

ANNUAL REPORT

2021



TALLINN UNIVERSITY

Annual Report

Name	Tallinn University
Registry code	74000122
Address	Narva mnt 25, 10120 Tallinn
Telephone	372 640 9101
Fax	372 640 9116
E-mail	flu@flu.ee
Website	www.flu.ee
Form of ownership	legal entity under public law
Main field of activity	academic research; provision of higher education based on study and research; provision of services based on study and research to the society
Beginning of financial year	1 January 2021
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Executive manager	Rector Tõnu Viik
Auditor	Audit Firm ELSS OÜ
Annexed documents	Independent Certified Auditor's Report

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Acronyms

EULS	Estonian University of Life Sciences
TLU	Tallinn University
TalTech	Tallinn University of Technology
UT	University of Tartu
BFM	Baltic Film, Media and Arts School
DTI	School of Digital Technologies
HK	Haapsalu College
HTI	School of Educational Sciences
LTI	School of Natural Sciences and Health
TÜHI	School of Humanities
ÜTI	School of Governance, Law and Society
PHE	professional higher education
BA	Bachelor's studies
MA	Master's studies
PhD	Doctoral studies
COVID-19	coronavirus disease
EC	European Commission
EKKA	Estonian Quality Agency for Higher and Vocational Education
EU	European Union
LIFE	course Learning in Interdisciplinary Focused Environment
CoE	Council of Europe
ERA	European Research Area
ETAG	Estonian Research Council
EXU	Enterprise x University
H2020	Horizon 2020
HARNO	Education and Youth Board
HTM	Ministry of Education and Research
IA	institutional accreditation
LG	local government
MKM	Ministry of Economic Affairs and Communications
NAV	Financial software MS Dynamics NAV
OECD	Organisation for Economic Co-operation and Development
PRG	personal research grant
QS WUR	QS World University Rankings
GDP	gross domestic product
RD	research and development
RDIE	Research and Development, Innovation and Entrepreneurship Strategy
RDC	research, development and creative activities
TAN	Research and Development Council
THE WUR	Times Higher Education World University Rankings
SIS	Study Information System
WD	document management system Webdesktop

Management report

Rector's foreword

In 2021, we had to adapt to several changes in the external environment and at Tallinn University itself. The COVID-19 crisis continued, affecting both the financial situation of the university and the way we were able to organise our core activities. We are in the red for the second year in a row and the same situation looks set to continue in 2022. At the beginning of 2021, we hoped that the introduction of vaccines would allow us to return to contact learning, but in reality, much of our academic work took place online and in blended learning.

State funding for R&D finally reached 1% of GDP in 2021, resulting in an 11% increase in the baseline funding for the University's research compared to 2020. However, the outlook for operating grants for higher education is not so bright at the moment, and the crisis in higher education funding continues. This, in turn, puts the University in a very difficult situation, where the external environment is driving up all costs.

In 2021, we underwent institutional accreditation – a process that is energy-intensive for a medium-sized Estonian university, but also allows us to get an external look and feedback on our work. We passed the accreditation successfully.

The new Rectorate took over in May 2021. We invested in making the transition as smooth as possible and in ensuring that the new composition would find harmony in itself and with the rest of the University's decision-making bodies.

In fact, every year, as well as in 2021, a lot of interesting and important things happen at the University, as members of the University make the best use of the academic freedom entrusted to them. All this is discussed below. Unfortunately, we cannot end on a positive note, because as I write this foreword today (April 2022), we already know that the war in Ukraine that started on 24 February will have a major impact on our external environment in this and coming years, and that we must be able to transfer the lessons learned from the COVID-19 crisis to future crises.

Tõnu Viik
Rector

Tallinn University in numbers 2017–2021

	2017	2018	2019	2020	2021
Number of employees in full-time equivalents¹	830	812	815	882	892
Share of academic staff	47%	48%	48%	49%	51%
Share of support staff	53%	52%	52%	51%	49%
Average age of academic staff	48	48	48	47	47
Share of academic staff with doctoral degree	61%	61%	59%	58%	55% ²
Share of international academic staff members	11%	12%	13%	15%	17%
Number of students³	7,274	7,129	6,993	7,101	7,124
incl. PHE	401	417	381	393	388
incl. BA	3,968	3,717	3,660	3,682	3,702
incl. MA	2,578	2,666	2,644	2,730	2,743
incl. PhD	327	329	308	296	291
Share of international students among all students	10%	11%	13%	11%	11%
Share of students who participated in learning mobility⁴	2.4%	2.6%	3.0%	1.8%	1.7%
Number of graduates⁵	1,800	1,557	1,620	1,435	1,608
incl. PHE	79	98	88	99	80
incl. BA	1,089	835	811	720	730
incl. MA	608	600	703	597	772
incl. PhD	24	24	18	19	26
Number of study programmes	120	120	116	118	117
incl. number of study programmes in English	32	22	20	23	22
incl. PHE	6	6	5	6	5
incl. BA	40	38	38	38	38
incl. MA	60	61	59	60	61
incl. PhD	14	15	14	14	13
Volume of RDC funding⁶	11,073,057	14,192,996	15,532,205	14,309,737	15,870,810
incl. baseline funding	1,215,130	1,947,090	2,933,107	3,058,093	3,382,385
Number of high-level research publications⁷	510	388	462	502	536
Number of defended doctoral theses⁸	22	22	20	22	26
Operating revenue of the University⁹	38,627,871	40,624,696	42,532,762	41,274,122	44,795,679
Operating expenses of the University¹⁰	38,333,898	40,872,541	41,924,446	42,246,982	45,890,418

¹ The data on employees are presented as at 31 December of the respective year.

² The small decline is related to the increase in the share of junior research fellows and the creation of the position of a junior lecturer, as neither of these requires a PhD (the share of junior research fellows in 2017 was 5%, the share of junior research fellows and junior lecturers in 2021 was 16%).

³ The data of students are presented as at 1 November.

⁴ The data of students who participated in learning mobility recognise the period from 2 November of the previous calendar year until 1 November of this financial year.

⁵ The data of graduates recognise the period from 2 November of the previous calendar year until 1 November of this financial year. The first stage of higher education includes students who graduated from professional higher education and Bachelor's studies. Integrated Bachelor's and Master's graduates are recognised in the number of Master's graduates. The number of graduates also includes international students, those who have completed a joint study programme and those who have graduated as an external student.

⁶ The volume of RDC funding recognises the accrued income from research, development and creative projects and services. The data are given as at 31 March of the year following the respective year.

⁷ High-level research publications include research publications with ETIS classifications 1.1, 1.2, 2.1 and 3.1. The data are given as at 31 March of the year following the respective year.

⁸ The number of doctoral theses defended recognises the number of doctoral theses defended during the calendar year, including doctoral theses defended by external students.

⁹ Accrual-based revenue from education, research, development, creative and other activities.

¹⁰ Accrued expenses, excludes acquisition of fixed assets.

Management and structure

Tallinn University is governed by the Council, the Senate and the Rector.

Laws in the field of higher education were amended in 2019 and the Tallinn University Act entered into force as a part of this process. The most important change resulting from the law was the innovation of the University's governing structure. In place of the previous two governing bodies (the Senate and the Rector), the University has three governing bodies since 1 January 2020: the Council, the Senate and the Rector. The governing bodies have different competences in managing the university.

The Council is responsible for the long-term and sustainable development of the University and for making important economic, financial and asset-related decisions. More members from outside the University are now involved in the governance of the University.

The Senate is the academic decision-making body, which is responsible for the research, development, creative and teaching activities of the University and ensures the high quality thereof.

The Rector is the University's legal representative, who manages the University's day-to-day activities in accordance with the Development Plan, the budget and other strategical documents. The Rector is accountable to the Council and the Senate.

The structure of Tallinn University consists of academic units with their subunits, support units and an institution. Figure 1 gives an overview of the structure.

The University has seven academic units: six schools and a regional college in Haapsalu. The schools were established in 2015 as a result of the reorganisation of the academic structure to develop the University's five focus fields. Each focus field is represented by one school, with the sixth providing the other five with digital technologies and analytics.

The academic units of Tallinn University have six research centres and three development centres.

The University has 18 support units (as at 1 February 2022), which support the academic, research, development and creative activities and/or provide central support services necessary for the functioning of the University.

The Academic Library is an institution of Tallinn University.

TALLINN UNIVERSITY STRUCTURE

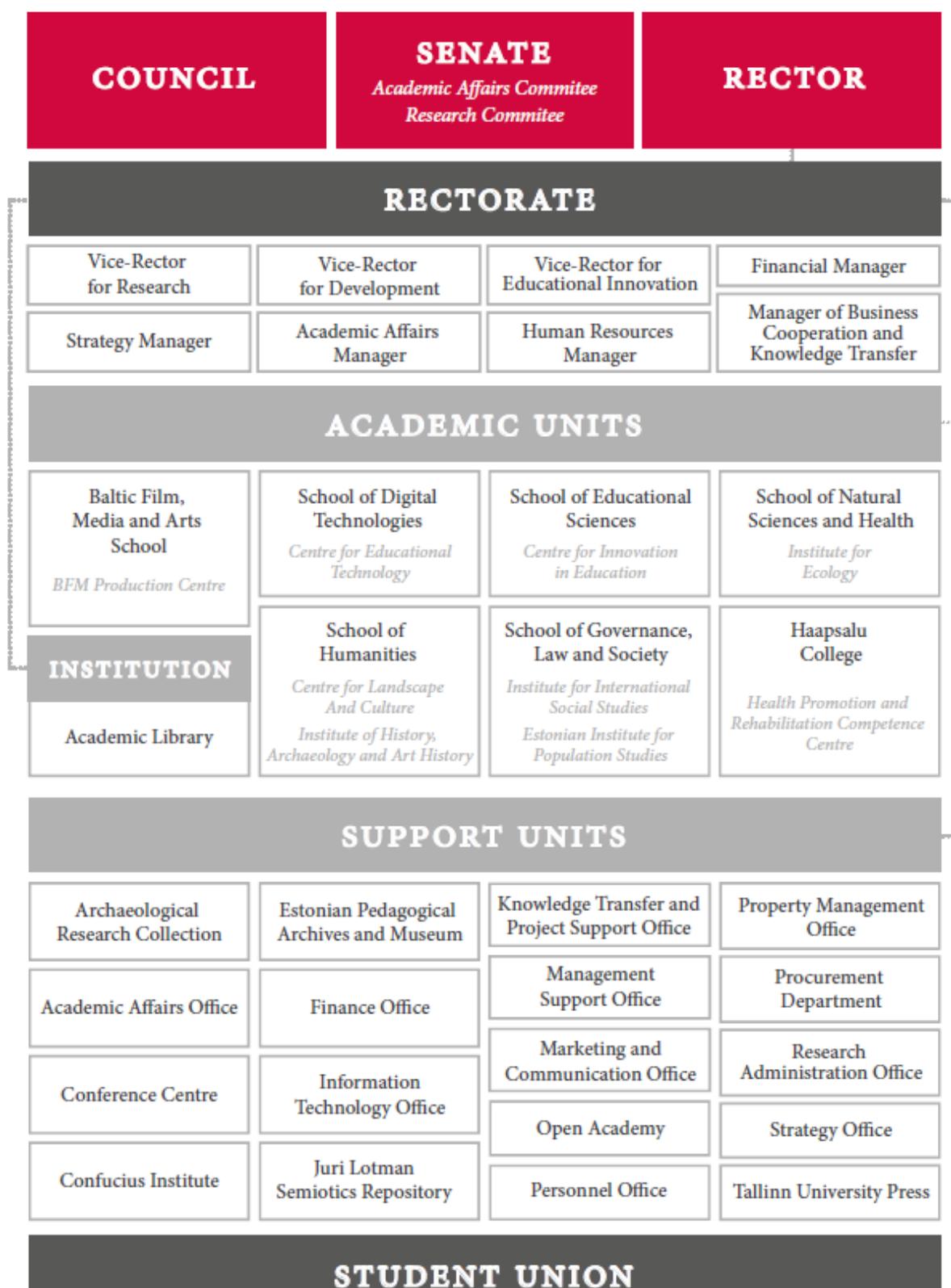


Figure 1. Structure of Tallinn University

Tallinn University Development Plan 2020–2022

The 2021 strategic objectives of Tallinn University derived from the Tallinn University Development Plan 2020–2022. The effective Development Plan was prepared for three years to make the strategic management of the University comply better with the Rector’s election period.

The Development Plan states the University’s mission, vision, core values, strategic objectives and underlying operating principles to support them, as well as the implementation plan and a list of key indicators of the Development Plan.

The **mission** of Tallinn University is to support the sustainable development of Estonia through high-quality research and study, education of intellectuals, public discussion and promotion of academic partnership. The University promotes research that is in Estonian and aimed at the development of Estonia, which means that the University is integrated into the European education and research area, and through that integration contributes to the development of Estonia as a country with a smart economy and an astute organisation of society.

According to the Tallinn University Academic Charter, the University’s **core values** are openness, quality, professionalism and unity. Academic freedom for academic staff and students is the cornerstone of all core values.

The **vision** of Tallinn University is to play a leading role in promoting and developing an intelligent lifestyle in Estonia, thus supporting both Estonia’s sustainability and the self-actualisation of people. Intelligent lifestyle is about lifelong learning and knowledge-based living, evidence-based and informed decision-making, and the open and coordinated development of society and the state.

The **strategic objective** of Tallinn University which derives from the Development Plan for 2020–2022 is to concentrate resources and activities on developing interdisciplinary research-based focus fields: educational innovation, digital and media culture, cultural competences, healthy and sustainable lifestyle, and society and open governance.

In order to achieve the University's strategic goal, cross-cutting **policies** have been defined to support the development of focus areas: 1) the University is interdisciplinary in its activities; 2) the University is international; 3) the University demands excellence and sustainability in its activities.

The objectives of the development plan are implemented through the development plans of the academic units and the Academic Library, as well as through sectoral strategies prepared for the period covered by the development plan.

The implementation of the development plan is supported by the project “TLU TEE or Tallinn University as a promoter of intelligent lifestyle”, which is funded by the European Union Regional Development Fund.

Operating environment

The University's operating environment is influenced by the policies, strategies and funding measures of the European Union (EU) and Estonia. The EU priorities for 2019–2024 are set out in the EU Strategic Agenda. It is the basis for the European Commission's (EC) policy priorities. The European Commission has agreed six major priorities for 2019–2024¹¹: 1) a European Green Deal; 2) a Europe fit for the digital age; 3) an economy that works for people; 4) a stronger Europe in the world; 5) promoting our European way of life; 6) a new push for European democracy.

The new EU budget period 2021–2027 started in 2021 and its budget with the NextGenerationEU recovery plan represents the largest package of measures ever financed through the EU budget at over €2 trillion. As the preparation of the funding measures for the new period and the applications for them took up a large part of the first year of the period, the new period's grants will be included in the University's RDC budget from 2022.

Higher education in the EU countries is shaped by the objectives of the European Research Area, the European Education Area, e-learning and the Skills Agenda. The European Commission has set an ambitious target for 2021 to develop a European Strategy for Universities to create greater synergies between EU policies and funding programmes and the activities of higher education institutions, and thereby enhance transnational cooperation on common challenges.

In January 2022, the European Commission presented a higher education package including the European Strategy for Universities¹² and the Commission proposal for a Council of Europe (CoE) Recommendation¹³ to enhance cooperation. Four major targets have been outlined for 2024, which require the alignment of policy priorities and investments at EU, national, regional and institutional level: strengthening the European dimension in higher education and research; supporting universities in promoting European values; enhancing the role of universities in the green and digital transition; and increasing the impact of universities in strengthening the EU's global role.

Several sectoral development plans expired in Estonia in 2020. The preparation of the long-term national strategy Estonia 2035¹⁴ under the leadership of the Government Office ended in 2021. It is a strategy for comprehensive management of Estonia's development, which strengthens the connections between different types of strategic policy documents, is integrated with the economic coordination of the European Semester, and is the basis for planning EU funds. The Estonia 2035 strategy will be implemented through development plans and programmes in the field. In 2021, the Government of the Republic approved the Research and Development, Innovation and Entrepreneurship Strategy (RDIE) 2021–2035, the Estonian Education Strategy 2021–2035 and the Estonian Language Development Plan 2021–2035.

For the second year running, the COVID-19 pandemic that started in 2020 had an extraordinary impact on the functioning of society as a whole, including education. The impact of the restrictions arising from the pandemic on Tallinn University's activities in 2021 is analysed in the following overviews.

¹¹ [The European Commission's Priorities](#)

¹² [Commission Communication on a European Strategy for Universities](#)

¹³ [Proposal for a Council Recommendation on building bridges for effective European higher education cooperation](#)

¹⁴ [Estonia 2035](#)

I Research, development and creative activities and impact on the society

Impact of the external environment on research, development and creative activities

EU research and innovation policy supports the EU's green and digital transition and contributes to the overall objectives set by the European Commission. European research and innovation is crucial to tackling the challenges posed by the COVID-19 pandemic.

The objectives of the **European Research Area (ERA)**¹⁵, launched in 2000 and now renewed, include investing in research and innovation related to the green and digital transition, improving access to research infrastructures and facilities for researchers, supporting mobility and career opportunities for researchers, gender equality and promoting open science practices.

In order to bring about positive change, the European Commission considers it important for Member States to invest 3% of GDP in research and innovation, to encourage cooperation between Member States, and to set a target of allocating 5% of public resources to joint R&D programmes and the European Partnership by 2030. The European Pact for Research and Innovation was adopted in November 2021 and it sets out the priorities and harmonised governance framework of the ERA, including the ERA Policy Agenda 2022–2024. The European Horizon programme is the main EU fund to support the implementation of the new ERA Agenda.

Launched in 2021, the **European Horizon** Framework Programme for Research and Innovation¹⁶ is the EU's ninth Framework Programme for the period 2021–2027, with a budget of around €95.5 billion and the most ambitious of all EU research programmes to date. The Framework Programme supports all areas of research, but with a stronger focus on innovation and the application of research results. A new feature is the introduction of missions to tackle major challenges facing society, such as climate change and the digital transition. Multi-annual strategic planning – aiming the budget at what the programme wants to achieve – is used for the first time. One of the innovations compared to the previous Horizon 2020 programme (H2020) is the obligation for grant beneficiaries to have a gender equality plan.

868 projects with Estonian participation (some of which continued into 2021) have received funding under the H2020 framework programme (2014-2020), which the EU supported with more than €259 million¹⁷. The success rate (percentage of applications funded out of all eligible applications) is 13.6%, which exceeds the EU average (11.9%)¹⁸. The biggest share of grants coming to Estonia (39.7%) has gone to higher education institutions¹⁹. TLU is the third largest recipient of grants in Estonia, after the University of Tartu and Tallinn University of Technology. TLU took part in 32 H2020 projects supported by the EU with €13,395,049.²⁰

Indicators such as innovation-friendly environment, intellectual property, attractiveness of the research system, share of people with higher education, participation in lifelong learning, doctoral degrees, etc. are

¹⁵ [European Research Area Policy Agenda \(2022-2024\)](#)

¹⁶ [Horizon Europe](#)

¹⁷ [European Commission Representation in Estonia \(in Estonian\)](#)

¹⁸ [Estonia's participation in the Horizon 2020 Research and Innovation Programme of the European Union, ETAG, 2021 \(in Estonian\)](#)

¹⁹ [European Commission's Representation in Estonia \(in Estonian\)](#)

²⁰ [ETAG, 2021 \(in Estonian\)](#)

assessed in the **European Innovation Scoreboard**²¹. In 2021, the benchmarking table was extended to include digitalisation and environmental sustainability. Estonia is one of the strong innovative countries (above or close to the EU average). Estonia excels in innovation cooperation between companies, with outstanding results in lifelong learning and international research cooperation, but the low level of R&D in the private sector is a concern (source [HTM, in Estonian](#)).

2021 saw the approval of the Estonian [Research and Development, Innovation and Entrepreneurship Strategy \(RDIE\) 2021–2035](#), which aims to increase the societal and economic impact of research and development. The strategic document, prepared in cooperation between the HTM and MKM, sets for the first time common goals for R&D and entrepreneurship and takes joint responsibility for achieving them. The general objective of the RDIE is as follows: Estonian research, development, innovation and entrepreneurship increase the well-being and economic productivity of the Estonian society by offering competitive and sustainable solutions to the development needs of Estonia and the world. The three strands (research system, knowledge transfer and entrepreneurial environment) planned in the strategy each fulfil their respective roles in a cohesive and integrated approach. Two strands, the research system and the business environment, are horizontal, enabling strands. The strategy itself focuses on the third, or knowledge transfer, strand. The strategy has been prepared for a period of 15 years, as the necessary structural changes in the area require consistency and continuity in policy objectives, and the results and impact of the proposed policy measures will be felt over time. The duration of the strategy is in line with Estonia's long-term development strategy Estonia 2035 and the duration of the development plans (education, language and youth) of the HTM and MKM as well as the other development plans related to the RDIE strategy.

The COVID-19 pandemic highlighted the polarisation of society, the spread of misinformation and hate speech. The objective of the [Science Communication Strategy Estonia Knows 2020-2035](#) is to contribute to the establishment of a science-based mindset in society and to the development of a science-based worldview at all levels and in all forms of education.

Estonia's national budgetary strategy links the country's sectoral policy needs with its financial possibilities based on economic and financial forecasts. The most significant development in the area of R&D in the [State Budget Strategy 2021–2024](#) was the increase in government R&D funding to 1% of GDP. The activities of the [Budget Strategy 2022–2025 and Stability Programme 2021](#) in the area of R&D foresee ensuring research and development funding of at least 1% of GDP, while maintaining the ratio of research grants to baseline funding at 50:50. The transition from baseline funding to operating grants of R&D institutions is planned as of 2023 similarly to the operating grants for higher education. In order to ensure the next generation of young scientists, providing support to increasing the attractiveness of PhD studies (incl. the gradual replacement of the doctoral allowance with the junior research fellows' salary fund) and the implementation of the reform of PhD studies will continue.

The **reform of doctoral studies** proposed by the HTM aims to ensure that the majority of doctoral students will be able to take up junior research fellow posts at universities or positively evaluated research and development institutions, in order to make doctoral studies more efficient and to enhance the value of doctoral students and doctorate holders in society. A doctoral student may also have an employment contract in the field of their doctoral thesis with another employer, such as a private company or a public authority. Doing a doctorate outside the University is called a doctorate in knowledge transfer. At the time of writing, it's known that the changes will enter into force in the 2022/2023 academic year.

There were a total of 2,317 doctoral students in Estonia in the 2020/2021 academic year. There were eight people with a doctorate per one thousand people of working age in Estonia in 2016, compared to 12 in Finland and the OECD average of 10.²²

As a result of the collaborative process, which started in 2020, the HTM sent the draft [intention to develop the Organisation of Research and Development Act \(TAKS\) \(in Estonian\)](#) to the partners for comments. The current version of the TAKS was adopted in 1997, with the latest version entered into force on 1 September 2019. By the start of the amendment process, the act had been amended more than 20 times.

²¹ [European Innovation Scoreboard](#)

²² [Ministry of Education and Research \(in Estonian\)](#)

Although the act has been constantly updated, many changes have resulted in the act losing focus, being difficult to follow and in need of streamlining. According to the HTM, a comprehensive review of the organisation of R&D is needed to better link it to the state’s strategic choices and the needs of different sectors. This also concerns the streamlining of research and development funding instruments. The revised law is scheduled to enter into force in early 2023.

1.1. Objectives of the University and the achievement thereof in RDC, and impact on the society

The Tallinn University Development Plan for 2020–2022 defines the carrying principles of activity in order to support the strategic objectives of the University. Those principles also form a basis for the sub-objectives of the processes related to RDC (Table 1).

Table 1. Sub-objectives and expected results of the processes and activity principles related to research, development and creative activities

Operating policy	The University is interdisciplinary in its activities	The University is international	The University demands excellence and sustainability
Sub-objectives	Interdisciplinary solutions to social problems	The University is a reliable and attractive employer and partner in international research	Research is high-level and competitive
Expected outcome	<ul style="list-style-type: none"> - the proportion of interdisciplinary research projects and research development services in the University’s revenue remains stably high; - the funding of commissioned RDC activities has increased; - the number of knowledge-based services and products provided by the University has increased; - the number of popular science articles has increased. 	<ul style="list-style-type: none"> - the amount and share of funding international research projects in the revenue from research, development and creative activities has increased; - the number of post-doctoral students from abroad has increased; - the long-term international mobility of doctoral students for academic and research purposes has intensified. 	<ul style="list-style-type: none"> - the number of high-level research publications per academic employee remains stable; - the number of research publications in Estonian has increased; - the three-year average of funding of commissioned RDC activities has increased; - the number of defended doctoral theses has increased.

The achievement of the objectives of Tallinn University are assessed on the basis of implemented activities and key indicators (Table 2)

Table 2. Level of key indicators in the area of RDC in the TLU Development Plan 2020–2021

	Key indicator	2020	2021
Interdisciplinarity	share of funding of projects with interdisciplinary research component in research-based RDC funding	74.7%	71.3%
	share of commissioned RDC funding in total RDC funding	6.5%	10.0%
	number of products and services offered on the EXU/ADAPTER platform	31	38
	number of popular science articles	115	135
Internationalisation	share of funding of international research projects in research-based RDC funding	23.0%	30.2%
	number of international post-doctoral students	13	14
	number of doctoral students who have studied and done research abroad for a long time	12	11
Demand for excellence and sustainability	number of high-level research publications per academic employee	1.15	1.17
	number of research publications in Estonian	154	136
	three years’ average volume of RDC funding per academic employee (euros)	31,324	31,041
	number of defended doctoral theses	22	26

In 2018, the TLU Senate adopted the University's research and development (R&D) strategy for 2019–2021, which was based on the priorities set out in the University's Development Plan 2015–2020 and the strategic documents of the Estonian state and the EU. In 2021, the University started working on a new development plan for 2023–2027, which will integrate the strategic directions of research, development and creative activities into the development plan and abandon the separate R&D strategy. In order to ensure a smooth transition and mitigate possible risks that may arise from the end of the R&D strategy before the completion of the new development plan, the Senate extended the strategy's validity period until the end of 2022 at its meeting of 13 December. All of the actions in the strategy have been successfully launched, and the bulk of them must be continued in 2022.

Based on the University's Development Plan, the University has set the following priorities in its R&D strategy:

1. the University demands excellence and sustainability, in order to ensure that research activities are innovative, internationally topical, of a high-level, and competitive;
2. the University supports the development of its members as well as their active participation in the international science community, thereby being a reliable and attractive employer and partner in international research;
3. the University aims its R&D activities at identifying bottlenecks and places that need development in the society and at finding practical solutions thereto, thus supporting the promotion of the economy, culture, Estonia's sovereignty, and the civil society.

In regard to key indicators, additional performance indicators have been agreed in the R&D Strategy (see Table 3).

Table 3. Level of RDC performance indicators established in the R&D Strategy

Performance indicator	2018	2019	2020	2021
Three-year average volume of research-based RDC funding / volume per academic employee	€9,612,262 / €24,195	€11,760,339 / €29,926	€12,701,956 / €31,324	€13,235,160 / €31,041
Volume of funding for international projects with a research component / proportion of research-based RDC funding	3,385,397 € / 27.7%	2,859,818 € / 21.1%	2,841,348 € / 23.0%	4 175,776 € / 30.2%
Volume of commissioned R&D activities	1,760,371 €	1,801,511 €	926,360 €	1,581,604 €
Three years' average number of high-level research publications / number per academic employee	470 / 1.2	455 / 1.2	451 / 1.1	500/1,2
Number of reviewed research publications	35	37	43	35
Number of foreign academic employees / proportion	48.9 / 12.4%	51.4 / 13.1%	66.6 / 15.3%	76/16.7%
Number of academic employees who have worked abroad for a longer period / proportion	48.25 / 12.3%	41.05 / 10.5%	6 / 0.9%	7.5/1.6
Number of doctoral students who have completed the study programme within the nominal duration of a study programme / proportion of all the admissions to higher education level studies (PhD)	9.0 / 19.6%	10.0 / 22.7%	7.0 / 15.2%	4/9.5%
Number of doctoral and post-doctoral students who work at the University respectively as junior research fellows or research fellows with a workload of at least 0.5	35.9	42.2	66.8	78.0
Number of original school and higher education textbooks and popular science books (ETIS categories 2.4, 6.2 and 6.4)	19	20	29	31
Number of popular science articles (ETIS category 6.3)	118	121	115	135

Development activities in the field of RDC in 2021

In the implementation of the **good academic practice**, Tallinn University is guided by European values, where the academic institution has an important role to play in maintaining and promoting good academic practice and ensuring responsible research and teaching. The University considers the existence of a system of support for the implementation of good academic practice and clear rules of procedure for dealing with possible breaches of good practice to be an essential part of the quality culture of an academic organisation. TLU is a signatory to the Estonian Research Integrity Agreement, the Senate has approved the Plan for the Support System for Implementation of the TLU Good Academic Practice and the Principles of Good Teaching, Mentoring and Learning have been formulated (see [Ethics and Good Practice](#)). The implementation of these principles is supported by the University's Ethics Committee through the centrally organised work of the equal treatment commissioner, research ethics advisers, psychologists and other specialists.

The Rector established the **TLU Gender Equality Plan 2022–2024** with his decree on 3 January 2022. The purpose of the plan is to raise awareness of gender equality issues and to take steps to introduce more effective rules and measures to ensure equal treatment in the University, taking into account both the possibility of the phenomena of structural inequalities and issues of discrimination at individual level. A working group was established in the University for the preparation of the plan, which conducted an initial comprehensive analysis of equal treatment and, based on this analysis, drafted a plan, which was discussed at the Senate and its committee meetings in December 2021. The plan follows the principles of equal treatment and gender equality, which are regulated by law at national level. The strategic objectives set out in the Well-being Development Plan 2023–2030, which is being prepared at present, are also an important starting point. The plan is based on the European Commission's guidelines on the preparation of gender quality plans.

73 surveys were carried out during the year in the **LimeSurvey environment**, the implementation of which in the University is supported by the Research Administration Office.

The Intellectual Property Network started its work on 25 February with the webinar “Intellectual property and its protection at university (basic knowledge)“. In total, five network meetings took place in 2021. Marika Vilisaar, Legal Adviser for Research Affairs, also carried out three intellectual property training sessions: “Intellectual property and its protection in the University (basic knowledge)” on 25 February, “Intellectual property in the context of contracts” on 21 April and “Copyright in relation to the creation and use of training and teaching materials” on 3 and 4 November.

Participation in the preparation of the new act on doctoral studies and development of a doctoral studies workbench - see clause 3.2.9. IT developments.

Data exchange between the document management system Webdesktop and ETIS was launched, as a result of which all projects and contracts entered in WD will be automatically transferred to ETIS. This eliminated the need for duplication.

1.2. RDC activities and funding

Table 4. RDC revenues, 2020–2021 (euros)

	2020	2021
Total RDC revenue	14,309,737	15,870,810
incl. the volume of funding for research and research-based development	12,338,654	13,818,062
incl. baseline funding from national funds	3,058,093	3,382,385
incl. funding from EU Structural Funds	2,868,773	2,281,069

Table 5 shows the total RDC revenues of Tallinn University (including the baseline funding allocation, operating grants, research contracts and other contracts). Operating grants include grants for junior research fellows, performance funding for doctoral studies and individual operating grants, which are recognised in the main objects.

Table 5. RDC funding, 2020–2021 (thousand euros)

Source of revenue	2020	2021
	Amount (thousand euros) / share (%)	Amount (thousand euros) / share (%)
Baseline funding	3,058 / 21.4%	3,382 / 21.3%
Personal research grants	2,029 / 14.2%	2,185 / 13.8%
National programmes	382 / 2.7%	454 / 2.9%
External funding of R&D projects	2,626 / 18.8%	1,930 / 12.6%
Other national R&D funding	1,541 / 10.8%	2,218 / 14%
EU RP and Horizon 2020 projects	1,627 / 11.4%	2,120 / 13.4%
External funding of other projects	1,081 / 7.6%	1,465 / 9.2%
National funding of educational and organisational development	863 / 6%	855 / 5.4%
Foreign funding of educational and organisational development	672 / 4.7%	681 / 4.3%
Creative projects	63 / 0.4%	70 / 0.4%
Operational funding grants	368 / 2.6%	510 / 3.2%
TOTAL	14,310 / 100%	15,871 / 100%

1.2.1. National research funding

In 2021, the volume of funding for research and research-based development activities at Tallinn University was €10,168,048, which is 5.6% more than in 2020 (€9,628,968 in 2020). The increase is mainly due to an increase in the amount of the baseline funding allocation (10.6%), an increase in the amount of funding for national programmes (25%), an increase in the funding for research collections (10%), an increase in postdoctoral fellowships and grants for top researchers (56%), an increase in the total volume of personal research grants and researcher grants (6%) and an increase in the volume of other national funding for R&D (44%).

Overview of general developments in Estonian R&D funding

On 13 February 2019, the Research and Development Council made, on the basis of the social agreement signed on 19 December 2018, a so-called research agreement for the development of research and development activities and innovation (RDI), a proposal to increase RDI funding from the state budget to 1% of the GDP (the level of RDI funding in the state budget in 2019 was 0.71% of the GDP).

1% of GDP, i.e. €286.4 million, was earmarked for financing research and development for the first time in the 2021 state budget, which kept the ratio of research grants to baseline funding at 50:50. This meant an increase of €56 million compared to the previous year, i.e. the volume of research funding increase by almost a quarter. According to the proposal of the Research and Development Council, the extra money was allocated as follows: 40% or €22.4 million to the HTM to ensure the functioning of the research system, the same amount to the Ministry of Economic Affairs and Communications and 20%, or €11.2 million, to other ministries for designing knowledge-based sectoral policies.

The national trends in financing R&D activities from 2017-2021 are described in Table 6 (source: ETAG). We see that the growth of previous years, which slowed down somewhat in 2020, was rising again in 2021. In terms of the volumes of state research grants and baseline research funding, the target ratio of 50:50 was achieved in 2021. The volume and share of the funding received from the Structural Funds is decreasing, which is partially compensated by the increase in the volume and share of other measures. For the University, these trends continue to mean high competition in applying for research grants as well as a decrease in support for national centres of excellence, research infrastructure and activities related to internationalisation.

Table 6. Main components of the research and development and innovation programme budget of the HTM, 2017-2021

	2017		2018		2019		2020		2021	
	percent age	€ million								
Research grants	29%	39.4	27%	40.2	24%	40.6	24%	42.7	23%	46.3
Baseline funding	12%	16.9	18%	26.9	23%	39.1	24%	42.5	23%	46.3
Structural funds ²³	47%	63.4	42%	62.7	44%	74.9	40%	70.4	33%	66.4
Other ²⁴	12%	16.2	14%	21.2	10%	16.4	11%	19.4	22%	43.7
Total	100%	135.9	100%	151.0	100%	171.0	100%	175.0	100%	202.8

Baseline research funding

The total volume of baseline funding for research in Estonia increased by €3.7 million in 2021, or by about 9% (from €46,310,000 in 2020 to €42,542,539 in 2021) (Table 7). The baseline funding allocation of TLU (including the additional support for national sciences) increased by €0.32 million, or 10.6%, to €3,382,385 in 2021 and €3,058,093 in 2020 (Figure 2). The share of TLU increased in total funding (2021 – 7.3%, 2020 – 7.19%) as well as in the national sciences component (in 2021, the share of TLU was 20.61%, in 2020 – 18.71%).

Table 7. Proportions of baseline funding and national research grants from 2014–2021 (source: ETAG).

	2014	2015	2016	2017	2018	2019	2020	2021
Research funding (€ million)	38.0	42.4	37.9	39.4	40.2	40.6	42.7	46.3
Baseline funding (€ million)	8.4	9.3	13.9	16.9	26.9	39.1	42.5	46.3
Share of research grants	82%	82%	73%	70%	60%	51%	50%	50%
Share of baseline funding	18%	18%	27%	30%	40%	49%	50%	50%

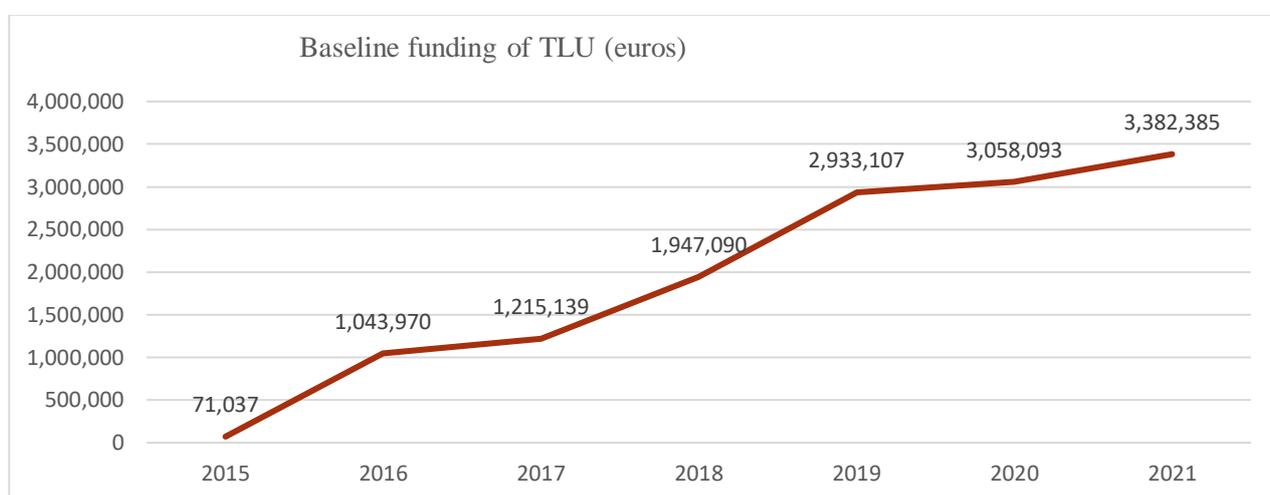


Figure 2. Baseline funding of the University, 2015–2020 (euros)

²³ Structural Funds cover the following funding measures: ASTRA, national centres of excellence, internationalisation (DoRa, Mobilitas Pluss), applied research of smart specialisation, RITA Programme, national infrastructure, speciality scholarships, ICD R&D support, popularisation, Norwegian EMP programme.

²⁴ Other measures cover: research libraries and databases, national programmes (Estonian language technology, Estonian language and culture in the digital age), research collections, Estonian Academy of Sciences, Estonian Research Council, popularisation.

Personal research grant

The total volume of University personal research grants (PRG) and research career grants increased by 6%. In 2021, ETAG funding amounted to €1,831,315 (including €128,295 for a personal research grant for a post-doctoral researcher) and €1,722,940 in 2020. Twelve PRG themes (including six group grants, three research career grants, one development grant) and the ETAG target grant for solving the problems related to SARS-CoV-2 (COVSG) continued in 2021. Five personal research themes ended and four new grants were launched in 2021: three group grants and one research career grant (three grants ended in 2020).

Three Mobilitas+ postdoctoral fellowships, one returning researcher fellowship and one top researcher fellowship continued, with the addition of three new Mobilitas+ postdoctoral fellowships. Two post-doctoral personal research grants were also continued and one post-doctoral personal research grant was added. The total amount of the Mobilitas grant for 2021 increased by 56% compared to the previous year (€478,445 in 2021 and €305,745 in 2020).

In total, ETAG processed 335 applications in the 2021 round of personal research grants (grants started in 2022), of which 79 were awarded funding (see [link to ETAG website, in Estonian](#)). The budget for the round was €10.6 million. TLU researchers submitted a total of 26 grant applications, of which five were successful, the application success rate being 19%.

Other national funding

The volume of **funding from national R&D programmes** increased by around 25% compared to the previous year (€277,590 in 2021 and €221,589 in 2020). Funding for projects continued from the programmes Estonian Language and Culture in the Digital Age (EKKD), the Estonian Higher Education Textbooks 2013–2017 and the follow-up programme Principles of Supporting the Creation of Estonian High School Textbooks 2018–2027. The project of the Programme of National Scholarships of Foreign Students, Researchers and Faculty funded by the Archimedes Foundation and the funding of the general education programmes of the HTM and the development cooperation programmes of the Ministry of Foreign Affairs also continued. In 2021, the new project Automatic Proofreading of Estonian-Language Text was added to the national programme Estonian Language Technology (EKT).

Funding of two of the University's **research collections** continued: the cultural history collection and the archaeological research collection of the Academic Library. The financial amount of the state support increased by around 10% (€176,772 in 2021 and €160,700 in 2020).

The number of objects of the Estonian **research infrastructure roadmap and core infrastructures** did not change in 2021. The TLU is engaged in four roadmap objects and core infrastructures: Information Technology Mobility Observatory (IMO), preservation of the Estonian e-Repository and collections (Stage II), the Estonian Family and Birth Survey 2020, and the Natural History Archives and Information Network (NATARC). The total amount of funding for the 2021 TLU roadmap and core infrastructure objects is about 29% lower compared to 2020 (€47,530 in 2021 and €66,917 in 2020) due to the larger investments made earlier before the end of the project period.

Funding from the **Dora Plus** support measures continued in 2021, money was granted to the activities Study in Estonia, International MA and PhD Students and PhD Exchange Students. In 2021, the total volume of funding decreased by 23% (€271,461 in 2021, and €333,909 in 2020). This is mainly due to the spread of the COVID-19 pandemic and movement restrictions (including international travel restrictions).

The University continued to participate in the national **Estonian Centre of Excellence** project (research group led by Irina Belobrovtseva). In 2021, the funding of the TLU research group under the centre of excellence project amounted to €62,368, which is about 20% less than in 2020 (€78,310 in 2020). This is a long-term project 2016–2023 that runs until 1 March 2023. The year-on-year decrease reflects higher spending in previous years.

Funding for the **institutional ASTRA project** which is aimed at R&D institutions and institutions of higher education was €4,988,667 in 2021, which is *ca* 44% less than in the previous year (€888,217 in 2020) in relation to the end of the main funding of the project. The EXU presentation area was completed in the University in the course of the measure in 2021, which cost €118,834. In the presentation area, one can find out more about TLU's research topics and cooperation projects and the benefits that can be gained from university-business cooperation, such as how a novel social hackathon idea is born, how skin care products with the best properties of seaweed reach the market, how the sports science lab helps athletes and coaches, how weather forecasting helps to win a rally, how a game-based augmented reality application makes learning more interesting for children, what cultural analysis can offer a company and how the School of Humanities is involved in the preparation of the Tallinn Main Street project. In 2021, ASTRA also funded effective international research and teaching activities in five focus areas for €162,110; efficient working processes and governance models for €64,811; increased number of partners and expanded forms of cooperation for €34,906; and high quality of doctoral supervision and increased efficiency of doctoral studies (funding of doctoral schools) for €118,205.

In 2021, **centres of excellence** in three fields (education, health and social) were financed in TLU. TLU continued to be a leading partner in two follow-up projects – Development of the Centre of Excellence in Educational Innovation in Tallinn University and Development of the Field of Health Promotion and Rehabilitation – Supporting Entrepreneurship through the Implementation of Research and Promotion of Domestic and International Cooperation (TERE) and as a partner in the new project Centre of Excellence for Social Innovation (SIKK) in order to establish a Competence Centre for Social Innovation in Estonia, which has a coordinating and supporting role in the field. The centre of excellence will be network-based and will bring together policy makers, experts and practitioners to jointly shape the framework of the Estonian social innovation ecosystem and support the development of social innovation in Estonia. The amount of funding for centres of excellence decreased by 33% in 2021 compared to 2020 (€397,866 in 2021 and €594,856 in 2020, which was mainly due to the end of the project Development of the Centre of Excellence in Educational Innovation at Tallinn University on 30 September 2021. The TERE project will run until 31 August 2023.

The total amount of funding for **entrepreneurship and entrepreneurship education** in 2021 increased by around 11% compared to the previous year (€91,608 in 2021 and €82,343 in 2020). Two projects were funded: the HTM funded the project Systematic Development of Entrepreneurship and Entrepreneurship Education at All Levels of Education with €75,858, which is *ca* 8% less than in 2020 (€82,343 in 2020), including activity 7.1. Development of the Methodology of Entrepreneurship Education and Preparation of the Curriculum with €10,370, activity 7.2. Continuing Education of Specialists Conducting Entrepreneurship Education with €8,782 and activity 7.4. Support for the Implementation of Entrepreneurship and Entrepreneurship Education in Higher Education Institutions (Pre-incubation) with €56,706. A new entrepreneurship education project Development of e-assessment Tools for Entrepreneurship Competences for the Second and Third Grades of Basic School was launched in 2021, which is linked to the Education and Youth Board's entrepreneurship education programme Edu Tegu. TLU is the coordinator in this project. The project received funding in the amount of €15,750 in 2021.

The volume of **state funding for other R&D** in 2021 increased by around 38% compared to the previous year (€2,135,913 in 2021 and €1,540,860 in 2020). The Estonian Research Council, the Environmental Investment Centre, the National Heritage Board, Archimedes, Innove, the Ministry of Foreign Affairs, the Office of the Riigikogu, the National Foundation of Civil Society, the Praxis Centre for Policy Studies, the Ida-Viru Entrepreneurship Centre and many other organisations also provided support for the implementation of R&D projects. In 2021, the HITSA IT Academy programme received more funding in the amount €397,054; the HTM financed the procurement of scientific information for the TLU Research Library from the state budget with €360,885; the Estonian Research Council paid a total of €5,000 in preparatory grants for projects above the threshold.

The volume of project **funding from structural fund measures 2014–2020** in 2021 decreased by around 5% compared to the previous year (€561,218 in 2021 and €589,459 in 2020). Funding continued to be provided for the project Development of the Traineeship System in Vocational and Higher Education, Including Teacher Training Traineeships, the project EUROREPAIR: Europeanisation through Repair under the MOBEC funding programme; the RITA 1 programme funded the project Reducing the Gender Pay Gap;

the Education and Youth Board supported the two-year project Increasing Youth Participation and funded the applied research Mobile Lifestyles, Consumption of Public Services and Residence Data in National Registers.

1.2.2. Research funding from external funds

Horizon 2020 and Horizon Europe Research and Innovation Programmes of the European Union

The main activities of Horizon 2020 were completed in 2020, but funding for projects still continued in 2021. The new EU Framework Programme Horizon Europe was launched in 2021, with the first projects funded from 2022. Horizon Europe is the ninth **Research and Innovation Programme of the European Union for 2021–2027**. The **components and structure of Horizon Europe** build on previous Framework Programmes for Research and Innovation, in particular the previous Horizon 2020 Framework Programme (2014–2020). Broadly speaking, Horizon Europe retains the **three-pillar model** familiar from its predecessor, but the new model also includes significant changes.

Compared to the previous programme, the content of the first pillar of the Framework Programme, dedicated to excellent science, has remained almost unchanged. The industrial technologies in the second pillar of H2020 and the societal challenges in the third pillar are combined into six thematic areas in the second pillar of Horizon Europe. The third pillar of the Horizon Europe focuses on supporting Europe's innovation landscape, with measures that are partly familiar from the past and partly new. The most important innovation in the third pillar is the European Innovation Council (EIC), already established under the previous Framework Programme, but which, in an expanded form and with the help of some new measures, should make the European Union a market leader in creative and pioneering innovation. Secondly, the third pillar supports innovation ecosystems (EIE), networks that support the realisation of the innovation and growth potential of businesses. The European Institute of Innovation and Technology (EIT), which was outside the pillar in the previous Framework Programme, has also joined the third pillar.

TLU funding from EU programmes increased by 30% in 2021 (€2,120,483 in 2021, and €1,627,329 in 2020) thanks to five new projects. 27 projects (incl. 22 follow-up projects) were funded from the Horizon 2020 programme in 2021, incl. one GENDER-NET Plus (TLU's role – partner); one ERA-Net COFUND project (TLU's role – partner); three COST projects (TLU's role – coordinator); one Marie Curie Actions-International Research Staff Exchange Scheme (IRSES) grant (TLU is the lead partner); two European Research Council (ERC) grants (TLU is the lead partner); two Twinning projects (TLU is the lead partner); one ERA-NET project (TLU is a partner); one ERA Chair (CUDAN) project (TLU is the lead partner); one SwafS-20182020 programme (TLU is a partner); one Greening the Economy in Line with the Sustainable Development Goals“ programme (TLU is a partner) and one NGI_TRUST programme (TLU is the lead partner). In addition, the two-year project iHub4Schools started in early 2021, where TLU is the lead partner, and a new two-year project ERA-NET RUS (TLU is a partner) started in August. 2021 also saw the launch of the two-year Twinning project for sustainable and visible excellence in screen media entrepreneurship, which is funded by H2020-WIDESPREAD-2018-2020 and where TLU is the coordinator. At the end of 2021, the first Horizon Europe-funded project Reforming Secondary Plastics to Become the Primary Raw Material Choice for added Products (Primus) was approved and is expected to start in May 2022.

Funding from other EU programmes

The volume of **projects funded from other EU programmes** increased by 21% compared to the year 2020 (€920,095 in 2021 and €758,414 in 2020). Seven new projects received support from different Erasmus+ programmes in 2021.

In 2021, funding of the following projects continued: HERA joint Research Programme (1 project), Interreg Estonia-Latvia Programme 2014–2020 (2 projects), Interreg Baltic Sea Region (4 projects), Life Integrated Projects (2 projects), Erasmus + (1 project), Erasmus+ KA203 Strategic Partnership for Higher Education (2 projects, incl. 1 new); Erasmus +KA2 (10 projects, incl. 2 new), Erasmus+ KA2 Strategic Partnerships for School Education (4 projects), Erasmus+ KA202 – Strategic Partnerships for Vocational Education and

Training (1 project), from the measure of the Erasmus + main measure Erasmus+ Capacity Building (6 projects in total, incl. 3 new), Erasmus+ Key Action 2 (1 project) and two projects of the new Erasmus + KA226 programme started – Partnerships for Digital Education Readiness 2 projects, Erasmus + (1 project INSTALL-e, Supporting Self-regulated Learning) and Erasmus+ Knowledge Alliance 1 project. In cooperation with the universities of Helsinki, Gothenburg and Agder (Norway), the new Erasmus+ strategic partnership project Digital Challenges in Home Economics Education was launched with TLU as the lead partner. Also, in cooperation with five universities (Vytautas Magnus/Leida, Helsinki, Wroslaw, Stockholm, Jagiellonian/Poland), the Erasmus Plus funded project Digital Transition of Lithuanian Language and Culture Courses was launched, in which TLU is a partner. A new two-year project Redesigning Introductory Computer Programming Using Innovative Online Modules from the EU Erasmus+ programme also started. The CREATIVE EUROPE – MEDIA programme, funded by the Deutches Filminstitut & Filmmuseum and in which TLU is a partner, was launched in 2021. The total funding for the programme for TLU is €52,496.

In 2021, funding for Erasmus+ mobility sub-programmes Erasmus MUNDUS and other mobility-related projects decreased by around 7% compared to the previous year (€588,659 in 2021 and €635,772 in 2020) due to the restrictions caused by the COVID-19 pandemic.

External R&D funding from different sources

Financing for other externally funded development projects increased by 155% in 2021 compared to the previous year (€92,569 in 2021 and €36,201 in 2020). This includes the Nordplus programmes of the Nordic Council of Ministers for projects aimed at the development of cooperation, the support for the digital design of electronic tram stops project of Tampere City and the support for the development of the Chinese language and culture given by the Head Office of the Global Network of Confucius Institutes (China). The volume of funding for TLU from the Confucius Institute increased by around 2.4% in 2021 when compared to the previous year (€67,794 in 2021 and €28,340 in 2020). In addition, the King Sejong Institute Foundation provided €7,004 for free Korean culture courses for students and €11,783 for taekwondo workshops.

1.2.3. Overview of funding for activities aimed at study and organisation development

The volume of study and organisational development projects funded by the structural funds in 2021 decreased by 2% compared to the previous year (€281,320 in 2021 and €287,495 in 2020). This is mainly due to the decrease in the volume of funding for the measure Increasing the Socioeconomic Impact of the RD&I System and Smart Specialisation under the structural support measure Higher Education Scholarships in Growth Areas of Smart Specialisation via the Archimedes Foundation.

1.2.4. Overview of creative activities and funding thereof

Funding for creative activities

In 2021, state funding for creative support increased by around 12% (€70,127 in 2021, and €62,532 in 2020). The creative activities were supported by the Cultural Endowment of Estonia (€32,160), the Estonian Film Institute (€13,042), the Ministry of Culture (€18,898), the Estonian Folk Culture Centre (€3,475), the Tartu Centre for Creative Industries (€1,873), the Estonian Song and Dance Celebration Foundation (€964) and the Estonian Choral Association (€285).

In addition, the Estonian Film Institute compensated BFM for the costs of organising the Oscar campaign of German Golub's film My Dear Corpses in the amount of €10,000 which were incurred in 2020.

The largest allocations from the Cultural Endowment of Estonia were grants to support the creative work of lecturers, the production of short films for the BFM, support for the activities of collectives participating in the Song and Dance Celebration process and the organisation of a concert to celebrate the 35th anniversary of the TLU folk dance ensemble Soveldaja. The organisation of the travelling exhibition Public Transport as Public Space and the opening of the exhibition in Brussels were also supported.

The Ministry of Culture supported the distribution and the Oscar campaign for the film *My Dear Corpses* and the collectives participating in the Song and Dance Celebration process. The Estonian Folk Culture Centre also supported the participants in the Song and Dance Celebration movement. The Tartu Centre for Creative Industries also awarded a grant for the production of the short films *My Dear Corpses* and *Talent*.

The Estonian Song and Dance Festival Foundation allocated small amounts of support to the TLU women's choir and the BFM mixed choir.

Since 2021, Nafta Films is the first film industry company to provide production grants to the film students of the BFM for making films. This is very important, especially in the current situation of decreasing permanent funding for the Estonian film sector. In addition to the scholarships, film students have the opportunity to undertake the mandatory professional placement in the company and, in cooperation with Nafta Films, the BFM will also organise training courses for professionals.

Overview of creative activities

11 feature, documentary and animated films were produced with the participation of the BFM's Film study area. Nearly a hundred short films, dance films, documentaries, cross-media projects, commercials and music videos were made during the students' major semester projects. In 2021, 123 films by BFM students were submitted to festivals (both by the BFM and by students under the guidance of the distribution coordinator). It is worth noting that BFM films have won at several Oscar-qualifying festivals.

Personal exhibitions and curated exhibitions were organised, several creative works were produced and concerts were given with the participation of BFM Arts and Didactics study area. At the Tokyo International Choir Festival, Raul Talmar's mixed choir K.O.O.R Online won the Silver Diploma in the Video category.

In spite of the COVID-19 pandemic that continued in 2021, the BFM managed to organise conferences (e.g. FilmTerm 2021, the media conference Protecting Media(-)Freedom. What Kind of Freedom?, KUHI conference) and international seminars (e.g. ScreenME project; in cooperation with the Baltic Centre for Media Excellence).

Cooperation with external partners was also expanded, for example, the Best of BFM (BOB) student film festival was organised in 2021 in cooperation with Elisa and Levira, and the project *Rich Estonia* was carried out in cooperation with Kanal2, during which a ten-part TV programme about foreigners living in Estonia was produced. With the creation and launch of the LUNA platform in 2021, students have the opportunity to showcase their research and creative work. Two seasons of news programmes were produced and broadcast live on the LUNA platform.

In cooperation with the Estonian Academy of Music and Theatre, a digital audiovisual competition for talented young people was launched with funding from the HTM. This is a pilot project of the Tallinn Science and Creative School, which will run until spring 2022. In addition to competing, talented young people interested in digital composing will be able to develop their music production knowledge and skills under the guidance of different mentors.

The following is an overview of creative projects involving TLU academic staff and students, which were presented to the wider public.

The new permanent exhibition *Landscapes of Identity. Estonian Art 1700-1945* was opened at the KUMU Art Museum on 17 February. The permanent exhibition is curated by Linda Kaljundi, Research Track Associate Professor at the TÜHI, and Kadi Polli, Art Researcher and Director of Kumu. The exhibition introduces older Estonian art through the multi-ethnic history of Estonia, where Baltic German, Russian and Estonian traditions intertwine. Alongside elite art, the impact of hobbyists, education, consumer graphics and design on visual identity is explored. <https://kumu.ekm.ee/en/syndmus/landscapes-of-identity-estonian-art-1700-1945/>

The exhibition *Jazz Idealism 1967* was open at the Estonian History Museum in Tallinn from 11 May to 3 October 2021. In 2021, 54 years passed since the famous international jazz festival Tallinn'67, which put

Estonian jazz on the world map and made Tallinn the jazz capital of the Soviet Union. At the heart of the exhibition are the people who took part in the festival, for whom jazz was a world view, ideology and lifestyle, and the foundation of their ethics and self-realisation. The reflections of the participants took visitors on an audiovisual journey, where, against a backdrop of history, they were encouraged to ask questions about the timeless themes of the relationship between idealism and reality, and power and spirit. The exhibition was based on the materials collected by TÜHI research fellow Heli Reimann during her research on the festival. <https://www.ajaloomuuseum.ee/naitused/ekspositsioonid/tulekul-jazz-idealism-1967>

From 17 June to 3 October 2021, the Estonian Mining Museum hosted an exhibition of contemporary art entitled Life in Decline, curated by Francisco Martínez, Research Track Associate Professor at TÜHI. Participants in the group exhibition were Anna Shkodenko, Anne Rudanovski, Darja Popolitova, Edith Karlson, Eléonore de Montesquiou, Jevgeni Zolotko, John Grzinich, Laura Kuusk, Sandra Kosorotova, Varvara & Mar. Especially for this exhibition, artworks were created that deal with the side-effects of modernity and century-long progress in Ida-Viru county, such as the sustainable use of natural resources, social integration, rural-urban divide and infrastructure maintenance. <https://kaevandusmuuseum.ee/en/kaasaegse-kunsti-naitus-kohanemine-kahanemisega/>

From 23 August 2021, the installation Great Love / Beautiful Rotting by Sirje Runge, Teaching Track Associate Professor of Liberal Arts at the BFM, is on display at the Estonian Open Air Museum and online, with which the artist gave up her ten-metre oil painting Great Love (2003) to nature. The monumental painting was erected on a purpose-built metal structure in the open-air museum and has been left to decay in the elements. No-one can predict when the process will be completed, and a video camera is available online to monitor the weather resistance of the material, as well as how it interacts with its surroundings. <https://sirjerunge.eu/en/>

The exhibition Hell on the Baltic Sea will be open in the Seaplane Harbour from 28 August to 15 January 2023 to commemorate the 80th anniversary of the Battle of Juminda. The Juminda naval mine battle was many times more deadly than Pearl Harbour or Dunkirk, but little is known about this tragic event. The exhibition is based on people's memories. The exhibition is co-curated by Aivar Jürgenson, Research Track Associate Professor at TÜHI. <https://meremuuseum.ee/lennusadam/en/hell-on-the-baltic-sea-juminda-maritime-tragedy-1941/>

The annual Riga Pasaules Film Festival, which has been curated by Carlo Cubero, Associate Professor of Social and Cultural Anthropology at TÜHI for a long time (2013-2022), took place from 16 to 19 September 2021. The Riga Pasaules Film Festival is an event dedicated to exploring the overlap between cinema and ethnography. This is a room where practitioners as well as the wider public can look at different aspects of the film-making process, visual anthropology and the ability of the cinema to transfer experience with their own resources. <https://kinobize.lv/en/programme/riga-pasaules-film-festival/2021/festival-2021>

Mait Agu (1951-1998), a renowned choreographer, dance teacher, general director of several youth and general dance festivals and pioneer of professional dance education, would have celebrated his 70th birthday in 2021. To mark the importance of Mait Agu in Estonian dance culture, his name was given to the Black Box in the Vita House at the University. As a sign of respect, the BFM dedicated its first interdisciplinary LIFE (Learning in Interdisciplinary Focused Environment) project Great LIFE to Mait Agu. The project, which runs through the 2021/2022 academic year, celebrates the life and legacy of Mait Agu by bringing together choreography students with professionals in the field. One of the leaders of the project is Oksana Tralla, dance lecturer at BFM. In addition to the students of the different study programmes of the University, organisations active in the field of dance in Estonia are also involved in the cooperation: Estonian Association of Non-formal Dance Education, Estonian Association of Dance Art and Dance Education, Estonian Dance Agency, Estonian Song and Dance Celebration Foundation, Estonian Folk Dance and Folk Music Society, Estonian National Ballet, Tallinn Ballet School, Viljandi Culture Academy, Theatre Vanemuine, Dance Celebration Museum and Tallinn University Folk Dance Ensemble Soveldaja.

<https://www.tlu.ee/bfm/instituut/mait-agu-suur-elu-juubeliaasta-tahistamine> (in Estonian)

The exhibition Inclusive LIFE was open at the Estonian National Museum from 3 November 2021 to 30 January 2022. The curators of the exhibition were Tiia Artla, a distinguished lecturer of craft technology and folk art at LTI, and Jana Kadastik, a doctoral student at HTI. The exhibition gave an overview of how students from different disciplines at Tallinn University apply their knowledge in an interdisciplinary way, creating user-friendly learning tools. The exhibition did not offer ready-made solutions, but guided the visitor to think through how to apply the principles of inclusive design to create accessible environments, (teaching) tools, etc. that are both universal and adaptable to individual needs. The exhibits are to be placed in the Terra House of the University and will be used for teaching purposes. <https://www.tlu.ee/lti/meediavarav/blogid/kaasav-elu-kas-erivajadus-eriline> (in Estonian)

The performance It's Time to Fight Reality Once More. Sensory Training for Robots, the first experimental theatre project in Estonia and one of the few of its kind in the world, premiered at the Kanuti Guild Hall on 18 November 2021. The play was written by an artificial intelligence, and each time it was performed in a new way. Human intervention was kept to a minimum in the making of the production, with robots doing the theatre. The leader of the project was Liina Keevallik, a research fellow at the BFM, the founder of the Robot Theatre and theatre artist, and it involved artists, researchers, entrepreneurs and TLU students. <https://robotiteater.ee/repertoire/>

2021 was a year of numerous recognitions for the people in the University's creative sector. If there is one thing in particular, winning the Cannes Grand Prix was undoubtedly a long-awaited event in the area of film. See Acknowledgements in the creative field

1.3. Overview of activities aimed at the society

1.3.1. The EXU (Enterprise x University) cooperation platform

The new cooperation platform EXU (Enterprise x University²⁵) was developed in 2018 and it started operating in January 2019. The objective of the EXU is to enhance the research and development activities of the TLU via the following areas of support and activities: 1) product and service development, service design, 2) analysis of demand and market trends, 3) marketing and sales support, sales of knowledge-based services, and 4) systemic proactive and reactive establishment and management of partnerships (including ADAPTER²⁶ and other contracts with enterprises, procurement support, applying for large-scale projects in cooperation with enterprises). An online cooperation portfolio has been developed for the EXU and new service areas are added to it on an ongoing basis.

In 2021, the focus was on developing new service sectors and building strategic links. The number of service sectors in the EXU portfolio was increased from 31 to 38. The University gained several strategic partners in different areas of cooperation (five new long-term partners). The preparation of successful applications for several major European projects was supported (see below). The realisation of the EXU physical area on floors 1 and 0 of the ASTRA Researchers Forum on the TLU campus for businesses and other partners was completed. The key value propositions for partners in the five focus areas are presented, and video clips of good cooperation practices (to be updated) are displayed. The EXU site was developed with the involvement of all academic and several support units (including the Marketing and Communication Office, the Research Administration Office, the Property Management Office, the Conference Centre). Design agency Velvet helped to design the EXU site.

Below are the **main results** by thematic outcome.

The main results of the **activities supporting the commercialisation and enhancement of the social impact of the R&D activities** of the TLU in 2021 are as follows:

- Developing a framework for commercialisation and strategic partnerships (ongoing in 2022).

²⁵ See more at <https://www.exu.tlu.ee/>

²⁶ <https://www.tlu.ee/en/adapter>

- Launching the Intellectual Property and Innovation Cooperation Network.
- Launching and piloting a methodology for mapping research competences and assessing the societal impact of research directions in selected areas (including seminars at MEDIT, seminars for research coordinators).
- Supporting service development: for example, the following services were added to the EXU/Adapter portfolio in 2021: 1) a social hackathon; 2) employee well-being surveys and assessments; 3) consultation on applying for a profession and drafting a development map.
- Development of the first version of the framework and indicators for measuring the University's knowledge transfer and societal impact (work to continue in 2022).
- ADAPTER received more than 200 enquiries, 86 of which were answered either as simple replies, consultations or knowledge service contracts: the total scope of contracts signed per year was €125,690 and the total scope of tenders €317,066. Some clients have project agreements with TLU for repeated activities (development and innovation projects), such as Xarus Cosmetics – further development of a treatment cream containing castoreum. Other product development projects included the development of a spruce resin lip balm by Hea Masin OÜ, a hand soap in the form of dry tablets by Maipõrnikas OÜ, valorisation topics with Furcella OÜ, development of a dry deodorant by K.O Products and development of cleaning agents made of horse chestnut by Taluelu OÜ.
- Ministries, local authorities and businesses were also advised on how to reach cooperation agreements.

The main results of the **preparation of international project applications and the implementation of projects** are:

- AvA participated as a partner in the preparation of several H2020 and other projects, including UNICorn (which was received), EIT-KIK CCI, which is still in the application phase, FilmEU (which was received). UNICorn is an EIT HEI pilot project managed by the EIT KIC Urban Mobility. Preparations for the Excellence HUB projects started in cooperation with LTI and HTI.
- UNICorn (Fostering Knowledge Transfer from Universities to Business – Innovation to Unicorn), a collaborative project of the EIT HEI Initiative: Innovation Capacity Building for Higher Education (total budget €258,375 over two years), which received a positive funding decision, aims to empower the University's knowledge transfer, innovation and achieve wider societal impact. In addition to TLU, the University of Tartu, the University of Vilnius, the SSE Riga and the Tecnalia Group participate in the project. The project is designed to boost the universities' capacity for innovation and knowledge transfer. In cooperation with TalTech, the University of Tartu, the University of Vilnius, SSE RIGA and Tecnalia, procedures for knowledge transfer, commercialisation and spin-off companies will be developed, with a strong emphasis on the creation of an intellectual property framework related to these topics. 2021 was the preliminary phase of the project, during which the partners' current situation and development needs were identified and the first development workshops were held. 2022 is the year for process improvement in universities.
- The implementation of the international study programme Service Design Study Module (SD4X) won within the scope of an Erasmus+ project in 2019 continued. The six-module service design pilot course, which is intended as a refresher course, was developed in cooperation with Brand Manual, the Maastricht University and the Stockholm School of Economics in Riga. The training programme was carried out online due to the COVID-19 pandemic and its launch was postponed for four months (started in January 2021). The module can be tailored to fit the micro degree framework as well as to fit different study programmes. The result is available on the ERASMUS+ Project Results platform. 26 people (seven of them from Estonia) participated in the training programme. The final conference took place in Tallinn on 26 August 2021 and was attended by more than 40 people
- The TLU TEE EXU activities applied for in 2020 will continue until 31 March 2023.

The main results **in developing partnerships** are:

- Entry into a framework agreement with five companies: 1) ALPA Kids OÜ, 2) Brand Manual, 3) Demek CNC OÜ, 4) AS Datel and 5) Est-Agar AS.
- Cooperation meetings with companies (limited in number due to COVID-19), e.g. a study visit to Brussels organised by Enterprise Estonia, where the delegation included representatives of the University and companies, and on-site meetings with companies and donors, as well as with EC-level VIPs; TLU cooperation partners included Datel OÜ, Elektrimasinad OÜ, WOOGS OÜ and NetGroup OÜ. From TLU, the delegation included Ingrid Hindrikson, Kai Pata, Katrin Männik and Katrin Saks. The coordinator of the trip on the University's side was Ingrid Hindrikson.
- Developing partnerships with audiovisual entrepreneurs (with support from the ScreenMe project).
- Negotiations with the AIRE centre (AI&Robotics) were launched and a cooperation agreement will be signed in 2022.
- Collaborative negotiations were launched with Kōbe University (Japan) to establish a micro degree programme on the topic of elderly people and to participate in the Horizon Europe programme in collaboration with our research community.

1.3.2. ADAPTER and other development activities

ADAPTER is a business cooperation platform between Estonian research and development institutions, created by six Estonian public universities in 2016. The aim of the platform is to bring together the needs of enterprises, the competence of R&D institutions, and the possibilities of technology. It concentrates the services provided by higher education establishments as well as research and development cooperation and the possibilities of product development and continuing education. By now, 17 partners have joined the platform.

In the context of EXU, ADAPTER is a tool for operative cooperation with other universities. For enterprises, ADAPTER offers the opportunity to ask the same question simultaneously from all universities, while EXU allows them to communicate directly with the University. Compared to 2020, there were fewer ADAPTER queries (300 in 2020, 219 in 2021, of which TLU responded to 86). We made tenders worth €317,066.

In total, AvA brought successful R&D and CPD projects to the University worth *ca* €1,210,000, and the volume of tenders was higher.

1.3.3. EXU Academy and other marketing and communication activities

The EXU Academy's series of seminars is organised by Tallinn University in cooperation with the Tallinn Strategy Centre. Now in its seventh year, the series of seminars aims to showcase topics that TLU is developing in partnership with businesses, and the public and third sector.

A new [EXU Academy seminar format \(in Estonian\)](#) was developed and implemented in 2021. The new format meant, on the one hand, the creation of a high quality recording of the seminars and the video on demand option (in cooperation with Ermo Säks, BFM) and, on the other hand, a shift to a moderated discussion-based format.

In total, nine EXU Academy seminars were held in 2021.

- Getting rid of digital waste as a solution of a wicked problem in companies – Liisa Puusepp, Mihkel Kangur, Anne Zimbrot, Ingrid Nielsen
- Mapping the digital maturity of a company – Kai Pata, Anu Männisalu
- Benefits of service design for a company – J. Margus Klaar, Külliki Tafel-Viia, Vaido Padumäe, Jaana Külm
- Best practices in product and service development in cooperation with the university / Is science in fashion? – Ingrid Hindrikson, Jaagup Kippar, Kalev Lehiste
- Interactive storytelling as a designing corporate identity – Tiina Hiob, Magnus Lužkov
- My boss is a robot?! – Aija Sakova, Janika Leoste, Peeter Sekavin
- How to measure business performance and impact on society? – Katri-Liis Lepik, Kadri Kangro, Leika Leemets

- How to tell that you are learning? – Grete Arro, Kadri Tuisk
- How user-friendly are our everyday smart solutions? – Andres Jõesaar, Mati Mõttus, Karl-Anders Tammes

Compared to TalTech and the University of Tartu, TLU's lectures remain popular. The viewership of EXU Academy seminars is on the rise thanks to, among other things, the possibility of high-quality recording and the video on demand option. TalTech and the University of Tartu do not offer the latter two. Considering the VOD volume of the seminars of the TLU EXU Academy, this emphasis has been justified. In total, all seminars were viewed (present + VOD) 2,921 times (as at December 2021), with the number of views constantly increasing. [EXU Academy seminar recordings](#) (in Estonian) are available via the TLU YouTube channel and are also accessible on the EXU page.

A series of articles in support of the EXU Academy was launched in autumn 2021, in partnership with the online platform Edas (starting in September 2021, continuing until May 2022). Each EXU Academy seminar is followed by an article on the same topic on Edasi.org to increase the visibility of the topic, the follow up of the seminars and the visibility of EXU as a cooperation platform. The most read article was [How to Learn to Learn? \(in Estonian\)](#) (925 reads).

TLU's knowledge also reached target audiences through several other activities.

- Organising and participating in a special panel at the Adapter Leadership Conference in cooperation with *Äripäev*, with Ingrid Hindrikson representing Adapter, focusing on the customer's journey to a cooperation agreement, and the panel was moderated by Vice-Rector Katrin Saks. TLU was represented at the management conference also by Katrin Männik, Mart Repnau and Kadi Liik, who presented in the workshop The Pains and Joys of Remote Work.
- Developing the programme of and participating in the Cooperation Festival. TLU participated with three presentations, which were organised by Ingrid Hindrikson.
 1. Presentation and example of cooperation between higher education institutions and companies Does the Symbiosis of People and Technology Affect our Happy Lives? – based on the example of Demek CNC by Janika Leoste, Visiting Research Fellow of Learning Robotics at the Tallinn University School of Educational Sciences; Peeter Sekavin DEMEK CNC, CEO
 2. The Value of a Happily Lived Life Is High – Merike Sisask, Professor of Social Health, Tallinn University School of Governance, Law and Society
 3. Science and Practice in Medicine – Toomas Toomsoo, Visiting Professor, Tallinn University School of Natural Sciences and Health, Head of the Neurology Centre of the Confido Medical Centre, Neurologist
- Promoting ADAPTER at events throughout the year.
- Participation in the *Äripäev* radio programme Tallinn University on Air on the topic Tallinn University's Business Cooperation and Knowledge Transfer.
- Five reputation video clips were made to showcase TLU's knowledge across the focus fields (the authors of the video clip concept are Ermo Säks and Külliki Tafel-Viia):
 - [Co-creation](#)
 - [Testing and Product Development](#)
 - [Digital Rubbish](#)
 - [Big Data](#)
 - [People and Technology](#)

The video clips will be used for marketing in 2022.

- The EXU/TLU reputation photo bank was also increased, with the addition of both situational photos (in parallel with reputation videos) and photos of typical situations.

- The EXU Facebook page has 435 followers. The visibility of posts was increased by paid advertising. The most popular post reached 27,600 people.

1.3.4. Developments in the field of continuing education

2021 was a challenging year for the field of continuing education, but overall we achieved better results than expected. The number of participants in continuing education increased by 22% compared to 2020, and continuing education revenues by 32%. The total number of students in 2021 was 13,065 and the income from continuing education was €2,076,319. Looking back over the past five years, the field of continuing education has been on an upward trend (Figure 3). We hold the third place among universities in the continuing education landscape. The target of Estonia 2035 is to increase the participation of adults (aged 25-64) in formal and non-formal learning from 17.1% (2020) to 25% (2035), so the number of adult learners is set to increase significantly in the coming years, with the encouraging effects of the forecast and national support measures (digital and green transition, just transition of Ida-Viru county, etc.).

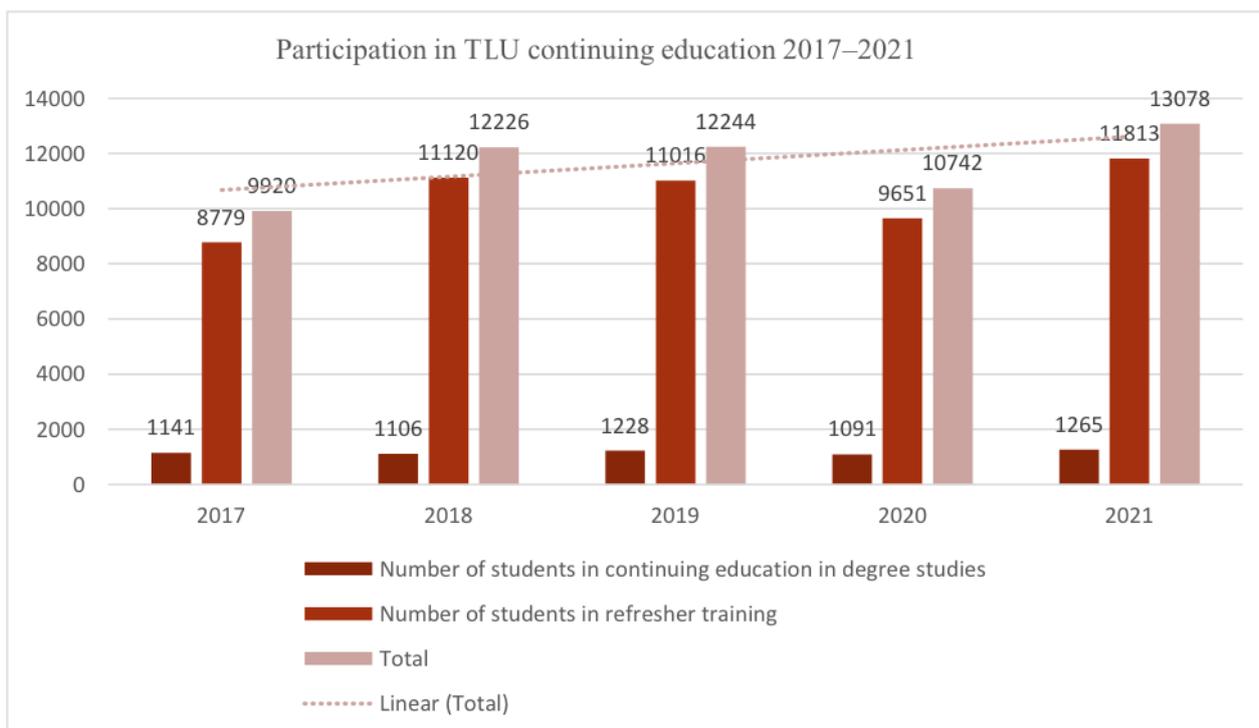


Figure 3. Participation in TLU continuing education 2017–2021 (source: TLU reporting environment)

A positive sign is the increase in the number of open learning learners – people want to complete longer qualification courses and retraining programmes. In 2021, there were a total of 1,265 learners, 480 in the spring semester and 785 in the autumn semester. The revenue for 2021 amounted to €258,541, an increase of 9% compared to the previous year. 2021 was the last year for the A Year in the University programme, as the concept of the micro degree study programme was introduced: all existing A Year in the University study programmes were also proposed as micro degree study programmes for the academic year 2021/2022. Business Administration proved to be the most popular, with so many people wanting to study that the last registrations had to be turned down due to places being full. The highest numbers of learners in open education were in physical education (137), law (98), special education (69), informatics (58), psychology (53), health (50) and cultural theory (42).

It can also be said that the University has adapted to the new situation and is developing new continuing education programmes, including micro degree programmes (16 micro degree programmes started in September and around 15 more micro degree programmes are under development). Micro degree study programmes have been developed on the basis of degree studies as well as fully on the basis of continuing education. Training aimed specifically at businesses has been developed through state-commissioned education and other commissioned training. State commissioned education was requested under the

leadership of the Open Academy in 2021, for which the HTM approved applications for €315,457. In autumn 2021, we submitted to the HTM the mapping of possible new study programmes (including micro-qualifications, continuing education) that TLU is ready to implement in cooperation with partners under the Just Transition Fund. We submitted the tender e-Courses Supporting Learning 2022 to the HTM for preparation in cooperation with the Centre for Educational Technology and academic units. The courses were designed as preparation for basic and secondary school exams and as 100% e-learning courses (self-paced) (subjects: English, Chemistry, Physics, Mathematics). HTM made a selection between the courses offered by different universities, and TLU's English and Chemistry courses received a positive funding decision.

The biggest contributors into training among academic units are the School of Educational Sciences and the School of Natural Sciences and Health. Significant developments have been made by the Baltic Film, Media and Arts School as well as the Haapsalu College and the School of Humanities. The support units are responsible for a number of major unit-wide continuing education programmes and their role is growing. We need to take into account the opportunities offered by the development perspectives of the digital and green transition, as well as the continuing education resources to be channelled/planned in local authorities. Higher expectations require more substantial investment and motivation of staff to invest more in continuing education. Outstanding colleagues and actions are recognised.

Table 8. Continuing education indicators by unit in 2021

	BFM	DTI	HK	HTI	TÜHI	LTI	ÜTI	Support units	TLU total
3-yr (2019-2021) average annual revenue, € million	186613	63005	59370	392060	73717	276357	23823	745361	1558172
Continuing education revenue € million	152910	31212	98974	380748	105193	319059	24694	696023	1808813
Participations in open learning	122	101	32	159	261	340	207	43	1265
Participation in training	1452	400	961	3328	1393	3358	212	696	11813

Continuing education development programmes

The objective of the Edu&Tegu programme is to implement a learning approach that develops entrepreneurship and entrepreneurship training systemically at all levels and types of education and to create opportunities for passing entrepreneurship training for all students. In the two strands (conducting continuing education courses, pre-incubation), 18 teams and 57 participants graduated from STARTER in spring 2021; 52 teams and 209 students/learners graduated in autumn. 16 learners participated in the STARTERhaapsalu and four teams graduated. Two additional training courses were organised for TLU students studying in vocational teacher training programmes: Business Models Training in October and Design Thinking Training in November.

In spring 2021, training courses were developed in cooperation with the School of Educational Sciences, which took place in autumn: 1) Making Entrepreneurship Education Lessons Virtually Effective (20 participants); 2) Integrating Entrepreneurship Competences and MATIK Tools in Early Childhood Education and Care (22 participants); 3) How to Integrate Entrepreneurship and Career Education with General and Specialised Subjects in School? (39 participants). The Open Academy initiated the development of the study programmes, assembled the core team and participated in the development and organisation process. The courses were carried out by the School of Educational Sciences in autumn 2021. The School of Educational Sciences has also developed the Entrepreneurship Teacher micro degree and as the Edu ja Tegu training is aimed at teachers, who are the main target group of the HTI, the HTI is also working on the development, delivery and organisation of new Edu ja Tegu training for 2022.

The Service Design Study Module (Erasmus+ Strategic Partnerships for Adult Education Project) will help raise awareness of the topic, improve the competence of companies and organisations in service development, and create and test new formats for continuing education. In 2021, a six-module course on service design was developed as a continuing education course. The module can be tailored to fit the micro degree programme as well as to fit different study programmes. The result is available on the ERASMUS+ Project Results platform. 26 people (seven of them from Estonia) participated in the training programme. The final conference took place in Tallinn on 26 August 2021 and was attended by more than 40 people. Feedback from participants to the programme was positive.

The Open Academy organised and carried out the Strategic Partnership Programme Development of the Capability to Protect the Interests of the Elderly of the Ministry of Social Affairs, which was commissioned by NGO Golden League. The study programmes of the Interdisciplinary Development Programme have been developed in cooperation with ÜTI, HTI, LTI, BFM, DTI and Haapsalu College. The modules of the programme Development of the Capability to Protect the Interests of the Elderly were delivered in parallel for two groups (20 participants in total). The second phase of the development programme started in 2022 with a continuing education training programme, which provides the opportunity to obtain a micro degree for the first time.

In late 2021, we launched the Erasmus+ international project Balance in cooperation with the European University Continuing Education Network (EUCEN). The objective of the TLU-led development project is to address the need for support for continuing education in an innovative way, to provide high quality and relevant digital tools that empower women, in particular those with a traditionally heavier care burden, to share their experiences of coping with the pandemic, to gain support from the experience of others and to provide user-friendly information. Secondly, the objective is to develop a guide to achieving balance, consisting of practical materials to build resilience and better manage working and learning in the digital world. This tool would be for adult educators, who train managers or support adult learners, as well as for managers who take on the responsibility of supporting their employees who work remotely. Thirdly, the project aims to create an online course that would combine the digital tools created in a learning environment that will enable distance learning for managers to promote their work in a remote working environment, to increase employee satisfaction, coping in a digital world, support their mental health and the ability to find a work-life balance.

TLU training is supported by extensive marketing and communication activities both inside and outside the University, including regular newsletters, social media posts and events, cooperation with the training platform koolitused.ee. There was significant cooperation with other universities, PARE community for HR managers, the Estonian Chamber of Commerce and Industry, Tallinn Strategy Centre. We took part in the Ülemiste City training credit, participated in EduFest (Schools of Digital Technologies, Natural Sciences and Health, Governance, Law and Society, Haapsalu College, Open Academy) and conferences.

1.3.5. Organisation of international examinations and training courses

Revenue from international exams in 2021 amounted to €157,480 (€151,195 in 2020), which was 83% of the revenue forecast for the year. Revenue from continuing education amounted to €18,611 (€12,315 in 2020), which was 87% of the forecast for the year. In total, 842 people passed a language or speciality test at the International Examination Centre in 2021 (845 in 2020 and 1,112 in 2019), which was 83% of the expected number.

The main reason of the decrease in the number of examinees was the continuation of the HARNO/Cambridge Assessment/HTM project for school graduates, as a result of which the state examination can be replaced with an international Cambridge C1 exam free of charge. However, the overall results and the decrease in the volume of continuing education continued to be affected by the COVID-19 pandemic and the resulting closure of the examination centre for examination activities in March and April 2021. Following the prohibition on face-to-face courses, classes continued via Zoom, but a few people dropped out as a result. Marketing of training activities improved compared to 2020, but will remain a focus for the centre in the coming years.

The IELTS test was passed by 468 candidates in 2021 (513 people in 2020 and 621 in 2019), the Cambridge Assessment English test was passed by 304 candidates (266 in 2020 and 348 in 2019), the Test of English for Aviation (TEA) was passed by 52 people (26 in 2020 and 51 in 2019), the Admission Testing (ATS) was passed by 12 candidates (10 people in 2020), the international Spanish language test DELE was passed by four people (three in 2020 and five in 2019). Due to the pandemic, the TestDaF German language test was not held in 2021 or 2020 (eight people took the test in 2019). Due to the pandemic, two people passed the distance-learning examinations of foreign universities in 2021, as the examination sessions usually take place from March to May, when the examination centre was closed.

IELTS trial and test examinations, English language courses at different levels and the IELTS exam preparation course were also held. The inspection of the competency and certification of the organisers of international examinations and the examiners was carried out in the format of e-training.

1.3.6. International summer and winter school

Revenues from the international summer and winter school fell significantly in 2021 due to the pandemic. Since 1 October 2018, the financial year of the international summer and winter school is calculated from 1 October of the year to 30 September of the next year. The total revenue for the period of 1 October 2020 to 30 September 2021 was €47,348.30. For comparison, the total revenue for the summer and winter school in the period of 1 October 2019 to 30 September 2020 was €139,358.09 (winter school on-site, summer school online). In the period of 1 October 2020 to 30 September 2021, the summer and winter school was in the negative by €22,176.799. For comparison, the summer and winter school was in the positive by €11,913 for the period of 1 October 2019 to 30 September 2020.

All courses were held online due to the spread of COVID-19 and the uncertainties and changing restrictions on organising training and travel. However, there has been significantly less interest in online courses than in regular summer and winter school courses. Groups from partner universities and agencies in Hong Kong, China, South Korea, the US, Russia and Australia withdrew from participation (for example, a total of 134 students from partner universities and agencies participated in the 2020 winter school). As a result, the number of participants and the revenue were lower, but the teaching staff fees and other costs remained the same. In addition, there was no possibility to generate income from additional activities (cultural events, intermediation of accommodation, etc.).

In winter 2021, seven international online courses were held within the framework of Tallinn Winter School whilst the number of courses in the previous year was eight. The number of participants in Winter School 2021 decreased – there were 83 participants in the courses (232 in 2020) and 30 countries were represented. The most popular course was the Estonian language course with 33 participants, followed by the courses Digital Transition in Civic Initiative and Introduction to Finno-Ugric Culture with 12 participants each.

In summer 2021, eight international online courses were held within the framework of Tallinn Summer School, the number of online courses in the year before was also eight. The courses had a total of 124 participants (119 in 2020) and 41 countries were represented. Once again, the Estonian language course had the highest number of participants – 36. Thanks to the development grants from the Ministry of Foreign Affairs, the next most popular courses were Creating International Norms in a Changing World and Creating a Landing Page for Starting a Business with 19 and 17 participants, respectively.

In 2022, the winter school courses will be mainly online, while the summer school courses will again be held on-site with a cultural programme. In addition to the 23 publicly offered summer courses, six- and four-week Russian language courses are planned for Canadian and UK universities.

1.3.7. Activities for students

In 2021, the student academy developed eight courses in the spring semester and nine in the autumn semester. Of these, six courses started in spring and four in autumn. The spring courses were held online due to COVID-

19 restrictions and the autumn courses were also mostly online. In order to deliver the courses online, the course instructors needed to design them to fit the web. A total of 239 students participated in the Student Academy in 2021. In 2022, spring semester courses will be mostly online, while autumn semester courses are planned to be delivered again as classroom training at the university, COVID-19 restrictions permitting.

The BFM works with other Estonian higher education institutions to help to identify the talents of Estonian pupils and create opportunities to develop their abilities in creative and science subjects. TLU participates in the activities of Tallinn Science and Creative School along with the Tallinn University of Technology, the Estonian Academy of Music and Theatre, and the Estonian Academy of Arts. The aim of the Science and Creative School is to create opportunities for finding the talents of Estonian pupils and developing their abilities in the fields of creative and science subjects through joint activities and projects with universities. The activities are funded by the HTM. TLU has participated in three projects: 1) DAVK – competition for digital audio-visual creation, 2) Create and Study! and 3) an online course for designing a digital learning game. The activities will continue in 2022.

1.4. Overview of accolades

RDC accolades

Marek Tamm, Professor of Cultural History at the TLU School of Humanities, was the first TLU scholar to be elected a Member of the Academy of Sciences of Estonia at the General Assembly of the Estonian Academy of Sciences on 8 December 2021. Marek Tamm's research focuses on the history of medieval Europe, historical theory, cultural memory studies and digital humanities.

The researchers of TLU were recognised in 2021 with the science awards of the state (annual awards) for the best research efforts completed and published in the previous four years:

- Professor of Social Health Merike Sisask won an award in the field of social sciences for the cycle Social Factors of Mental Health and Wellbeing and Related Risk Behaviour (Primarily Suicidal Behaviour);
- Research Track Associate Professor Epp Annus won an award in the field of humanities for the cycle of papers Developing a Philosophical and Theoretical Paradigm of Social Colonialism, Studies of Soviet Societies and Cultures.

The three-volume textbook Public Policy, written and edited by Professors Georg Sootla and Leif Kalev, Teaching Track Associate Professor of Economics Indrek Saar and Lecturer in Public Administration Kersten Kattai, was selected as the best textbook of 2021 in the competition for the best higher education textbook organised by the Estonian Language Institute. In addition to them, the authors of the textbook are Gerly Elbrecht, Mari-Liis Jakobson, Nikolai Kunitsõn, Ott Lumi, Karin Miller, Peeter Selg, Priit Suve and Ave Viks.

In 2021, the following were recognised as the best ones in the University's internal competition of the most remarkable publications, textbooks and creative projects:

The award was divided between two books in the category of the best monograph:

Hagi Šein. TV Book of the Digital Age. Digital Age Television in Estonia 2000–2020. Tallinn: Hagi Šein, 2021, 700 pages.

Tuuli Kurisoo. Adornment, self-definition, religion: Pendants of the north-eastern Baltic Sea region, 9th-13th century. Kiel/Hamburg: Wachholtz Verlag, 2021, 550 pages.

In the category for the best general or higher education textbook, the prize was awarded to a higher education textbook consisting of three separately published parts:

Georg Sootla, Leif Kalev, Kersten Kattai (Ed.). Public Policy I. The Public Policy-making Process. Tallinn: Tallinn University Press, 2021, 399 pages.

Leif Kalev and Georg Sootla (Ed.). Public Policy II. Public Policy Design. Tallinn: Tallinn University Press, 2021, 564 pages.

Georg Sootla, Leif Kalev and Indrek Saar (Ed.). Public Policy III. Public Policy Theories and Methods of Analysis. Tallinn: Tallinn University Press, 2021, 467 pages.

In the category of best creative project, the award went to the following project:

Heli Reimann. Exhibition Jazz Idealism 1967. The exhibition was open from 11 May 2021 to 3 October 2021 in the Stables Building of the History Museum.

In the category of best article in the field of humanities, the award went to the following article:

Eeva Kesküla (2021). Austerity, skill and gendered work in Kazakhstan's heavy industry. Journal of the Royal Anthropological Institute, 27 (4), 928–948.

In the category of best article in the field of social sciences, the award went to the following two articles:

Riin Seema, Mati Heidmets, Kenn Konstabel and Ene Varik-Maasik (2021). Development and Validation of the Digital Addiction Scale for Teenagers (DAST). Journal of Psychoeducational Assessment.

Kateryn Rannu, Aleksandra Ljalikova and Katrin Poom-Valickis (2021): Influences on teachers' attitudes towards languages of learning and teaching: the Estonian experience, Journal of Multilingual and Multicultural Development.

In the category of best article in the field of natural sciences, the award went to the following article:

Renu Geetha Bai, Kasturi Muthoosamy, Rando Tuvikene, Huang Nay Ming, Sivakumar Manickam, (2021). Highly sensitive electrochemical biosensor using folic acid-modified reduced graphene oxide for the detection of cancer biomarker. Nanomaterials, 11 (5, 1272).

In the category of best article in the field of exact sciences, the award went to the following article:

Rando Tuvikene (2021). Carrageenans. In: Glyn O. Phillips, Peter A. Williams (Ed.). Handbook of Hydrocolloids, 767–804, Amsterdam: Elsevier

The fact that the researchers of TLU belong to advisory boards, evaluation committees and expert committees shows recognition of the research activities of TLU.

- On 14 October 2021, the Government of the Republic approved the new composition of the Research and Development Council (RDC), which includes Professor of Cultural History Marek Tamm.
- Distinguished Professor of Social Policy Anu Toots is one of 12 top researchers selected from 75 candidates in a competition launched by the European Commission to form a high-level expert group to analyse the future of the European welfare state and social protection.
- Professor Anu Toots is a member of the Board of the Estonian Research Council (ETAG). The ETAG Evaluation Committee consists of Liisi Keedus, Professor of Political Philosophy, and as alternates Distinguished Professor of Sociology Ellu Saar and Professor of Comparative Literature Eneken Laanes. The Expert Committee for Exact Sciences is headed by Professor Peeter Normak, the Expert Committee for Bio- and Environmental Sciences by Professor Emeritus Tiiu Koff, the Expert Committee for Social Sciences by Professor Allan Puur and Associate Professor Triin Lauri, the

Expert Committee for Humanities and Arts by Professor Liisi Keedus, the Expert Committee for General Linguistics by Distinguished Professor Anna Verschik and Professor Eneken Laanes, the Expert Committee for the Development Grant by Professor Ellu Saar and Professor Eneken Laanes.

- Associate Professor of Political Sociology Mari-Liis Jakobson is a member of the Board of the Integration Foundation.

Recognition for social contribution

- On the 103rd anniversary of the Republic of Estonia, the Order of Merit of the White Star, Fourth Class, was awarded to Professor Luule Sakkeus and Professor of Social Health Merike Sisask, Professor of Information Science Sirje Virkus and the conductor of the TLU Male Choir Indrek Vijard. The Order of Merit of the White Star, Fifth Class was bestowed upon Research Track Associate Professor Juhan Kreem.
- At the Teacher of the Year gala, Professor Emeritus Taimi Tulva was awarded the National Educator Lifetime Achievement Award.
- Professor Emeritus Raimo Pullat was awarded the Lifetime Achievement Award of the University of Warsaw.
- The winner of the J. Wiedemann Language Prize is Professor Emeritus Jüri Viikberg.
- At the Teacher of the Year gala, the title of Teacher of the Year was awarded to research fellow Kati Aus.
- The annual award of the National Heritage Board was given to Research Track Associate Professor Marju Kõivupuu in the category Introducer of Heritage.
- Mari Uusküla, Teaching Track Associate Professor of Linguistics and Translation, received the Estonian Research Popularisation Incentive Award, awarded in cooperation between ETAG and the Estonian Academy of Sciences.
- At the Estonian Film and Television Awards (EFTA) gala, the award in the newcomer of the year category went to the science-based educational programme The World's Smartest Nation, a collaboration between the Estonian Public Broadcasting Corporation and the School of Educational Sciences research fellows Grete Arro and Kati Aus.
- The teacher's newspaper *Õpetajate Leht* acknowledged Teaching Track Associate Professor of Pedagogical Counselling Riin Seema for her insightful analyses on student well-being and digital literacy, which came to the fore especially during the distance learning period.
- TLU was awarded the title of Digital Transition Leader 2021 by the Estonian Qualification Authority.
- In the category of Long-term Contribution to the Youth Field, the TLU youth work study programmes were selected as the best in the For Youth Thank You competition of the HTM and the Education and Youth Board.
- The Harju County Badge of Honour was awarded to Sulev Lääne, Lecturer in Public Administration and President of the NGO Polis.
- Indrek Treufeldt, Associate Professor of Television Journalism, has been appointed Public Relations Adviser to the President of the Republic of Estonia, Alar Karis, and Arko Olesk, Lecturer in Science Communication, has been appointed the Education and Research Adviser.

Acknowledgements in the creative field

- The Grand Prix of the Cannes Film Festival was awarded to the Finnish director Juho Kuosmanen's feature film *Compartment No 6*, the script of which was written by the BFM guest lecturer of screenwriting Andris Feldmanis and TLU alumnus Dione-Livia Ulman. Juho Kuosmanen, Andris Feldmanis and Dione-Livia Ulman were also awarded the 2021 main prize for creative collaboration of the Audiovisual Arts Foundation of the Cultural Endowment of Estonia.

- At the EFTA gala, Hagi Šein, a guest professor of TV culture at the BFM, was awarded the Lifetime Achievement Award in the category Contribution to Estonian Television.
- Peeter Simm, Teaching Track Associate Professor of Film Directing at BFM, has been awarded the Annual Prize of the Cultural Endowment of Estonia for the direction of the film *On the Water* and his long-term creative activity. *On the Water* was also nominated in the Best International Feature Film (formerly Best Foreign Language Film) category of the American Academy of Motion Picture Arts and Sciences.
- Carlos Eduardo Lesmes Lopez, Junior Research Fellow at the BFM, was recognised for his film *A Loss of Something Ever Felt* in the category of best documentary, as well as the Estonian Documentary Guild's annual colleague award *Doki Kild*, the Estonian Film Journalists Union's award for Best Film of 2021, i.e. the *Virgin Maali Award*, and the Estonian Cultural Endowment's Annual Audiovisual Arts Award.
- In the best short film category of the national competition programme of the PÖFF Short Film Festival, the team of BFM film students took home the win with their film *The King*, directed by Teresa Juksaar. The film also received the nomination right of the American Film Academy.
- In the American Film Academy's annual Nicholl Screenwriting Competition, the screenplay for the feature film *Container*, written by BFM Teaching Track Associate Professor of Film Elen Lotman, made it to quarter final from amongst 8,191 scripts entered from around the world.
- Alari Allik, lecturer of Japanese Studies at TÜHI, was a laureate of the annual award of the literature endowment of the Cultural Endowment of Estonia, and was awarded the prize in the category *Literary Translation from a Foreign Language into Estonian*.
- The annual award of the folk culture endowment of the Cultural Endowment of Estonia was awarded to Elo Unt, instructor of the folk dance ensemble *Soveldaja*.
- The annual award of the folk culture endowment of the Cultural Endowment of Estonia was awarded to conductor of the TLU Male Choir *Küllli Kiivet*.
- At the Estonian Folk Dance and Folk Music Society's (ERRS) awards ceremony, the Tallinn University folk dance ensemble *Soveldaja* was recognised as the Folk Dance Collective of the Year 2021.

Laureates of the 2021 literary awards of Tallinn University

- poetry prize – Hasso Krull, *Contemporary Asceticism*
- prose prize – Ülar Ploom, *The Lop-sided Face of Jealousy and Other Stories*
- special prize – Kaja Kann, *Street Girl*

For the first time in the history of the organisation, the International Federation of Cinematographers (IMAGO) elected two presidents at its Extraordinary General Assembly, one of whom is Elen Lotman, a member of the Estonian Society of Cinematographers (ESC) and Teaching Track Associate Professor of Film at the BFM. At the General Assembly of the European Choral Association, Raul Talmar, Teaching Track Associate Professor of Choral Conducting at the BFM, was elected as one of the Vice-Presidents.

The new members of the endowments of the Cultural Endowment include several TLU staff members: the literature endowment includes Editor-in-Chief of Tallinn University Press Rebekka Lotman, the performing arts endowment includes BFM Dance Lecturer Oksana Tralla and the folk culture endowment includes TÜHI Research Track Associate Professor Marju Kõivupuu and BFM Teaching Track Associate Professor of Choral Conducting Raul Talmar.

1.5. Assessment of activities in the field by the Vice-Rector for Research, the Vice-Rector for Development and the Manager of Business Cooperation and Knowledge Transfer

The national RDIE Development Plan 2021–2035 was approved in a collaborative process in 2021 and the members of our University also contributed significantly to this. From the University's point of view, we consider it significant that the fifth area Vibrant Estonian Society, Language and Cultural Space was added to the focus areas of the RDIE, as we see the strength of our RDC activities and several opportunities for contribution in this focus area. An important step to increase the value of RDC activities was the increase in national R&D funding to 1% of GDP, which resulted in an increase in the base funding of the University by about 11% compared to 2020 and the addition of the junior research fellows' salary fund. This made it possible to reduce the negative impact of the ongoing COVID-19 crisis somewhat, including to fund the tenure system and create jobs for doctoral students.

Looking back to the question posed in last year's report as to whether we were able to maintain the momentum of the RDC activities and their support processes, so that the positive trends will continue in the future, it can be said with some relief that the motivation of the University members to contribute in the RDC field is very high, despite the still difficult conditions, and that the indicators have also turned predominantly positive. We were particularly successful in securing funding from the EU FP and Horizon 2020 measures, with a positive funding decision for our first project funded under the new period's Horizon Europe programme (also reflected in a significant increase in the volume of international externally funded projects). In terms of Horizon 2020 funding, we remained in third place among Estonian universities (our share of funding is about 11% of the total Horizon 2020 funding allocated to Estonian universities, which is higher than our share of the national baseline funding). In the national PRG call, where competition in the social and humanitarian fields remains fierce, the award of five grants and a small overall increase in funding can be considered a good result.

Our top scientists won recognition and national science prizes in 2021 as well. Laureates included Research Track Associate Professor Epp Annus (in humanities for the cycle Development of the Philosophical and Theoretical Paradigm of Socialist Colonialism, Research of Soviet Societies and Cultures) and Professor Merike Sisask (in social sciences for the cycle Social Factors of Mental Health and Wellbeing and Related Risk Behaviour (Primarily Suicidal Behaviour)). It is particularly pleasing that for the third year in a row, TLU researchers have received national recognition in both the humanities and the social sciences, and at the time of writing, it is known that TLU researcher Karsten Brüggemann will also be the recipient of the 2022 National Research Award in the humanities for his research analysing the Russian Empire's (and the USSR's) coping with ethnic and cultural diversity and the history of the Baltic countries.

Looking to the future, we are reassured by the fact that in 2021, we further enhanced the central support for project application writers, including preparing for the establishment of a Knowledge Transfer and Projects Centre with the new Rectorate, which was launched in early 2022. The TLU centres of excellence of research help to promote excellence in top research, we extended their activities until the end of 2023, and as a new strategic initiative, we developed the support measure University Research Fund to prepare large-scale cooperation projects with the private and public sectors. The latest step will help the University to be competitive in the measures of the upcoming EU Structural Funds period and to increase the social contribution it aims to make in its development plan. In 2021, a package of long-prepared legislative amendments on the reform of doctoral studies, to which the members of the University had contributed significantly was submitted to the government. The addition of junior research fellow positions and the digital doctoral workbench, developed in-house, will certainly have a positive impact on the doctoral studies in the future.

In order to increase the societal impact of research, the focus in 2021 was on creating strategic links and strengthening marketing, as well as strengthening the University's knowledge transfer capacity. In 2021,

cooperation agreements were signed with several new strategic partners. Although there were fewer queries from businesses and other organisations compared to last year, there is an increasing number of returning customers, which shows the growing trust in the TLU. We are pleased with the EXU presentation site, which displays the competences of TLU and highlights the best cooperation practices of TLU with companies and other organisations. The format of the EXU Academy seminars was updated, bringing together representatives of the University and representatives of businesses, the public and/or the third sector in a common discussion space in the format of monthly live broadcasts, all of which can also be watched on demand (exuakadeemia.ee.) It is important to note that with the UNICORN project of EIT-HEI, which received funding on the initiative of the EXU team, TLU participates with partners in a knowledge transfer consortium, where TLU has the opportunity to develop an approach to knowledge transfer with appropriate metrics that is specifically suited to a university of social sciences and humanities.

The pandemic could not hinder the creativity of the University people, as evidenced by numerous projects and high recognition. Despite the fact that we sometimes had to dance outside in the cold and the togetherness, which is so necessary for the creative work, was limited, we still created great art, which helped us all to survive the hard times. Whether it's the tradition-based Soveldaja, which won the title of Folk Dance Collective of the Year, or the attempt to get artificial intelligence to write a play, which is innovative in the whole world. It has become a tradition for our people to shine at both the EFTA and PÖFF award ceremonies. The series Expert on Air, which started in the first year of the pandemic, continued in 2021, this time in cooperation with *Postimees*. The relaunch of the student television (LUNA) and the growing professionalism in the audiovisual coverage of University events (ceremonies, graduations, concerts, etc.), which has also significantly increased the number of participants, are particularly pleasing.

II Educational activities

Effects of the external environment on educational activities

The idea to create the **European Education Area** (EEA)²⁷ first received the support of European leaders in 2017 and the first packages of measures were adopted in 2018 and 2019. The European Education Area aims to extend cooperation between the EU Member States to promote the quality and inclusiveness of national education and training systems. The COVID-19 pandemic has clearly demonstrated the importance of avoiding the impact of structural barriers to learning and skills development on people's job prospects and participation in society. The creation of a European Education Area is therefore closely linked to the EU COVID-19 recovery plan NextGeneration EU, which aims to lead the Union out of the crisis and towards a more modern and sustainable Europe, ready to embrace the digital and green transition. Six actions have been planned for this: 1) high quality education for acquiring basic and cross-sectoral skills; 2) full inclusion of learners and gender equality; 3) the skills and knowledge needed for the green and digital transition; 4) competent teachers and trainers; 5) new initiatives in higher education (including the expansion of European university networks and the introduction of the European student card; the development of a plan for the transformation of higher education institutions; the development of micro-qualification certificates); and 6) the promotion of European education and European values at international level. The European Education Area goes hand in hand with the European Skills Agenda, the updated vocational education and training policy, and the European Research Area initiative.

In 2021, Tallinn University started to develop competences on the basis of the abovementioned actions, related to the general and green transition. The University contributes to the development of teaching competences, prepares to join the FilmEU consortium of the European University Network and offers micro-qualifications based on the study programmes of degree studies.

The new Erasmus+ programming period 2021–2027, which is more substantial in both content and form and more inclusive than before, started in 2021. The budget of the programme is €26.2 billion (€14.7 billion in 2014–2020), to which approximately €2.2 billion will be added from the EU's external financial instruments. 83% of the budget is allocated to education and training, 10.3% to youth and 1.9% to sports. More attention will be paid to a more diverse group of learners (including learners with fewer opportunities) and to facilitating the participation of smaller organisations. Support will also be given to study programme innovation, the development of learning and teaching methods, the development of digital skills and competences, and issues related to the green transition, as set out in the vision for the European Education Area. In addition to projects, the programme will support initiatives by the European University Network, Centres of Excellence in Vocational Education and Training, DiscoverEU and teacher academies. In the new period, greater emphasis will be placed on virtual learning opportunities to support the resilience of education and training systems in the face of the pandemic.

In 2021, in order to coordinate the Erasmus+ programme better, Tallinn University introduced a new application system, SoleMove, which is compatible with the digital tools developed by the European Commission. Unfortunately, the implementation of the programme has been delayed due to delays by the European Commission in communicating the results and conditions of the programme, in allocating funding and in developing digital tools.

The OECD report Education at a Glance 2021²⁸ provides an overview of the mobility trends of foreign students in OECD countries in the pre-pandemic period 2018–2019. Similar trends are expected to continue after the end of the pandemic as well. In 2019, 6.1 million students from around the world took part in international learning mobility. This figure has more than doubled in comparison with 2007. 67% of all foreign students studying in OECD countries come from developing countries. Most OECD countries take in more foreign students than they send out. In 2019, the ratio of incoming to outgoing students in most OECD countries was three to one. On average, foreign students accounted for 22% of the admitted doctoral students.

²⁷ [European Education Area](#)

²⁸ [Education at a Glance, OECD, 2021](#)

Unfortunately, the learning mobility of the students of Tallinn University is low and decreased further due to the COVID-19 pandemic. The admission of international students in 2021 was higher than in 2020, but it has been relatively stable since 2018, at around 350 students per year.

The Estonian Education Development Plan 2021–2035, which is a continuation of the Estonian Lifelong Learning Strategy 2020 and supports the targets set in the Estonia 2035 strategy, was approved in 2021. The development plan identifies the following as key objectives: abundance of choice and access to learning opportunities; the education system must enable smooth movement between levels and types of education; in a rapidly changing world, the education system must ensure equal opportunities for all people to receive quality education regardless of social or cultural background, age, gender, etc.; Estonia must have sufficient numbers of competent and motivated teachers, lecturers, support specialists and school leaders; learning environments must be diverse and learning must be learner-centred, and learning opportunities must meet the needs of society and the labour market. The achievement of the objectives set in the development plan and the related activities will be planned primarily in the new development plan of the University (2023–2027).

At the end of 2020, the HTM launched the project Development and Piloting of a Higher Education Cost Model in cooperation with the Estonian Centre for Applied Research Centar. The aim was to develop a full-cost model for all higher education institutions and, on the basis of the data and analysis of the model, to create a simulation model that can be used to calculate the cost of curricula in the future. The methodology used in the model was based on the assumption of a sufficiently even basis for cost aggregation. The goal was to identify the cost of providing higher education and to understand the structure and development of costs. Mapping the costs by discipline will provide input for future cost-effectiveness assessments of higher education. TLU took part in the pilot project with the curriculum group of teacher training and educational sciences. In 2021, the full costs of all the University’s study programmes were calculated using the same methodology. However, Tallinn University finds that data collection and processing varies too much in different universities to provide a sufficiently clear comparison. At the same time, the results of the pilot project have not been shared with universities in a way that would allow them to compare the differences between them.

2.1. Objectives of the University and the achievement thereof in educational activities

In order to support the strategic objectives established in the Tallinn University Development Plan 2020–2022, carrying principles of activity have been defined and they also form a basis for the sub-objectives of processes related to educational activities (Table 9).

Table 9. Sub-objectives and expected results of the activity principles of study-related processes

Activity principle	The University is interdisciplinary in its activities	The University is international	The University demands excellence and sustainability
Sub-objectives	The development of general competences and practical skills in the study process	Studies in English are a natural part of the study process	Study programmes based on the needs of the society, the labour market and the learners
Expected outcome	<ul style="list-style-type: none"> - the number of interdisciplinary modules between study programmes has increased; - the volume of studies carried out for students of other academic units has increased. 	<ul style="list-style-type: none"> - the number of graduates of study programmes in English has increased; - improved satisfaction of students with the quality of studies in English; - the number of study programmes with a mobility window has increased; - the share of students who have participated in studies abroad has increased. 	<ul style="list-style-type: none"> - the number of students per academic employee has decreased; - the number of students who have completed the study programme within the nominal duration among all students admitted to higher education studies by levels of study has increased; - the satisfaction of students with the quality and organisation of studies has improved; - improved satisfaction of graduates with the general competences obtained.

The achievement of the objectives of Tallinn University can be assessed on the basis of implemented activities and key indicators (Table 10).

Table 10. Level of key indicators of the field of study in 2020–2021

	Key indicator	2020	2021
Inter-disciplinarity	number of interdisciplinary modules between study programmes	0	12
	volume of studies carried out for students of other academic units (TAP)	32992	34999
Inter-nationalisation	proportion of English study programmes	22.12%	21.15%
	number of graduates of study programmes in English	268	276
	students' satisfaction with the quality of studies in English	4.39	4.34
	number of study programmes with a mobility window	15	27
	share of students who have studied or participated in traineeship abroad	1.8%	1.7%
Demand for excellence and sustainability	number of students per academic employee	16.08	15.25
	number of students who have completed the study programme within the nominal duration (nomina, duration of a study programme + 1 or 2 years) among all students admitted to higher education studies by levels of study	49.43%	53.5%
	PHE	64.23%	65%
	BA	44.43%	49%
	MA	56.18%	60%
	PhD	15.22%	10%
	satisfaction of students with the quality and organisation of studies ²⁹	4.45	4.48
satisfaction of graduates with the general competences obtained ³⁰	4.09	-	

2.2. Overview of studies

2.2.1. Study programmes

The number of study programmes opened for admissions in 2021 was 117 (118 in 2020), 22 of which were in English. First opened:

- Inclusive Education, MA – TLU's first one-year Master's degree programme, for which a Master's degree or a four-year Bachelor's degree/professional higher education is required;
- Complex Systems in Natural Sciences, PhD – created by combining analytical biochemistry, physics and ecology study programmes.

It was decided to close three study programmes: the three-year BA study programme in Choreography and PhD programmes in Analytical Biochemistry and Ecology.

Tallinn University's Statute of Study Programme regulates the general conditions and quality system of degree study programmes. Following the changes introduced in 2021, future study programmes must systematically support the development and implementation of good research and sustainability practice competences in research and creative activities. The volume of electives was also increased to allow for the development of interdisciplinary elective modules across study programmes.

²⁹ The satisfaction of students is measured on a 5-point scale.

³⁰ The satisfaction of graduates is measured on a 5-point scale. Due to a change in the questionnaire, no data will be provided in 2021.

In 2021, the following study programmes were subject to external quality evaluation with the following results:

Study programme groups / Study programmes	Type of assessment	Assessment result
Bio- and Environmental Sciences (PhD)/ Analytical Biochemistry, Ecology, Physics, Complex Systems in Natural Sciences)	Re-assessment of the quality assessment of a study programme group	<u>7 years</u>
Personal Service (BA, MA) / Recreation Management	Re-assessment of the quality assessment of a study programme group	<u>7 years, with additional condition</u>
Law (BA) Integrated Natural Sciences (BA) Modern European Languages and Cultures (BA) Educational Innovation Management (MA) Digital Learning Games (MA) Health Behaviour and Well-being (PhD)	see clause 3.2.3. Institutional accreditation	<u>7 years, with additional condition</u>

As of 2021, Tallinn University has the right to award a qualification to a graduate of the Inclusive Education study programme, who is entitled to obtain the qualification of Senior Teacher, level 7 (with the elective competence of supporting learners with special educational needs in the learning process). The first qualifications will be granted in summer 2023.

2.2.2. Admissions

In autumn 2021, 2,378 new students began their studies at Tallinn University, 1,300 of them began Bachelor's studies and professional higher education studies, 1,041 Master's studies and 37 doctoral studies. Compared to 2020, there has been an increase in enrolments at all levels of education: 0.46% for level I programmes, 14.27% for level II and 2.78% for level III (Figure 4). The number of students enrolled in higher education in Estonia has remained relatively stable over the last four years (13,000–14,000 students)³¹. Compared to the previous year, the percentage of international students admitted as a proportion of all admissions has increased. The share of admitted international students in 2018 and 2019 was 14–15% and only 9% in 2020, but it rose back to 15% in 2021.

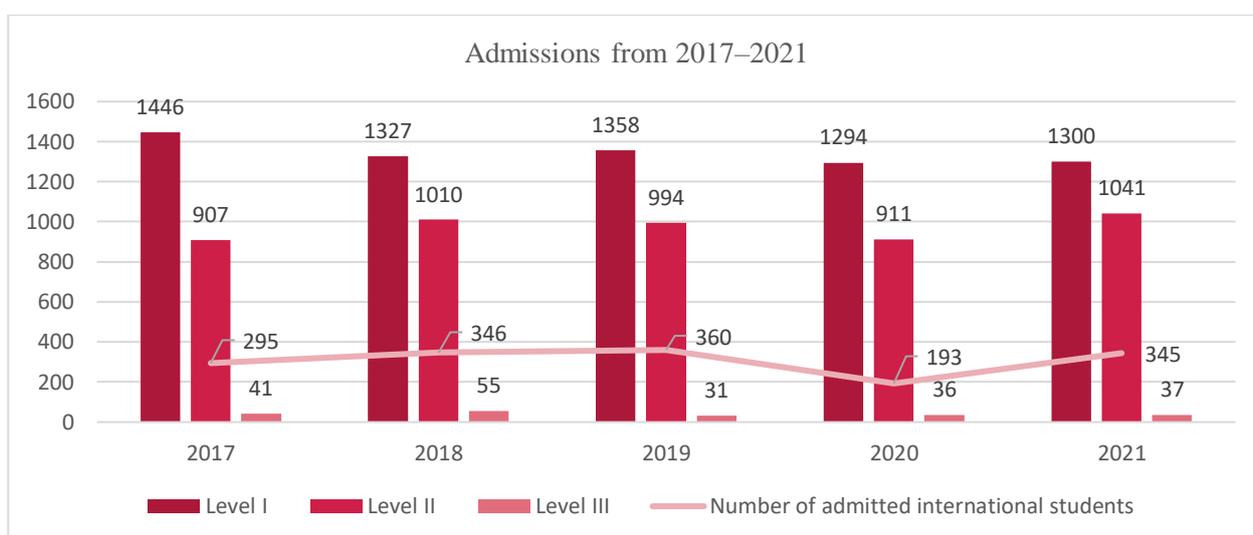


Figure 4. Admissions to Tallinn University in 2017–2021

One of the performance criteria for national operating grants is the percentage of students admitted to the areas of responsibility out of the total university admissions. Tallinn University has been steadily increasing this share, and compared to 2017, it has increased by about 25% (51% in 2017, 76.9% in 2021). The majority

³¹ [Haridussilm](#)

of higher education institutions have a share between 96-100%, with only the EULS having a lower share of responsibility than TLU (62.2% in 2021).

Admissions in 2021 were based on the revised admission conditions and procedures of 23 November 2020. The amendment specified the conditions for terminating the admission procedure, the list of additional documents required for application, the possibilities of proving application under special conditions, the organisation of admission examinations for international student candidates, the means of identification in admission examinations and the appeal procedure.

Estonian admissions went rather smoothly despite the requirements restricting the spread of COVID-19. Two entrance exams had to be rescheduled quickly due to candidates falling ill. Compared to the previous year, the state exams were held at the usual time and the results were available in the system at the start of the application period.

According to the local admission feedback survey, the applicants rate the organisation and content of admissions as good (on a 5-point scale, 4.12 for the organisation of examinations; 4.18 for correspondence of the examination content to promised content), which is also similar to the previous years. The main expectations of the applicants were that the interview could be held online, the descriptions of the admission exams could be more comprehensive, previous professional experience could be taken into account, and personal feedback on the exam was also desired. Based on the feedback, the University Senate changed the admission conditions and procedures on 15 November 2021 and the changes will be effective for admissions in 2022.

The number of applications for international admission to Bachelor's and Master's programmes was lower than in previous years (843 applications, compared to around 1,300 in 2020). The decrease in the number of applications was due to both the global health crisis and procedural changes in the application process. Namely, the submission of applications in 2021 admissions was restricted for candidates who had not paid the application fee. The change increased the percentage of applications qualifying for the exam to 69% (54% in 2020). Although the total number of applications decreased by 34% compared to the previous admissions, the number of applications qualifying for the exam decreased by only 16%.

Similarly to the previous year, the application journey of international students was also analysed in 2021. 35% of the international applicants matriculated, i.e. began their studies (15% in 2020, see also Table 11). Due to COVID-19, the admission process was more difficult for candidates whose home country was subject to severe restrictions in spring 2021. Restrictions in India put obstacles in the way of many international student applicants for whom the Estonian embassy in New Delhi was the closest place to apply for a visa to travel to Estonia. Travelling to Estonia was the easiest for citizens of the European Union and candidates who could travel to Estonia without a visa.

Table 11. Number of applications from nationals of countries with the highest number of applications for admission in 2021 and number of enrolments as a percentage of the number of applications

Country	Number of applications	Share of enrolments in the number of applications
Nigeria	146	15%
Finland	104	53%
Bangladesh	70	17%
Pakistan	61	18%
United States	38	26%

In 2020, the University suspended the admission of international students from third countries due to the COVID-19 restrictions imposed by the government, but promised to resume admission in 2021. 131 international student candidates took advantage of this opportunity, 50 of them achieved matriculation.

2.2.3. Students

According to the education data portal Haridussilm³², the number of students in Estonia has remained relatively stable over the last four academic years (2018/2019 – 2021/2022) (ca 45,000 students). There was a small decrease of around 400 students in 2021. The number of students enrolled in TLU degree programmes has also remained relatively stable over the last five years (Figure 5).

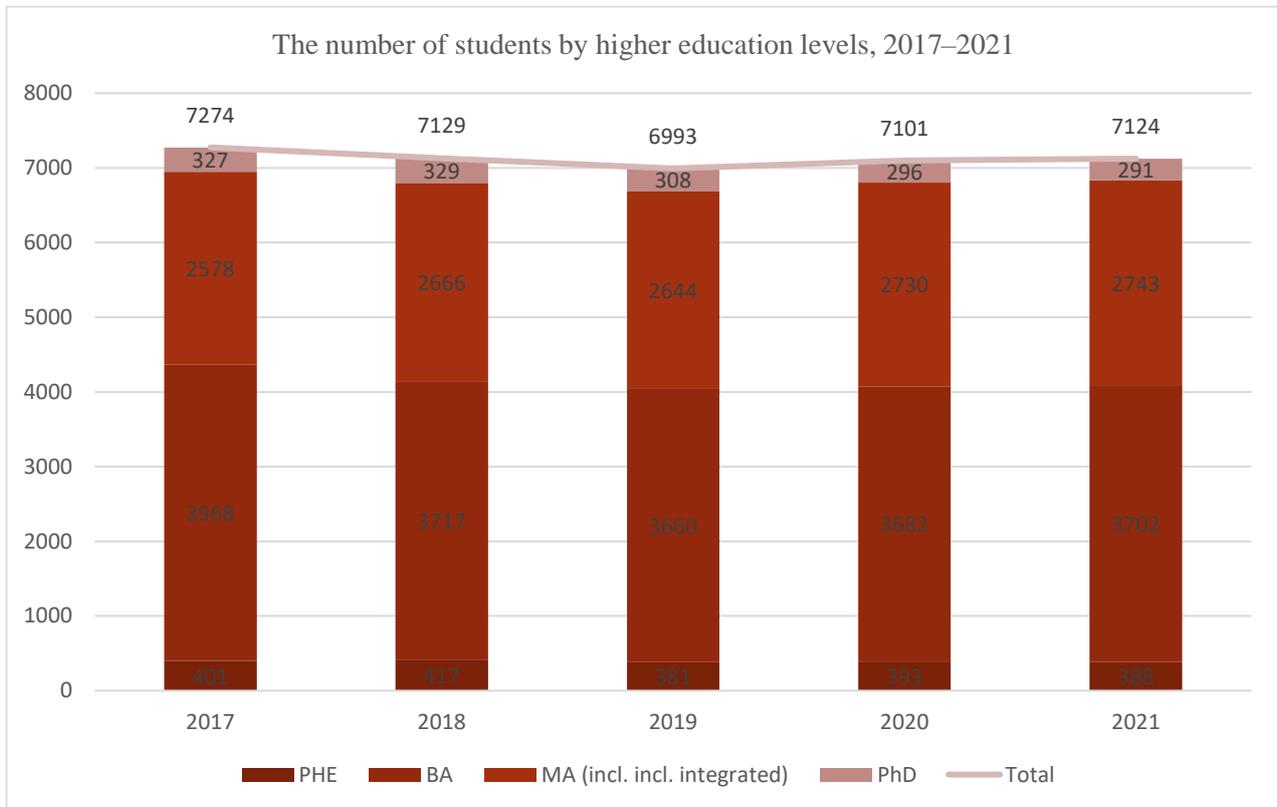


Figure 5. Number of students at the University by higher education levels, 2017–2021

Looking at the distribution of Estonian students³³ by level of study over the last four years, the distribution is similar across the years (61% of all students at level I, 33% at level II and 6% at level III). The proportions of TLU are also similar in recent years, but differ from the national proportions (level I 56%, level II 38% and level III 4%).

The number of international students studying in degree programmes in Estonia³⁴ has been steadily increasing, but slowed down in 2020 and 2021 due to the COVID-19 pandemic, also in TLU (919 international students in 2019, 801 in 2020 and 808 in 2021). In 2021, international students accounted for 11% of all TLU students.

The average age of students enrolling in higher education studies in Estonia³⁵ has risen and the proportion of students aged over 25 has increased. In the 2021/2022 academic year, students aged over 25 accounted for 49% of all higher education students (58% in the TLU). Due to the age distribution, Estonian students are more likely than average to be involved in work and family life. According to the European survey Eurostudent VII 2018–2020 Estonia³⁶, two-thirds or 68% of Estonian students work while studying, 53% of them regularly. The largest share of students' income comes from their own salary (66%). In addition to the low share of study allowance recipients, the student population is also characterised by a low share of grants,

³² [Haridussilm](#)

³³ [Haridussilm](#)

³⁴ *ibid.*

³⁵ *ibid.*

³⁶ [Eurostudent VII: Brief Overview of Estonia, Praxis, 2020](#)

scholarships and student loans in income. The age distribution of students and their employment during their studies obviously affect their internationalisation, progression and drop-out rates, as well as their completion during the nominal period.

The share of drop-outs in Estonian higher education³⁷ has been decreasing over the last few years (Figure 6). The share of TLU drop-outs follows the national trend but is lower than the national average. For years, the University has been paying attention to first-year drop-outs, as this is when the drop-out rate is the highest.

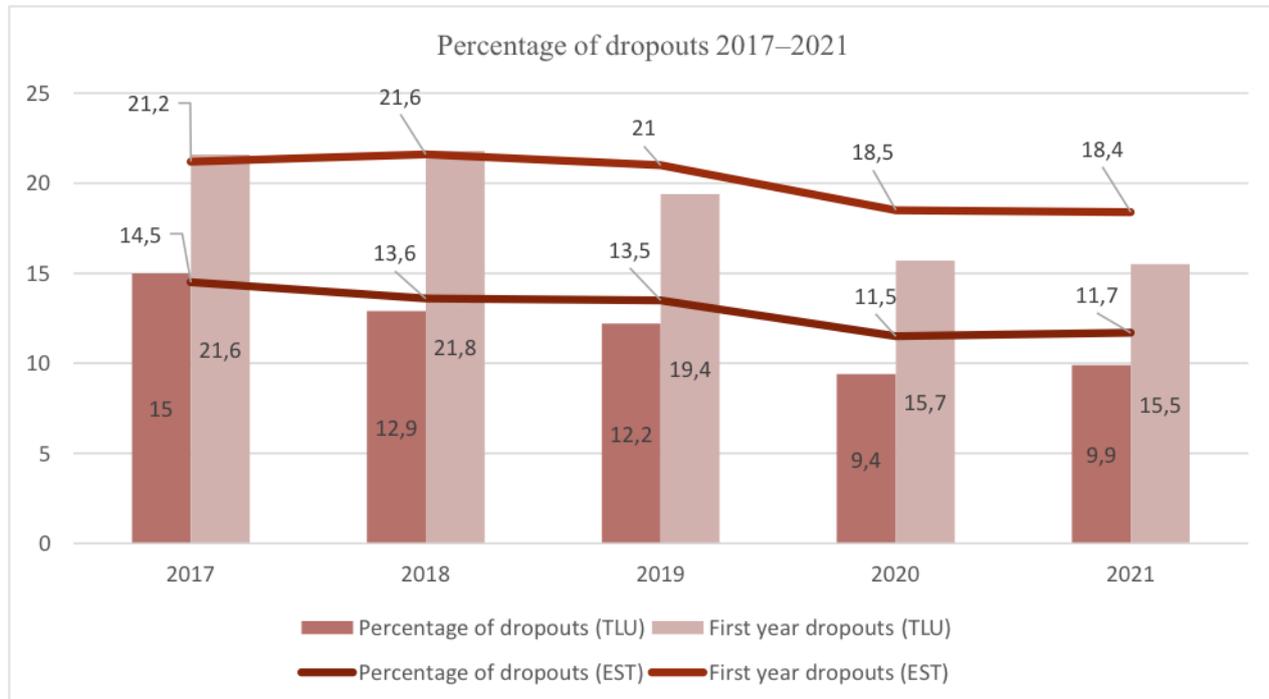


Figure 6. Percentage of drop-outs in Estonia and Tallinn University in higher education as a whole and in the first year of study

In 2021, there were 134 students with special needs at Tallinn University, whose special needs divided as follows: other 43%, mobility 29%, visual 20% and hearing 8%. The number of counselling sessions for learners, candidates and prospective students with special needs increased compared to 2020. The main topics were mapping support options for learning, reducing the learning burden and adaptations in studies. A learning group for learners with special needs was organised, which met once a month and focused on time planning, academic learning skills and inclusive programmes.

According to the mental health survey of Estonian students carried out in the course of the Eurostudent VII survey³⁸, the emotional distress level of Estonian students is high compared to the general population. The services offered by the counsellors of the TLU Career and Counselling Centre will be similar to the level of 2020, including the continued high use of online counselling. The main topics of psychological counselling are excessive worrying, anxiety, including health anxiety due to COVID-19, but also isolation and feelings of hopelessness (especially for international students). Also concentration and learning difficulties, communication difficulties, planning for studies, work and family life, and worries about loved ones.

Career advice was mainly sought in relation to choosing a specialisation, changing the study programme and finding a job. Support seminars for thesis writing were also organised in cooperation with the academic library.

³⁷ [Haridussilm](#)

³⁸ [A.Käosaar, M.Purre. Eurostudent VII: Focus on the Mental Health of Estonian Students, 2021](#)

2.2.4. International exchange students and TLU students who participated in studies abroad

The COVID-19 pandemic continued to negatively affect the University's international targets. The share of TLU students who participated in foreign studies has remained more or less the same compared to 2020 (Table 12). However, it is important to note that when comparing the Estonian average share of international students among all students (2.2% in 2021³⁹) with the share of TLU, the share of TLU is significantly lower.

Table 12. Share of TLU students who have participated in studies abroad among all TLU students and number of international exchange students in 2017–2021

		2017	2018	2019	2020	2021
Proportion of TLU students who have participated in studies abroad (%)	Total	2.4	2.6	3.0	1.8	1.7
	PHE	1.2	0.5	0.3	0.5	0.5
	BA	2.3	2.6	2.6	1.6	1.2
	MA	2.3	2.7	1.4	1.6	2.3
	PhD	6.1	4.0	24.7	8.4	3.8
Total number of international exchange students		357	328	339	205	290

Distance learning resumed in many foreign universities in spring 2021. Partly because of this, and also because of the uncertainties related to the changing circumstances, a number of students abandoned their planned study or work placements abroad, or their application to study abroad.

At the same time, the number of international students studying at Tallinn University increased compared to 2020, but it was still lower than before the COVID-19 pandemic (Table 12). When comparing the number of Tallinn University students going abroad within the scope of learning mobility (120 students in 2021) and the number of students admitted (290 students in 2021), it can be seen that for years the university has been accepting more students than it sends abroad. It is therefore important to renew the agreements with partners that are attractive for TLU student mobility in the new Erasmus+ programme.

2.2.5. Graduation

In 2021, 1,608 students, including 26 doctoral students, graduated from Tallinn University (Table 13). Compared to last year, the number has increased, but looking at the last five years, we can say that a trend is emerging where the number of graduations increases and decreases every other year. This change is in line with admission to selected programmes of study, where admission takes place every other year (e.g. Film, Choreography, Interpreting). However, the change may also be due to the emergency caused by the COVID-19 pandemic in 2020, which postponed several graduations.

Table 13. Number of graduates by study levels in 2017–2021

Number of graduates	2017	2018	2019	2020	2021
Total	1800	1557	1620	1435	1608
PHE	79	98	88	99	80
BA	1089	835	811	720	730
MA	608	600	703	597	772
PhD	24	24	18	19	26

³⁹ [Haridussilm](#)

Compared to previous years, the graduation efficiency⁴⁰ at the University has increased slightly (Figure 7). The increase is highest at the Master’s level, while efficiency is decreasing at the doctoral level.

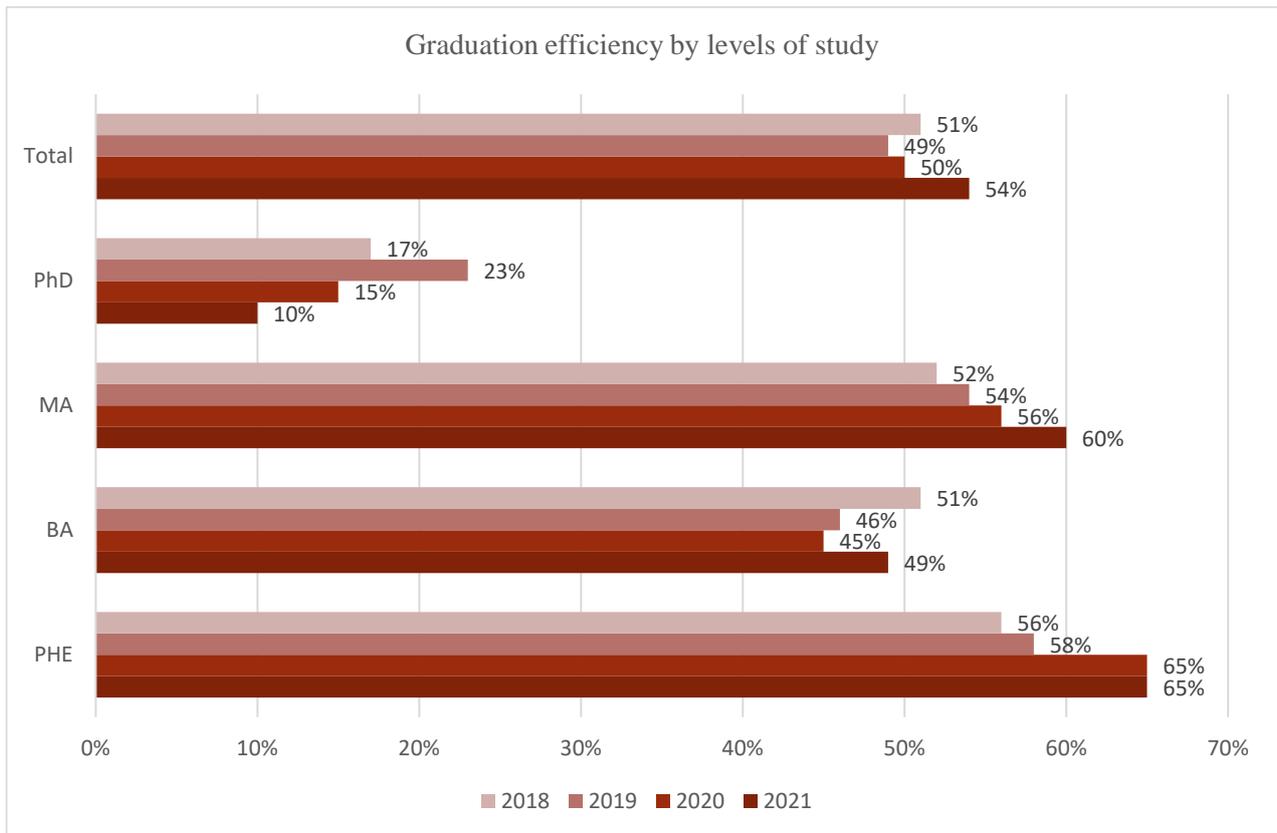


Figure 7. Graduation efficiency at Tallinn University by study levels, 2018–2021

When comparing the graduation efficiency of academic units, it can be said that the indicator of most academic units has increased by 2-12%. DTI has seen the largest increase (36% in 2020, 49% in 2021). There have been decreases in HK and LTI, -2% and -3% respectively. As successful completion of studies is one of the University’s biggest challenges, several academic units and study programmes have implemented a range of activities to reduce dropping out. For example:

- in order to ensure that admitted candidates are aware of the beginning and successful completion of their studies, the HTI organises a pre-matriculation meeting with the admitted candidates in pedagogy and social pedagogy to explain the study arrangements, general requirements, etc. In this case, the places can be filled by the candidates next in the order of ranking to replace those who drop out;
- to form a supportive group of students, joint events are organised in the first semester of the study programmes at TÜHI, such as a visit to the Padise convent in the specialty of history, which involved both BA and MA students;
- in the first semester of the DTI Computer Science study programme, there is close cooperation between the lecturers to spot students who are struggling. They are offered additional advice and assistance.

⁴⁰ The proportion (%) of graduates in the reporting year among students who enrolled the nominal duration of a study programme +1 year ago (+2 years in doctoral studies and integrated studies) as at 1 November.

2.3. Overview of the development of educational activities

2.3.1. Overview of LIFE (Learning in Interdisciplinary Focused Environment)

At the institutional accreditation held in 2021, the University was recognised for the idea and teaching of the LIFE (Learning in Interdisciplinary Focused Environment) subject. It is very gratifying that the efforts made over the years have been internationally recognised.

Comparing the implementation of LIFE over the last three years (Table 14), we can say that the number of projects has increased, but the number of participating students has slightly decreased. The number of non-academic staff and students among supervisors has increased. The increase in the number of student-led projects is encouraging, as it demonstrates the growing interest of our students to be active citizens and leaders.

Table 14. LIFE in 2019–2021

	2019	2020	2021
Number of LIFE projects	88	98	107
Number of participating students	1660	1695	1600
Number of supervisors	147	125	140
Academic employees	136	109	123
including non-academic staff	11	16	17
Number of students who supervised LIFE	9	21	30

Due to the pandemic, projects were implemented as hybrid and/or online learning. All projects are published on the LIFE website⁴¹.

Key development activities in 2021.

- **Setting up and launching a two-step connection system**

In stage I, students can submit a letter of motivation to nominate their favourite project, on the basis of which the lecturer will select the project participants. In stage II, students who did not submit a letter of motivation or were not selected will be able to register for available places.

- **Interdisciplinary learning across study programmes (Great LIFE)**

The first interdisciplinary modules between study programmes were launched in the autumn semester of 2021. The Great LIFE of Mait Agu (10 ECTS), dedicated to the celebration of Mait Agu's birthday, involved the BFM study programmes of Film, Choreography, Advertising and Public Relations, Cross Media, Journalism, Contemporary Media, etc. The second project launched in autumn (24 ECTS) focuses on development processes and support for learning in organisations and networks. The Master's programme in Educational Technology and Andragogy (DTI, HTI) are linked to the project.

2.3.2. Academy+⁴²

A university-wide interdisciplinary initiative was launched in 2021 to provide students with additional development opportunities and lecturers with the opportunity to combine their teaching with the part of their research that is not directly related to their degree programme. 13 applications for Academy+ subjects were submitted, nine pilot courses were opened and 107 students participated by the autumn semester of 2021.

2.3.3. Feedback system for degree students

In 2021, the development of the student feedback system focused on improving the delivery of information to students, based on both the 2020 student survey and the analysis of the response rate. Changes were made to the external webpage, where a submenu of student-oriented feedback on degree courses was created and in autumn 2021, a Moodle course on learning skills linked to lectures was piloted on a sample of LTI first-year students. The Moodle course includes information in an interactive format on the area of learning

⁴¹ <https://elu.tlu.ee/en>

⁴² <https://www.tlu.ee/en/akadeemia-pluss>

competences in relation to coping with university studies and links the University's feedback system and related results under the relevant topics. The course will be further developed on the basis of feedback and will be offered for use to a wider audience of students in different courses of learning skills in the coming years.

Overview of the most important results of feedback based on the subject courses of the 2020/2021 academic year by topics

Activities of lecturers in shaping the learning environment. In the 2020/2021 academic year, learners assessed the ability of 931 teaching staff to create a supportive learning environment at all levels of higher education. The assessments divided similarly at different levels. As in previous years, the average scores were between 1 and 3.2 in 1% of cases, between 3.2 and 4.4 in 19% of cases and between 4.5 and 5 in 73% of cases. The topic for which learners gave more below average scores was inspiring students to do more research on their own (these questions also had a higher dispersion than others). As in the previous year, satisfaction was higher with the teaching staff's valuation of the topic and respectful attitude towards students, and the openness of teaching staff to discussions with students. The described differences were small and statistically insignificant.

Systemic nature and integrity of a course. Satisfaction with the organisation of 1,999 subjects was assessed at all levels of higher education in the 2020/2021 academic year. The assessments divided similarly at different levels. Of all the assessments, the average score given by 1% of students was below 2.3, meaning that satisfaction with the organisational aspects of the course was rather low. In 2% of the cases, the scores were between 2.4 and 3.4, and in 29% of the cases, they ranged between 3.5 and 4.5. For 69% of the courses, students rated their experience of the systematic and comprehensive nature of the course between 4.5 and 5, i.e. they were mostly very satisfied. Lecturers responded to student feedback on 80 courses. This kind of feedback increases slightly every year. The division of satisfaction with different topics was very similar. As in previous years, the compatibility of the teaching methods with the treatment of the topics was slightly less satisfactory. Satisfaction was slightly higher with the content of the course being as promised and with the relevance of the covered topics and the material taught. In view of the ongoing situation of distance learning, the organisation of the course also included a separate assessment of the satisfaction with the e-support offered, which also turned out to be rather good or very good for half of the courses based on average scores.

Learner in the learning environment. Similar to previous years, the general trend in 2020/2021 was that responses were inclined towards a positive assessment of learners, both in terms of the assessment of their own interest, ability to complete topics and the experience of effort (average results ranging from 4.3 to 4.8). Across all levels of study, learners on average rated the importance of understanding the topics of the course the highest and the feeling that they had to work hard to cover the topics the lowest. However, there were students in the sample (7-14% of all assessments) who disagreed partially or completely with the statements. The highest share of disagreements (14%) (across all levels of study) was for the statement related to the ability to link the topic of the lecture course to one's own specialty on a broader scale.

Supervision. 449 students responded to the supervision survey in 2020/2021, 53% of whom had already submitted their graduation thesis for defence by the time they responded. The rest of the respondents rated the ongoing supervision process. Similarly to the previous years, there were no differences in student assessments between levels and schools, but there were differences in the respondents' assessments by country of origin and between students who had already submitted their thesis for defence and those who had not yet done so. The analysis showed that the assessment of international students of their motivation to prepare their thesis was statistically significantly lower (however, the actual difference was not significant) ($M=4.73$; $M=4.60$). The difference between students who had submitted their thesis for defence and those still in the process of being supervised was significant for all factors, but the biggest difference was in the perception of planning ability. Students who were still working on their thesis felt the support of their supervisor ($M=4.4$) and were motivated in their own opinion ($M=4.6$), but they rated their own planning skills when preparing the thesis as significantly lower (e.g. sticking to agreements; $M=3.8$).

Learner well-being. In addition to feedback on courses, aspects related to general competences and well-being are also mapped in the feedback from degree students. Looking at the correlations between the well-being aspects collected in 2017–2021 among students who have answered several surveys ($N=1671$), we can

also highlight the tendency shown in previous studies on the TLU sample, that students who think more that ability cannot be changed also feel more exhausted during their studies ($r=.41$). Students who are more likely to think that anxiety and coping with negative emotions cannot be learnt and changed, also report more fatigue ($r=.34$). Both factors are therefore statistically significant predictors of fatigue ($R^2=.19$).

2.3.4. Adherence to academic practices in the field of studies

In 2021, the Senate approved two vision documents on academic ethics: Good Practice for Learning and Good Practice for Teaching and Instruction, which formulate the presumable adherence to the good research practice in the specific rules of organisation of studies.

Training on plagiarism and Ouriginal (formerly Urkund) was organised, with 52 members of the teaching staff participating. In addition, TLU staff organised a workshop on plagiarism in TalTech (25 members of the teaching staff participated). Two LIFE projects on ethics were organised to include students (Cyberethics, Management Ethics, Political Ethics ... Any Ethics by A. Tammeleht, and Learning Paths for Exiting the Forest of Plagiarism by A. Tammeleht, K. Kollom, K. Papson), during which students updated the teaching materials on plagiarism on the University's website.

2.3.5. Developments of the organisation of studies and the Study Information System

The underlying document regulating the organisation of studies (Study Regulations) was supplemented and clarified with the following key changes:

- henceforth, the study load of students will be determined after every two semesters studied;
- students with partial or no capacity for work were exempted from the payment of study costs;
- new formats for carrying out studies (e.g. face-to-face, distance and blended learning) were updated and introduced;
- the procedures for taking online exams/tests were clarified, including the regulation of recording.

The main changes to the Study Information System in 2021 were related to the continued transition to the new platform. All of the main roles used by academic units (School office, study programmes and courses, teaching) have been completed, the role related to admissions still needs to be developed. Development of the roles of the Academic Affairs Office started in 2021 and they will presumably be completed in 2022.

One of the resources of the TLU model for supporting the professional development of the teaching staff is a more personalised approach to calculating the workload of teaching staff⁴³. The functionality for managing nominal allocations was added to the SIS (Study Information System) in 2021, which provides a basis for planning the workload of the teaching staff and helps students plan their studies better. As the second stage of the workload calculation project, an analysis (assignment of teaching staff for the coming academic year on the basis of nominal allocations, including order letters, i.e. ordering courses from other academic units) was completed and its development has reached the testing phase.

In the course of e-certificates project of the HTM⁴⁴, SIS developments for transmitting graduation documents to EHIS were launched, as a result of which the University graduates will be able to get digitally stamped copies of their graduation documents via the Education Portal. The development is expected to be completed in spring 2022. As a result of the project, the process of certification of qualifications within Estonia will become significantly simpler.

⁴³ [https://www.tlu.ee/sites/default/files/HIK/mudel_landscape%2Bportrait_A4_preview%20\(4\).pdf](https://www.tlu.ee/sites/default/files/HIK/mudel_landscape%2Bportrait_A4_preview%20(4).pdf) (in Estonian)

⁴⁴ <https://projektid.edu.ee/display/EJ/E-tunnistuste+projektist> (in Estonian)

2.4. Recognitions in the field of studies

Tallinn University recognised the following employees for outstanding learning outcomes in the 2020/2021 academic year:

I Change Learning vision carrier category

Kati Aus (HTI), Nikolai Kunitsyn (ÜTI), Lauri Linask (TÜHI), Mikola Mizjuk (LTI), Tagli Pitsi (HK), Andrus Rinde (DTI)

Outstanding Supervisor category

Mart Laanpere (DTI), Gerhard Bruno Erich Lock (BFM), Margus Nigol (HK), Allan Puur (ÜTI), Triin van Doorslaer (TÜHI)

Outstanding Study Programme Administrator category

Tiina Hiob (BFM), Kairi Koort (LTI), Kai Pata (DTI), Tiiu Tammemäe (HTI)

Creator and Maintainer of the Study Programme Partnership category

Kadri Aavik (ÜTI), Ulrike Plath (TÜHI), Marika Ratnik (LTI)

Contributor to Internationalisation category

Dirk Hoyer (BFM), Meril Ümarik (HTI).

2.5. Assessment of activities in the field by the Vice-Rector for Educational Innovation and the Academic Affairs Manager

The COVID-19 crisis, which started in 2020, continued in 2021, but was more familiar and predictable. At the beginning of the year, we hoped that the introduction of vaccines would help us come back to the classroom and really be together. In reality, however, much of the learning took place online or as blended learning (combined face-to-face and digital learning), while the ongoing face-to-face learning involved a lot of work on mapping and informing close contacts. The protests against the COVID-19 measures that raised their head in society also affected the University to a small extent.

At the same time, the University learned and developed a lot:

- by restoring international admissions and increasing the number of graduates, including the share of those who graduated after the standard period of study;
- by launching a new Inclusive Education study programme, which also has the right to award professional qualifications;
- by creating mobility windows for study programmes;
- by organising new initiatives (e.g. Academy+ and drop-out prevention measures).

We thank all the members of the University who adapted learning and teaching, made lists of participants when in face-to-face learning, and were understanding and helpful. The COVID-19 crisis has brought new skills and forms of learning to members of the University that we can continue to use, regardless of the risk of infection.

The institutional accreditation in 2021 gave the University's teaching activities an important glance from the outside, which helps us set new goals. We are delighted that the ever-evolving LIFE subject has received the highest accolade and set an example for universities in Estonia and abroad. At the same time, we received a number of suggestions for improvements, which we have already started working on. We believe that by making decisions together and collegially, which the Commission saw as our strength, we can find the right solutions for our University.

2021 was an economically challenging year for the University. It is clear that with the operating grant allocated by the state to Tallinn University, it is very difficult to offer the kind of broad selection of studies we have provided so far. Next year, the University will have to make difficult decisions about study programmes and the volume of studies.

As this assessment is written in March 2022, we already know that 2021 was a gap year between two global crises. The war in Ukraine, which started on 24 February 2022 has already brought pain, fear and anxiety, but it has also shown the helpfulness and goodwill of the members of the University, and the initiative and leadership of our students. In the coming year, we want our University family to focus on what they do best: learning and teaching. In doing so, we can contribute to a better future.

III Management, membership and finances

Impact of the external environment on management, membership and finances

In 2021, the focus on higher education funding and the sustainability of universities was sharper than ever. The contract under public law entered into with the HTM for 2019-2021 expired. When the contract under public law was negotiated four years ago, universities voiced concerns that funding for higher education through operating grants had stagnated for a long time and had not increased at the same rate as inflation. Therefore, a clause was included in the contract under public law that the operating grant application would be based on the consumer price index and the increase in the average salary of employees with higher education. Universities largely fulfilled their promises to the state in the objectives set out in the contract under public law, but the state did not respect its commitment to allocate sufficient funds each year in the state budget as operating grants to universities. Operating grant for higher education as a share of GDP has been declining over the last decade and is currently lower than in 2009. While at the start of the transition to free higher education, state support for universities was 1.5% of GDP, it has now fallen to 1.1%.

Representatives of universities and the Rectors Conference of public universities repeatedly highlighted bottlenecks in higher education funding during the year, which are summarised on the website of the Rectors Conference.⁴⁵ The seriousness of the situation in all its complexity was also covered in the media. At the end of the year (9 December 2021), the Parliament of Estonia held a debate on the sustainability of higher education as an issue of major national importance, for which the report of the Support Group for Higher Education *The Role, Quality and Financing Foundations of Higher Education*⁴⁶ (Chair of Support Group, Member of the Riigikogu and Professor of the University of Tartu Margit Sutrop) was presented as background material. Rectors, students, scientists, experts, education officials and representatives of employers and the Estonian Qualifications Authority contributed to the report.

Higher education in Estonia is facing structural challenges that are not just related to increasing funding. It is a question of what the state values and invests in. National strategies set high goals for education, which must help shape a smart individual who can cope successfully in a rapidly changing environment, contribute to the smart economy and organise a smart society. Universities must thereby consider local and global demographic, social, geopolitical and technological developments, and be ready not only to adapt flexibly but also to respond proactively to the changes. Universities are expected to equip learners not only with good subject knowledge but also with transferable competences – complex knowledge and skills, attitudes and qualities that are not confined to a particular area of competence but can be applied in a variety of disciplines and work environments. In a rapidly changing external environment, learners must also acquire an understanding of the lifelong need to learn.

Universities, which are funded by the state, must ensure an adequate supply of graduates to meet labour market needs. The OSKA forecast of the need for labour and skills shows that, alongside a shortage of engineering and IT graduates, there is a major shortage of science teachers⁴⁷, on whom the preparation of student candidates with science capabilities depends. The message from employers is that the state should have a clear commission for the education of specialists that Estonia needs, and that there should be a clear allocation of research and development money to develop the sectors that Estonia needs.

⁴⁵ [FAQ to the Rectors Conference on the funding of higher education and the position of universities \(in Estonian\)](#)

⁴⁶ [Report of the Higher Education Support Group of the Riigikogu *The Role, Quality and Financing of Higher Education* \(in Estonian\)](#)

⁴⁷ [OSKA Survey Estonian Labour Market today and Tomorrow 2019-2027: Short Report on Labour Forecast: *Haridus*, p 63 \(in Estonian\)](#)

A major problem stemming from the persistent underfunding of higher education is the low salaries of teaching staff, which cannot compete with the private sector. Personnel expenses account for the largest share of higher education expenditure. Compared to 2012, personnel expenses in the higher education expenditure of the government sector have increased by 28%. Over the same period, the average gross salary in Estonia has increased by 58%. The State Budget Strategy 2022–2025 provides for an increase in the salaries of school teachers, while the salaries of university teaching staff do not increase. So the situation is getting worse, with school teachers sometimes earning more than lecturers. Universities have 633 academic employees whose salaries in 2020 were below the minimum proposed for school teachers, 112 of whom hold a doctorate. Doctoral students excluded, a third (33%) of academic staff were paid less than the estimated average for general education schools (€1,653) (source: Report of the Higher Education Support Group of the Riigikogu, p 31). The early career and teaching-focused posts have the worst pay prospects in universities. As a result of underfunding, universities are taking painful decisions to limit or close admissions in a number of disciplines, as academic staff are scarce and the workload of the existing ones is too heavy.

More people with PhDs are needed to ensure the state's competitiveness, to guarantee that there will be a next generation of academic staff and that there are enough researchers in businesses and in the public sector to shape research-based policies. At present, doctoral students are predominantly employed in positions not directly related to their doctoral thesis, as the doctoral grant does not allow them to cope. As a result, the time taken to obtain a PhD is longer and the proportion of those who get the degree is small. Therefore, the capacity for research-based innovation in both the private and public sectors in Estonia also remains below expectations.

The Estonian state manages and finances higher education and research separately through two public funding instruments: the operating grant to higher education for the organisation and remuneration of teaching, and baseline funding for research. In universities that focus on academic work and institutions of professional higher education, operating grants for higher education largely cover all activities or at least more than half of the income (51% in Tallinn University, source: Report of the Higher Education Support Group, p 32). The rest does not come from research funding, but from the tuition fees and projects. Universities are responsible for teaching and research, but they cannot mix the resources allocated to each according to the rules set by the state. While research funding reached 1% of GDP in 2021, universities believe the ambition should be significantly higher.

In the light of these challenges, a debate on changes in the higher education funding system seems inevitable. Several options need to be considered to choose the most appropriate model for Estonia. Broadly speaking, there are three options: free higher education, where the costs are borne by the state; predominantly free higher education, where the state contributes a large amount but students pay a small contribution; or higher education for a fee, where students pay a higher contribution. The system of study allowances and student loans will certainly need to be changed if the funding principles changed. Different funding models favour one stakeholder or another, and several principles must be taken into account in order to find the best option: the output of higher education must be balanced with the needs of society; the autonomy of universities in designing their teaching activities and their capacity to respond flexibly to change must be taken into account; higher education must be accessible to students from all social backgrounds; and it is also important that the administration of the funding model must not be overly complex.

The HTM admits that the higher education funding model is not sustainable in its current format and it is necessary to find suitable solutions for involving additional money. Fundamental changes require broad social agreement and should be given a mandate in the next parliamentary elections.

In December, the Riigikogu adopted the budget for 2022, which fixed the higher education deficit for at least several more years. Universities started negotiations with the state on their commitments for the next four years. They entered the negotiations in the knowledge that the commitments made under the previous contract were not backed by the necessary funding and that 2022 will further deepen the gap. On 11 February 2022, the Rectors Conference informed the Minister of Education and Research that universities would not sign the contract under public law without a government pledge to allocate additional funds to higher education in the coming years⁴⁸. In order to maintain higher education funding as a share of GDP at its current level of 1.1%, the operating grant will have to be increased by 15% a year, or by nearly €25 million in the new year. The Minister has promised to bring the proposal of universities to the government's budget negotiations in the second half of 2022.

⁴⁸ [Rectors of Estonian institutions of higher education do not sign contracts under public law with the state \(in Estonian\)](#)

3.1. Objectives of the University in management, membership and finances

In order to support the strategic objectives of Tallinn University, underlying operating principles have been defined in the Tallinn University Development Plan 2020–2022, which also form a basis for the sub-objectives of processes related to management, membership and finances (Table 15).

Table 15. The University’s activity principles in management as sub-objectives and with expected outcomes

Activity principle	The University is interdisciplinary in its activities	The University is international	The University demands excellence and sustainability
Sub-objectives	- Support for the interdisciplinary approach is reflected in financing principles and work organisation	- University members actively participate in the international research and study community. - University’s information and work environment is bilingual.	- The University has a uniform identity and motivated employees. - The University is financially sustainable.
Expected outcome	- The satisfaction of academic employees with work organisation which supports interdisciplinary activities has improved. - The number of strategic partners of the University in the private and public sectors has increased.	- share of international academic staff members has increased; - The number of academic staff members who have worked abroad for a long time has increased. - The satisfaction of international staff members with the English information space of the University has improved.	- The satisfaction of staff with management has improved. - The University’s revenue base per staff member has increased. - The average salary of staff members has increased.

The achievement of the objectives of the University are assessed on the basis of implemented activities and key indicators (Table 16)

Table 16. Level of key indicators of management, membership and finances

	Key indicator	2020	2021
Inter-disciplinarity	satisfaction of academic employees with work organisation which supports interdisciplinary activities ⁴⁹	4.12	4.02
	number of strategic partners in private and public sectors	98	149
Inter-nationalisation	share of international academic staff members	15.32	16.69
	number of academic staff members who have worked abroad for a long time	0.92	1.64
	satisfaction of international staff members with the English information space of the University	4.52	4.56
Demand for excellence and sustainability	satisfaction of staff with management	5.47	4.96
	University’s income base per employee	46,800.83	50,197.99
	average salary of the academic staff	2,069.78	2,208, 89

⁴⁹ The satisfaction of staff members is measured on a 7-point scale.

3.2. Management

3.2.1. Management structure of Tallinn University

In relation to the new Higher Education Act, which entered into force on 1 September 2019, and the adoption of the Tallinn University Act on 20 February 2019, the management structure of Tallinn University changed as of 1 January 2020. Instead of the previous two governing bodies (the Senate and the Rector), the University has three governing bodies: the Council, the Senate and the Rector, which guarantees a more broad-based input for making management decisions and bigger inclusion. Governing bodies have different competences in governing the University, including the adoption of legal acts.

The **Council** is the governing body of the University which is responsible for important economic, financial and capital decisions that would ensure the University's long-term development, and for passing the Tallinn University Development Plan and budget. The Council has a one-time right to veto the Senate's decision to accept the Tallinn University Statutes. The Council has 11 members, five of which are named by the Senate, one by the Estonian Academy of Sciences and five by the Ministry of Education and Research. The composition of the Council is assigned by the Government of the Republic of Estonia based on the proposal by the minister in charge of the field.

Members of the Council 2020–2025

Taavi Laur, Chair, Managing Partner and Member of the Management Board of Aureus Capital Consulting OÜ
Edith Sepp, Vice Chair, Director of the Estonian Film Institute
Andres Kütt, Chief Architect/CTO at Proud Engineers
Mait Müntel, Co-Founder and CEO of Lingvist, Co-Founder and Member of the Management Board of Fermi Energia
Urmo Uiboleht, Principal of Tartu Private School
Ülo Langel, External Member of the Estonian Academy of Sciences
Eve Eisenschmidt, Professor of Educational Leadership, TLU School of Educational Sciences
Kristjan Port, Professor of Sports Biology, TLU School of Natural Sciences and Health
Aleksander Pulver, Associate Professor of Personality Psychology, TLU School of Natural Sciences and Health
Hagi Šein, Guest Professor of Television Culture, TLU Baltic Film, Media and Arts School
Marek Tamm, Professor of Cultural History, TLU School of Humanities

The composition of the Council changed in 2021: Mait Müntel became a member of the Council in place of Peeter Raudsepp.

The **Senate** is the academic decision-making body of the University which is responsible for the research, development, creative and teaching activities of the University and ensures the high quality thereof. The Senate adopts the University Statutes and its competencies include the establishment, redesigning and dissolution of academic units and their subunits and institutions. The Senate is composed of the Rector, Vice-Rectors, Managers, Directors of Academic Units and the Academic Library, and representatives of academic staff and students as elected members. The Senate has two standing committees: the Academic Affairs Committee and the Research Committee. The work of the Senate is managed by the Rector. The Senate has 44 members in the 2021/2022 academic year.

Due to the increase in the number of members of the Rectorate, additional elections to the Senate were held in September 2021. The University Statutes provide that, if the number of persons in the Senate increases on the basis of positions, the Senate will also include additional representatives of academic staff and students.

The **Rector** is the University's legal representative, who manages the University's day-to-day activities in accordance with the Development Plan, the budget and other strategical documents. The Rector assigns the number, areas of activity and competences of Vice-Rectors and Managers in the Rectorate. The Rector decides on matters concerning the University's actions that are not in line with the competences of the Council or the Senate. The Rector is accountable to the Council and the Senate.

The **Rectorate** consists of the Rector, Vice-Rectors and Managers, who are in charge of the fields of activity assigned to them by the Rector and are responsible for the functioning and development of the support units subordinate to them.

Professor Tiit Land was the Rector of Tallinn University from 15 May 2011 until 31 August 2020. In connection with his nomination for the office of Rector of Tallinn University of Technology and being elected, he took up the office of the Rector of Tallinn University of Technology on 1 September 2020. Until the regular election of the Rector of Tallinn University, the TLU Council appointed Professor Priit Reiska as acting Rector of TLU from 1 September 2020 until 14 May 2021, and he also served as Vice-Rector for Academic Affairs during this period. The Rectorate headed by the Acting Rector, Professor Priit Reiska, consisted of Vice-Rector for Research, Professor Katrin Niglas, Vice-Rector for Creative Activities and Cooperation Andres Jõesaar, Vice-Rector for Sustainable Development, Professor Helen Sooväli-Sepping and Head of Finance Kurmet Ojamaa.

Professor Tõnu Viik, the new Rector of Tallinn University, took office on 15 May 2021. The Rectorate headed by the Rector Tõnu Viik includes three Vice-Rectors: the Vice-Rector for Research, Professor Katrin Niglas, the Vice-Rector for Development, Professor Katrin Saks and the Vice-Rector for Educational Innovation, Professor Kristi Klaasmägi, and five Managers: Manager of Business Cooperation and Knowledge Transfer Aija Sakova, Financial Manager Kurmet Ojamaa, Human Resources Manager Eveli Ojamäe-Veider, Strategy Manager Mikk Kasesalk and Academic Affairs Manager Helen Joost. The Managers also manage the work of their subordinate support units.

The Academic Units and the Academic Library are managed by the Council and the Director of the respective unit.

The students of the university form the Student Union that decides and organises student life independently. The Student Union is represented by the Student Council elected by the students, the executive body is the board of the Student Union elected by the Student Council, and the Student Council represents the students at the level of academic units. Student representatives belong to several decision-making bodies of the University. Anna-Liis Uuetoa is the speaker of the Student Council. The chair of the board of the Student Union is Kristen Aigro and its members are Lennart Mathias Männik and Helevi Jurjev.

3.2.2. Election of the Rector

Tallinn University received a new Rector in 2021.

The Tallinn University Act stipulates that the Rector is elected for up to five years pursuant to the procedure provided for in the statutes of the University, pursuant to which the Council must form the electoral body at least six months before the end of the term of office of the present Rector, appoint its chairperson, approve the deadlines for setting candidates and the election operations, establish the rules for the election of the Rector and the terms and conditions of the contract to be entered into with the Rector.

On 25 September 2020, the Council formed the five-member electoral body, which consisted of Professor Mati Heidmets (chairman), Professor Suliko Liiv, member of the TLU Council Edith Sepp, Professor Jaanus Terasmaa and the member of the Executive Board of the Student Union Helevi Jurjev. The deadlines for proposing candidates and election operations were established and the chairperson of the electoral body announced the elections of the Rector, where the deadline for proposing the candidates was 2 November 2021. The electoral committee approved Professor Katrin Niglas and Professor Tõnu Viik as the candidates for the position of Rector.

On 13 November 2020, the TLU Council established the rules for the election of the Rector on 1 February 2021. The rules provided that, if necessary, the elections may be carried out as an e-session if so decided by the electoral body and voting by secret ballot will be organised on the TIVI voting platform. According to the TLU Statutes, the Rector is elected by the electoral body of the University and its members all the members of the Council and the Senate, the University's professors and the representatives of students elected by the Representative Council of the Student Union. The list of members of the Electoral Council was approved on 25 January 2021.

The Electoral Council, which met on 1 February 2021, elected Distinguished Professor of Philosophy Tõnu Viik as the Rector for the period 2021–2026. Tõnu Viik received 57 votes from the Electoral Council and Katrin Niglas 36 votes. The inauguration of Professor Tõnu Viik as Rector took place on 17 May.

Tõnu Viik graduated from Moscow State University with a degree in Philosophy and received his doctoral degree from Emory University, US. He has furthered his education at the University of Helsinki in Finland and the University of Marburg and Humboldt University of Berlin in Germany. Prior to becoming Rector, he managed the TLU School of Humanities.

Priit Reiska, former Acting Rector, has returned to the position of Distinguished Professor of Natural Sciences Didactics at the TLU School of Natural Sciences and Health.

3.2.3. Institutional accreditation

The University passed institutional accreditation (IA) in 2021.

IA is the external assessment in the course of which the compliance of the management, work organisation, teaching and research activities, and teaching, learning and research environment of a university with the objectives and development plan of the university is assessed. Educational establishments must undergo IA at least once every seven years (depending on the results of the previous assessment). During the accreditation process, the following areas were assessed and the University prepared a self-assessment report (the assessment guidelines have changed compared to the last time): 1) strategic management, 2) resources, 3) quality culture, 4) academic ethics, 5) internationalisation, 6) teaching staff, 7) study programme, 8) learning and teaching, 9) student assessment, 10) learning support systems, 11) research, development and/or other creative activities (RDC), 12) service to society.

Separate regular assessments of study programme groups will no longer be carried out pursuant to the Higher Education Act that entered into force on 1 September 2019, but study programmes will be assessed during institutional accreditation on the basis of a sample. In addition to the management, organisation of work, main processes and resources of the University, seven study programmes were assessed this time: 1) Modern European Languages and Cultures (BA); 2) Integrated Natural Sciences (BA); 3) Law (Estonian study programme, BA); 4) Law (English study programme, BA); 5) Digital Learning Games (MA); 6) Educational Innovation Management (MA); 7) Health Behaviour and Well-being (PhD).

Preparations for institutional accreditation started in 2020. On 5 February 2020, the working group and schedule for preparing the self-analysis report of institutional accreditation of TLU were approved by an order of the Rector. The IA process and preparation of the self-analysis report was coordinated by Adviser to the Rectorate Brita Laurfeld and the preparation of the self-analysis reports of the study programmes to be assessed was coordinated by Study Management Senior Specialist Kersti Papon. The working group consisted of 16 people.

On 21 December 2020, the Estonian Quality Agency for Higher and Vocational Education (EKKA) agreed with the University on the composition of the international Evaluation Committee, which consisted of 12 people. The chair of the committee was the Professor of Law Anja Oskamp, former Rector of the Open University of the Netherlands. TLU submitted its self-analysis report to the EKKA on 18 January 2021.

Due to the restrictions related to COVID-19, the visit of the Evaluation Committee took place virtually on 15–19 March 2021. The Evaluation Committee met with members of the University Council, the Acting Rector and the elected Rector, members of the Rectorate, academic and support staff, student representatives, alumni, employers and cooperation partners. The Evaluation Committee met with almost 260 people in total.

On 7 June 2021, the EKKA Higher Education Council adopted the decision to accredit Tallinn University for seven years with an additional condition⁵⁰. The compulsory LIFE (Learning in Interdisciplinary Focused Environment) course in all study programmes was singled out for recognition. TLU was initially required to

⁵⁰ [Decision of EKKA Higher Education Evaluation Council](#)

submit a report on the activities initiated by the University for elimination of the deficiencies specified in the evaluation report by 7 June 2022. As the University is preparing a new development plan for 2023–2027, the EKKA was asked to extend the deadline to organically integrate the actions to address the deficiencies into the process of creating the development plan. The new deadline is 17 January 2023.

3.2.4. Contract under public law 2019–2021

The main instrument used to fund higher education is the higher education operating grant. The responsibilities of Estonian public universities and the state's expectations of universities are among the things determined in the contracts under public law entered into between the state and universities. The contracts also set out the state's obligations. The contract under public law period of 2019–2021 ended in 2021. TLU submitted the report on the performance of the contract to the Ministry of Education and Research on 8 October 2021. The following is a summary of the topics covered in the report.

Main changes as a result of the activities

Tallinn University has met all the targets set by the state for the University in the contract.

The number and percentage of drop-outs in higher education studies has decreased as a result of quality assurance and is lower than the Estonian average. Much progress has been made in developing a support system for students with special needs, which can be considered the best in Estonia. The implementation of the new career model has increased the number of academic staff with doctoral degrees, which is slightly above the Estonian average. At the same time, although the number of students per staff member has decreased, it is still the highest in Estonia and presents the University with difficult choices in continuing to teach in the conditions of limited funding.

By organising the studies of higher education level efficiently, the University has been able to raise salaries, support staff development, create a career model and make investments. This has come at the expense of internal reserves and in the context of ever tighter organisation of work, which is driven by shrinking funding for higher education. Reducing the number of students and providing study opportunities on preferential conditions in agreed areas, as well as other steps to improve learning efficiency, have created problems: student numbers do not meet the University's expectations and the merger of study programmes for cost-efficiency purposes does not meet the expectations of learners.

In the provision of services aimed at the community, the University has been able to maintain or slightly increase the existing volume, while ensuring their high quality. Despite the restrictions resulting from the COVID-19 pandemic, which affected in particular the volume of contracted knowledge services and applied research, a significant number of new project proposals could be prepared for the calls for proposals of different actions. The success rate of these is comparable to the sectoral average success rates of the respective measures. A project writing service was launched, an ethics committee was set up, commercialisation of research results was piloted and TLU now has a portfolio of prototypes of knowledge-based products to showcase.

Proposals for the next period of the contract under public law

Funding for higher education must increase to at least 1.5% of GDP. With existing funding, the University is unable to provide teaching and research that meets the quality requirements in the same volume as today, let alone cope with new tasks. TLU proposed to guarantee additional targeted funding for the following specific activities: informatics education, support for students' creative work and creative research; management of the archaeology collection and the collections of the Estonian Pedagogical Archives and Museum; teaching activities at Haapsalu College; support for teacher education; increasing the number of student places for doctoral studies.

TLU has also requested responsibility in several curriculum groups in previous contract under public law negotiations, which unfortunately have not been taken into account so far. The proposal to take on

responsibility for areas where the University has studies at all three levels of higher education was also made for the new contract under public law.

3.2.5. Development Plan 2023–2027

The preparation of the new Development Plan 2023–2027 (in Estonian) started in the summer 2021, after the new management took office. In autumn, a working group was formed to draw up the University's development plan, which consists of the heads of all academic units and schools, together with a representative and a number of people willing to contribute to the University's development. At the end of the year, the development plan working group held its first workshop to map out the main activities of the University and draw up possible impact targets for the new development period. Working groups for the preparation of the development plans of the academic units and the institution were set up at the same time. Alongside the University's Development Plan, nine development plan documents will enter into force from 2023, according to which operations will be planned and carried out over the next five years. Compared to previous development periods, the structure of the development plans of the units will be harmonised and there will be a direct link with the University's Development Plan and action plan.

The implementation of five research-driven focus fields set out in the effective Development Plan will continue. These focus fields are educational innovation, digital and media culture, cultural competences, healthy and sustainable lifestyle, and society and open governance. Their implementation will be described in the development plans of the units and they will be implemented on the basis of an annual action plan.

The documents regulating the new development period will be adopted at the end of 2022.

3.2.6. University in world higher education rankings

Tallinn University is still ranked high in the world and belongs among the top 5% of the world's universities. The position of TLU in the rankings had decreased in 2021: in the QS World University Rankings (QS WUR) and in the World University Rankings (THE WUR), the University dropped to the position of 1001–1200 instead of the previous 801–1000. The University also fell in the regional rankings: to the 72nd position in the QS WUR Emerging Europe Central Asia Rankings (71st last year) and to 301–350th position in THE WUR Emerging Economies University Rankings (201–250th last year).

In terms of sectoral rankings, TLU stands out for its very high level of excellence in the field of educational sciences, being the overall leader among Estonian universities in this field. In 2021, the TLU entered the QS WUR Subject Rankings for the first time with educational sciences in the position of 251–300 and rose to the 201–250th position in 2022 already. In THE WUR Subject Rankings, TLU maintained its previous year's position in Educational Sciences (301–400) and Arts and Humanities (401–500), but dropped to 600+ in Social Sciences (previously 401–500) in 2021.

Maintaining a position in the world's university rankings is becoming more and more difficult, with increasingly more strong newcomers entering every year. All Estonian universities dropped in the QS WUR Rankings, TLU maintained its position in THE WUR Rankings and TalTech improved its position.

3.2.7. Developing international cooperation relations

The development of international cooperation relations was difficult in 2021 due to the COVID-19 pandemic. Physical meetings continued to be replaced by virtual ones, which meant that the usual collaborative initiatives at conferences, trade fairs, etc. did not occur. The number of staff missions abroad and the number of foreign visitors received did not recover after the 2020 emergency due to uncertainty about the event going ahead and unexpected travel restrictions. The global learning mobility application rounds of the Tallinn University Internationalisation Fund and Erasmus+, which have usually allowed the University staff to receive support for international mobility, were also cancelled in 2021 due to the corona pandemic.

In 2021, Tallinn University expanded its network-based cooperation and started preparations to join the existing European consortium of universities FilmEU.

Cooperation agreements between universities were renewed in 2021 with Ilia National University (Georgia), Akita International University (Japan), Tsukuba University (Japan) and CETYS University (Mexico). A new cooperation agreement was signed with Dongguk University (Korea) and in the humanities with Ryukoku University (Japan) and Eurasia University (Kazakhstan). In total, TLU has 46 bilateral partners from 21 countries at the end of 2021. In connection with the new Erasmus+ programming period, academic units started to review and renew their existing Erasmus+ partnership agreements, which resulted in a reduction of the number of Erasmus partners by 50 (from 399 to 349).

3.2.8. Changes in the academic and support structure

In April, an Environmental Awareness Coordinator, whose tasks include supporting the University's support units on environmental issues, raising the environmental awareness of the staff and participate in the preparation of green procurements, started working at TLU.

The Equal Treatment Commissioner started working in May. The Commissioner's job is to ensure that both staff and students can work in a safe, open and trusting learning and working environment that is free from discrimination.

In July, a procurement department was created as a separate structural unit in order to mitigate the University's risks in public procurement and to reduce disputes and the potential financial risk for the University. The Procurement Department employs three people, the work processes are clearly defined and the number of people in charge is limited.

In September, a competition was launched to fill the post of Director of the Academic Library for the period 2022–2026. Two candidates applied for the position. On 16 November 2021, the Council of the Academic Library decided on the basis of the majority vote of the Council, that the current Director Andres Kollist will continue in the position.

A new support unit, the Strategy Office, was launched in October and it supports the University's comprehensive development planning and brings together strategic planning expertise and analytical support for the preparation of management decisions in a single unit. The unit has seven employees, four of whom came from the Management Support Office and two from the Finance Office. An organizational analyst was also recruited.

Uku Lember, who worked as the Associate Professor of Contemporary History until now, will serve as Acting Director of the TUL School of Humanities from 1 October 2021 until the election of the new director in 2022. The director will be elected for the period from 1 September 2022 to 31 August 2027.

3.2.9. IT developments

In order to meet the objectives of the University's development plan and improve key processes, several IT developments were made in 2021: improving the user-friendliness of the SIS, procurement of a NAV version upgrade, improving the functionality of the LIFE website and developing the doctoral desktop.

The following activities can be identified as separate IT developments:

- The TIVI platform for e-elections was introduced, enabling the University to conduct its voting and elections in a modern e-environment.
- The budgeting and monitoring information system Wisora was completed and it will make budget preparation fast and efficient. The 2022 budget was already prepared in the new information system. The information system brings together the budgets of the main activities, tenures and projects, and their implementation.
- In order to provide the University's various stakeholders with more modern, faster and detailed reporting, a new reporting environment based on the Tableau business analytics software was created. The construction of the data warehouse started at the same time. The latter is based on the cloud-based data platform of Snowflake Inc.

- The Tableau environment has been used to display the University's indicators on the website. A major overhaul of the University in Figures page on the [Estonian](#) and [English](#) websites was carried out in January 2021. The new presentation format provides a graphical overview of the University's performance in different areas over the past five years.
- The development of the doctoral desktop started at the end of 2020. The structure of the desktop, the form for communication between the supervisor and the doctoral student, and partly the activities related to the accreditation were developed in 2021. At the end of the year, the desktop was ready enough in the testing environment to be given to end-users, i.e. supervisors, doctoral students and study counsellors, for testing.

3.3. Assessment of activities in the field by the Strategy Manager

From the University's management perspective, 2021 was a year of change and of coping with the shocks of the external environment. The University's Rectorate changed, the support structure was reorganised, the COVID-19 crisis continued, which had a major impact on the University's core activities and financial situation, and there was also the higher education funding crisis, which had been creeping in for the past four or five years. 2021 was certainly the time for putting the management structures in place in the new situation. Against this background, it is a delight to note that most of the University's key indicators continue to show a positive trend, and the assessment committee of institutional accreditation also gave positive feedback on the University's activities. From the overall management perspective, the external glance on our key processes was refreshing, and on this basis we are already planning for changes in the next period, as described above.

Tallinn University's way to function successfully in an increasingly complex and changing environment is to do things smarter and at lower cost. We are gradually digitising our core value-creating processes, and in doing so, we are also critically auditing and streamlining the processes themselves. As the University's operating grant has essentially frozen at the level of 2015, we are unfortunately forced to reduce our principal activities funded from the higher education operating support. We took the first steps necessary for this at the end of 2021 and will continue in 2022.

Unfortunately, the shocks in the external environment are rather likely to worsen and now, at the beginning of 2022, it seems that 2021 was not the most challenging year. In the context of the war in Ukraine, questions of funding for higher education remain unresolved, and uncertainty is also growing about the revenues earned by ourselves. In its latest economic forecast, Eesti Pank forecasts average wage growth of 7.9% in 2022 and 7% and 6.4% in 2023 and 2024, respectively. At the same time, Eesti Pank forecasts a price increase of 10.2% in 2022. It is therefore clear that the streamlining and downsizing processes started in 2021 have not yet been sufficient to ensure the sustainability of the organisation.

All in all, Tallinn University as an organisation was able to cope with the difficult situation in 2021 and I hope that with the collegial organisational culture of the University and the analytical attitude of its members, we will be able to overcome future difficulties caused by the external environment.

3.4. Employees and human resource work

In terms of full-time positions, the Tallinn University employed a total of 892 people in 2021, 51% of whom were academic staff and 49% non-academic staff. It is worth noting that for the first time in years, academic staff outnumber non-academic staff. In terms of gender, 70% of the staff are women and 30% are men. The average age of academic staff members was 47 years. The number of international employees in 2021 was 66 (61 in 2020, 50 in 2019, 48 in 2018, 41 in 2017 and 46 in 2016).

The number of full-time academic employees was 457.71. 271.29 of them had moved to the positions of the new academic career model applied in 2019 and 186.42 employees worked in the old system of positions. Since the positions of the old and new career models are not entirely comparable, the division of employees

by academic positions according to the old model is described in Table 17 and the division of employees by positions according to the new career model is given separately in Table 18.

Table 17. Number of academic employees in full-time equivalents by positions of the old career model, 2017–2021

	2017	2018	2019	2020	2021
Total	393.26	393.66	392.19	293.08	186.42
junior research fellow	18.9	25.2	28.62	21.57	9.36
teacher	15.45	14.65	18.60	11.95	5.93
assistant	-	-	-	-	-
research fellow	32.52	39.57	39.0	28.62	15.75
lecturer	147.66	130.2	135.05	103.02	75.38
research track associate professor	55.28	51.83	47.92	27.87	8.00
teaching track associate professor	71.3	77.81	74.30	63.25	49.05
research professor	3.8	3.00	2.0	2.0	1.00
professor	48.35	51.40	46.80	34.8	21.95

Table 18. Number of academic employees in full-time equivalents by positions of the new career model⁵¹

	2020	2021
Total	141.57	271.29
teacher	7.08	15.55
distinguished lecturer	4.5	7.8
visiting lecturer	11.55	22.4
career levels in lecturer's position:		
junior lecturer	5.75	15.3
lecturer	8.05	23.15
teaching track associate professor	19.55	34.91
visiting research fellow	4.6	1.73
career levels in research fellow's position:		
junior research fellow	27.61	49.54
researcher	20.16	36.46
research track associate professor	14.8	22.35
research professor	2.5	5.5
distinguished professor	2.0	5.0
visiting professor	2.2	2.85
career levels of professor's position in tenure system:		
tenure track associate professor	7.0	17.5
professor	4.0	11.25
full professor	-	-

The proportion of academic employees with a doctoral degree or a corresponding qualification was 55% in 2021 (58% in 2020; 59% in 2019; 61% in 2018; 2017 in 62% and 60% in 2016). The small decrease is related to the increase in the share of junior research fellows and the creation of the position of a junior lecturer, as neither of these requires a PhD. 50 new employees started working as junior research fellows, mostly with a 0.5 workload. The share of professors among academic staff was 14%. The share of international academic staff members continues to increase – it was 16.7% in 2021 (15.3% in 2020, 13.1% in 2019, 12.4% in 2018, 10.7 in 2017 and 11.3% in 2016). 56% of international academic staff were men and 44% women.

The number of non-academic staff members in full-time equivalents has increased a little in recent years (435 in 2021, 448 in 2020, 423 in 2019, 419 in 2018, 437 in 2017 and 429 in 2016). The number of non-academic employees increased mainly in the Academic Library, but also academic units in relation to supporting project

⁵¹ The old career model also includes the positions of the visiting lecturer, visiting professor and visiting research fellow, but these positions are reflected in the number of positions of the lecturer, professor and research fellow respectively, and they have not been separately highlighted.

work. In 2021, 38% of all non-academic employees worked in academic units, 43% in support units and 19% in the Academic Library.

Overview of the development of human resource work

The first gender equality plan for 2022–2024 was prepared in the University. The European Commission has put gender equality at the heart of its policies and wants to see these principles applied as widely as possible across the EU. Three objectives have been formulated in the context of the European Research Area: gender equality in research careers, gender balance in decision-making processes and gender consideration in the content of research and innovation activities. On 2 September 2021, the Rector formed a working group, whose task was to analyse the University's regulations and practices from the gender equality perspective, identify possible problem areas, propose solutions and, based on the analysis, develop a draft of the Tallinn University Gender Equality Plan that meets the requirements and recommendations set by the EC. As a result of the work done by the working group, the Tallinn University Gender Equality Plan 2022–2024 was submitted to the Senate for approval. The targets set in the plan are based on the analysis and recommendations of the working group and take into account the organisational culture, competences and resources of the University. The Senate approved the Tallinn University Gender Equality Plan at its meeting on 13 December and the plan was signed by the Rector.

The part-time post of the Equal Treatment Commissioner was established. The need for such a post was agreed at the end of 2020, when the Senate approved the Framework for Good Academic Practice. The Commissioner ensures that both staff and students can work in a safe, open and trusting learning and working environment that is free from discrimination. Therefore, one of the Commissioner's areas of work is the promotion of equal treatment and gender equality, and, where necessary, the resolution of discrimination issues. One of the main tasks of the Commissioner was to participate in the preparation of the gender equality plan.

The [Welcome Web](#) was created to provide induction support to international staff members who start working in the University, which offers information to foreigners interested in working in TLU or are coming to Estonia in relation to employment in TLU. It contains information on practical issues related to the University, coming to Estonia, and living and working here.

3.4.1. Filling academic posts

Only the posts of the new career model were filled by way of public competition organised at the University in 2021. A competition was announced to fill 38 posts, incl. 11 professors of the tenure system, 17 lecturer's career path posts (four teaching track associate professors and 13 lecturers), seven teachers, one research track associate professor and two research fellow posts. As a rule, academic employees have indefinite employment contracts and a public competition must only be organised for filling new posts or if a vacancy opens. As a result of this, the number of public competitions continues to decrease compared to previous years.

By the end of 2021, 31 of the 55 professor's posts in the tenure system had been filled, with three professors starting in 2022.

In the lecturer's career path, a competition was generally announced on the basis of career paths, i.e. it was possible to apply by complying with the requirements to positions at levels I, II and III of the lecturer's career path. If the applicant did not meet all the professional requirements of a lecturer (didn't have a doctoral degree or sufficient prior work experience), but met the requirements of the post of junior lecturer of the lecturer's career path (was matriculated or planned to matriculate in the doctoral programme or was an external student), their candidacy could be taken into account and their suitability for working on the lecturer's career path could be assessed). Those who start working as a junior lecturer can move on to the post of lecturer and lecturers to the post of the teaching track associate professor by way of evaluation in the future.

In total, there were 192 applicants for all posts and 82 of them, who met the formal and professional requirements for academic posts, were allowed to take part in the competition. Competition is still higher for the positions where the employee is not expected to be proficient in the Estonian language upon the commencement of employment (however, the selected employee must start learning Estonian). As most of the applicants for posts in the tenure system were not expected to be proficient in Estonian, the number of

applicants for these posts was very high (e.g. 35 applicants for the post of professor of English studies and 19 applicants for professor of sustainable development). Therefore, the average number of applicants for the posts was once again significantly higher than in previous years – 2.16 for all positions (1.66 in 2020, 1.45 in 2019, 1.17 in 2018 and 1.14 in 2017).

The number of candidates admitted to the competition was significantly lower than the number of applicants. The committees that assess the applicants have the right to make a preliminary selection if there are more than three suitable applicants. Preliminary selection means that only the best applicants are presented to the experts for assessment. The selection made by the Committee must be objective and based on specific indicators. The applicants whose field of research was very different from the project or field of research related to the position or whose previous academic work or research effort did not meet the level required in the position as well as applicants who had not supervised doctoral students were eliminated from the competition when the preliminary selection was made. 43% of all applicants were allowed to enter the competition in 2021 (45% in 2020, 77% in 2019 and 72% in 2018).

33 of 38 posts were filled by way of competitions. Competitions for five positions failed: there were no applicants for four positions and none of the applicants for one position met the requirements of the post. The percentage of failed competitions was the lowest in recent years.

The figures for the competitions and filling of academic posts in recent years are presented in Figure 8.

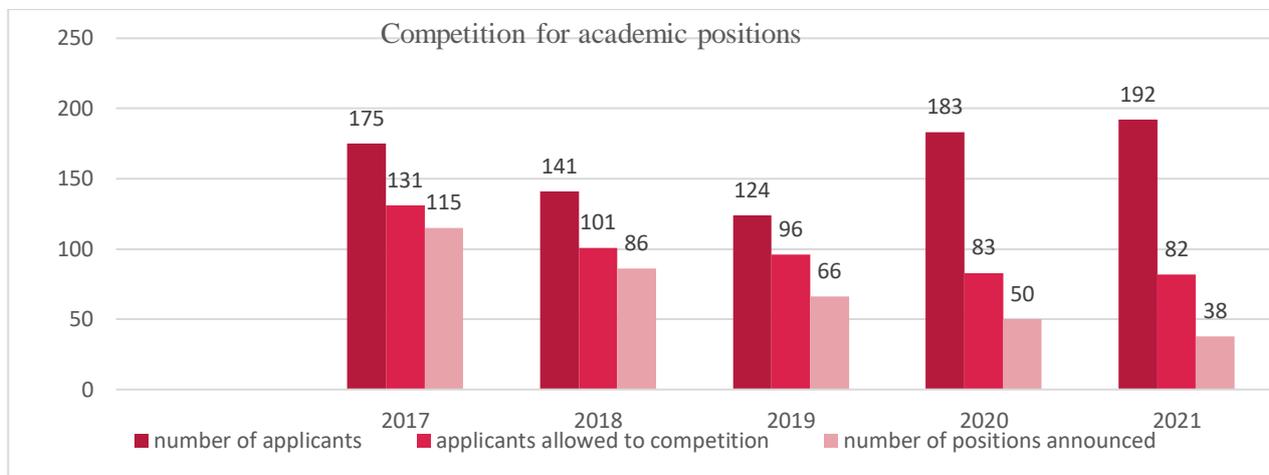


Figure 8. Competition for academic positions in 2017–2021

Academic posts were also filled by inviting visiting employees and by appointment (for the performance of fixed-term work or filling a post due to the failure of a public competition). People also moved to the posts of the new career model by way of evaluation (86 employees).

By the end of 2021, 62% of academic staff had moved to the new academic career model. The transitional period ends on 31 August 2024.

One of the challenges in implementing the new career model is to interpret its content fairly on the basis of the results of the employee satisfaction survey and to apply it fairly to all parties involved. The attitudes of staff members towards the new career model were examined in the survey of 2021. While the availability of information on the new career model was considered sufficient, there was less agreement on its fairness. The academic staff who have switched to the new career model found it clearer and fairer overall.

3.4.2. Staff turnover at the University

Staff turnover rates in 2021 increased slightly compared to 2020, when staff members behaved more conservatively, probably due to the outbreak of the COVID-19 pandemic. Among other things, the level of staff turnover is an indicator of an organisation’s competitiveness and sustainability. Total staff turnover in 2021 was 9.5% and voluntary turnover 3.9%. Voluntary turnover was 0.8% for academic staff and 7.3% for support staff. A turnover of less than 10% can generally be considered low. The voluntary turnover of non-academic staff has traditionally been significantly higher than among academic staff. Turnover may be a more critical problem in the case of some posts and units, so specific cases must be considered in order to draw conclusions.

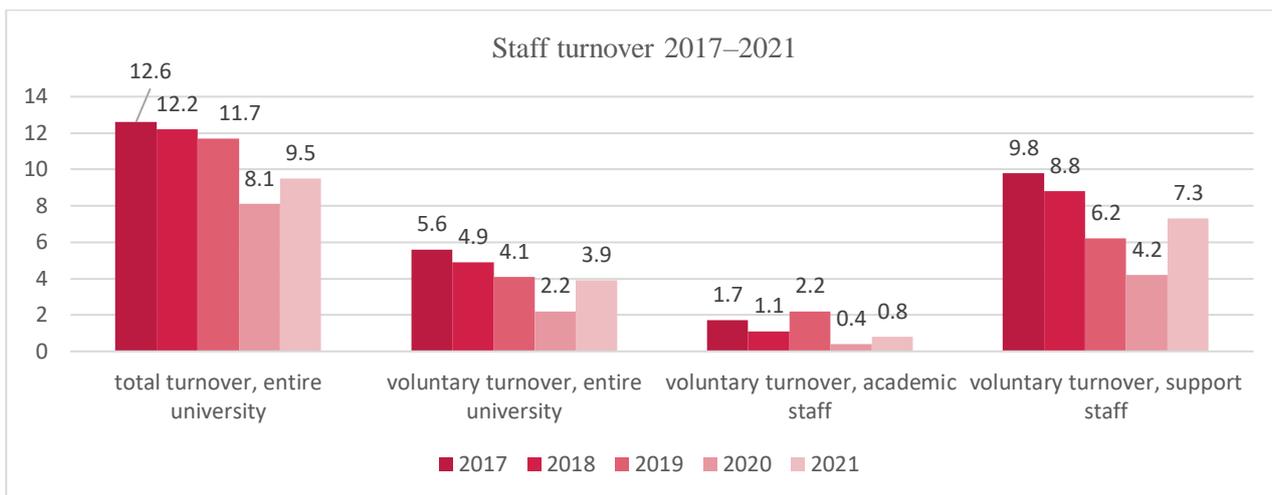


Figure 9. Staff turnover at the university from 2017–2021

3.4.3. Remuneration of staff

Personnel expenses comprised 68.9% of the University's expenses in 2021 (68.4% in 2020, 63.7% in 2019, 62.3% in 2018 and 59.4% in 2017). The average basic salary of academic staff (total for posts in the old and new career models) increased and was €2,209 per month (€2,070 in 2020, €2,000 in 2019, €1,818 in 2018 and €1,621 in 2017). The proportion of variable salary in the total salary was 9%, which is on the same scale as in previous years (9% in 2020, 8% in 2019, 10% in 2018 and 9% in 2017). The gender pay gap in favour of men was 6% based on the average basic salary for all academic posts and 8% based on the average total salary.

The minimum rates of pay for academic staff posts were increased in 2021 in line with a proposal already made by the Salary Committee in 2019. The Committee also recommended raising the minimum rates of pay for non-academic posts, but for economic reasons this was not done and the focus was on maintaining the quality of academic work.

The results of the 2021 staff satisfaction survey showed a slight increase in dissatisfaction with pay and correspondence of pay to effort, and also that the situation is making people look around on the labour market. 40% of respondents had recently considered changing jobs. Satisfaction with pay continues to be significantly lower compared to other factors such as cooperation with colleagues, job content, development opportunities, workload distribution, etc. The expectation of a change in pay is ranked second only to the organisation of work as one of the things that should change in relation to working at the University in the coming years.

The disproportion between pay and workload, the relatively low pay in comparison with the wage market outside the University and the rising proportion of people thinking about leaving indicate that staff members may be lost despite the fact that they like the job and the organisation as a whole. The COVID-19 pandemic led to a change in the national sickness benefit scheme, and the University's procedures were amended accordingly. According to these, the University started to reimburse employees on incapacity for work in the extent of 100% of their average salary for the 2nd to 5th calendar days and 30% for the 6th to 8th calendar days. Remuneration for the days spent on child care leave was paid on the basis of the staff member's average salary and it was possible to apply for a funeral allowance of €250.

The researcher's salary support measure, designed to increase the stability of project-based researchers, made it possible to apply for a grant to pay the basic salary of a researcher for carrying out tasks related to research and development or other creative activities.

Satisfaction of staff with management

The staff satisfaction survey asks the staff members about their satisfaction with the management of their unit and study area. The results show that satisfaction with the management of structural units is generally high, with support staff showing a slightly higher satisfaction with the management of their unit (5.29; 5.58 in

2020) than academic staff (4.93; 5.33 in 2020). Both indicators have fallen slightly compared to the past, although there is no major change in the longer term, and the results have certainly been affected by the COVID-19 pandemic and the resulting changes in work organisation and management. In the comparison of academic units, the average satisfaction with management was lower in the ÜTI. The satisfaction of academic staff with the management of the study area has also decreased (4.85; 5.11 in 2020).

Most of the respondents, both academic and support staff, suggested changes to the management of their units (overall management, study area management, study programme management, communication of information, work organisation, management culture, staff motivation, etc.). In the area of strategic planning for the development of the unit, the ambiguity of the study areas and the role of their leaders was also highlighted this year. A certain degree of ambiguity and lack of clarity was also perceived in the development of the unit as a whole. Staff members expect more dialogue and involvement from managers.

Support staff were slightly more satisfied with the general management of the University (5.11; 5.4 in 2020) than academic staff (4.84 in 2020 4.99). About two-thirds of the staff of all schools were satisfied with the general management of the university. Changes are most expected in relation to the general future-oriented management of the University (including both management style and focus, consistency between management and articulated objectives, communication of decisions, treatment of units and promotion of cooperation, financial management) and the development of the University's strategy (the University's visions for the future and their clarity, development priorities, implementation of change, including the career model, etc.).

3.4.4. Staff development

The staff development principles prepared in 2020 were presented in all units. In general, staff feedback on staff development activities was positive, with opportunities for self-development and the selection of training opportunities rated as good. One of the key issues that emerged was how to identify which development activities and training are most needed and how to transmit this information to those who organise them. Mentoring and leadership training are missed. Many staff members feel that the way in which development interviews are conducted needs to be better thought through and better linked to the staff member's employment relationship, evaluation and career. International staff members also expect more training and development opportunities especially for them.

In order to assess the need for renewed agreements on the conduct and organisation of development interviews, the practice of conducting development interviews was examined both in cooperation with the units and through a staff satisfaction survey. Meetings with those who conduct development interviews in the units revealed that the interviews are generally held, but the way they are targeted and carried out can vary greatly from unit to unit and also depend on the person conducting the interview. One of the key issues that emerged was the question of the role and powers of the person conducting the interview and how the interviews are linked to evaluation. A simpler and more user-friendly environment is desired for recording the results of the interview. Training and exchanges of experience are desired to support the process of interviewing. The survey on satisfaction with development interviews revealed a predominant satisfaction with the constructiveness of the interviews, but the benefits of the interview remained unclear for some staff members. These results confirmed that the arrangements of holding the development interviews need to be rethought as part of the general management culture, which will be developed further in 2022.

The main staff development activities in 2021 were related to language training and other activities supporting internationalisation, the development of general working skills as well as teaching and supervising skills. The number of formal and refresher training courses in English and Estonian was the biggest. Estonian language courses were offered at beginner and medium levels and were also aimed at international academic employees, who are expected to start learning Estonian upon the commencement of employment on the basis of indefinite employment contracts and achieve the B1 proficiency level in three years and the B2 level in five years. The number of Estonian language learners increased. Intercultural communication training series continued and all major partner countries of the University were covered. The goal of the training was to better understand different cultures and to make the communication process as pleasant and smooth as possible for our foreign colleagues and students.

The already customary training in the use of the University's information systems and databases, but also training in online presentation skills, etc., were offered to develop general job skills. In order to support the

more effective use of development interviews as a tool for employee targeting, assessment, development and motivation, a longer training series on development interviews was offered to administrative managers. The heads of the support units also started the same training in the end of the year. More than before, the staff members of the University used the opportunity to participate in the courses of degree studies offered by the University in order to improve their professional skills (18 employees in 2021, five employees in 2020). For example, courses such as supervising and teaching skills and digital skills were taken, as well as text editing.

Cooperation with the NGO Peaasjad started to provide mental health first aid training, which we would like to continue. Training on data protection and copyright was developed for and delivered to TLU repositories.

Due to the COVID-19 pandemic, training and development activities were mainly conducted online in the spring semester, and mostly face-to-face in the autumn semester. Experience so far has shown that online language learning may not be suitable for everyone, but for other types of training, the use of online format has rather created more participation possibilities. Thus, some of the training was offered as both face-to-face and online training, and interest in both was similar.

3.4.5. Employee mobility

€124,500 was allocated to TLU for the 2020/2021 academic year within the scope of the Erasmus+ programme, which was used to cover the travel expenses of 130 employees (incl. 70 teaching missions and 60 training missions).

The COVID-19 pandemic continued to affect staff participation in the programme. Although the earlier physical-only mobility was complemented by integrated mobility and virtual-only participation, neither solution attracted many participants. Due to the ongoing spread of the virus and travel restrictions, it was not always possible to meet the minimum two-day physical mobility requirement, even in the case of integrated mobility. However, interest in virtual mobility was curbed by the associated bureaucracy, which was no longer compensated by travelling and face-to-face communication. It was felt that cooperation can be carried out also without participating in the programme, and the technical capacity of the virtual learning partners also varied and could mean an additional workload for staff.

There were 75 cases of Erasmus+ mobility in 2021, of which 58 cases were training mobility and 17 teaching mobility. Of these, 35 training and 6 teaching mobility cases took place physically, and 23 training and 11 teaching mobility cases took place virtually.

The restrictions related to the COVID-19 pandemic also drastically reduced the share of academic employees who had worked abroad for a long time. However, in 2021 it was already slightly higher than the year before: 1.64. The same indicator was 0.92% in 2020, but 10.47% in 2019 and 12.63% in 2018.

3.5. Assessment of activities in the field by the Human Resources Manager

The topics that have become important already before were still on the agenda in the organisation of the staffing policy and human resource work in 2021, such as the implementation of the new career model, remote working, support for the mental health of staff, issues related to calculating the workload of the academic staff, pressure for pay increases and the COVID-19 pandemic.

It can be said that the employees have already adapted more to the new academic career model, its implementation is going more smoothly, and a number of bottlenecks have been identified and solved. People were more ready to work remotely in terms of experience and organisation of work, as it remained necessary due to the COVID-19 pandemic. The results of the survey on the use of premises and remote work at the University confirmed that, in general, the duties allow the staff members to work from home and they cope with the work. At the same time, staff members prefer combining work at the University and at home, and this freedom of choice is motivating.

Institutional accreditation highlighted the University's strong focus on staff development and satisfaction, and the average salary of staff has increased significantly in recent years. However, we know on the basis of satisfaction surveys that the disproportion between pay and workload, the relatively low pay in comparison with the wage market outside the University and the rising proportion of people who consider leaving indicate

that staff members may be lost despite the fact that they like the job and the organisation as a whole. The share of personnel expenses in University expenditure has also become critically high. Adding to this the pressure from the wage market to raise salaries, solutions need to be found to avoid a further increase in this share and rather to reduce it.

In view of the steps taken by the University to promote the equal treatment of staff, close attention needs to be paid to the recommendations received in the course of institutional accreditation to analyse whether individual pay negotiations ensure a coherent approach and equal treatment of staff, and to address the need to ensure fair distribution, transparency and comparability of workloads.

Regardless of the limited resources, I hope the employees of the University will continue to enjoy their meaningful work, supportive colleagues and good relationships that we can all contribute to.

3.6. Sustainable development

Sustainable development is a horizontal area that runs through the activities and processes of the University. From 15 January 2020 to 17 May 2021, the TLU sustainable development process was coordinated by the part-time Vice-Rector for Sustainable Development. In the new Rectorate, which took office on 17 May 2021, the Vice-Rector for Development is responsible for sustainable development, while the Environmental Awareness Coordinator coordinates activities. The following activities were carried out in 2021:

- In January 2021, the Senate approved the decision to supplement the University's Statute of Study Programme with a clause requiring the University's study programmes at stages 1 and 2 to include learning outcomes that ensure the acquisition and application of sustainability principles in everyday life, and in research and creative activities.
- In the first half of 2021, several green transition fora were held under the auspices of the Vice-Rector for Sustainable Development, where the role of the state in planning sustainable development, the opportunities for universities to contribute to the transition to a balanced society, well-being in the context of sustainable development, the contribution of universities and the activities of the European Commission in implementing the green transition in society were discussed.
- TLU was the first university in Estonia to calculate its carbon footprint and is committed to reducing it. According to data from two years ago, the University's carbon footprint was 7,500 tonnes of CO₂. More than half of this relates to the energy in buildings, i.e. heating and the use of electricity and water. Mobility energy, i.e. driving to work and to the University for students, as well as travelling abroad, accounts for a third of the climate damage caused by the University. A tenth of the University's carbon footprint is made up of office and laboratory equipment, but also the organisation of events and conferences, and waste generation. TLU plans to carry out energy audits in the coming years.
- TLU participates in the Green Academic Footprint initiative of the Network of Universities from the Capitals of Europe (UNICA) to contribute to making sustainable development principles part of everyday life. Close cooperation with opinion leaders, policy makers, communities, businesses and other universities takes place through the network in order to share green practices for reducing the ecological footprint.
- The work was started by the SEEMIK research group, which includes ecologists, educational psychologists, communication scientists and digital technologists. The group's activities are driven by the desire to understand the mindsets and communication skills needed for sustainable development and to develop solutions to support them, particularly in the field of education.
- TLU Press has launched a new series on life sciences *Bibliotheca Scientiarum Vitae*. There was no such series in Estonia until now. According to the initiator of the series Tiit Maran, Chairman of the College of Life Sciences at TLU Press and Director of Tallinn Zoo, the series was initiated out of a common understanding that in the increasingly complex confrontation between humanity and the environment, it is important that Estonian readers have access to books in Estonian that help them understand life on Earth in all its diversity and the factors that threaten it. The series was opened by the book *Climate Change - Diagnosis, Prognosis, Therapy* by German climate scientists Stefan Rahmstorf and Hans Joachim Schellnhuber, which is an Estonian translation of a book first published in 2006 by the prestigious C. H. Beck Publishers.

3.7. Marketing and image development

In 2021, the consideration of the situation caused by COVID-19 was more clearly taken into account in marketing and communication work, with a number of parallel action plans in place.

3.7.1. Marketing of degree studies, open learning and continuing education

The objective of the marketing and communication activities of Tallinn University was to support degree studies, open learning and continuing education by:

1. increased competition and the number of students (including international students) admitted with higher admission results to marketed tuition-based (incl. in English) study programmes in areas of responsibility;
2. increased financial volume of open learning;
3. increased financial volume of continuing education and knowledge-based services.

In 2021, the admission campaign was based on the solution offered by Nobel Digital with the slogan “What Is Your Goal?”, the idea of which was to engage young people on the path of setting bigger goals.

The campaign was carried out in social media (Facebook, Instagram, YouTube), as Google Display advertisements, in outdoor media (digital screens and bus stops), advertisements in Estonian and Russian radio stations, as content marketing on *Äripäev* radio (special show Tallinn University on Air).

At the suggestion of Nobel Digital, the digital campaign consisted of three stages. In the first introductory stage, the communicated general message was “A good goal is always more than meets the eye. Enrolling in Tallinn University is the first milestone. For the ambitious, even graduation is not enough. Science stays with you for life”. For those who took notice of this message and also visited the TLU website, the second phase of the campaign was launched with the additional message “Get your higher education at Tallinn University”, along with a specific reference to the admission dates. In the second stage, the message of the School that had already interested the person was fed according to their behaviour: if the page of a specific School had been visited on the website, the advertising journey of this interested person continued with the message of the specific School. As the application deadline approached, the third stage was “Tallinn University is the first milestone in achieving your goals! Apply from 21 June to 1 July!”

In addition to the campaign, academic units also carried out marketing activities arising from the specific priorities of the units, which were centrally supported with money as well as knowledge and skills.

In addition to the campaign, advertising activities were carried out all year round in the Google network as well as in Estonia and on six international target markets: Finland, Russia, Turkey, Ukraine, Georgia and Latvia. The year-round advertising campaign of continuing education went on and separate campaigns for open degree studies and the student academy were carried out twice a year.

In 2021, participation in virtual education fairs and regional information and career days was significantly lower. As the restrictions caused by the corona crisis eased, visits to schools continued, which carried out information sessions, lectures and workshops, hosting groups at the University to introduce the campus and the specialities taught. The student academy project launched to support marketing, the international summer and winter school and the programme of student deputies were launched.

Marketing events were planned as virtual in 2021. The Open Day was bigger than ever: for the first time it was held in both Estonian and English. In late January, we presented the University's English-language study programmes and other delights of the University for five days in cooperation with the BFM through a live TV show. The event in Estonian took place over four days at the end of February and also showcased the diverse face of the University, both in terms of studies and student life. Administrators, teaching staff and students alike talked about the study programmes. This was the first time when we presented the University in such a versatile audiovisual format. The Student Shadowing Week also continued in virtual format using the Back to School platform.

The University is represented in the most commonly used education portals and information was also actively forwarded to potential students and continuing education learners via social media and newsletters. Many events were organised to introduce specialities and training courses. In addition to the Open Week, the information evenings of MA studies continued and their goal was to introduce the options of studying for an MA degree at all of the TLU schools. Due to the corona situation, they were still all organised virtually.

The biggest web development in 2021 was LUNA – a student media platform that showcases the creatively and academically interesting work and activities of the students. The LIFE veeb was also developed to streamline student registration.

3.7.2. Image development of Tallinn University

The image development and membership objectives of Tallinn University for 2021, which were supported by communication activities, remained unchanged compared to the previous year and were as follows:

1. the University is more visible and reputable among target groups and the public media environment (above all with regard to the RDC achievements);
2. satisfaction with the flow of information in units and the University improves;
3. the role of Tallinn University as a research institution in Estonian society improves.

In order to improve the flow of internal information (to reduce the volume of separately sent letters), internal information continued to be presented by category, which streamlines the presentation of information and makes it easier for target groups to find. In addition to newsletter formats, an audiovisual format for internal information was tested in the second half of the year. The plan is to continue experimenting and find a good balance to ensure the flow of information.

Operational COVID-19 crisis communication support and information dissemination to both staff and students continued.

The series of Expert on Air shows, which became the flagship of science communication, developed strongly in the second half of the year to become more accessible to the target audience: the format became shorter and the broadcasts were made on the *Postimees* TV platform, which significantly increased the viewership of the series. The long-running One Minute Lectures project, which has become a recognisable format for many and a recognisable face of Tallinn University, continued.

In general communication, a start has been made to become a more organic part of the social debate in the media. To this end, our researchers will be more involved and guided to engage with the media, and supported with the knowledge and skills to present themselves well in the media.

The staff of the University rated the reputation of TLU as an employer in 2021 with the average score of 4.85 on a 7-point scale (4.83 in 2020 and 4.52 in 2019) in a satisfaction survey, whilst the average score given by academic staff was 4.73 (4.76 in 2020 and 4.3 in 2019) and the score given by non-academic staff was 5.05 (4.96 in 2020 and 4.82 in 2019). The average responses to the statement “I am proud that I work at TLU” was 5.36 (5.45 in 2020 and 5.32 in 2019) – 5.26 in the case of academic staff (5.39 in 2020 and 5.16 in 2019) and 5.57 in the case of non-academic staff (5.57 in 2020 and 5.55 in 2019).

3.7.3. University anniversaries and events

The *virtual fair of professional placement opportunities* took place on 29 January. The fair was attended by 15 organisations from both Estonia and abroad, who presented their fields of activity and traineeship and job opportunities. About 200 students attended the fair.

Celebration of the anniversary of the Republic of Estonia

On 23 February, the University celebrated the 103rd birthday of the Republic of Estonia with a virtual ceremony. TLU alumna Anu Välba invited to the BFM studio the members of the University who were considered worthy of national recognition by the Estonian state in 2021. The festive and warm atmosphere of the ceremony was made even more special by the opportunity to sing the anthem and the Gaudeamus as a virtual joint choir of participants. The programme attracted a record number of live and on demand viewings (ca 2500 during the year).

Tallinn University Day

On 18 March 2021, 16 years passed since the decision of the Riigikogu to give the University, which was essentially born as new from the foundations of its predecessors, its current name. The University celebrated the day with an online ceremony led by TLU alumna Grete Lõbu. At the ceremony, the University's decorations and letters of gratitude were given to many of the University's staff members, as well as the authors of the best publications of 2020 and the winners of the TLU Literature Prize. Also at the virtual ceremony, each participant could feel a sense of unity and capture immediate and sincere emotions.

Inauguration of the Rector

The inauguration ceremony on 17 May was held in accordance with academic practice and was broadcast on high quality television, with simultaneous translation into English, so that all members of the university family and friends could participate as directly as possible. This broadcast has also been widely watched, with almost 2,300 live and on demand viewings in almost a year.

TLU graduation ceremonies took place from 14 to 18 June in the courtyard of the University campus, in compliance with all applicable safety regulations. All the ceremonies were broadcast live on the internet, on the TLU Youtube channel and on campus TVs.

The ***reception for cum laude graduates*** on 15 June was exceptional: the sculpture "Only in Film and in Dreams" by Oliver Soomets and Magnus Andre was unveiled in front of the Vita building of the University. The work represents a mountain with a golden peak, which can be gilded further by people important to the university. Those who graduated *cum laude* were given the opportunity to attach the first new gold leaves to the sculpture.

Orientation Week

The Orientation Week for new international and international exchange students took place from 23 to 27 August, with around 450 students attending. The services offered by the University and its partners were introduced and an overview of their studies and tips on cultural adaptation was given. As appropriate for the COVID-19 era, the sessions were virtual.

Launch, aimed at helping first-year students to settle in, took place from 23 to 29 August. Information and support for starting university studies was provided in the information sessions of the academic unit, including on specialisations, teacher training, arrangements of studies, study abroad and students with special needs.

Celebration of the start of the 2021/2022 academic year

The virtual opening ceremony of the academic year took place on 1 September, where the University family was congratulated by the Rector Tõnu Viik and the chairman of the Executive Board of the Student Union Kristen Aigro. The new professors were introduced and the professor's scarves were given to them at the ceremony. The joyful mood of the event was created by the opinions of the children of the University staff on what the university is and what a professor does. The broadcast has been viewed *ca* 1,400 times.

University participated in Science Week

The University offered Science Week events from 20 to 24 September: there were workshops, seminars, tours and exciting lectures, which were attended by nearly 2,000 people of all ages. The topics included wasting food, mental health, robots and happiness, among others. Participants could visit an exhibition and explore the repositories of Tallinn University. Many of the events could be watched and heard on demand.

In the ***Teachers Day week*** in early October, Tallinn University invited all students to take note of the teaching staff who have enriched the society's view of the world with their knowledge and who are particularly remembered by their audiences. The submitted names formed a virtual wordcloud where the names of the teaching staff members most frequently mentioned were in the largest format.

TLU Health Day

The Health Day “With the Entire University” took place on 15 October. During the Health Day, people could get vaccinated against flu and COVID-19, take health tests, donate blood, listen to expert lectures on health-related topics and take part in workshops to promote physical activity.

Conferment of doctoral degrees and appointment of honorary doctors

Doctoral degrees were conferred upon 24 doctors, who had defended their theses during the past year at Tallinn University, on 19 November. Doctoral degrees were conferred in four fields: humanities, education, natural sciences and social sciences. Two new honorary doctors of the University were introduced at the ceremony: Helle Metslang, Professor Emeritus of the University of Tartu, long-time chairman of the Mother Tongue Society and member of the Academia Europaea, and Professor Lazar Fleishman of Stanford University, an internationally renowned expert on Russian literature and one of the authorities on contemporary Slavic Studies.

TLU at Dubai EXPO

A week introducing Estonian education took place in the United Arab Emirates from 12 to 16 December at the World EXPO in Dubai. Liina Kersna, Minister of Education and Research, was present at the EXPO, together with university rectors, researchers and business representatives. Tallinn University was represented at the EXPO by Rector Tõnu Viik, Professor Kairit Tammets (DTI) and research fellows Renu Geetha Bai (LTI) and Grete Arro (HTI).

3.8. Financial activities

The budget of Tallinn University in 2021 was €43.02 million, which increased by €3.1 million (7.8%) in comparison with 2020 (Table 19). Of the total volume of the 2021 budget, the budget of academic units made up 64% and includes six schools and one college (Figure 10). The budget of support units made up 25.8% of the budget, it includes the units ensuring central support services, revenue earning support units and university-wide activities. The grants mediated by the University as the leading partner for the operating expenses of targeted financing in the amount of €1.78 million have not been included in the budget expenditure. There were no significant changes in the proportions of the budget division in comparison with 2020.

Table 19. Comparison of Tallinn University budget structure in 2020 and 2021 (thousand euros)

	2020 budget	Implemen- tation of 2020 budget		2021 budget	Implemen- tation of 2021 budget		Comparison 2020– 2021
Academic units	24,923	24,735	62.0%	26,696	27,544	64.0%	2,809
Support units and university-wide activities	12,499	10,667	26.7%	12,036	11,087	25.8%	420
Depreciation, amortisation and impairment losses	1,840	1,869	4.7%	1,814	1,805	4.2%	-64
Academic Library	2,074	2,065	5.2%	1,938	2,136	5.0%	71
Funds	1,185	902	2.3%	941	785	1.8%	-117
Council	56	56	0.1%	96	64	0.1%	8
Rectorate	461	463	1.2%	547	481	1.1%	18
Student Union	161	119	0.3%	211	211	0.5%	92
Profit/loss	-1,912	-973	-2.4%	-1,972	-1,095	-2.5%	-122
TOTAL	41,287	39,904	100.0%	42,307	43,018	100.0%	3,114

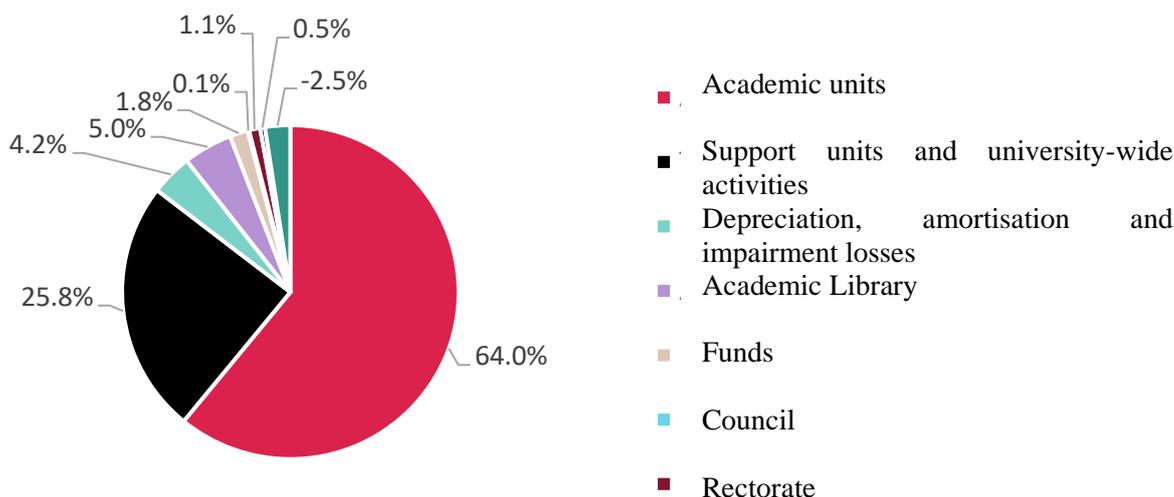


Figure 10. Proportions of TLU budget structure in 2021

The University's revenue base is made up of revenue from the operating grant allocated by the HTM, study income outside the operating grant, baseline research funding income, support for remuneration of junior research fellows, other RDC income, and other income (Table 20).

Table 20. Comparison of TLU budget revenue in 2020 and 2021 (thousand euros)

Revenue item	2020 budget	Implementation of 2020 budget		2021 budget	Implementation of 2021 budget		Comparison 2020–2021
Study activities	24,785	25,096	62.9%	25,691	26,378	61.3%	1,282
Research and development	15,628	14,188	35.6%	15,831	15,960	37.1%	1,772
Other revenue	874	620	1.6%	785	680	1.6%	60
TOTAL	41,287	39,904	100.0%	42,307	43,018	100.0%	3,114

According to the funding agreement between the HTM and the University for 2021, the amount of the operating grant allocated in 2021 was €21.68 million, incl. allocations for specific purposes in the amount of €2.16 million. Allocations for specific purposes in 2021 increased by €0.3 million compared to 2020. The operating grants allocated to academic units and the central fund increased by €0.75 million.

The allocations for specific purposes from the operating grant of 2021 include the teacher's induction year support, allocation to the University's library, doctoral allowance, the scholarship fund of students, regional study allowance, for opening additional student places in special education and support for the study programme of inclusive education. In June and December 2021, amendments to the funding agreement were entered into between the HTM and the University, which added €0.23 million to the support for the practical training of school psychologists (50% will be drawn down by the University and recognised as revenue in 2022) and support for opening additional student places in teacher training, support for activities of Estonian as the second language and for regional higher education in the total amount of €0.85 million (the University will draw down and recognise the amount as revenue in 2022–2024).

Study revenue outside the operating grant includes the service fees of formal education, revenue from continuing education, performance fees of doctoral studies and other study activity income. Revenue from educational activities outside the operating grant increased in 2021 by €0.23 million or 5%, when compared to 2020.

The revenue from research, development and creative activities includes the baseline research funding distributed by the HTM and the support for the remuneration of junior research fellows, the revenue from

research, development and creative activities funded by domestic (incl. the research grants funded by the state) and foreign financiers, and the revenue earned from the service contracts related to research, development and creative activities.

RDC income increased by €1.77 million or 12.5% in 2021 in comparison with 2020. This included an increase of €0.66 million in revenue from service contracts, an increase of €0.58 million in revenue from grants, an increase of €0.32 million in revenue from base funding for research, and an addition of €0.21 million in support for remuneration of junior research fellows. The grants mediated by the University as the leading partner for the operating expenses of targeted financing in the amount of €1.78 million have not been included in the budget revenue.

Other revenue includes the lease and rent income earned by units, the revenue earned by the Academic Library, the revenue of the TLU Conference Centre, the sale of the books published, and the allocations for specific purposes outside the operating grant, which are study allowances and the allocation for covering student loans. Other revenue increased by €60,000 million or 9.7% in 2021 when compared to 2020.

Table 21. Comparison of TLU accounting expenses in 2020 and 2021 (thousand euros)

Cost item	2020		2021		Comparison 2020–2021
Grants issued	4,673	11.1%	4,838	10.5%	165
Management expenses	5,808	13.7%	6,548	14.3%	740
Personnel expenses	28,910	68.4%	31,608	68.9%	2,698
Depreciation, amortisation and impairment losses	1,869	4.4%	1,805	3.9%	-64
Other operating expenses	936	2.2%	1,046	2.3%	110
Finance income and expenses	52	0.1%	46	0.1%	-6
TOTAL	42,248	100.0%	45,891	100.0%	3,643

The volume of expenses increased in 2021 by €3.6 million or 8.6% in comparison with 2020 (Table 21). There is a significant increase of €2.7 million in the row of personnel expenses. Management expenses (excluding VAT) increased by €0.7 million.

Table 22. Key financial indicators from 2019–2021 (thousand euros)

Financial indicators	2019	2020	2021	Comparison 2019–2021
Operating revenue	42,533	41,274	44,796	5.3%
Operating expenses	40,005	40,326	44,040	10.1%
Depreciation of non-current assets	1,883	1,869	1,805	-4.1%
Total operating expenses	41,888	42,195	45,845	9.4%
Profit/loss for financial year	608	-973	-1,095	-280.1%
Balance sheet total	58,779	61,171	62,856	6.9%
Current assets	10,006	13,258	14,352	43.4%
Fixed assets	48,773	47,913	48,504	-0.6%
Current liabilities	9,824	17,933	15,776	60.6%
Long-term liabilities	8256	3,511	8,448	2.3%
Working capital	182	325 ⁵²	2,276 ⁵³	1150.5%
Loans payable	8133	7,969	9,333	14.8%
Net assets	40,699	39,727	38,632	-5.1%

⁵² The book value without contingent liabilities as at 31 December 2020 is -4,675

⁵³ The book value without contingent liabilities as at 31 December 2021 is -1,424

The working capital covered by credit limit (see Note 10) was positive as at 31 December 2021 (Table 22). In comparison with 2020, the volume of the University's current assets increased by €1.1 million and the overall solvency level improved moderately (Tables 22 and 23).

Table 23. Key financial ratios from 2019–2021

Ratios	2019	2020	2021
Operating income / Operating expenses	98.5%	102.2%	102.3%
Loans/ Operating income	19.1%	19.3%	20.8%
Fixed assets / Balance sheet total	83.0%	78.3%	77.2%
Current assets / current liabilities	101.9%	101.8% ⁵⁴	114.4% ⁵⁵
Net assets / Balance sheet total	69.2%	64.9%	61.5%
Loans / Balance sheet total	13.8%	13.0%	14.8%

3.9. Assessment of activities in the field by the Financial Manager

The global trends that have shaped the Estonian economic space in 2021 and the unprovoked large-scale military invasion of Ukraine by Russian forces, which started on 24 February 2022, have led to major changes in our operating environment. Due to the very short time horizon, it is not yet possible to reliably assess the impact of the changes. However, it is clear that in the coming years we will have to contend with significantly higher energy prices, accelerated inflation and significant pressure on personnel expenses. The changes will also have a negative impact on consumer confidence, which we expect to lead to a slowdown in the growth of the University's own revenue. We consider it rather likely that in the near future, decisions on monetary policy instruments could also lead to a significant increase in the cost of raising external capital, including interest rates. All in all, the changes in the external environment mean that over the next three years we will have to work hard to keep the University's budget in structural balance, and we expect to reach a surplus from 2025. The financial-economic position of Tallinn University is good and the outlook is stable.

⁵⁴ The value of the ratio without contingent liabilities as at 31 December 2020 is 73.9%

⁵⁵ The value of the ratio without contingent liabilities as at 31 December 2021 is 91.0%

Academic units 2021

Baltic Film, Media and Arts School

Study areas – 3

Study programmes open for admission – 13, incl. in English – 5

Students – 795, including 166 international students (21%)

Academic staff – 60, support staff – 28

Percentage of staff with a PhD – 33%

Tenure professorships – 4

Key activities/events of the year

1. The ninth student film festival Best of BFM took place: a film week, an awards gala with a TV broadcast, an academic conference presenting the best graduation projects.
2. Joining the European Universities Alliance for Film and Media Arts (FILMEU), launching a large-scale project.
3. Receipt of follow-up funding for the group grant The Public Value Chains of Cultural Open Data Solutions of the personal research grant of Professor Indrek Ibrus.
4. Launch of two Erasmus+ projects: FILM-SKILLS, ADORE.
5. The post of the tenured professor of documentary film was filled.
6. Launch of the Chamber of Experience seminar series.
7. Creation of the LUNA web platform: a weekly TV news programme and showcasing the results of students' RDC activities.

School of Digital Technologies

Study areas – 5

Study programmes open for admission – 13, incl. in English – 4

Students – 807, including 130 international students (16%)

Academic staff – 50, support staff – 26

Percentage of staff with a PhD – 49%

Tenure professorships – 4

Key activities/events of the year

1. Co-organisation of the Next Generation Government Symposium on 14–15 September 2021 (<https://taltech.ee/en/events/ready-next-generation-government-submit-nggs-21>).
2. Organisation of the 20th World Conference on Mobile, Blended and Seamless Learning on 6–7 October 2021 (<https://mlearn2021.ee/>).
3. Organisation of the anniversary conference of the Centre for Educational Technology on 14 October 2021 (<https://www.tlu.ee/uudised/tallinna-ulikooli-haridustehnoloogia-keskus-tahistab-25-sunnipaeva>).
4. Organisation of the World Usability Day 2021 conference on 23–26 November 2021 (<https://wud.ee/>).
5. Receipt of group grant PRG1634 Model-based Learning Analytics to Promote Higher Thinking Skills in Students of a personal research grant.
6. The first students graduated from the Master's programme in Open Society Technologies, all of them within the nominal period.
7. The number of Master's graduates (106) was the highest in all years, as was the number of students graduating after the standard period of study (70, including BA students).

School of Educational Sciences

Study areas – 4

Study programmes open for admission – 20, incl. in English – 2

Students – 1428, including 70 international students (5%)

Academic staff – 54, support staff – 35

Percentage of staff with a PhD – 49%

Tenure professorships – 5

Key activities/events of the year

1. Research-based entrepreneurial cooperation was launched and continued with a number of educational technology companies in Estonia and abroad, such as ALPA Kids, Mobi Lab, Demek and TTS.
2. Interdisciplinary research cooperation developed, in particular in the field of climate literacy and the green transition.
3. We opened a one-year Master's programme in Inclusive Education, which is run in partnership with the University of Tartu.
4. We started creating micro degrees.
5. We are developing flexible learning formats to support the next generation of teachers and studying in the university.
6. We completed the project Development of a Centre of Excellence for Educational Innovation, which resulted in service packages for educational institutions and functioning interdisciplinary teams of didactics.
7. In cooperation with the University of Tartu and the HTM, we launched a student volunteer programme to help educational institutions mitigate the effects of the pandemic.

School of Humanities

Study areas – 6

Study programmes open for admission – 26, incl. in English – 4

Students – 1,333, including 98 international students (7%)

Academic staff – 128, support staff – 18

Percentage of staff with a PhD – 63%

Tenure professorships – 9

Key activities/events of the year

1. The staff of the TÜHI are valued professionals in their field, whose work has been recognised by national scientific and cultural awards and by being elected as academics.
2. The staff of the TÜHI are doing high quality research and are successful in applying for projects. The RDC revenue of the TÜHI increased by 20% compared to 2020.
3. The staff of the TÜHI have published numerous outstanding publications (articles, books, translations), organised renowned exhibitions and given numerous speeches in the media.
4. We have integrated the School's teaching and research in a more thought-through manner and on a larger scale, and we have increased cooperation between academic strands and centres.
5. We have updated our studies of contemporary culture and comparative philosophy, and we are re-launching the study of urban planning at the TÜHI.
6. We started university-wide teaching of Estonian language and culture to all international students.
7. The TÜHI works as a united team towards common goals.

School of Natural Sciences and Health

Study areas – 4
Study programmes open for admission – 20, incl. in English – 1
Students – 1,209, including 20 international students (2%)
Academic staff – 70, support staff – 31
Percentage of staff with a PhD – 60%
Tenure professorships – 3

Key activities/events of the year

1. The post of the tenured professor of health behaviour and sports biology was filled for the first time.
2. Launch of the first English Master's programme of the LTI – Well-Being and Health Behaviour.
3. Institutional accreditation, evaluation of doctoral programmes in natural sciences and recreation management action plans.
4. Establishment of the Centre of Competence of Psychology and Law of the Centre of Excellence in Behavioural and Neurosciences, launch of webinars of the Centre of Excellence in Behavioural and Neurosciences.
5. Launch of the Bachelor's programme in Integrated Technologies and Crafts in block mode studies.
6. Launch of the first micro degree study programme Dispute Resolution – Legal and Psychological Approaches to Conciliation in cooperation with the School of Governance, Law and Society.
7. Organisation of the exhibition Inclusive LIFE in the Estonian National Museum.

Haapsalu College

Study programmes open for admission – 4
Students – 245
Academic staff – 8, support staff – 11
Percentage of staff with a PhD – 3%

Key activities/events of the year

1. Development of the Great LIFE and adding it to the electives of four study programmes for students admitted in 2022. Great LIFE takes place as e-learning, which makes it possible for students across the University to join. Development of lecturers' digital competences.
2. Establishment of a new Master's programme working group and launch of the development processes.
3. Increase in the number of full-time staff. This was especially true for the Applied Informatics study programme, for which we found a new administrator. Pay rises for academic and non-academic staff.
4. Development of the Centre of Excellence for Health Promotion and Rehabilitation, incl. the publication of a 1.1 scientific article.
5. Increased cooperation with local authorities: setting up a working group and active participation in it (Where is Lääne county heading and what is the role of the College in this?).
6. National exhibitions (Design Night etc.) and local exhibitions for the public are organised in the study programme of Handicraft Technology and Design. Increasing the teaching infrastructure for more contemporary teaching in the Handicraft Technology and Design study programme.
7. Keeping and supporting the team in a mentally challenging working environment affected by external circumstances.

School of Governance, Law and Society

Study areas – 5

Study programmes open for admission – 21, incl. in English – 6

Students – 1,307, including 324 international students (25%)

Academic staff – 81, support staff – 20

Percentage of staff with a PhD – 67%

Tenure professorships – 6

Key activities/events of the year

1. Recognised social scientists – Merike Sisask – annual award in the field of social sciences for the work cycle Social Factors of Mental Health and Wellbeing and Related Risk Behaviour (Primarily Suicidal Behaviour), position 301-320 of the subject field in the QS WUR by Subject sociology rankings, Professor Luule Sakkeus and Professor Merike Sisask were awarded Order of Merit of the White Star, Fourth Class.
2. ÜTI is the only place in Estonia where COST projects are coordinated: we develop cooperation networks with about one hundred international partners in the field of multidisciplinary innovation (SHIINE), digital human rights (GDHRNet) and support for disadvantaged youth (YOUNG-IN).
3. Micro degrees: launch of the first separate micro degree study programme Dispute Resolution – Legal and Psychological Approaches to Conciliation in cooperation with the School of Natural Sciences and Health.
4. Development of studies with digital support: launching a working group of the digitally strong.
5. Publication of a three-volume textbook on public policy – covering the policy-making process, policy design, and theories and analysis methodology in Estonian language.
6. Launch of six tenured professorships: development of the fields of demography, social protection, sociology and law.
7. Successfully organising international conferences: SOGOLAS Global Forum, the EASSW conference with a social work focus, the MIRNete conference with a migration and integration focus, Professor Valsiner's jubilee week and the preparation and launch of the large-scale Estonian Family and Birth Survey (EPSU).

Financial statements

BALANCE SHEET

(euros)	Note	31.12.2021	31.12.2020
ASSETS			
Current assets			
Cash	2	6,400,777	9,120,601
Financial investments	2	3,000,000	0
Receivables and prepayments	3	4,883,738	4,068,726
Inventories	4	67,377	69,062
Total current assets		14,351,892	13,258,389
Fixed assets			
Investment properties	5	2,035,823	2,035,823
Property, plant and equipment	6	45,661,222	45,218,191
Intangible assets	7	806,802	658,979
Total fixed assets		48,503,847	47,912,993
TOTAL ASSETS		62,855,739	61,171,382
LIABILITIES AND NET ASSETS			
Current liabilities			
Loans payable	8	909,091	4,481,820
Payables and prepayments	9	14,866,865	13,451,484
Total current liabilities		15,775,956	17,933,304
Long-term liabilities			
Long-term loans payable	8	8,423,581	3,487,217
Other long-term payables		24,310	24,230
Total long-term liabilities		8,447,891	3,511,447
Total liabilities		24,223,847	21,444,750
Net assets			
Retained earnings		39,726,632	40,699,491
Profit/loss for financial year		-1,094,739	-972,859
TOTAL NET ASSETS		38,631,893	39,726,631
TOTAL LIABILITIES AND NET ASSETS		62,855,739	61,171,382

INCOME STATEMENT

(euros)	Note	2021	2020
Operating revenue			
Revenue from operating activities	10	6,550,058	5,579,999
Operational funding grants	11	26,322,406	25,033,548
Targeted financing of operating expenses	12	11,724,612	10,377,320
Grants related to assets	12	112,511	227,923
Other revenue	13	86,091	55,331
Total operating revenue		44,795,679	41,274,122
Operating expenses			
Grants issued	14	4,837,631	4,673,020
Management expenses	15	6,548,291	5,807,697
Personnel expenses	16	31,608,249	28,909,527
Depreciation, amortisation and impairment losses	6, 7	1,804,558	1,868,694
Other operating expenses	17	1,046,020	936,153
Total operating expenses		45,844,748	42,195,091
Profit/loss for reporting period		-1,049,070	-920,968
Interest revenue		16,744	5,234
Interest expenses		-62,413	-57,126
Total financial revenue and expenses		-45,669	-51,891
Profit/loss for financial year		-1,094,739	-972,859

CASH FLOW STATEMENT

(euros)	Note	2021	2020
Cash flow from operating activities			
Operating profit/loss		-1,049,070	-920,968
Adjustments			
Depreciation and impairment of fixed assets	6, 7	1,804,558	1,868,694
Value-added tax expenses for the acquisition of non-current assets		24,648	55,743
Grants received for the acquisition of non-current assets	12	-112,511	-227,923
Adjusted profit/loss from operating activities		667,624	775,545
Change in trade receivables	3	-330,685	171,808
Change in receivables of grants related to income		260,185	160,200
Change in other receivables		-61,259	-22,757
Change in prepaid taxes and taxes refundable	3	-17,383	57,707
Change in prepaid grants	3	-557,022	-732,073
Change in other prepayments		-55,632	11,631
Change in inventories	4	1,685	-7,386
Total net change of current assets related to operating activities		-760,113	-360,870
Change in supplier payables	9	229,353	-306,788
Change in payables to employees	9	996	365,478
Change in taxes, duties and penalties payable	9	99,277	141,810
Change in liabilities of grants related to income	9	-78,919	-135,414
Change in other liabilities	9	-139,001	120,488
Change in prepayments of grants received	9	1,284,349	3,634,677
Change in other received prepayments	9	19,327	-29,224
Change in long-term liabilities		-81	-262,452
Net change of liabilities related to operating activities		1,415,301	3,528,575
Total net change of current assets related to operating activities		1,322,812	3,943,250
Cash flows from investing activities			
Paid upon acquisition of property, plant and equipment, and intangible assets		-2,419,898	-1,063,792
Grants received for the acquisition of non-current assets		59,296	257,207
Received interests and other financial income		16,744	4,754
Total cash flow from investing activities		-2,343,858	-801,831
Cash flows from financing activities			
Loans received	8	6,300,000	0
Loans repaid	8	-4,936,365	-163,636
Interest paid		-62,413	-57,126
Total cash flow from financing activities		1,301,222	-220,762
Total cash flows		280,176	2,920,658
Cash and cash equivalents at beginning of the period		9,120,601	6,199,943

Cash and cash equivalents at end of the period
Change in cash and cash equivalents

9,400,777
280,176

9,120,601
2,920,658

STATEMENT OF CHANGES IN NET ASSETS

(euros)	
Retained earnings as at 31.12.2019	40,699,491
Result for 2020	-972,859
Retained earnings as at 31.12.2020	39,726,632
Result for 2021	-1,094,739
Retained earnings as at 31.12.2021	38,631,893

Notes to financial statements

NOTE 1. ACCOUNTING POLICIES

General information

The 2021 financial statements (hereinafter the report) of Tallinn University (hereinafter the University) have been prepared in accordance with the Estonian financial reporting standard, the main requirements of which are established in the Accounting Act that are supplemented by the requirements set forth in the Public Sector Financial Accounting and Reporting Guidelines (hereinafter the General Rules). The report has been prepared based on the continuity principle of the activities of the University. The financial year commenced on 1 January 2021 and finished on 31 December 2021. The numerical indicators of the financial statements have been presented in euros. According to subsection 29 (4) of the Accounting Act, the University has not prepared consolidated financial statements, as the balance sheet total and sales revenue of the University do not exceed 5% of the balance sheet total and sales revenue of the University as a consolidating unit.

Cash and cash equivalents

Cash in hand and bank account balances are considered as cash and cash equivalents in the financial statements. Overdraft is recognised as short-term loans payable in the balance sheet.

Financial investments

The principles of RTJ 3 and § 34 of the General Rules are followed in the recognition of financial investments. Financial investments are classified in the balance sheet as short-term (to be realised within the next financial year) or long-term depending on their estimated maturity. Short-term financial investments are recognised in account group 101 and long-term financial investments in account group 151. Profit and loss calculated on financial investments is recognised in account class 65. According to the General Rules, securities are recognised at fair value. If there is no information about the fair value, they must be recognised at acquisition cost, which will be adjusted with write-downs. If the acquisition cost is not known, financial instruments are recognised at zero value.

Division of assets and liabilities into short and long term

Assets and liabilities are divided into short and long term in the balance sheet proceeding from whether the estimated possession of asset or liability lasts up to one year or longer calculated from the date of the balance sheet.

Receivables and prepayments

Trade receivables, accrued income and other short-term and long-term receivables (incl. loans receivable, deposits) are recognised at the adjusted acquisition cost. The adjusted cost of short-term receivables is generally equal to the nominal value of the receivables (less any write-downs) and therefore short-term receivables are recognised in the balance sheet in the amounts likely to be received. The financial assets are initially recognised at the fair value of the receivable fee to calculate the adjusted cost of non-current financial assets, by calculating the interest income in the next periods by using the effective interest rate method.

Outstanding receivables are assessed by the approximate method. On the application of the approximation method, receivables which are 90-180 days past due are written down by 50% and receivables which are more than 180 days past due are written down in full (100%). Doubtful

receivables are carried in the trade receivables ledger until they are collected or considered uncollectible and written off the balance sheet.

When it appears that the collection of a receivable is unrealistic, the receivable is considered uncollectible and written off the balance sheet. A receivable is considered uncollectible when the University has no means for collecting it (the debtor has been liquidated or bankrupt and the assets in the bankrupt's estate are insufficient for settling the debt, etc.) or when the costs of collecting the receivable would exceed the estimated income from its collection.

When a doubtful receivable is subsequently collected, the previously recognised impairment loss is reversed by reducing expenses from the impairment of receivables during the period in which the item is collected.

Inventories

Inventories are assets that are held for sale in the course of ordinary economic activities; that are currently produced for sale in the course of ordinary economic activities; or the materials or accessories that are consumed in the production process or in the provision of services. Inventories encompass not only goods purchased for sale, materials, work in progress and finished goods but also equipment and real estate held for resale and capitalised expenses directly attributable to the provisions of services for which revenue cannot yet be recognised using the stage of completion method. Inventories are initially recognised at its acquisition cost, which consists of purchase costs and other costs incurred in bringing the inventories to their present location and condition.

Borrowing costs are not included in the cost of inventories and, in line of the General Rules, non-coverable levies and taxes paid in the acquisition of inventories are recorded as an expense.

The goods are expensed by using the FIFO method. Stock is recognised in the balance sheet at the acquisition cost or net realisable value, whichever is lower.

Subsidiaries

A subsidiary is a company whose activities are controlled by the University. A subsidiary is deemed to be under the control of the parent company if the parent company holds, either directly or indirectly, more than 50% of the voting shares of the subsidiary or is otherwise able to control the operating and financial policies of the subsidiary.

The term 'subsidiary' also covers non-corporate entities (foundations and non-profit associations). Control and significant influence in non-commercial undertakings is determined on the basis of whether the assets of the non-commercial undertaking transfer to the parent company upon its liquidation. When the parent has control of a foundation or a non-profit association (generally over 50% of voting rights), the holding is recognised as 100%.

The subsidiary is initially recognised at its cost which is later adjusted with the write-downs resulting from the decrease in value.

Information on the subsidiaries has been provided in Note 21.

Associates

Associates are entities over which the University or its subsidiary has a significant influence but not control. Significant influence is generally presumed to exist when the University or its subsidiary owns 20% to 50% of the voting rights in an entity.

If the University or its subsidiary has a significant influence over the foundations or non-profit associations (in general 20-50% of the voting rights), the share or also financial investment are not

recognised in the balance sheet. The contributions to the target capital of the object of share are recognised as the expenses of the given grants.

An associate is initially recognised at its cost which is later adjusted with the write-downs resulting from the decrease in value.

Information on the associates has been provided in Note 21.

Investment properties

Investment properties are properties (land, building or part of a building) that are leased by the University to a non-public sector entity to earn rental income or held for capital appreciation and not used in its primary activities by any public sector entity. Buildings and premises used by public sector entity are recognised as the items of property, plant and equipment.

An investment property is first recognised at its acquisition cost, which also includes the expenses directly related to acquisition (i.e. notary fees, state fees, payments to advisers and other expenses without which the transaction would probably not have taken place). The acquisition cost of investment property does not include the borrowing costs and, in line with the General Rules, non-recoverable levies and taxes incurred on the acquisition of investment property are recognised as an expense. According to the General Rules, after initial recognition, investment property is recognised at cost less any accumulated depreciation and any impairment losses.

Depreciation is calculated based on the straight-line method. Each investment property is assigned a depreciation rate that corresponds to its useful life. Where an investment property consists of significant parts that have different useful lives, the parts are accounted for separately and assigned depreciation rates that correspond to their useful lives.

Subsequent costs on an investment property are added to the acquisition cost of the property if it is probable that future economic benefits associated with the costs will flow to the University and the costs can be measured reliably. The costs of day-to-day maintenance and repair of investment properties are recognised as an expense as incurred. When part of an investment property is replaced, the cost of the new part is added to the acquisition cost of the property if it meets the definition of investment property and the recognition criteria and the residual value of the replaced part is written off the balance sheet.

Recognition of an investment property on the balance sheet is discontinued when the property is sold or removed from use and the property is not expected to generate any economic gains in the future. Gains and losses arising from the derecognition of investment property are recognised in the income statement of the period in which the property is derecognised under other income or other expenses respectively.

An investment property is reclassified on the balance sheet if the purpose for which it is used changes. From the date of reclassification, the investment property is accounted for using the accounting principles applied to the class of assets the property was transferred to.

Property, plant and equipment and intangible assets

Property, plant and equipment are the assets which the University uses for meeting its statutory responsibilities, rendering services or administrative purposes and expects to use for a period exceeding one year and which have a cost of at least €5,000.

Regardless of the size of acquisition cost, land, books and publications of library are recognised. Regardless of the cost, the objects of artistic, historical and scientific value which does not decrease in time can be recognised.

Property, plant and equipment are recognised at cost which comprises the purchase price and other costs directly attributable to the acquisition. According to the General Rules value-added tax, other taxes and duties are not capitalized to the acquisition cost of property, plant and equipment. Items of property, plant and equipment are further on recognised in the balance sheet at its cost, less accumulated depreciation and any accumulated impairment losses.

The costs related to improvements are added to the acquisition cost of property, plant and equipment only if these meet the definition of property, plant and equipment and criteria for recognition of assets in the balance sheet and the cost of expenses is at least the amount stipulated as the minimum of capitalization of property, plant and equipment of the General Rules. The costs related to current maintenance and repairs are recognised as expenses of the period in the statement of financial performance.

If an item of tangible fixed assets consists of separable components of different useful lives, those components are registered in the accounting as separate asset items and separate depreciation rates are assigned to them according to their useful lives.

Depreciation is calculated by using the straight-line depreciation method.

Depreciation is accounted for starting from the month of taking the assets into use. The latter is performed up to full depreciation, transfer or final removal of assets from use. The objects of unfinished construction are not depreciated. The depreciation rates and final values are reviewed at the end of each financial year. The changed assessments are recognised retroactively in the financial year.

The aim of depreciation rates is to ensure the compliance of depreciation accounting with useful life and use of property, plant and equipment.

Depreciation of property, plant and equipment and intangible assets is calculated by using the following depreciation rates:

<u>Group of property, plant and equipment</u>	<u>Depreciation rate, %</u>
Buildings	1,5–5
Facilities	2,5-10
Plant and equipment	10-20
Inventory	10-50
Computer equipment	33-50
Intangible assets	5-50

The books and publications of library, lands, objects with artistic, historical and scientific value which is not decreasing in time are not depreciated.

If it occurs that the actual useful life of assets is considerably different from the initially assessed one, the depreciation period is changed. The remaining useful life of the asset is assessed for this purpose a least during the annual stocktake.

Pursuant to subsection 42 (2) of the Guideline of Financial Accounting and Reporting in the Public Sector, a specialist how knows the asset makes a proposal for the establishment of the depreciation rate on the basis of the estimated useful life of the asset.

The condition of the buildings of Tallinn University located in Tallinn (hereinafter the Buildings) is very good. For example, the oldest building of the Tallinn University campus located at Narva mnt 25 was built in 1938 and it is under heritage conservation. The building is a well-preserved house with architecture characteristic of the late 1930s, which was designed by architects Alar Kotli and

Erika Nõva. The useful life of buildings as of 1 January 2019 is 66 years instead of the former 50 years. The depreciation rate of buildings arising from this is 1.515151% per year.

Library collections

Subsection 41 (2) 2) of the General Rules stipulates that regardless of the acquisition cost, the publications can be recognised as items of property, plant and equipment as an exception in these public libraries where the storage and lending of publications for public is the core activity. Items acquired for library collections are recognised as items of property, plant and equipment in an aggregated set. Accounting on the units, titles and cost are kept in the library's information system ESTER. The library collection items the value of which cannot be measured reliably are accounted for in unit terms in the information system ESTER-i (at zero value). The library collections are fully expensed, if these are removed from use or it becomes apparent that they have been lost. The value of library collections recognised in the balance sheet is not depreciated.

Intangible assets

Intangible assets are non-monetary assets without physical substance distinguishable from other assets, used within a longer period than one year and the acquisition cost of which exceeds the threshold for recognition of non-current assets. Intangible asset object (software, rights of use, other intangible assets) is recognised in the balance sheet, if the assets can be controlled by the University; the future economic benefit received from its use is probable, the acquisition cost of assets is reliably measurable and assets do not result from the expenses made within the group to research and development activities. Research and development costs are recognised as expenses when incurred. Intangible assets are initially recognised at cost, comprising the purchase price and any costs directly attributable to the acquisition.

After initial recognition, intangible assets are recognised at cost less any accumulated depreciation and any impairment losses.

All intangible assets are assumed to have finite useful lives. Intangible assets are depreciated on a straight-line basis over their estimated useful lives. Each intangible asset is assigned a depreciation rate that corresponds to its useful life. If the useful life of intangible assets cannot be reliably assessed, it is presumed that the useful life lasts up to 10 years. On each reporting date the justification of depreciation periods and method of assets is assessed.

The following depreciation rates were used for the calculation of the depreciation of intangible assets in the University in 2021: 5–50%.

Impairment of assets

The University as the public sector entity applying the General Rules does not carry out impairment tests or write down assets to their recoverable amount in the case of non-current assets needed to provide public services if the asset value has not been impaired due to damage or other reasons partially or fully due to removal from use. In other cases, the items of property, plant and equipment with unlimited useful life and in case of assets to be depreciated the occurrence of circumstances referring to the potential decrease in value of assets are assessed. If such indication exists, the recoverable value of assets is assessed and compared with book value.

An impairment loss is recognised in the amount by which the book value of assets exceeds its recoverable amount. The recoverable amount of assets is the fair value of assets less sales expenses or its usage value, depending on which is higher. The recoverable amount is assessed for the purpose of assessment of decrease in value of assets either per single asset object or the smallest possible asset group for which cash flows can be differentiated. The write-down of assets is recognised as the expenses of the reporting period.

In case of assets once written down, the probability whether the coverable value of assets has meanwhile increased is assessed on each following reporting date. If, as a result of value test it occurs that the coverable value of assets or asset group (cash generating unit) has increased above the residual book value, the earlier write-down is cancelled and the residual book value is increased up to the amount which would have been created, considering the normal depreciation during interim years. A reversal of an impairment loss is recognised in the statement of financial performance by reducing expenses from impairment losses.

Financial liabilities

Financial liabilities (trade payables, borrowings, accrued expenses and other current and non-current payables), excl. derivative instruments with negative fair value are initially recognised at cost that is the fair value of the fee received for financial liability. Further recognition is carried out based on adjusted cost method.

The adjusted cost of financial liabilities is in general equal to their nominal value, thus all financial liabilities are recognised in the amount subject to payment in the balance sheet.

The interest expenses related to the financial liabilities are recognised on an accrual basis as period expenses under financial income and expenses of the statement of financial performance. Recognition of a financial liability is terminated in the balance sheet, if this is paid, cancelled or expired.

Leases

In the case of operating lease, the leased assets are recognised in the lessor's balance sheet. Operating lease payments are recognised on a straight-line basis within lease period as income by the lessor and as expenses by the lessee.

The assets leased under operating lease terms are recognised in the balance sheet by normal procedure, similarly to other non-current assets. Operating lease payments are recognised as income evenly within the lease period.

University as the lessee – in the case of operating lease, the lease payments of assets are recognised on an accrual basis as period expenses over the lease term in the statement of financial performance.

University as the lessor – assets leased out under operating lease terms are recognised in the balance sheet by normal procedure, similarly to other assets to be recognised in the balance sheet of the University. Assets leased out are depreciated using depreciation policies that are applied to similar assets by the University. Operating lease payments are recognised as income on a straight-line basis over the lease term.

Tax accounting

Tallinn University uses the combined method of direct accounting and proportional deduction in deducting input value-added tax. The relation of taxable sales and total sales is set based on the sales of the previous calendar year. The proportion is adjusted at the end of the calendar year, proceeding from the relation of taxable sales and total sales of this calendar year. The value-added tax direct accounting method is used only as to taxable sales and the activities with only taxable sales.

Accounting of revenue

Revenue is recognised on an accrual basis.

Revenue from the sale of goods and provision of services in the course of normal operating activities is recognised at the fair value of received or receivable fee, considering all write-downs and benefits made.

Revenue from the provision of training services constitutes tuition fee revenue collected by the University from its regular study and open academy students, participants in continuing education programme, etc. Revenue is recognised in the period in which the service is rendered.

Revenue from the sales of services is recognised after the provision of the service or, if the service is provided over a longer period of time, in compliance with the percentage of completion method. Revenue from the sale of services to be rendered over an extended period of time is recognised based on the stage of completion of the service to be rendered on the date of the balance sheet, provided that the final result of the transaction involving the provision of service (i.e. revenue and costs related to the transaction) can be reliably estimated and the receipt of the fee from the transaction is probable. If the final result of the transaction or project involving the provision of service could not be reliably estimated, but it is probable that the University can cover at least the expenses related to the service, the revenue is recognised only within the scope of actual expenses related to the fulfilment of the contract.

Revenue from sale of goods is recognised when all material risks related to the ownership have been transferred from the seller to the purchaser, the sales revenue and costs related to the transaction are reliably measurable and the receipt of fee from the transaction is probable.

Interest income is recognised when its collection is probable and the amount of income can be measured reliably. Interest income is recognised by using the effective interest method.

Expense records

Expenses are recognised on accrual basis. The non-refundable taxes and duties paid in the acquisition of non-current assets, incl. value-added tax are recognised at the moment of acquisition as expenses under other operating expenses in the income statement.

Grants

Grants include the means received (supports received) for which neither goods nor services are given in exchange and the means given (given, mediated supports) for which neither goods nor services are received in exchange. Grants are recognised on the basis of principles provided in the General Rules.

Grants are divided as follows:

- government grants (hereinafter grants) – the grants received and given for the certain project-based purpose, in case of which its aim with milestones for following the fulfilment of the objective, time schedule and financial budget are set and the provider of grant requires detailed reporting on the use of money from the receiver and the cash surplus should be repaid to the provider;
- operating funding grants – received and given supports granted to the receiver proceeding from its statutory tasks and objectives set in the development documents.

The types of grants are:

- domestic grants;
- international grants.

A grant is recognised in the balance sheet upon the transfer or receipt of money or on the date when the receivables, liabilities, income and expenses related to the grant are recognised. Grants are

classified into grants related to income and grants related to assets. The main condition for grants related to assets is that the University as the grant recipient has to purchase, build or otherwise acquire a certain asset. A grant is recognised as income in the period in which the operating expenses are incurred or the non-current asset is acquired unless the conditions of the grant involve the risk that the grant may be reclaimed or may not be received.

If the provider or intermediary of the grant provides a grant using simplified reimbursement of expenditures (standardized unit costs, payments of specific amounts, reimbursements of indirect expenditures compensated at a uniform rate) without requiring expense documents, grant income is recognised in the period in which the grant is provided.

Grants received and grants passed through are differentiated in the income statement upon the recognition of grants. Grants passed through are grants received for passing on to another party, not for covering own operating expenses or acquiring assets. In the case of intermediation, income from grants received for passing on equals expenses from grants passed on.

Non-monetary grants are recognised at the fair value of received goods and services. Assets received from other public sector entities by way of non-monetary grants are recognised at their fair value or if this cannot be determined, at their residual value indicated by the transferor.

When it appears that some conditions attaching to the grant have not been met and the University as the grant intermediary or recipient is liable to the grant provider for the recipient's compliance with the contractual conditions and use of the funds for their designated purpose, the University recognises at the date the breach of contract is identified a receivable from the grant recipient and/or a liability to the grant provider, and reduces income from grants received and/or expenses from grants provided.

Foreign currency transactions

The transactions denominated in foreign currency are recognised based on the foreign currency exchange rates of the European Central Bank officially valid on the date of the transaction.

Cash flow statement

In preparing the cash flow statement, the proceeds and payments, changes in receivable and liabilities have been recognised according to their purpose as cash flows from operating, investing and financing activities.

Related parties

The highest collegial decision-making body of the University since 1 January 2020 is the Council. The related parties in this report are the members of the TU Council, Senate and the Rectorate, directors and their closest family members (incl. a domestic partner, spouse or child) and the related legal entities.

The annual report discloses information on the transactions made with related persons that do not comply with the legal acts or internal documents of the accounting liable person or general requirements or market terms.

Contingent assets

The liabilities of providing a grant assumed on the basis of contract and claims pertaining to the receipt of grants are recognised previously as contingent liabilities and receivables.

Provisions and contingent liabilities

The provision is recognised when the University has a legal or constructive obligation resulting from the obligating event taken place before the date of balance sheet and the realization of liability is probable and this amount can be reliably measured. A provision is recognised on the balance sheet in an amount which, in the opinion of the management, is required for the satisfaction of the provision-related liability as of the balance sheet date. A provision is recognised at discounted value if it is likely to be realised more than 12 months after the balance sheet date, unless the impact of discounting is insignificant.

Other possible or existing obligations, the settlement of which is less than likely or the related expenditures of which cannot be determined with sufficient reliability, are disclosed in the notes to the financial statements as contingent liabilities.

Off-balance sheet low value assets

The assets with the useful life of over one year, but with the acquisition cost below €5,000 are expensed at the moment of recording. The expensed small assets with the acquisition cost of €640–4,999.99 are accounted for off the balance sheet.

Events after the reporting date

All adjusting events having taken place before the confirmation of the annual report, but after the date of report have been recognised in the report. The impact of no-adjusting events is disclosed in the notes of the annual report, if these are important.

Note 2. Cash and cash equivalents

(euros)	31.12.2021	31.12.2020
Cash in hand	4,374	5,943
Cash at bank	6,396,403	9,114,658
Total	6,400,777	9,120,601

In addition, term deposits in COOP bank amounting to €3 million are included in the balance sheet as financial investments.

Note 3. Receivables and prepayments

(euros)	Note	31.12.2021	31.12.2020
Trade receivables		725,206	385,053
Doubtful trade receivables		-30,726	-21,259
Unreceived grants related to income		1,739,831	2,000,016
Targeted financing of non-received fixed assets		118,501	65,287
Other receivables		144,557	83,298
Grants prepaid		1,892,778	1,335,756
Prepaid expenses		234,832	179,199
Prepaid and deferred taxes	19	58,759	41,376
Total:		4,883,738	4,068,726

Unreceived grants:	31.12.2021	31.12.2020
Financier		
Ministry of Education and Research	653,271	781,013
Other financiers	639,107	423,268
Estonian Research Council	289,768	189,615
Environmental Investment Centre	223,196	160,825
European Commission	52,991	471,923
Archimedes Foundation	0	38,659
Long-term liabilities	1,858,333	2,065,302

Prepaid government grants:	31.12.2021	31.12.2020
Financier		
Other financiers	1,850,980	1,223,793
Ministry of Education and Research	41,798	0
University of Tartu	0	62,479

National Institute of Chemical Physics and
Biophysics

	0	49,484
Total	1,892,778	1,335,756

Note 4. Inventories

(euros)	31.12.2021	31.12.2020
Materials	2,976	3,081
Goods for resale	64,401	65,981
Total	67,377	69,062

Note 5. Investment properties

(euros)	
Balance as at 31.12.2020	31.12.2020
Land	2,035,823
Balance as at 31.12.2021	31.12.2021
Land	2,035,823

The land is on lease as a car park.

Lease income 2020:	42,864
Lease income 2021:	40,621

Note 6. Property, plant and equipment

(euros)	Land	Buildings	Plant and equipment	Other inventory	Non-depreciable property, plant and equipment	Assets under construction	Total
Acquisition cost 31.12.2019	2,131,016	55,484,382	4,575,757	2,819,857	3,540,746	5,324,482	73,876,241
Accumulated depreciation 31.12.2019	0	-21,641,485	-3,612,885	-2,462,188	0	0	-27,716,558
Residual value 31.12.2019	2,131,016	33,842,897	962,872	357,669	3,540,746	5,324,482	46,159,683
Acquisitions and improvements	0	29,990	196,536	0	54,267	597,967	878,760
Depreciation for financial year and write-down	0	-1,254,166	-358,550	-126,255	0	0	-1,738,971
Other write-offs at residual value	0	0	771	0	-5,781	0	-5,010
Reclassification	0	5,483,838	63,757	261,204	0	-5,885,069	-76,270
TOTAL MOVEMENTS	0	4,259,662	-97,487	134,949	48,486	-5,287,102	-941,492
Acquisition cost 31.12.2020	2,131,016	60,998,210	4,821,763	3,081,061	3,589,232	37,380	74,658,663
Accumulated depreciation 31.12.2020	0	-22,895,651	-3,956,378	-2,588,443	0	0	-29,440,472
Residual value 31.12.2020	2,131,016	38,102,559	865,386	492,618	3,589,232	37,380	45,218,191
Acquisitions and improvements	0	900	338,075	58,245	60,275	1,738,342	2,195,837
Depreciation and write-off of the financial year	0	-1,219,776	-335,838	-102,309	0	0	-1,657,923
Other write-offs at residual value	0	-3,807	-1,297	0	-6,864	0	-11,968
Reclassification	0	395,350	114,191	0	65,000	-657,456	-82,915
TOTAL MOVEMENTS	0	-827,334	115,131	-44,064	118,411	1,080,886	443,030
Acquisition cost as at 31.12.2021	2,131,016	61,376,810	5,272,733	3,092,732	3,707,643	1,118,266	76,699,200
Accumulated depreciation as at 31.12.2021	0	-24,101,584	-4,292,216	-2,644,178	0	0	-31,037,978
Residual value 31.12.2021	2,131,016	37,275,225	980,517	448,554	3,707,643	1,118,266	45,661,221

Note 7. Intangible assets

(euros)	Software and licences	Total
Acquisition cost 31.12.2019	1,246,220	1,246,220
Accumulated depreciation 31.12.2019	-668,568	-668,568
Residual value 31.12.2019	577,652	577,652
Acquisitions and improvements	111,264	111,264
Depreciation and write-down	-106,207	-106,207
Reclassification	76,270	76,270
TOTAL MOVEMENTS	81,327	81,327
Acquisition cost 31.12.2020	1,433,755	1,433,755
Accumulated depreciation 31.12.2020	-774,776	-774,776
Residual value 31.12.2020	658,979	658,979
Acquisitions and improvements	199,574	199,574
Non-monetary targeted financing (transfer)	49,190	49,190
Depreciation and write-down	-134,666	-134,666
Non-monetary targeted financing (transfer)	-49,190	-49,190
Reclassification	82,915	82,915
TOTAL MOVEMENTS	147,823	147,823
Acquisition cost as at 31.12.2021	1,765,434	1,765,434
Accumulated depreciation as at 31.12.2021	-958,632	-958,632
Residual value 31.12.2021	806,802	806,802

Note 8. Loans payable

(euros)	Balance 31.12.2021	Repayment date		Currency	Interest rate
		Within 12 months	Within 2–5 years		
Loan No 1	4,545,455	909,091	3,636,364	EUR	0.840% + 6 months EURIBOR
Loan No 2	4,787,217	0	4,787,217	EUR	0.72% + 3 months EURIBOR
Total	9,332,672	909,091	8,423,581		
<i>Incl. long-term loans payable</i>	8,423,581				
<i>Incl. short-term loans payable</i>	909,091				

(euros)	Balance at 31.12.2020	Repayment date		Currency	Interest rate
		Within 12 months	Within 2–5 years		
Loan No 1	4,481,820	4,481,820	0	EUR	0.895% + 3 months EURIBOR
Loan No 2	3,487,217	0	3,487,217	EUR	0.72% + 3 months EURIBOR
Total	7,969,037	4,481,820	3,487,217		
<i>Incl. long-term loans payable</i>	3,487,217				
<i>Incl. short-term loans payable</i>	4,481,820				

Loan No 1 – repayment deadline 31.08.2026

Loan No 2 – repayment deadline 13.09.2023

Note 9. Payables and prepayments

(euros)	Note	31.12.2021	31.12.2020
Trade creditors		818,138	588,785
Employee payables		1,134,588	1,133,593
Taxes payable	19	1,411,982	1,312,705
Payables of grants related to income		30,135	109,053
Other liabilities		45,389	184,390
Received prepayments of grants related to income		11,074,504	9,790,155
Other received prepayments and income		352,129	332,802
Total		14,866,865	13,451,484

Payable of grants related to income:

Financier	31.12.2021	31.12.2020
Other financiers	16,432	86,063
Haapsalu Neurological Rehabilitation Centre	13,703	11,511
University of Tartu	0	11,480
Total	30,135	109,053

Received prepayments of grants related to income

Financier	31.12.2021	31.12.2020
Ministry of Education and Research	4,427,698	608,603
European Commission	3,879,410	4,575,203
Other financiers	1,845,362	1,562,317
Estonian Research Council	484,460	460,811
Ministry of Foreign Affairs	285,871	251,000
Ministry of the Interior	109,284	92,483
Ministry of the Environment	42,420	56,290
Archimedes Foundation	0	2,183,449
Total	11,074,504	9,790,155

Note 10. Revenue from operating activities

(euros)	Note	2021	2020
Revenue from the provision of training service		4,335,831	4,020,376
Revenue from research and development activities		1,600,705	941,638
Other revenue from educational activities		87,486	99,226
Lease and rent	5, 18	369,111	309,051
Sale of other products and services		156,925	209,708
Total		6,550,058	5,579,999

Revenue from operating activities is divided by geographical districts as follows:

(euros)	2021	2020
Estonia	6,076,911	5,337,310
European Union Member States	323,134	207,151
Other countries	150,013	35,539
Total	6,550,058	5,579,999

Note 11. Operational funding grants

(euros)	2021	2020
State budget funding grant	22,162,835	20,975,970
Baseline funding from the state budget	3,382,385	3,058,093
Education allowances and student loans from the state budget	43,880	30,507
State budget funding for research activities	537,657	816,778
Other operational funding grants	195,649	152,200
Total	26,322,406	25,033,548

Note 12. Grants related to income and assets

(euros)	2021	2020
Domestic grants related to income	3,664,542	3,127,620
International grants related to income	8,060,070	7,249,701
Total grants related to income	11,724,612	10,377,320
Domestic grants related to assets	0	35,590
International grants related to assets	112,511	192,333
Total grants related to assets	112,511	227,923
Total	11,837,123	10,605,243

Financiers:	2021	2020
Ministry of Education and Research	3,962,560	2,583,351
Other financiers	2,878,350	2,263,132
Estonian Research Council	2,658,412	2,058,050
European Commission	1,856,917	1,675,067
Ministry of Foreign Affairs	214,957	249,931
Ministry of Finance	174,003	161,706
Environmental Investment Centre	91,925	104,514
Archimedes Foundation	0	1,207,914
Information Technology Foundation for Education	0	301,578
Total	11,837,123	10,605,243

Note 13. Other revenue

(euros)	Note	2021	2020
Income from the sale of inventories		52,337	36,275
Other revenue		33,754	19,057
Total		86,091	55,331

Note 14. Grants issued

(euros)	2021	2020
Education allowances and scholarships	2,799,713	3,061,737

Grants, pass-through	1,777,342	1,359,013
Membership fees and other grants given	260,577	252,270
Total	4,837,631	4,673,020

Note 15. Management expenses

(euros)	2021	2020
Management expenses of properties, buildings and premises	1,547,679	1,376,957
Administration costs	557,708	496,146
incl. audit fees	10,101	7,403
Travel expenses	135,405	104,422
Expenses of teaching materials and third party training	921,198	907,310
Other expenses compensated to third parties, other expenses	7,406	4,795
Communications, culture and leisure expenses	634,522	590,951
Information and communication technology costs	709,016	749,106
Research and development	989,117	472,064
Management expenses of fittings	175,541	341,764
Expenses of library items	314,492	323,042
Training expenses of own employees (incl. training trips)	331,174	209,368
Other consumables	114,879	111,893
Vehicle management costs	66,270	57,693
Catering and medical expenses	38,467	41,594
Other management expenses	5,416	20,593
Total	6,548,291	5,807,697

Note 16. Personnel expenses

(euros)	2021	2020
Salaries of employees	21,773,290	19,868,481
Salaries of contractual employees	1,719,579	1,573,139
Fringe benefits	158,875	179,965
Tax expenses related to personnel expenses	7,956,505	7,290,724
Capitalisation of personnel expenses	0	-2,782
Total	31,608,249	28,909,527

Average number of employees per year reduced to full-time equivalent	881	840
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Average number of employees with
contracts under Law of Obligations

240

204

Note 17. Other operating expenses

(euros)	2021	2020
VAT expenses	987,720	878,252
Land tax	30,478	30,430
Other tax expenses	8,094	6,003
Allowance for doubtful accounts	11,749	9,437
Other extraordinary expenses	7,978	12,032
Total	1,046,020	936,153

Note 18. Operating lease

University as the lessee	2021	2020
Car lease expenses	21,460	18,344
Lease expenses of IT assets	2,978	1,007

University as the lessor	2021	2020
Lease income on premises and other assets	328,490	266,187

Note 19. Taxes receivable and taxes payable

(euros)	31.12.2021		31.12.2020	
	Prepayment	Payable	Prepayment	Payable
Value added tax		117,672		54,010
Corporation tax		9,907		7,995
Personal income tax		421,399		411,288
Social security tax		766,526		743,477
Mandatory funded pension		32,688		33,658
Unemployment insurance contributions		50,409		49,416
Other taxes receivable and payable		13,382		12,861
Prepayment account balances	58,759		41,376	
Total	58,759	1,411,982	41,376	1,312,705

Note 20. Related parties

(euros)	2021	2020
Remuneration of Council members	55,924	55,924
Remuneration of Senate members	4,698	3,664
Rector's remuneration	110,222	102,410
Total	170,844	161,998

There is no obligation to pay severance to the members of the Tallinn University Council when they leave.

In 2021, no transactions were made with related parties which are not compliant with the legal acts or general requirements of internal documents of the accounting liable person or market conditions.

Note 21. Shares in foundations and non-profit associations, private limited company

The University has significant influence over the following foundations, non-profit associations and a private limited company:

Tallinn University is a founding member:	Code of transaction partner	TU influence
MTÜ Dormitorium	603501	Control
MTÜ Tallinna Ülikooli Spordiklubi	603502	Control
MTÜ Eesti Digikeskus (liquidated)	609701	Significant
Enn Soosaare SA	800301	Significant
Läänemaa Elukeskkonna Tuleviku-uuringute SA	609302	Significant
SA Virumaa Kompetentsikeskus (bankrupt)	591305	Significant
MTÜ Dormitorium is a founding member of:		
E-Kyla Arendus OÜ	609401	Significant

All units are located in Estonia.

SA Tallinna Ülikooli Rahastu (90015620), which is under the control of Tallinn University, was established 15 March 2022.

Note 22. Off-balance sheet assets

(euros)	31.12.2021	31.12.2020
Small assets	3,764,561	3,597,599

Note 23. Off-balance sheet receivables

Domestic receivables (euros)	Source	31.12.2021	31.12.2020
HTM	39	1,587,910	69,921
HTM	28	1,290,144	2,010,798
Ministry of the Environment	39	588,095	588,095
HTM	27	571,219	759,127
HTM	60	414,852	261,605
Ministry of Finance	28	344,324	518,326
Ministry of Foreign Affairs	60	263,215	135,421
Ministry of Foreign Affairs	39	87,543	0
Environmental Investment Centre	60	85,270	3,312
Ministry of the Interior	39	50,000	100,000
Estonian Research Council	39	46,010	0
Estonian Research Council	60	32,861	0
Environmental Investment Centre	39	7,999	89,801
Archimedes Foundation	39	0	1,372,546
Total:		5,369,440	5,908,952

Domestic liabilities (euros)	Source	31.12.2021	31.12.2020
HTM	39	19,094	0
Total:		19,094	0

International funding receivables (euros)	Source	Project	31.12.2021	31.12.2020
Research Executive Agency (REA) / H2020 WIDESPREAD-03-2017	39	CUDAN	1,237,701	1,237,701
European Research Council Executive Agency (ERCEA)/ERC-2019-STG	39	TRANSLATING MEMORIES	702,309	975,000
Research Executive Agency (REA)/ H2020 Marie Skłodowska-Curie Research and Innovation Staff Exchange	39	LABOUR	618,240	0
Education, Audiovisual and Culture Executive Agency / Erasmus+ Capacity Building	39	DITECH	282,767	282,767
DG for Communications Networks, Content and Technology / H2020-SC6-TRANSFORMATIONS-2018-2019-2020	39	iHub4Schools	248,969	248,969
European Research Council Executive Agency (ERCEA) / Horizon 2020	39	BETWEEN THE TIMES	248,304	596,386
Research Executive Agency (REA) / H2020-WIDESPREAD-2018-2020 / H2020-WIDESPREAD-2020-5	39	YouthLife	223,075	223,075
Research Executive Agency (REA)/ H2020-WIDESPREAD-2018-2020 / H2020-WIDESPREAD-2020-5	39	ScreenME-Net	220,044	316,607
Research Executive Agency (REA)/H2020-WIDESPREAD-03-2018: Twinning	39	SEIS	129,783	774,470
Research Executive Agency (REA)/ H2020- WIDESPREAD- 2018-2020	39	MIRNet	120,000	200,000
Research Executive Agency (REA) / H2020-WF-2018-2020 / H2020-WF-02-2019	39	MetDect	49,768	49,768
			4,080,959	4,904,743

Note 24. Events after the balance sheet date

The global trends that have shaped the Estonian economic space in 2021 and the unprovoked large-scale military invasion of Ukraine by Russian forces, which started on 24 February 2022, have led to major changes in our operating environment. Due to the very short time horizon, it is not yet possible to reliably assess the impact of the changes. However, it is clear that in the coming years we will have to contend with significantly higher energy prices, accelerated inflation and significant pressure on personnel expenses. The changes will also have a negative impact on consumer confidence, which we expect to lead to a slowdown in the growth of the University's own revenue. We consider it rather likely that in the near future, decisions on monetary policy instruments could also lead to a significant increase in the cost of raising external capital, including interest rates. All in all, the changes in the external environment mean that over the next three years we will have to work hard to keep the University's budget in structural balance, and we expect to reach a surplus from 2025. The financial-economic position of Tallinn University is good and the outlook is stable.

Signatures to Annual Report 2021

The annual report of Tallinn University for the financial year which ended on 31 December 2021 consists of the management report and the financial statements.

The Rector of Tallinn University has reviewed the annual report and approved it for submission to the Council.

(digitally signed)

Tõnu Viik

Rector

(digitally signed)

Kurmet Ojamaa

Financial Manager

(digitally signed)

Kanni Zeiger

Head of the Finance Office