culture, history and mental and physical health.

The culturally intertwined and technologically rapidly changing world is also testing the life arrangements of the Estonian society and state. Coping with environmental changes, the association of geopolitical conflicts with information technology and the media industry, the development of the Estonian cultural area in the midst of openness and globalisation, and many other tasks require smart and knowledge-based policies. In such conditions, a small country can be more flexible and innovative than others, responding more quickly to 21st century problems and be at the forefront in the efficient organisation of the affairs of the society and the state. An intelligent lifestyle means life-long learning and knowledge-based living, evidence-based and weighted decision-making, and an open and coordinated development of the society and the state.

III Strategic goal of Tallinn University for 2020–2022

(1) The University develops five knowledge-based focus fields:

- educational innovation,
- digital and media culture,
- cultural competences,
- healthy and sustainable lifestyle,
- society and open governance.

We develop these focus fields in accordance with the University's principles of activity: the University is interdisciplinary and international and demands excellence and sustainability.

1.1. Educational innovation

1.2. Digital and media culture

1.3. Cultural competences

1.4. Healthy and sustainable lifestyle

1.5. Society and open governance

Education system has an important role in supporting social adaptation processes. An efficient education allows the members of the society to assume responsibility and be active citizens. Education faces several challenges: one the one hand, increasing digitalisation of the society requires new skills and exposes us to increasingly complex problems arising from globalisation while on the other hand, we face new difficulties that derive from the demographic situation.

Rapid changes in the society and on the labour market establish new requirements for the education system. We must quickly respond and adapt in order to be better prepared for new social tasks. At the same time, the education system is conservative and innovation requires strong focus on institutional changes and management, new learning and teaching practices, people's attitudes and skills, and efficient infrastructure and policies.

We have been defining and implementing the changing approach to teaching and learning, and shall continue developing and using it in cooperation with education establishments. We view education as a process which influences the integral development of individuals and facilitates the development of their sense of responsibility. We seek learner-centredness in all types and at all levels of education. We support a cross-area approach which is based on scientific research and development, inclusive education policy, cooperation and dialogue with partners in the education area. That ensures high-level teaching competences and – through the example of the University's employees – influences the change of learning culture in the society on a broader scale.

We consider it important to enable teachers and education leaders to make evidence-based decisions on new teaching and learning practices, and support them as the leaders of innovation processes in the field of education. We strengthen inclusive education and promote the differentiation of education in accordance with the individual needs of students. We lead an evidence-based approach and critical monitoring of digital innovations in education, thereby contributing to the development of the digital competences of teachers and learners. We promote and integrate life-long learning in formal, non-formal and informal education. We create a link between educational research and practice in order to implement educational innovations more efficiently and extensively.

1.1. Educational innovation

1.2. Digital and media culture

1.3. Cultural competences

1.4. Healthy and sustainable lifestyle

1.5. Society and open governance

In an increasingly digital multi-platform information space, the new literacy (the skills to create, understand and use digital content) has become unavoidable in learning, everyday communication, using services and products, and creating new content. Beside textual communication, other forms of communication are increasingly important, including verbal, visual, audio and physical communication. The skill to smartly use the possibilities of the digital world as well as innovativeness and the underlying creativity grant a competition advantage to an individual, an institution and the state as well. Digital media has become the economic sector and cultural sphere with the biggest impact on the attitudes and behaviour of people as well as entire social processes.

Our goal is to educate creative professionals and critical and active citizens who have diverse media-related competences, including the ability to create a modern world of images through which to tell stories and integrate different areas to have a say in social development issues and to enrich the Estonian and global culture. We will make the University an important learning and development centre for creative professionals and enterprises. In order to ensure the creative reuse of Estonia's cultural heritage, we carry out digitisation and cultural analytics projects in cooperation with Estonian media and culture institutions.

We actively participate in the critical analysis of Estonian and European media systems and digital service markets and in the development of solutions that meet today's needs. We act as a partner to companies in the media and culture area by studying their strategic challenges on global markets. We initiate and carry out cooperation with the University's academic units in advancing digital literacy, studying the effects of human and computer interaction, and developing digital didactics and digital learning materials. We increase the media competence of the society also by educating teachers in the area. We contribute to the development of innovative information society solutions and the introduction of digital media culture in different areas of life. We will develop a systemic approach to implementing digital environments and digital tools in studies and work life and shall introduce it into University studies.

We aim at giving every graduate and employee of the University the competence to use digital technologies in their field and the skill to critically assess the impact of such digital technologies on the society and culture.

1.1. Educational innovation

1.2. Digital and media culture

1.3. Cultural competences

1.4. Healthy and sustainable lifestyle

1.5. Society and open governance

In the context of globalisation, we are increasingly open to cultural, political and economic influences which originate from very different societies, their historical development and traditions. Surviving in an open multicultural world is a particularly important task for small cultures.

Relying on Tallinn University's capabilities in studying and mediating different cultures, languages, history and traditions, we are able to offer all learners and the Estonian society as a whole the knowledge and skills related to different languages, worldviews and cultural traditions.

In a culturally integrating world, knowing the history of Estonia and preserving and developing the Estonian national culture and language, including research terminology, remains essential and requires revolving and more extensive competences. At the same time, we have to be able to accept the new and value the old in communicating with and mediating different cultures. In order to ensure the survival of our language and culture, our self-analysis ability and identity creation fit for today, Tallinn University sees the empirical and theoretical analysis of the Estonian language, history and culture in the global context as an important task. Our goal is to help in developing such a society in Estonia that values languages, cultures and creativity, create possibilities for the Estonian cultural area to evolve in the conditions of openness and for every member of the society to participate in culture. We develop cultural theoretical thinking in order to understand the functioning mechanisms of culture both in Estonia and elsewhere. In order to meet these goals, we study and teach – besides Estonian language, history and culture – the history, languages, cultures, art and thought traditions and societies of other nations. We integrate the knowledge of the languages and cultures and cultural studies of different countries into one interdisciplinary whole.

We consider the development of the cultural competence of all of our employees and students very important in order to better cope in the globalising world.

1.1. Educational innovation

1.2. Digital and media culture

1.3. Cultural competences

1.4. Healthy and sustainable lifestyle

1.5. Society and open governance

The development of the society and the wellbeing of the ageing population increasingly depend on the ability to live and work in a way that preserves one's own health as well as the environment. Smart knowledge-based choices that shape a healthy lifestyle and a sustainable way of thinking help to reduce the burden on nature and the pressure on the social sphere and the healthcare sector. Due to globalisation, the area of health and living environment is prone to stratification also within the society by attitudes, options and behavioural patterns. The goal of Estonia is to protect people's health, develop human-centred healthcare services integrated into the social care system and use resources economically and optimally. Exercise and creativity support social coherence, intellectuality and positive values in the society, too.

We contribute to shaping attitudes which value healthy lifestyle, wellbeing and a sustainable way of thinking in the Estonian society as well as to the creation and implementation of a social order which takes into account the specifics of e-services. With our activities, we act as a partner in the development of evidence-based recommendations concerning lifestyle, environmental organisation and ecosystems.

We integrate the study and research areas of social and behavioural sciences, personal services, health and wellbeing, education and natural and environmental sciences in order to develop interdisciplinary competences related to healthy and sustainable lifestyle. We develop sustainable interdisciplinary research within the framework of research projects at the Centre of Excellence in Behavioural and Neural Sciences and the School of Natural Sciences and Health. We integrate the topics of health, movement and sustainable development into the study programmes of teacher

education and develop the competences of target group inclusion and information and communication technology. In the focus field of health and sustainability, we teach natural, behavioural, social and health subjects and train high-level experts with interdisciplinary competences. We develop sustainable doctoral study programmes in natural and behavioural sciences. We develop the didactics of teaching natural science and technology subjects and promote the profession of a teacher. To gain novel research outputs, we also use natural science analysis methods in behavioural science research. In order to plan long-term activities, we develop strategies for the sustainable use of environmental resources and ecosystem services. We develop methods and services for supporting health-conscious and sustainable behaviour in the education system, at the workplace and in the community. We research health behaviour, people's abilities for exercise and activity, and curative mud and mud treatment and apply the results in business. In order to support regional development, we engage the Haapsalu College as well as partners from the public sector and the business sector in study activities, including in applied research.

We set an example in the implementation of a healthy and sustainable way of thinking also in the University's own work and study organisation.

1.1. Educational innovation

1.2. Digital and media culture

1.3. Cultural competences

1.4. Healthy and sustainable lifestyle

1.5. Society and open governance

The modern society is characterised by increasing complexity, but also by uncertainty, fragmentation, interdependence and transnationalism. This has been caused by demographic changes, changing lifestyles and values, digitalisation and the transformation of state, politics and governance. Adapting to changes requires the renewal of politics, governance, institutions, communities and the legal system as well as innovative socio-economic forms of business and measures of social protection.

The University is a valued cooperation partner for state and local government institutions. We contribute to science-based policy-making and offer novel analysis and research methods as well as inputs based on those for better decision-making. We render meaning to the renewing social processes and support the development of the 21st century society and state powers in the renewal of institutions, governance, politics and legal systems and in the promotion of people's wellbeing for the benefit of a democratic and sustainable society. For that purpose, we combine knowledge in political sciences, international relations, law, sociology, social protection and demography.

We support interdisciplinary and problem-centred research areas which focus on the society, governance, democracy and the legal system, and update and diversify the underlying research methods. We support the rooting of open governance practices at the state and local government level and offer science-based and innovative solutions to public service, politicians, legal practitioners, enterprises, non-governmental organisations and citizens (social and political innovation).

In order to solve problems arising from demographic developments, we develop core demography competences. We develop new prevention and intervention methods to ensure families' and persons' subsistence and wellbeing. We strengthen the knowledge potential that values interdisciplinary human development at the University by valuing both the discipline-based and

interdisciplinary cooperation at the local and international level. We contribute to structuring and updating the Estonian-language study literature and terminology of social sciences.

In order to increase the social influence of the University, we assume the role of a leader in social debates related to the focus field and ensure the communication of research results in the society. We support the development of the University into a role model in open governance.

IV Principles of activity of Tallinn University

For the purpose of supporting the University's strategic goal, we have defined the underlying principles of activity, which are based on the priorities and developments of the University. Thus, the development of focus fields is supported by the following underlying principles of activity.

(2) The University is interdisciplinary in its activities

The problems that the society and the state face today require collaboration between different fields. The University's current activities and results create the preconditions for interdisciplinarity to achieve an innovative impact that is important for the society. In advocating intelligent lifestyle, the University therefore relies on the principle of interdisciplinarity in its activities.

As an advocate of intelligent lifestyle, the University offers interdisciplinary solutions to social problems in its research, development and creative activities and promotes these among stakeholders and partners. In study activities, we aim to develop general competences and practical skills through study programme development, giving our graduates digital competences, associating and integrating courses, and increasing the practicality of studies. We support interdisciplinarity in research, development, creative and study activities through financing principles and work organisation both of which support cooperation and the functioning of networks.

As a result:

- the proportion of interdisciplinary research projects and research development services in the University's revenue remains steadily high;
- the volume of funding for research, development and creative activities based on clients' needs has increased;
- the number of knowledge-based services and products offered by the University has grown;
- the number of popular science articles has grown;
- the number of inter-study programme interdisciplinary modules has grown;
- the volume of studies conducted for students of other academic units has increased;
- the satisfaction of academic employees with work organisation that supports interdisciplinarity has improved;
- the number of the University's strategic partners in the private and public sector has increased.

(3) The University is international

Advocating an intelligent lifestyle in the context of globalisation entails a need for the University to initiate changes in the society and to apply the results of international research and internationally high-level studies for that purpose. Thus it is increasingly more natural to treat all activities of the University on an international level.

As an international university, we place value in the University being a reliable and attractive employer and partner in international research. In order to achieve this, we support the growth of the international competitiveness of the researchers, carry out research projects in international cooperation and with the support of external funding, and purposefully develop our international reputation. At an international university, English language based studies are a natural part of study activities. We value and improve the quality of English language based studies, increase the cooperation and studying possibilities of learners of different cultural backgrounds, and increase the efficiency of international marketing in target countries. We support the participation of the University members in international research and study communities. We develop a bilingual information and work environment at the University and support the capability of non-academic employees to work efficiently in an international working environment.

As a result:

- the volume of funding for international research projects as well as their proportion in RDC revenue has grown;
- the number of foreign post-doctoral fellows has grown;
- the long-term international mobility of doctoral students for the purposes of study and research work has intensified;
- the number of graduates from English language based study programmes has increased;
- the satisfaction of students with the quality of English language based studies has improved;
- the number of study programmes with a mobility window has increased;
- the proportion of students who have participated in studies abroad has increased;
- the proportion of foreign academic employees has increased;
- the proportion of academic employees who have worked abroad for a longer period has increased;
- the satisfaction of foreign employees with the University's English language based information environment has improved.

(4) The University demands excellence and sustainability

Assuming the role of an advocate of an intelligent lifestyle requires us to be demanding towards ourselves in a way which ensures the survival of the University in a situation where universities have to increasingly compete for both student candidates and financing. Although the extent and volume of activities have been purposefully reduced and restructured in the recent years of activity, demanding excellence and sustainability continues to be an important goal for us.

We strive for high-level and competitive research and therefore support the University's centres of excellence and improve the efficiency of support activities and doctoral studies. We are demanding of our students and lecturers, and our study programmes follow the needs of the society, labour market and students to ensure sustainability. This requires study programme development on the basis of quality requirements, the creation of flexible studying options for different target groups and the increased efficiency of studies. We value and develop the Estonian language, including the research terminology, and culture, also in terms of developing courses and study programmes. We continue to develop and provide public services intended for the society, including in preserving Estonian cultural heritage and making it available to the broader public. We consider the mental riches in Estonian language and related to Estonia very important and contribute to its preservation. In shaping a common identity and a motivated workforce, we implement an inclusive management model, create a favourable development environment for

employees, and ensure the new academic generation. We build an optimal composition of employees and develop an image that supports the goals of the University. We also strive for the financial sustainability of the University and create additional measures to provide motivation for raising additional funds outside activity support.

As a result:

- the number of high-level research publications per academic employee remains stable;
- the number of research publications in Estonian has increased;
- the three years' average volume of RDC funding has increased;
- the number of defended doctoral theses has grown;
- the number of students per academic employee has decreased;
- the proportion of students who have completed their study programme during the nominal period of all the admissions to higher education level studies by study levels has increased;
- the satisfaction of students with the quality and organisation of studies has improved;
- the satisfaction of graduates with the acquired general competences has improved;
- the satisfaction of employees with management has improved;
- the University's income base per employee has grown;
- the average salary of employees has increased.

V Implementation and amendment of the Development Plan

The Development Plan of the University includes the following annexes which specify the bases of preparation, implementation, and execution monitoring:

- (a) Annex 1. Development Plan implementation plan,
- (b) Annex 2. List of key indicators,
- (c) Annex 3. Overview of the operating environment,
- (d) Annex 4. Links to national strategies and development plans.

The achievement of the goals established in the Development Plan is specified by the development plans of academic units. Area-specific strategies may also be prepared for the implementation of the University's Development Plan. For every calendar year, the activity plan of the University and the activity plans of academic units, support units and other units are prepared. The execution of the Development Plan is assessed at the end of the calendar year in management reports where the trends of key indicators are evaluated and the efficiency of the planned activities is analysed.

The Development Plan is amended as necessary.

Tallinn University Development Plan 2020–2022

Tallinn University – advocating an intelligent lifestyle

Annex 1. Implementation plan

(1) The strategic goal of Tallinn University for 2020–2022 is to develop the five research-based focus fields of the University in accordance with its principles of activity.

The main responsibility for the development of every focus field is placed on individual academic units which engage other academic units on the basis of the implementation plan. The School of Digital Technologies is responsible for the fulfilment of tasks and the application of possibilities arising from the digital revolution across all the focus fields.

1.1. Educational innovation

Sub-goal	Responsible / engaged unit ¹
1.1.1. Support for the implementation of the changed approach to teaching and learning in teacher training	
a. We shall develop an educational psychology module and integrate it into the study programmes of teacher training at the School of Educational Sciences.	SES / SNSH
b. We shall coordinate a University-wide network of practice and didactics lecturers of teacher training study programmes in order to support a stronger association between theory and practice and pedagogical and course studies in teacher training.	SES
c. In order to value the professional competences and the profession of a teacher, we shall change the procedure for and content of professional evaluation assessment.	Academic units
d. We shall develop a continuing education and Master's study programme in inclusive education and assess the implementation of the created programmes and materials.	SES / SNSH, SDT
e. We shall develop the methods for assessing pedagogical and course-based competences necessary for the implementation of flexible forms of studying to become a teacher.	SES / SDT, SH, SNSH
f. We shall develop modules for teacher training study programmes to allow students to acquire additional competences described in the new professional standard (education technology and supporting learners with special educational needs).	SES
g. We shall develop an elective course that contains the topics of sustainability in the teacher training module.	SNSH / SES
h. We shall develop an integral counselling complex to introduce the possibilities of becoming a teacher.	SES

¹ The abbreviations used: BFM – Baltic Film, Media, Arts and Communication School, SDT – School of Digital Technologies, HC – Haapsalu College, SES – School of Educational Sciences, SNSH – School of Natural Sciences and Health, SH – School of Humanities, SGLS – School of Governance, Law and Society, ARC – Archaeological Research Collection, AvA/EXU – Open Academy Development and Cooperation Centre EXU, PO – Personnel Office, TUAL – Tallinn University Academic Library, MCO – Marketing and Communication Office, AAO – Academic Affairs Office, SU – Student Union.

i. We shall test and validate development programmes for the development of learning, reading and social-emotional skills of students (including students with special needs) and for the assessment of the general competences of students.	SES / SNSH, BFM, SDT
j. We shall support inclusive education competences of lecturers and teachers.	SES
1.1.2. Development of a support system for the implementation of the changed approach to teaching and learning in university studies and in cooperation with stakeholders	
a. We shall hold ‘experience cafes’ for the lecturers of Tallinn University and other higher education establishments and create opportunities for lecturers to learn from each other (e.g. by way of mutual study observation).	SES / Academic units
b. We shall apply a model of supporting the professional development of lecturers (e.g. the lecturers’ ELU).	SES / Academic units, PO
c. We shall organise teaching and instruction skill training for (new) lecturers.	SES / Academic units, PO
d. We shall develop, test and implement digital study materials designed for the third school level, which facilitate personalised learning and feedback.	SDT / SES, SNSH
e. We shall introduce the results of the studies of the changed approach to teaching and learning (e.g. the School Survey) to the society and the cooperation partners. We shall hold cooperation meetings for stakeholders (MoER, HITSA, INNOVE, etc.) for the purpose of integrating research results and plans into area-specific strategies.	SES / SGLS, SDT
1.1.3. Increasing the capability of research and awareness of the changed approach to teaching and learning through educational innovation	
a. We shall develop interdisciplinary research groups and improve our possibilities in applying for external funding.	SES / SDT, SNSH, SGLS, SH, AvA/EXU
b. We shall create tools and environments for gathering and analysing new data which support evidence-based innovation at school.	SDT / SES, SGLS
c. We shall continue with school surveys and the activities of EDUlabs, involving pre-school childcare institutions in addition to schools.	SES / SDT
d. We shall concentrate the results of applied research and make these available to various target groups.	SES / SDT, SNSH
e. We shall assess the efficiency of EDUlab and the Future School concept.	SES / SDT, SNSH, SGLS, SH
f. We shall organise an educational innovation award competition to support the educational innovation activities of education establishments.	SES
g. We shall create a learning and teaching research lab EDUSPACE where new learning and teaching methods can be studied using novel research instruments. We shall initiate joint projects and studies with educational establishments.	SES / SDT, SNSH, AvA/EXU

1.2. Digital and media culture

Sub-goal	Responsible/ engaged unit
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1.2.1. Preparation and training of professionals in the area of audio-visual culture and media	
a. We shall integrate film, choreography, media, music, arts and pedagogy and initiate interdisciplinary creative projects which bring together students from several specialities.	BFM / academic units
b. We shall create a framework for assessing digital competences and plan to implement it to assess the digital competences of all the graduates.	SDT / BFM, AAO
c. We shall develop the ability to create innovative media content for different platforms as well as audio-visual literacy, which we apply in studies and research and creative work.	BFM
d. We shall develop a systemic approach to educational-technological knowledge, methods and skills and apply it as the basis for using the media, communication (verbal, visual, audio and physical), art, music and audio-visual heritage in teacher education.	SDT / SES, BFM
e. We shall develop the area of studying, developing and teaching the analysis of cultural and media data, including big data.	SDT / BFM, SH, SGLS
f. We shall develop a creative research direction in the audio-visual area and particularly in the sub-area of virtual and augmented reality, the aim of which is to arrive at new cultural and media forms and to applied cooperation with the creative sector.	BFM / AvA/EXU
g. We shall organise further training based on the specific needs of the work force of the area. We shall extend training offers also to target groups outside Estonia.	BFM / AvA/EXU
1.2.2. (Digital) media research and creative activities	
a. In cooperation with cultural and memory institutions, we take part in creating, preserving, making available and promoting the digital heritage.	BFM / memory units
b. We shall make the research of the processes of the production of audio-visual culture and the processes of media policy more diverse by using an approach based on economics.	BFM
c. We shall study the social and economic impact of digital environments and the results of their use.	BFM / SNSH
d. We shall participate in projects that promote Estonian and international culture.	BFM / SDT
e. We shall create a research group focused on the problems of the digital revolution in the society.	SDT / BFM, SNSH, ÜTI
1.2.3. Development of digital environments and tools that support learning, and the development of methods for their use	
a. We shall develop and implement novel learning methods which support the development of creative skills.	SDT / SES, BFM
b. We shall develop methods and programmes which shape media and communication competences. We shall train current and future teachers in order to increase media competences in the society.	SDT / BFM, SES, SGLS, SH
1.2.4. Introduction of digital study materials, environments and methods which support the professional growth of the University members	
a. We shall develop speciality-specific ICT courses and the relevant learning materials for all the areas of the University.	SDT / academic units
b. We shall create possibilities for improving the digital competence of our employees and offer relevant training courses and (self-)assessment options.	DTI / AAO, PO
1.2.5. Development of products and services in cooperation with enterprises, the public sector and the third sector	
a. We shall apply the know-how and experience in the digital and media area, and create and share success stories of cooperation in the development of products and services.	SDT / academic units, AvA/EXU

b. We shall significantly increase the digital awareness, digital competence and digital literacy of individuals and organisations, and test new digital and media tools.	SDT / academic units, AvA/EXU
c. We shall develop partnership models for studies conducted at the workplace, introduce workplace-based methods and technology in order to increase the efficiency of cooperation with enterprises.	SDT / academic units

1.3. Cultural competences

Sub-goal	Responsible / engaged unit
1.3.1. Development of theories that enable analysing and rendering meaning to culture and cultural phenomena	
a. We shall combine the tools of different cultural-theoretical disciplines in order to study cultural phenomena and integrate these into an interdisciplinary dialogue between different areas.	SH / academic units
b. We shall increase cultural competence and cultural sustainability related cooperation with the centres of excellence of other focus fields, and initiate and implement joint activities.	SH / academic units
c. We shall develop new methods for mediating cultural knowledge, including the development of the speciality of digital humanities.	SH / SDT, BFM
1.3.2. Dissemination of knowledge and skills related to culture and cultural phenomena	
a. We shall increase the competence of the University employees in this area and enhance cooperation between different areas, including University-wide cooperation.	SH
b. We shall disseminate the knowledge and skills related to culture, cultural regions and cultural phenomena.	SDT / MCO, academic units, Ava/EXU
1.3.3. Study of cultural regions and mediation of the related knowledge	
a. We shall continue studying cultures (including Asia, the Middle East, Western and Eastern Europe and Russia) and encourage cooperation between specialities and disciplines.	SH / academic units
b. We shall continue studying the contact, dialogue, conflict, translation, boundary and loan mechanisms and cultural sustainability between cultural spaces and languages, and shall render meaning to Estonian cultural history in a multicultural and multilingual area of influence.	SH / academic units
c. We shall develop teacher training and the didactics of the humanities, including introducing the new approach to teaching and learning and digital solutions in studies and develop knowledge and skills in the area of teaching foreign languages and oral and written translation, including on a University-wide level.	SH / academic units
d. We shall support the development of a multilingual environment at the University, as well as studying and intentional shaping of its functioning mechanisms.	SH / academic units
e. We shall study literature, the cinematic art and visual culture and other cultural and social developments and history in a comparative perspective, on a transnational and interdisciplinary level.	SH / BFM, SGLS
f. We shall develop anthropogeographical (including cultural geographical) landscape research and shall address the topical problems of culture, mobility, social integration etc. of the urbanised world.	SH / SNSH, SGLS
g. We shall carry out historical research, including the history of the Middle Ages, environmental history, the history visual of culture, memory culture and contemporary history.	SH / BFM, SGLS, ARC

1.3.4. Study of the Estonian language, literature, history and culture, development of the teaching of the Estonian language, development of the Estonian language of science	
a. We shall study the Estonian language, literature and culture through a broad theoretical spectre and a wider definition of culture, linking the Estonian language and culture to other languages and cultures. We shall study the acquisition and learning of the Estonian language as the mother tongue and in a multilingual environment. We shall contribute to updating the relevant study programmes and to the improved inclusion of the University's competence areas.	SH / SES, SGLS
b. We shall develop and extend the teaching of the Estonian language, turning attention to the teaching of the Estonian language on the basis of the English language as well as without a base language. We shall create Estonian language courses for the foreign employees of the University. In cooperation between the Schools, we shall develop Estonian language and culture courses for students of the English language based study programmes, which allow them to master the Estonian language at the level of A2/B1 and give them the skills to cope in Estonian cultural area. We shall develop Estonian language, incl. Estonian language of science and term base training for the University's employees and offer public further training courses.	SH / academic units
c. We shall value and develop the Estonian language of science, acknowledging the importance of the Estonian (research) language and its correct use, and contribute to carrying out relevant training and media presentations. We shall organise Estonian term base courses for doctoral and Master's students. We shall offer a block of Estonian language electives in the University's study programmes, which facilitates self-expression in speciality-specific Estonian, as well as language-related tutoring and support for preparing written texts (in Estonian and English).	SH / academic units

1.4. Healthy and sustainable lifestyle

Sub-goal	Responsible / engaged unit
1.4.1. Supporting human wellbeing and behaviour which facilitates that	
a. We shall study and develop evidence-based interdisciplinary lifestyle, wellbeing and health behaviour strategies as well as environmental organisation and ecosystem-based strategies. As a result, we shall make proposals for target group based interventions and for making decisions that support health and environment.	SNSH / SGLS, SH, HC
b. We shall develop mental health, wellbeing and healthy lifestyle competences, and carry out health, sports, neurological, environmental, behavioural science and psychological research based on interdisciplinary natural science and behavioural science methods.	SNSH / SGLS, SES
c. We shall use various forms of communication to inform target groups of health, wellbeing and sustainable lifestyle research and new knowledge.	SNSH / SDT, BFM, HC, MCO
d. We shall support the development of healthy and sustainable lifestyle habits among the members of the University, and shall adhere to and develop the principles of a green university.	SNSH / HCK, PO, SU, MCO
1.4.2. Supporting the development of social capabilities and healthy behaviour	

a. We shall study and develop social competences which help people cope in a changing environment, as well as the best practices for increasing people's work-related success and wellbeing.	SNSH / SGLS
b. We shall study and develop interdisciplinary methods that support people's sustainable and health behaviour, and use these in speciality training at the SNSH.	SNSH / SGLS, SES, SDT, HC, AvA/EXU
c. We shall study and develop the structure and concepts of health, social and rehabilitation services, as a result of which we shall make proposals for the improvement of the healthcare, education and social system.	SNSH / SES, SDT, ÜTI, HK
d. We shall develop and apply cooperation-based best practices to improve organisation culture and enhance the wellbeing of people.	SNSH / SGLS, PO
1.4.3. Developing a mindset of sustainable development	
a. We shall analyse complex systems of natural sciences, developing methods, tools and technologies for gathering and analysing natural science information and for synthesising more accurate model systems. We shall improve the availability of the obtained results to the society and promote value-based environmental education.	SNSH / academic units, AvA/EXU
b. In cooperation with partners, we shall propose long-term options for the sustainable use of environmental resources and ecosystem services.	SNSH / SES, SDT, AvA/EXU
c. In order to improve the quality of teacher training, we shall develop the didactics of physics, chemistry, biology and geography as well as technology subjects on the basis of educational innovation paradigms.	SNSH / SES
d. We shall develop tenure professorships for the management and development of high-level education (including sustainable doctoral studies) and research in the strategic areas of the focus field of healthy and sustainable lifestyle – natural sciences, health sciences, sports sciences, environmental sciences, psychology (including school psychology).	SNSH / SES

1.5. Society and open governance

Sub-goals	Responsible / engaged units
1.5.1. Rendering meaning to social approaches and trends and proposing novel solutions	
a. We shall develop and combine discipline-based approaches in analysing social norms, politics, governance, social justice and human rights.	SGLS / academic units
b. We shall develop complex methods for monitoring and analysing social processes, which enable to assess the development of the society and governance and to monitor the trends that reflect the cohesion of the society.	SGLS
c. We shall update and diversify the methodology, methods and infrastructure of studying the society, politics, governance and law, including with regard to activity studies, qualitative experiments, design thinking and other qualitative methods.	SGLS / academic units
d. We shall create an overview of the databases gathered at the University in the course of research as well as of the possibilities of linking these to other databases and state registers.	SGLS / academic units, RAO, MSO, ITO
e. We shall develop large-scale research infrastructures with a focus on social sciences, a modern interdisciplinary core research infrastructure with digital capabilities, and modern analysis capabilities.	SGLS / SDT, SNSH
f. We shall ensure that the studies are sustainable, knowledge-based and relevant to the labour market. We shall develop studies in national areas of responsibility. We shall develop English language based studies and increase the quality thereof.	SGLS / academic units

1.5.2. Supporting the renewal of institutions, governance and legal norms	
a. We shall integrate the approaches to participation, democratic citizenship, human rights, network-based and multi-level governance practice and e-state in order to offer knowledge which ensures the continuity of a cohesive and democratic society.	SGLS / SDT
b. We shall render meaning to the development and future prospects of cross-border human rights and international law, with an emphasis on the human rights of the digital era.	SGLS / BFM, SH, SNSH
c. In order to support open governance, citizen subjectivity and democracy on the level of the state and the local government as well on a level broader than the state, we shall develop knowledge dissemination practices and research methods based on the principles of knowledge-based policy-making.	SGLS / BFM, SDT
d. We contribute to the development, updating, and base analyses of national development plans in our area of competence, as well as to other activities.	SGLS
1.5.3. Promotion of social innovation	
a. We shall render meaning to the relationship between local communities and the state in the context of sustainable society and digital era practices in order to support the evolution of new forms of collective activity, and to develop solutions for increasing the cohesion and responsibility of communities.	SGLS / SNSH, SDT
b. We shall develop entrepreneurship and business competence. For this purpose, we shall promote the implementation of economic models and new forms of business (including social entrepreneurship, creative entrepreneurship, networks) based on design thinking in cooperation with enterprises and organisations.	SGLS / BFM, SH, HC, AvA/EXU
c. We shall develop the area of population and labour research. For this purpose, we shall combine the competences of the areas of social sciences and the methods and research questions of the areas of the environment, health, governance and labour relations.	SGLS / SNSH, SH, BFM, HC
d. We shall develop the area of design and organisation of state and local government institutions. We shall support the development of up-to-date and relevant strategies and governance solutions.	SGLS / SDT, SH, SNSH
1.5.4. Rendering meaning to and developing approaches to human wellbeing and people's rights	
a. We shall render meaning to changes in the development models of the welfare society and develop new ways for ensuring the subsistence and wellbeing of families and people during the lifecycle, their inclusion in the society and cohesion between generations, taking into account the specifics of the digital era.	SGLS / SNSH, SH
b. We shall render meaning to the issues of national sovereignty, changes in the power of the state and ensuring the fundamental rights in the context of globalisation and transnationalism and their counter-processes as well as human rights and EU law.	SGLS / BFM, SH
c. We shall extend the international research programme and its applied output in the area of lifelong learning.	SGLS / SES
d. We shall study children and the youth in different contexts (family, educational establishments, labour market, free time, social participation, political subjectivity, becoming an adult) in order to find ways to create better opportunities for the youth in the society, taking into account the specifics of the globalised economy and the digital era.	SGLS / SES
e. We shall develop the area of citizenship, migration and integration research, contribute to understanding the specifics arising from the development of the population and, on a broader scale, the changing	SGLS / SH, SDT

relationships of the state powers and citizens as well as other bearers of legal and political status, and to developing up-to-date and relevant policies and governance solutions.	
1.5.5. Applying social sciences competences in the activities of the University	
a. We shall develop a practical basis for the University's partnership with ministries and other institutions of public authority, particularly in giving meaning to developments in public policy and the state and local levels and in finding new solutions.	SGLS / academic units
b. We shall develop a methodology based on scenarios and the principles of open governance for the promotion of social debates.	SGLS / SH, BFM, SDT, HC

(2) The University is interdisciplinary in its activities

2.1. The University's RDC activities are interdisciplinary

Sub-goals	Responsible / engaged units
2.1.1. We shall develop and implement a measure for the development of an interdisciplinary research infrastructure that supports the focus fields and we shall finance it from the Tallinn University Research Fund. In the course of that, we give preference cooperation between and across academic units and the cross-use of the infrastructures in conducting research and study activities.	Vice-Rector for Research / RAO, AvA/EXU
2.1.2. We shall support the increase of competitiveness of research in the focus fields as well as the development of RD cooperation between units. For that purpose: <ul style="list-style-type: none"> a. we shall update the measure for the centres of excellence and organise a new application round open to everyone; b. we shall continue the priority support for interdisciplinary projects from the Tallinn University Research Fund; c. we shall improve internal communication in order to create pre-conditions for closer cooperation between the research groups of different areas. 	Vice-Rector for Research / RAO, MCO, academic units
2.1.3. We shall increase the preparedness of academic employees for focusing on interdisciplinary social problems. For that purpose: <ul style="list-style-type: none"> a. we shall make sure in the implementation of the new career model that the research, creative and study activity criteria as well as other social contribution criteria are equally applied; b. we shall increase flexibility in the assignment of the work tasks of academic employees as well as in their work organisation and remuneration, in order to facilitate and motivate more activities aimed at the society. 	Vice-Rector for Research / PO, academic units

2.2. Study activities at the University are interdisciplinary

Sub-goals	Responsible / engaged units
2.2.1. We shall develop and offer students interdisciplinary project study opportunities. For that purpose: <ul style="list-style-type: none"> a. we shall continue the development and implementation of the ELU projects; b. we shall create interdisciplinary project-based study modules of 12-24 credits; 	Vice-Rector for Academic Affairs / academic units

c. we shall create interdisciplinary project-based study modules between study programmes (2-4 study programmes) of 6-24 credits.	
2.2.2. We shall develop teacher training as an interdisciplinary form of study. For that purpose: a. we shall support the interdisciplinary activities of subject didactics; b. we shall develop the ELU projects of teacher training.	Vice-Rector for Academic Affairs / academic units
2.2.3. We shall create and develop the system of interdisciplinary research-based seminars, <i>Akadeemia Pluss</i> .	Vice-Rector for Academic Affairs / academic units
2.2.4. Upon the distribution of doctoral student places funded by the University, we shall give preference to student places announced on an interdisciplinary topic and/or on an interdisciplinary team as a position of junior research fellow.	Vice-Rector for Research / academic units

2.3. The management and the organisation culture of the University is interdisciplinary

Sub-goals	Responsible / engaged units
2.3.1. We shall support the professional development of lecturers. For that purpose: a. we shall create possibilities for rendering meaning to the learning and teaching culture in interdisciplinary cooperation; b. we shall develop a comprehensive system for supporting the professional development of lecturers.	Rectorate / PO, AAO, academic units
2.3.2. We shall strengthen the social position and image of Tallinn University. For that purpose: a. we shall assign meaning to the University as a mental and innovation leader of the community. We shall increase cooperation with both public and private sector partners (including efficiently implement the potential of the EXU cooperation platform), valuing cooperation with alumni; b. we shall develop the way of thinking of value offering among the University members; c. we shall improve the efficiency of relevant communication, also engaging the alumni of the University; d. we shall update the communication system aimed at the alumni and increase the inclusion of the alumni on the principles of lifelong learning.	Rectorate / AvA/EXU, MCO
2.3.3. We shall update the motivation and recognition system of our members, including increase the average salary of employees, in order to value and promote: a. the improvement of the quality of support activities; b. the interdisciplinary and innovative nature and impact of study and research activities; c. different forms of development and creative activities.	Rectorate / RAO, AAO, MCO, AvA/EXU
2.3.4. We shall make the financing model and the workload calculation more supportive of interdisciplinarity.	Rectorate / PO, FO
2.3.5. We shall find and implement new possibilities in internal and external communication, including pay more attention to the better dissemination of information about the University's new initiatives and achievements.	Rectorate / MCO

(3) The university is international in its activities

3.1. The RDC activities of the Universities are international

Sub-goals	Responsible / engaged units
<p>3.1.1. We shall develop a support system for contract-based RDC activities. For that purpose:</p> <ul style="list-style-type: none"> a. we shall develop a support service for the preparation of project applications; b. we shall develop a network-based system for sharing the best practices and experience, and improve the competence of support staff; c. we shall update the regulation of RDC activities. 	Vice-Rector for Research / RAO, research coordinators, auditor and FO
<p>3.1.2. We shall develop and implement University-wide IT solutions which enable research data (including personalised data):</p> <ul style="list-style-type: none"> a. to be securely stored and preserved; b. to be optimally (re)used on the basis of open research principles. 	Vice-Rector for Research / RAO, research coordinators, ITO
<p>3.1.3. We shall systemically develop strategic partnership relations for the development of RDC related cooperation, including concluding agreements:</p> <ul style="list-style-type: none"> a. to increase the activity of mutual mobility of researchers and doctoral students that lasts for more than one month; b. for the co-supervision of doctoral theses. 	Academic units, AvA/EXU

3.2. The study activities of the University are international

Sub-goals	Responsible / engaged units
<p>3.2.1. We shall create an international study strategy. For that purpose:</p> <ul style="list-style-type: none"> a. we shall formulate the objectives of internationalisation; b. we shall agree the principles of foreign language based studies; c. we shall establish quality requirements for foreign language based studies. 	Vice-Rector for Academic Affairs / AAO
<p>3.2.2. We shall increase cooperation with foreign universities. For that purpose:</p> <ul style="list-style-type: none"> a. we shall systemically find strategic partners for developing cooperation at study programme level, including for the exchange of students; b. we shall create a mobility window in cooperation with strategic partners. 	Academic units
<p>3.2.3. We shall increase the mobility of students. For that purpose:</p> <ul style="list-style-type: none"> a. we shall create study programme based opportunities for traineeship abroad; b. we shall encourage short-term student exchange, including within the framework of summer and winter schools, upon the launch of the relevant Erasmus+ action; c. we shall value lecturers sharing experience gained abroad to both students and colleagues. 	Academic units

3.3. The management and organisation culture of the University are international

Sub-goals	Responsible / engaged units
<p>3.3.1. We shall support the development of an organisation culture that values internationalisation and the extension of the international scope of the University's employees. For that purpose:</p> <ul style="list-style-type: none"> a. we shall offer the University's employees the opportunity to study foreign languages; 	Rectorate / PO, academic units

<ul style="list-style-type: none"> b. we shall value and encourage long-term international mobility of academic employees; c. we shall organise joint assignments aimed at the development of employees (including managers). 	
<p>3.3.2. In cooperation with partners, we shall develop a support system which:</p> <ul style="list-style-type: none"> a. increases motivation to start working at Tallinn University; b. supports the induction of academic employees, including foreigners in their new working and living environment. 	Rectorate / PO, academic units
<p>3.3.3. We shall ensure the sufficient coverage, attractiveness and constant updating of the information environment in English. For that purpose, we shall develop the data systems and information resources in English which support the achievement of these objectives.</p>	Rectorate / MCO, ITO

(4) The University demands excellence and sustainability in its activities

4.1. The University demands excellence and sustainability in its RDC activities

Sub-goals	Responsible / engaged units
<p>4.1.1. We shall realise the University's RDC and intellectual property (IP) potential with applied output. For that purpose:</p> <ul style="list-style-type: none"> a. we shall develop a support service (including a database and its administration model) on the basis of the EXU cooperation platform, which concentrates and helps to market the University's know-how and the results of creative work; b. we shall launch a measure which supports research groups that develop knowledge-based services; to be financed from the Tallinn University Research Fund; c. we shall develop and pilot a programme of spin-off companies, including find the necessary initial capital to take the RDC results into business. 	Vice-Rector for Research, Vice-Rector for Development, Head of Finances / AvA/EXU
<p>4.1.2. We shall support the linking of study and research activities. For that purpose:</p> <ul style="list-style-type: none"> a. we shall take into account the University's study priorities and R&D potential in implementing the new career model and the tenure system. We establish the optimal linking of study and research activities as an objective and as a responsibility of tenure-track professors; b. we shall develop and launch new initiatives that serve the objective, including the creation of <i>Akadeemia Pluss</i>, a system of interdisciplinary science-based seminars. 	Vice-Rector for Research, Vice-Rector for Academic Affairs / PO
<p>4.1.3. We shall increase the efficiency and effectiveness of doctoral studies. For that purpose:</p> <ul style="list-style-type: none"> a. we shall increase the number of doctoral and post-doctoral students involved in the University's R&D projects; b. we shall update the IT solution of the doctoral study information system. 	Vice-Rector for Research / RAO, ITO

4.2. The University demands excellence and sustainability in its study activities

Sub-goals	Responsible / engaged units
<p>4.2.1. We shall develop the general competences of students through University-wide and subject-specific courses. For that purpose:</p> <ul style="list-style-type: none"> a. we shall prepare a strategy for general competences and future skills; 	Vice-Rector for Academic

<ul style="list-style-type: none"> b. we shall develop the speciality-specific and study-supportive digital competences of students and integrate new technologies into studies; c. we shall develop the digital competences of lecturers, including supplementing the course ‘Teaching at a higher education establishment’ with digital competences. 	Affairs, SDT / academic units
<p>4.2.2. We shall develop competences related to Estonian language and culture. For that purpose:</p> <ul style="list-style-type: none"> a. we shall create an introductory course of Estonian language and culture to foreign students; b. we shall develop a course that develops Estonian language skills, including the language of science, and Estonian expression skills. 	Vice-Rector for Academic Affairs, SH / academic units
<p>4.2.3. We shall improve the quality of the study process. For that purpose:</p> <ul style="list-style-type: none"> a. we shall analyse and increase teaching capacity (the proportion of lecturers and students, funding, resources, workload, etc.); b. we shall analyse and, if necessary, adjust the proportion of contact learning; c. we shall create flexible study options in teacher training; d. we shall ensure social and educational support for first-year students during the induction period; e. we shall analyse and, if necessary, upgrade the functioning of the internal assessment system; f. we shall develop cooperation with enterprises, institutions and other partners in order to find the best placement organisations. 	Vice-Rector for Academic Affairs / academic units
<p>4.2.4. We shall analyse and develop study programmes. For that purpose:</p> <ul style="list-style-type: none"> a. we shall analyse the conformity of learning outcomes with national standards and labour market needs and update the learning outcomes on the basis of the results; b. we shall embed the good scientific practice in study programmes and processes; c. we shall facilitate cooperation between study programme administrators. 	Vice-Rector for Academic Affairs / academic units
<p>4.2.5. We shall develop uniform bases for load calculation of teacher training lecturers (including subject didactics).</p>	Vice-Rector for Academic Affairs, SES / academic units, PO
<p>4.2.6. We shall create and implement a financial analysis solution for assessing the economic feasibility of foreign language based study programmes.</p>	Head of Finances / Vice-Rector for Academic Affairs
<p>4.2.7. We shall increasingly improve the efficiency of marketing and communication activities in creating positive messages about studies, study programmes and lecturers and in forwarding such messages to target groups.</p>	Vice-Rector for Development, academic units, MCO

4.3. The University demands excellence and sustainability in its management and organisation culture

Sub-goal	Responsible / engaged units
<p>4.3.1. We shall prepare an activity plan for the implementation of the principles of sustainable development on the basis of the sustainable development objectives of the UN, and shall commence the implementation thereof. For that purpose:</p> <ul style="list-style-type: none"> a. we shall promote R&D activities that support the principles of sustainable development; 	Rectorate / the entire University

<ul style="list-style-type: none"> b. we shall integrate the principles of sustainable development into studies; c. we shall promote the sustainable way of thinking in the society and contribute to the development of an environmentally conscious way of thinking in the public and private sector and the civil society; d. we shall promote the health, including the mental health, of our members; e. we shall increase activities that support digital competences and security; f. we shall develop principles of adding value to the University's real estate property, using smart and sustainable solutions (including energy efficiency, environmental sustainability, safety and low administration expenses). 	
<p>4.3.2. We shall diversify and increase the University's income base. For that purpose:</p> <ul style="list-style-type: none"> a. we shall organise the University's real estate property portfolio; b. we shall support the development of the central cooperation platform EXU which is aimed at client relations; c. we shall increase the volume of service contracts with the public, business and third sector, including the volume of business contracts within the framework of EXU; d. we shall update measures for raising more revenue outside activity support and baseline funding. 	Rectorate / academic units, Ava/EXU
<p>4.3.3. We shall support the implementation of agreements made within the framework of Estonian good scientific practice and the principles of equal treatment at the University. For that purpose:</p> <ul style="list-style-type: none"> a. we shall ensure that the work processes of the Ethics Committee are up to date and function smoothly; b. we shall update measures for the introduction of good scientific practice; c. we shall update processes which are related to the proceeding of violations of ethical standards and conflicts as regards University members, and develop measures for offering the necessary support to persons involved in incidents. 	Rectorate
<p>4.3.4. We shall develop the University's digital competence and support the digitalisation activities and data-based management culture of the focus fields. For that purpose:</p> <ul style="list-style-type: none"> a. we shall describe the University's IT architecture and develop a long-term plan of IT investments, which states the IT development needs that support the fundamental processes of the University in the coming years; b. we shall update the management information systems, including the reporting environment and the study and continuing education information systems; c. we shall develop information platforms (e.g. the intranet, internal TV screens, mobile applications) that support the achievement of communication objectives (including marketing and research communication). 	Rectorate / ITO, MCO
<p>4.3.5. We shall develop the University's memory units, in order to increase the quality, strategic focus and social impact of their activities. For that purpose:</p> <ul style="list-style-type: none"> a. we shall develop a concept for the R�vala pst 10 immovable property and plan respective cooperation with Tallinn City and other partners; 	Rectorate / memory units, TUAL, ITO

<ul style="list-style-type: none"> b. we shall develop an integral and purposeful management model for memory units; c. we shall strengthen cooperation between memory units, reduce the fragmentation of activities, and improve the quality and volume of communication that reaches target groups; d. we shall develop a uniform solution for the digitalisation and digital storage of the collections administered by the memory units, as well as for making the collections available to the public. 	
<p>4.3.6. We shall continue supporting the regional development of Lääne County. For that purpose:</p> <ul style="list-style-type: none"> a. we shall develop measures for ensuring the sustainability of the activities of Haapsalu College; b. we shall increase the focus of the College's main activities and new initiatives on finding solutions to regional problems. 	Rectorate / HC

Annex 2. List of key indicators

	Interdisciplinarity	Internationalisation	Demand for excellence and sustainability
RDC and impact in the society	<ul style="list-style-type: none"> the proportion of funding of interdisciplinary projects with a research component of research-based RDC funding the proportion of commissioned RDC funding of the entire RDC funding the number of products and services offered on the EXU/ADAPTER platform the number of popular science articles 	<ul style="list-style-type: none"> the proportion of funding of international research projects of research-based RDC funding the number of foreign post-doctoral fellows the number of doctoral students who have engaged in studies and research abroad for a longer period 	<ul style="list-style-type: none"> the number of high-level research publications per academic employee the number of research publications in Estonian the three years' average volume of research-based RDC funding the number of defended theses
Studies	<ul style="list-style-type: none"> the number of interdisciplinary modules between study programmes the volume of studies conducted for the students of other academic units 	<ul style="list-style-type: none"> the proportion of study programmes in English the number of graduates from study programmes in English the satisfaction of students with the quality of English language based studies the number of study programmes with a mobility window the proportion of students who have studied or been on professional placement abroad 	<ul style="list-style-type: none"> the number of students per academic employee the proportion students who have completed the study programme during the nominal period of all the admissions to the higher education level across study levels the satisfaction of students with the quality and organisation of studies the satisfaction of graduates with the obtained general competences
Management and organisation culture	<ul style="list-style-type: none"> the satisfaction of academic employees with work organisation that supports interdisciplinarity the number of strategic cooperation partners in private and public sectors 	<ul style="list-style-type: none"> the proportion of foreign academic employees the proportion of academic employees who have worked abroad for a longer period the satisfaction of foreign employees with the University's information environment in English 	<ul style="list-style-type: none"> the satisfaction of employees with management the University's income base per employee the average salary of academic employees

Annex 3. Overview of the operating environment

The strategic goal of Tallinn University for 2020–2022 is to continue the fulfilment of the important goals of the previous development plan period as well as the development of interdisciplinary research-based focus fields through the established principles of activity.

The number of educational institutions providing higher education was the largest in Estonia in 2001–2002 (49 educational institutions). Thereafter, the number of educational institutions has steadily decreased and in the academic year of 2018/2019, higher education was offered by 20 educational institutions, including six public universities.

For higher education and research institutions, competition is increasingly tightening in the context of both student candidates and funding, and in the era of digital technology and globalisation, the competition between universities is international. In a situation where the volume of activity support from the state has not increased in higher education, maintaining competitiveness is increasingly complicated and forces universities to find new innovative funding options, including such that are independent of the state. The biggest bottleneck in the development of Estonian research continues to be the extensively project-based nature and the large proportion of foreign funding sources, particularly in the case of public sector R&D activities. Although baseline funding for research at Tallinn University has increased, successful application for competition-based funding is still the precondition to the development of the University's RDC area.

Universities are increasingly directed to cooperate both on the national level (universities' contracts under public law for 2019–2021) and internationally (e.g. the initiative 'European Universities'). There are higher expectations for universities to increase cohesion with the society and the economy in preparing strategies, bringing study programmes into conformity with the labour market needs, organising professional placement and workplace training, as well as in research and development. In the latter case, universities are expected to cooperate with enterprises with regard to both outcome and revenue. Cooperation between research institutions and enterprises requires researchers to be familiar with changes taking place in the economy and the society and be able to notice innovative business opportunities. This means that the University has to strengthen the respective support systems.

The number of students has decreased in Estonia since 2011, and by 2018 it had dropped by a third. The number of Master's students has remained rather stable – the decline primarily concerns Bachelor's studies and professional higher education studies. Over the years, the proportion of older students has grown and the number of younger students has decreased. Due to the age distribution, Estonian students have greater than average obligations to family and work life, which makes diverse and flexible study conditions an important competition advantage and condition. The age distribution of students also has an effect on internationalisation. Besides mobility abroad, the University must pay more attention to internationalisation possibilities at home, including virtual mobility possibilities.

The number of foreign degree students has grown every year in Estonia, as well as at Tallinn University, mainly at the 2nd and 3rd level. Tallinn University has the largest number of foreign students in the areas of business, administration and law, and the number of foreign students in the areas of arts and humanities and education has grown significantly. Data from the Erasmus+ programme show that the number of Estonian students participating in international studies is unfortunately smaller than the number of foreign students coming to Estonia, and the difference between these two indicators has grown in recent years. The proportion of Tallinn University students who have participated in studies abroad and the number of international exchange students has grown a bit in recent years. In the impact survey of the Erasmus

programme, 64% of employers have rated international experience as important in recruiting employees and the survey results show that unemployment is lower than average among students with mobility experience. In order to ensure a comprehensive approach to internationalisation, the University is currently preparing its internationalisation strategy and continues to integrate mobility windows in study programmes and searching for strategic foreign partners to better support the students' mobility. Although internationalisation is a priority for both the state and the University, consideration must also be given to security risks. While supporting internationalisation, it is important to value the Estonian language, including the language of science, language technology and terminology, as well as the Estonian culture, while maintaining a balance with the world culture.

In higher education, internationalisation increases primarily through a broader engagement of foreign lecturers and through short-term study mobility. There is a constant need for foreign top scientists and lecturers. Compared to other Estonian universities, Tallinn University had the largest proportion of foreign lecturers in 2018. The recruitment of foreign lecturers has often been possible thanks to scholarships and support and would require the University's strategic management with regard to recruitment and financial resources.

The number of graduates from higher education studies in Estonia has been fluctuating and has decreased since the academic year 2014/2015. Completion of studies within the nominal period has improved on the 1st and 2nd level, but declined on the doctoral level. Tallinn University's indicators follow the same trends: the overall number of graduates is decreasing, but the number of graduates within the nominal period has grown and the number of doctoral graduates varies from year to year. The University has applied and will apply various support measures to ensure graduation efficiency and support doctoral studies. In order to improve the quality of studies, the number of students per lecturer must also be analysed, as it is the highest at Tallinn University compared to other public universities in Estonia.

In Estonia, most students are engaged in academic higher education studies (72.5% of all the students in the academic year 2018/2019) and the expectation that academic higher education should meet the needs of the labour market is ever increasing. In the development of study programmes, the importance of competences related to business and entrepreneurship has increased and the development of digital technologies has made the world of employment more flexible and complex, which has an effect on the key competences needed for being successful. In the future society, independent and critical thinking, self-analysis ability, creativity, learning skills, the skill to smartly and efficiently use resources, communication skills and media competences play an important role in addition to the ability to manage complex information.

New generation of teachers continues to be a topical issue: both in general education schools and vocational schools, the proportion of 30-year-old and younger teachers has remained around 10%, being a bit higher in basic education. 19% of the teachers are 60 years old or older (24% in vocational education). These numbers illustrate the problems related to the average age of teachers and the need for replacements. The problem is particularly acute in the case of natural science and mathematics teachers.

In developing the study programmes of Tallinn University, it is important to look at things from a longer perspective. This increases the possibilities of developing joint study programmes with national and foreign universities and helps to analyse the needs of the labour market and possible overlaps, expenses and marketing possibilities more clearly.

Expectations to the academic staff are also changing. They have to be able to apply more diverse teaching methods in everyday work. It is important to systemically support the professional development of lecturers, increase their teaching competence (use of active

learning methods) and enable professional development in their speciality in order to provide high-quality teaching in the changing world. In the context of the changed society and working environment, it is of utmost importance to develop the lecturers' digital competences, business competences, multilingual skills and culture awareness. In order to ensure the sustainability of studies, it is important to recruit young lecturers with the necessary qualification in all fields of study, and to review the workload and individual professional development possibilities of the existing lecturers. Attention should also be paid to the support systems for non-academic staff to reduce the flow of workforce which has grown in recent years.

Annex 4. Links to other development plans

Tallinn University Development Plan supports and follows several strategic development directions referred to in the development plans of the Estonian state.

Several area-specific development plans end with the year 2020 and in order to avoid the mutual fragmentation and discord between development strategies, a long-term national strategy 'Estonia 2035' is currently being prepared. The strategy will determine the development needs of the country until 2035, define the most important area-specific goals and policy choices, analyse and plan the resources necessary for meeting the goals, and develop common starting points for strategic planning.

The joint vision of the four areas of responsibility of the Ministry of Education and Research for 2035 looks beyond education and research, setting its goal at wellbeing and a cohesive society with common values, a competitive and sustainably growing economy, and viable and ever evolving Estonian culture and language. Tallinn University members have participated in and contributed to working groups formed for the preparation of the development plan. Area-specific strategies will be completed in 2020. Tallinn University will follow and take into account the strategies and objectives of the area of responsibility.

Links to area-specific development documents

Digital Agenda 2020 for Estonia focuses on ensuring an environment that enables the use of ICT and smart solutions. Tallinn University supports the extension of ICT possibilities at the Universities and enhancing ICT related competences among both students and lecturers. The University's activities are also linked to the development plan in question with regard to developing smart solutions, particularly in the area of digital media and education technology.

Via the digital and media culture focus field, we support the objectives of the Information Technology Foundation for Education (*Hariduse Infotehnoloogia Sihtasutus*, or HITSA). **HITSA Strategy 2014–2020** strives to achieve that in 2020 the ICT skills that support the development of a digital era society as well as their smart use are a source of wellbeing in Estonia. In order to achieve this vision, HITSA has established two strategic objectives for itself:

- Modern digital competences will be ensured at every level of education.
- The smart use of ICT in teaching and learning and the organisation of studies will increase the quality of studies.

The overall objective of the **National Health Plan 2009–2020** is to ensure a long and high-quality life, which concerns the length of the life lived healthy as well as the quality of the years lived. The most essential way to improve people's health and lengthen the life lived healthy is to make lifestyles healthier and to develop an environment that supports health. The goals are to increase the physical activity of the population by 2020, balancing of the diet and the reduction of risk behaviour. The Ministry of Social Affairs has started the preparation of the new **National Health Plan 2020–2030**. Tallinn University's focus field of healthy and sustainable lifestyle focuses on studying and developing the aforementioned issues.

The Welfare Development Plan 2016–2023 comprises the strategic objectives of labour policy, social welfare policy and gender equality and equal treatment policy for 2016–2023, taking into account the needs of the people, the society and the economy, as well as demographic and socio-economic trends.

The objective of the **Mental Health Strategy for 2016–2025** is to ensure and promote the good mental health of the Estonian people, the early recognition of mental and behavioural disorders, and timely help.

The **Active Ageing Development Plan for 2013–2020** aims at developing an age-friendly society and ensuring a high quality of life and equal opportunities for the elderly. The sub-goals include: (1) the elderly are involved in the society and socially active; (2) the elderly are eager to learn and diverse and active learners; (3) the elderly are active on the labour market and satisfied with their working life; (4) the elderly live a healthy life for longer and cope well. Through its focus fields, Tallinn University can support health behaviour, coping abilities and the relevant supportive organisation of the society.

The goal of the **Youth Field Development Plan 2014–2020** is to provide broad possibilities for the development and self-actualization of young people which supports the development of a cohesive and creative society. According to the Development Plan, the possibilities of including young people must be increased and creativity, self-initiative and joint activities must be developed. The implementation of the Development Plan should improve young people's participation in communities and decision-making processes and increase their employment readiness, and reduce the risk of exclusion and social isolation. Tallinn University has an important role as an educational innovator and youth work developer, but also as an implementer of educational innovation in the study environment.

The goal of the **Fundamentals of the Cultural Policy until 2020** is to develop a society that values creativity by preserving and promoting the Estonian national identity, studying, preserving and carrying forward cultural memory, and creating favourable conditions for the development of a viable, open and diverse cultural space and participation in culture. In its Development Plan, Tallinn University sees the strengthening of the Estonian cultural identity and the promotion of national culture as one its tasks. Tallinn University also wishes to become a leader in the digitalisation of cultural heritage and in the promotion of usage options.

The **Development Plan of the Estonian Language 2011–2017** aims to ensure the functioning of Estonian as the official language in all areas of life, as well as the teaching, studying, development and protection of the Estonian language and thus its preservation through time. In the area of higher education, the goal is to achieve a strong position for the Estonian language as the language of higher education and science, which supports the cohesion of a knowledge-based society and the appreciation and sustainability of Estonian language based education. Teaching, studying, developing and protecting the Estonian language are seen as an area of activity of Tallinn University. In March 2018, the Development Plan of the Estonian Language 2011–2017 was extended until the end of 2020. The **Estonian Language Area Development Plan for 2021–2035** is currently being prepared.

The objective of the **Estonian Environmental Strategy 2030** is to define long-term development directions in preserving the good condition of the natural environment, while also taking into account the links between the area of the environment and the economic and social areas and the impacts thereof on the surrounding natural environment and humans.

Underlying topics

The general goal of the **Lifelong Learning Strategy 2020** is to provide all people in Estonia with learning opportunities that are tailored to their needs and capabilities throughout their whole life cycle, in order for them to maximize opportunities for dignified self-actualization within society, in their work as well as in their family life. Five strategic goals have been established for 2020:

- (1) a change in the approach to learning;
- (2) competent and motivated teachers and school leadership;
- (3) the concordance of lifelong learning opportunities with the needs of the labour market;

- (4) a digital focus in lifelong learning;
- (5) equal opportunities and increased participation in lifelong learning.

All goals of the Lifelong Learning Strategy are also important in the context of the Tallinn University Development Plan. Among other things, educational innovation is seen as a central area of development, focusing on rendering meaning to and implementing the changed approach to teaching and learning.

The general goal of the **Estonian Research and Development and Innovation Strategy ‘Knowledge-based Estonia 2014–2020’** is to create favourable conditions for an increase in productivity and in the standard of living, for good-quality education and culture, and for the sustainable development of Estonia. The vision of the strategy focuses on activities which create the preconditions to the research conducted at Estonian higher education establishments achieving an internationally recognised quality and to the research results being applied in the interests of the Estonian society and economy. The growth areas of smart specialisation also include health technologies and services to the development of which Tallinn University can also contribute.

The **Estonian Research and Development, Innovation and Entrepreneurship Development Plan for 2021–2035** is currently being prepared. The Plan aims to develop a RDI and entrepreneurship policy which takes into account Estonia’s prerequisites, conditions and needs and contributes to Estonia’s sustainability and increased wellbeing of its people through accelerating the growth of productivity and developing a knowledge-intensive society. The Development Plan establishes an overall objective and sub-objectives, the policy instruments and a governance scheme.

The activities foreseen in the Tallinn University Development Plan contribute to the development objectives of **Sustainable Estonia 21** primarily through activities aimed at achieving an ecological balance and an increase in the wellbeing of people. Sustainable development means the cohesive and purposeful development of the social sphere and economic and environmental areas of the society, ensuring a high quality of life and a safe and clean living environment now and in the future. According to the development plan, Estonia’s long-term development goals until 2030 are as follows:

- (1) viability of the Estonian cultural space;
- (2) growth of welfare;
- (3) coherent society;
- (4) ecological balance.

The objectives of the **National Reform Programme ‘Estonia 2020’** are as follows:

- (1) well-educated people and an inclusive society;
- (2) competitive business environment;
- (3) environmentally sustainable economy and energy sector;
- (4) sustainable and adaptive public sector.

The overall aim of preparing a growth strategy for the Estonian business sector is to contribute to the achievement of the overall objectives of the National Reform Plan ‘Estonia 2020’. The **Estonian Entrepreneurship Growth Strategy for 2014–2020** focuses on Estonia’s innovation and business policy and aims to significantly increase the wellbeing of Estonian people and improve the competitiveness of Estonian companies and Estonia’s integration into the international economy. The Growth Strategy also focuses on high-potential areas of activity (the so-called growth areas), which are:

- 1) information and communication technology (ICT) horizontally through other sectors;
- 2) health technologies and services;

3) more efficient use of resources.

Through its focus fields, Tallinn University also supports the growth of Estonia's competitiveness and higher added value in business.

In addition, the college of the University has an important role in supporting regional development objectives. One of the goals of the **Estonian Regional Development Strategy 2014-2020** is to achieve smart regional specialisation. Through its selection of topics, Haapsalu College supports the knowledge-intensive priority development of region-specific growth areas.