

International national university

1. Number of graduates from teacher-training curricula

The key performance indicator (KPI) reflects the attractiveness of the university's teacher-training curricula, thanks to which motivated students take up and complete their studies here. More generally, the KPI characterises the university's ability to ensure the next generation of teachers for the Estonian school system.

Baseline 2020¹: 276

Target 2025: 350

Source data: The number of graduates from 1 October of the previous calendar year until 30 September of the calendar year in question (Study Information System).

Calculation method: The number of graduates who studied under curricula that meet the framework requirements for teacher training*.

**Curricula the completion of which gives the profession of a teacher (level 6 or 7), a special education teacher (level 7) or a speech and language therapist (level 7).*

Explanation. Taking into account the number of admitted students and the average drop-out rate in the past five years, it would be realistic to expect 351 teachers to graduate based on these curricula in 2025.

2. Percentage of international employees taking Estonian language courses

The KPI reflects how well the university's employees with foreign citizenship adapt in Estonia and whether the university has created flexible opportunities and provided motivation for them to learn the Estonian language and culture. As this indicator increases, the opportunities for international staff to participate in all aspects of the university life will improve.

Baseline: 33%

Target: 45%

Source data: The number of employees (persons) as at 31 December (HR and finance information system). The list of participants in Estonian language courses in the past five years (Human Resources Office).

Calculation method: The number of international employees* who have taken Estonian language courses** in the past five years, divided by the number of all international employees and multiplied by 100.

** International employees are university's employees who have foreign citizenship. Junior research fellows are excluded from the number of employees.*

***The courses offered and funded by the university are taken into account. The course does not need to be completed in the same year the employment contract was concluded.*

Explanation. Such person-based measurement reflects the achievement of the goal more meaningfully than the annual presentation of the number of participants in these courses. As at the end of 2020, 101 international employees had participated in at least one Estonian language course between 2015 and 2020. This makes up 33% of the number of international employees excluding junior research fellows (306). The number of new learners who come to learn Estonian for the first time with the support of the university has been 3–5 % of the number of all international staff in the past few years. By the end of 2025, we are aiming to have 185 participants in Estonian language courses.

3. Percentage of international students taking Estonian language courses

The KPI reflects the opportunities created for international students to learn the Estonian language and culture, which allows students who have completed a foreign-language curriculum

¹ For all indicators, the baseline is the 2020 data and the target is the 2025 data.

at the university to enter the Estonian labour market. Those returning to their home country are better equipped for fulfilling the role of an ambassador for the university and Estonia.

Baseline: 28%

Target: 75%

Source data: The number of graduates from 1 October of the previous calendar year until 30 September of the calendar year in question (Study Information System). The courses international students have taken in the course of their studies (Study Information System).

Calculation method: The number of international students* graduated from English-taught curricula** who have taken Estonian language courses*** in the course of their studies****, divided by the number of all international students graduated from English-taught curricula and multiplied by 100.

** International students are students matriculated to a degree-study curriculum whose country of residence at the time of matriculation is not Estonia, who do not have Estonian citizenship, long-term residence permit or permanent right of residence at the time of admission.*

*** Curricula of the first and second level of study with English as the study language.*

****University-wide courses of Estonian language and the intensive Estonian language programme (at least 3 ECTS) are taken into account.*

*****The student's previous student places are also taken into account, not only the graduated curriculum.*

4. Percentage of international graduates

The KPI reflects the university's international reputation and competitiveness and characterises the good academic level and progress of its students of foreign origin.

Baseline: 12%

Target: 13–15%

Source data: The number of graduates from 1 October of the previous calendar year until 30 September of the calendar year in question (Study Information System).

Calculation method: The number of graduated international students* is divided by the total number of graduates and multiplied by 100.

** International students are students matriculated to a degree-study curriculum whose country of residence at the time of matriculation is not Estonia, who do not have Estonian citizenship, long-term residence permit or permanent right of residence at the time of admission.*

Explanation. In the past, the KPI was the percentage of international students among all students, but we are proposing to look at the percentage of international graduates among all graduates. This can be used to measure the impact of the payment of tuition fee (whether those who pay for their studies reach graduation). The state prefers students to graduate as soon as possible. The target should not exceed 20%. We are not planning to increase the number of English-taught curricula in the near future, but our participation in the ENLIGHT project and the preparation of joint curricula could increase the percentage of international students.

5. Percentage of international academic employees

The KPI reflects the university's international reputation and competitiveness and its ability to provide motivating working conditions.

Baseline: 12.5%

Target: 15–20%

Source data: Number of employees (persons) as at 31 December (HR and finance information system).

Calculation method: The number of international academic employees* is divided by the total number of academic employees** and multiplied by 100.

** International employees are university's employees who have foreign citizenship. Junior research fellows are excluded from the number of employees.*

***Junior research fellows are excluded from the number of employees.*

Explanation. The aim could be to maintain the current level. Setting a higher target would require the implementation of additional measures for the purpose, e.g. to involve additional funding and create new positions on the account of that. The target level should not exceed 20% to maintain teaching in Estonian.

6. Percentage of students participating in learning mobility

The KPI reflects the competitiveness resulting from students' diverse learning experience and the compatibility of graduates' competences with the needs of society.

Baseline: 12.4%

Target: 18%

Source data: The number of graduates from 1 October of the previous calendar year until 30 September of the calendar year in question (Study Information System). The number of participants in learning mobility during previous years (Study Information System).

Calculation method: The number of graduates who have participated in study mobility* during their studies**, divided by the total number of graduates and multiplied by 100.

**Only the student place the student graduated from is taken into account.*

***Students who have gone abroad for studies, traineeship or research in the course of their studies at the University of Tartu and have had themselves registered as studying abroad are taken into account.*

Explanation. A student must be registered as studying abroad in SIS, regardless of whether he or she attends face-to-face or distance learning lectures at a foreign university. Whether exclusive e-learning can be considered as learning mobility still needs to be decided. A common opinion is that the student's experience should involve a physical stay abroad.

Education

7. Dropout rate

The KPI reflects how many students have not developed a motivating link with the university or the curriculum to continue their studies.

Baseline: 9.7%

Target: < 9%

Source data: The number of students as at 10 November of the year in question and in the preceding year (Study Information System). The number of graduates from 1 October of the previous calendar year until 30 September of the calendar year in question (Study Information System).

Calculation method: The number of students who were in the list of students in the preceding year but not in the year in question*, divided by the total number of students in the preceding year and multiplied by 100.

**Excluding those who have fully completed their studies.*

Explanation. In the past, the indicator was the dropout rate among all cases of interruption, regardless of whether the person continued his or her studies under another curriculum. We could compare the person-based numbers of students in two consecutive years. If a student interrupts his or her studies but takes up studies under another curriculum, he or she is not considered a dropout for the university according to the proposed methodology.

8. Percentage of academic employees who actively participated in teaching-related development activities

The KPI reflects the employees' motivation to fulfil the role of a teaching researcher at a high level and also demonstrates the success and scope of the university's activities in ensuring the best quality of learning and teaching.

Baseline: 44%

Target: 50%

Source data: The number of employees (persons) as at 31 December (HR and finance information system). The list of employees who have participated in teaching-related training courses in the past five calendar years (Study Information System).

Calculation method: The number of academic employees* who have participated in teaching-related training courses** in the past five calendar years, divided by the total number of academic employees and multiplied by 100.

**Junior research fellows are excluded from the number of employees.*

***The university's teaching-related internal courses, continuing education programmes and some degree-study courses meant for doctoral students (e.g. learning and teaching in higher education) the employee has attended in the volume of at least six hours in the past five calendar years are taken into account. In the case of courses the completion of which is assessed, only the academic employees who have obtained a positive result are taken into account. In the case of internal trainings where no assessment is carried out, all registered participants are taken into account.*

9. Students' satisfaction with the teaching of courses

The KPI reflects students' satisfaction with the quality of teaching and courses. It also shows the overall quality of teaching at the university.

Baseline: 87%

Target: 95%

Source data: Results of course feedback survey (Study Information System).

Calculation method: The number of courses with an average score of the teaching component* of at least 3.2 on a scale from 1 to 4, divided by the total number of courses and multiplied by 100.

**Statements used for calculating the score of the teaching component: "Students were given the chance to discuss the subject matter.", "The assessment was closely related to the teaching.", "The teaching was varied (different kinds of methods and tasks were employed).", "The feedback helped me to understand which knowledge and/or what skills I should develop further.", "The structure of the course supported my learning."*

Explanation. In the past, the indicator was the average assessment of the statement "All in all, I would give the course the grade...". According to the new feedback survey, the basis is the aggregate result of the teaching component. The average score has been 3.5 in the past four semesters (in the autumn semester of the 2020/21 academic year, the first decile was 3.1 and the first quintile was 3.3). The overall average might not change over time. We could set a threshold of 3.2 and a target that 95% of courses exceed 3.2.

10. Number of continuing education learners

The KPI reflects the match between the provided lifelong learning opportunities (as set out in the university's mission) and the needs of the target group. It allows to operationally assess the match between the interest of society and the university's offers.

Baseline: 40,493

Target: 43,000

Source data: The number of continuing education learners from 1 January to 31 December (Study Information System).

Calculation method: The number* of continuing education learners**.

**The number of learners represents the participation times, not unique persons.*

***Continuing education comprises continuing education programmes, degree courses taken by continuing education learners and internal training courses of the University of Tartu.*

11. Percentage of newly admitted students with outstanding study results

The KPI reflects the attractiveness and competitiveness of the university among talented secondary school graduates and supports the improvement of the quality of studies for the entire student body.

Baseline: 57%

Target: 60%

Source data: The number of newly admitted students matriculated to the University of Tartu as at the end of September of the year in question (Admission Information System SAIS). The results of the state examination in broad mathematics in Estonia in the past three years (<https://eis.ekk.edu.ee/eis/eksamistatistika>).

Calculation method: The number of students admitted to the first level of higher education at the University of Tartu who have received* at least 90 points in the state examination in broad mathematics, divided by the average number of students who received at least 90 points in the state examination in broad mathematics in Estonia in the past three years, multiplied by 100.

**The year the exam was taken is not important.*

Explanation The disadvantage of this methodology is that the target groups compared do not fully overlap. In 2020, 63% of newly admitted students who had received at least 90 points in the state examination in broad mathematics had graduated from secondary school in 2020 and 87% in the past three years. There is no one good way for finding the percentage. If we take the percentage among all newly admitted students as the basis, we do not have the nationwide comparison. If we only look at the state examination of 2020 and the most recent secondary school leavers, 47% of admitted students – those who have graduated from upper secondary school in the previous years – will be left out.

12. Efficiency of completing doctoral studies

The KPI reflects the motivation and ability of doctoral students and demonstrates the quality of the organisation, supervision, funding and support services of the university's doctoral studies.

Baseline: 35%

Target: 50%

Source data: The number of students admitted to doctoral studies six years ago as at 10 November (Study Information System). The number of doctoral graduates from 1 October of the previous calendar year until 30 September of the calendar year in question (Study Information System).

Calculation method: The number of students admitted to doctoral studies six years ago who have completed their studies* within six years**, divided by the total number of students admitted to doctoral studies six years ago and multiplied by 100.

**The KPI does not include those who graduated as external students.*

***Those who have graduated faster than within the standard period of studies are also taken into account.*

Explanation. If the efficiency of graduating within six years is 50%, we could reach 150 graduates per year (assuming that those who study for longer as well as external students will also graduate). According to the performance agreement, the Ministry of Education and Research expects 164 doctoral graduates from the university by 2025. In principle, the distribution needs to be changed: how many reach the completion of studies in six years, how many interrupt their studies, and how many study for more than six years and (hopefully) graduate later. By setting a five-year goal, we can take into account doctoral students who have already been admitted, not those to be admitted after the reform.

Research

13. Percentage of publications among the world's top 10% most cited research publications

The KPI reflects the level of scientific research by university employees in international comparison (not in general, but in a narrow field of research).

Baseline: 17.1%

Target: 17–20%

Source data: Publications indexed in the Web of Science Core Collection database during the past five calendar years and related to the University of Tartu. The data is extracted in September (Grant Office).

Calculation method: All research publications of the University of Tartu* are ranked according to the percentile they are located in by citations in their subject area. Then the number of publications of the University of Tartu among the 10% most cited publications in their subject area is found. Then the number of research publications among the 10% most cited publications is divided by the total number of research publications of the University of Tartu included in the WoS database. The result is multiplied by 100.

**Publications with at least one University of Tartu employee among its authors.*

Explanation. We want the proportion to increase, but instead of a specific number, it is more reasonable to aim for a range. The more publications, the more difficult it will be to increase the share of highly cited publications. The impact of publications is assessed within the particular subject area, not in comparison with other subject areas. As the data is extracted in September, the results of the calendar year will be received a year later.

14. Volume of external research funding

The KPI reflects the international competitiveness of the university's research activities and the ability to obtain research funding from international donors.

Baseline: 12.8 million euros

Target: 17.8 million euros

Source data: Main budget income (accruals) as at 31 December (HR and finance information system).

Calculation method: The amounts received from external research and development grants and foreign contracts.

Explanation. Active participation in Horizon Europe, European Partnerships, European Territorial Cooperation Interreg, the European Economic Area and Norway Programmes, the LIFE Programme for the Environment and Climate Change, the National Institutes of Health and other external funding programmes increases the KPI the most. The increase in the volume of funding is unevenly spread across faculties; the university needs agreements on how faculties could contribute to achieving the goal.

15. Volume of business contracts

The KPI reflects the university's cooperation with companies and shows the direct impact of the university's research on the economy.

Baseline: 6.76 million euros

Target: 8 million euros

Source data: The financial volume of business contracts concluded during the calendar year (university's project processing environment).

Calculation method: Total financial volume of business contracts* concluded during the calendar year (in euros).

**A business contract is a contract concluded for the provision of measurement, analysis, training or consulting services or research and development activities that are not related to the university's participation in calls for proposals for research and development funding schemes.*

Explanation. We could measure the financial volume of contracts concluded directly with companies, because it shows the university's direct cooperation with companies, and is also measured by the state (based on baseline funding). Including other funding schemes where companies are project partners would significantly distort this picture, as then almost the entire Horizon programme, a part of RITA programme, joint procurement tenders, etc., would need to be considered, which are much larger than "real business contracts". We expect an increase of 30% in five years.

16. Number of new spin-offs of the university

The KPI reflects the direct economic impact of the university's employees and supports the broader objective of developing research-intensive entrepreneurship with high added value in Estonia.

Baseline: Three new spin-offs per year

Target: Five new spin-offs per year

Source data: List of spin-offs (Centre for Entrepreneurship and Innovation).

Calculation method: The number of new spin-offs of the university established during the calendar year.

Explanation. The Ministry of Education and Research is considering new methods for linking this indicator to baseline funding.

Organisation

17. Income per academic employee

The KPI reflects the university's sustainability and competitiveness, allows to monitor the dynamics of the relationship between income and the number of academic staff and to operationally react to changes when needed.

Baseline: 124,161 euros per academic staff member

Target: 150,000 euros per academic staff member

Source data: Main budget income (accruals) as at 31 December (HR and finance information system). The number of employees (FTE) as at 31 December (HR and finance information system).

Calculation method: The income* is divided by the number of academic employees**.

**Excluding the income for the training of resident doctors.*

***The number of academic employees given as full-time equivalent. Junior research fellows are excluded from the number of employees.*

18. Employee satisfaction

The KPI reflects the quality and effectiveness of management in ensuring the quality of the working environment and the motivation of employees. This allows for an operational identification of the need to change and improve management at the level of structural units.

Baseline: 66%

Target: 70%

Source data: Employee satisfaction survey about the ending calendar year (Human Resources Office).

Calculation method: The number of units where the aggregated satisfaction indicator* is at least 75%, divided by the total number of units and multiplied by 100.

**The proportion of employees who replied "strongly agree" or "generally agree" to the statement "All in all, I am satisfied with my job" in the feedback survey.*

Explanation. So far, we have shown the proportion of employees who gave a positive response to the statement “All in all, I am satisfied with my job” in the feedback poll. The 2020 result is very high (35.6% strongly agree, 42.8% generally agree, 16.3% slightly agree, 93.9% in total). Setting a higher proportion as the target would be difficult. So, we change the methodology and see in how many units the aggregated satisfaction indicator (“strongly agree” and “generally agree”) is at least 75%. In 2020, this was true for 66% of the units, so the five-year target could be 70%. Those below the threshold can be offered development support – training and consultation on issues that cause great dissatisfaction.

19. Income from teaching per student

The KPI reflects how much is invested in teaching one student and allows to assess and internationally compare the quality and sustainability of higher education offered by the university.

Baseline: 5,662 euros per student

Target: 6,500 euros per student

Source data: Main budget income (accruals) as at 31 December (HR and finance information system). The number of students as at 10 November (Study Information System).

Calculation method: Income from teaching* divided by the number of students.

**Excluding the income for the training of resident doctors.*

Explanation. The aim is to achieve an increase in funding for teaching and study, although the indicator can also be increased by reducing the number of students. The indicator is directly linked to the diversity of teaching and study as well as to quality teaching materials, the salaries of teaching staff and the opportunities for self-improvement, as well as the selection and quality of support services.