Key Performance Indicators for the Tallinn University of Technology's Strategic Plan 2026- 2035

AREA		KEY PERFORMANCE INDICATOR FOR THE STRATEGIC PLAN 2026-2035
Research	1	Number of high-level research articles per academic staff member holding a doctoral degree
	2	Number of doctoral theses defended
	3	Number of filled tenured professor positions
Teaching and learning	4	Percentage of students graduating within the standard duration of their programme
	5	The university's share of students admitted to first- and second-cycle higher education programmes in Estonia
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1. Number of high-level research articles per academic staff member holding a doctoral degree		Baseline in 2025	Target for 2028	Target for 2035
Definition	Number of high-level publications (categories 1.1, 2.1 and 3.1, excluding publications in conference proceedings) per full-time equivalent (FTE) academic staff member holding a doctoral degree, including supplementary indicators:	1.35	1.49	>1.6
Subcategories/supplementary indicators	1. Supplementary indicator: number of publications in categories 1.1, 2.1 and 3.1, excluding publications in conference proceedings;	842	1,000	>1,300
	2. Supplementary indicator: Number of publications in Q1 journals;	598	700	>900
	3. Supplementary indicator: number of publications in Q1 journals per full-time equivalent (FTE) academic staff member holding a doctoral degree.	0.96	1.05	>1.2
	4. Supplementary indicator: number of publications in the Google Scholar's top 20 computer science conference proceedings	12	15	>20
Purpose of measurement	Measures the university's research output using the research and development quality and performance indicators established under the Organisation of Research and Development and Innovation Act.			
	The number of publications in top-quartile (Q1) journals is an internal university quality indicator.			
Data	Records of publications in categories 1.1, 2.1 and 3.1 are sourced from the Estonian Research Information System (ETIS); data on Q1 publications are obtained from the Scopus abstract and citation database and the SciVal analytics tool (except for item 4.1, for which Google Scholar's list of the top 20 conferences is used).			
Methodology	Category 1.1 comprises scholarly articles indexed in any of the following Web of Science Core Collection citation indexes: the Science Citation Index Expanded, Social Sciences Citation Index, Arts & Humanities Citation Index or Emerging Sources Citation Index, and/or in Scopus, excluding articles published in edited volumes.			
	Category 2.1 comprises a monograph or edited volume, excluding conference proceedings, published by a publisher included in the list of recognised academic publishers available on the website of the Estonian Research Information System (ETIS), and produced in full with the participation of the reporting institution.			
	Category 3.1 comprises articles or chapters included in a monograph or edited volume issued by a publisher included in the list of recognised academic publishers available on the website of the Estonian Research Information System (ETIS). The performance indicator excludes category 3.1 articles published in conference proceedings; in other words, only chapters in books and other edited volumes are taken into account.			
	Category 4.1 comprises computer science articles published in conference proceedings ranked among the top 20 publications in the relevant Google Scholar Metrics category. The School of Information Technologies is responsible for data collection and reporting.			
	Q1 status is determined in accordance with the methodology established by the university's Research Administration Office. *(under revision due to the transition from the SNIP methodology to the CiteScore methodology)*			

Potential areas for improvement and risks	Category 1.1 articles constitute the majority of the university's publications, and their number could be increased by admitting more doctoral students The centrally funded salary scheme for early-stage researchers has created a strong foundation for growth, and maintaining this funding model is essential to sustaining further development. The Tenure Fund, Grant Fund and Equipment Fund, which will be launched in 2026, will contribute directly to meeting the target for this indicator, with additional support provided through the Centres of Excellence initiative.
Responsibility for the indicator	Executive responsible: Vice-Rector for Research
	Administered by: Research Administration Office
	Reporting schedule: annually, at the end of the first quarter.

2 Number of doctoral theses defended		**Baseline in 2025**	**Target for 2028**	**Target for 2035**
Definition	Number of doctoral theses defended, including subcategories and the supplementary indicator:	98	106	>125
Subcategories/supplementary indicators	1. Subcategory: number of doctoral students who, during the calendar year, defended their doctoral theses within the standard period of the programme plus two years (n+2);	78	78	>90
	2. Supplementary indicator: proportion of doctoral students who defended their theses and had Estonian language proficiency at B2 level or above;	36%	43%	50%
	3. Subcategory: number of industrial doctoral students who defended their theses.	0	7	>15
Purpose of measurement	Measures the university's research output in order to assess progress towards the national doctoral education target. Under the administrative agreement, at least 50% of doctoral students must have B2-level proficiency in Estonian.			
Data	The number of doctoral theses defended at the university during the calendar year. Data source: Study Information System.			
Methodology	The nominal period of study plus two years (n+2) is based on the nominal duration of the doctoral programme. The n+2 measure applies to programmes with a nominal duration of at least four years. The indicator includes students who graduated during the calendar year and completed their studies in no more than six years. Years of study are calculated by subtracting the matriculation date from the exmatriculation date, dividing the resulting number of days by 365, rounding to one decimal place, and comparing the result with six years. External students are not counted as having completed their studies within the nominal period.			
	The official count of industrial doctoral students includes those matriculated on or after 1 September 2022.			

Potential areas for development and risks	Increasing the number of doctoral thesis defences will require more doctoral places. The Research Administration Office can also contribute by monitoring the quality of supervision, while programme directors can support doctoral students by organising doctoral schools and seminars. More state-funded doctoral places and increased funding would significantly help the university meet this target. High dropout rates pose a risk that state funding will be insufficient to meet the target. To meet the target set in the administrative agreement, we need to admit twice as many doctoral students, but funding is based on the number of doctoral thesis defences.
Responsibility for the indicator	Executive responsible: Vice-Rector for Research
	Administered by: Research Administration Office
	Reporting schedule: annually, at the end of the first quarter.

3 Number of filled tenured professor positions		**Baseline in 2025**	**Target for 2028**	**Target for 2035**
Definition	Number of filled tenured professor positions, including supplementary indicators:	97	138	>160
Subcategories/supplementary indicators	1. Supplementary indicator: number of tenured professor positions in engineering disciplines;	65	90	>100
	2. Supplementary indicator: number of new tenured professor positions established and filled in the university's strategic research areas.	n/a	27	>50
Purpose of measurement	Measures growth in the university's capacity for research and research-based teaching, and progress towards the priorities set out in its Strategic Plan. The cumulative increase in the number of tenured professors in engineering disciplines and the number of new tenured professor positions established in the strategic research areas set out in the Strategic Plan are measured separately to track progress towards the objectives laid down in the Strategic Plan.			
Data	University's HR records. Data source: NAV.			

Methodology	The initial classification is based on the fields recorded in the Estonian Research Information System (ETIS). Engineering disciplines are identified using the Frascati classification of research fields. Applications for tenured professor positions must specify the relevant Frascati field, the strategic research area and study programme group. The Committee for Academic Affairs and the Committee for Research shall verify the accuracy of the information submitted. For this indicator, tenured professors in engineering and technology are those classified under Frascati subfields 2.1–2.11 (Engineering and Technology) or 1.2 (Computer and Information Sciences).
Potential areas for development and risks	The number of tenured professors has not increased in recent years because the university's Financial Regulations provide little incentive to create new positions: tenured professor positions do not generate income for academic units. Providing partial central funding through the Tenure Fund would encourage academic units to compete to establish new tenured professor positions. The Engineering Endowment Fund supports the creation of tenured professor positions in engineering and technology. The initial funding packages from the Tenure Fund and the Engineering Endowment Fund will be launched in 2026. No specific risks have been identified. The introduction of this indicator highlights a current concern. i.e. the indicator is intended to help prevent the creation of tenured professor positions in fields with low student enrolment and limited teaching demand.
Responsibility for the indicator	Executive responsible: Vice-Rector for Research
	Administered by: Research Administration Office
	Reporting schedule: annually, at the end of the first quarter.

4 Percentage of students graduating within the standard duration of their programme		**Baseline in 2025**	**Target for 2028**	**Target for 2035**
Definition	The percentage of students who graduate within the standard duration of their programme plus one (or two) years, out of all students admitted to the university the corresponding number of years earlier (first-, second- and third-cycle programmes), including supplementary indicators.	53%	65%	65%
Subcategories/supplementary indicators	1. Supplementary indicator: the university's share of all first- and second-cycle higher education graduates in Estonia, by academic year.	20%	25%	30%
	2. Supplementary indicator: the university's share of all first- and second-cycle engineering graduates in Estonia, by academic year	55%	60%	70%
Purpose of measurement	The purpose of the indicator is to assess TalTech's impact on society, the quality of its education and the effectiveness of its teaching. The indicator is one of the components used to determine the university's performance-based funding. A higher share of students graduating within the standard duration of their programme means that graduates enter the labour market sooner and at lower cost.			
Data	Share of students graduating within their programme's standard duration plus one (or two) years out of all students admitted to the university the corresponding number of years earlier (first-, second- and third-cycle programmes).			

	Number of first- and second-cycle graduates in the academic year (1 October - 30 September) and their share of all higher education graduates in Estonia, including those in engineering and technology.
	Data source: Study Information System, haridussilm.ee.
Methodology	Main indicator: share of students graduating within the standard duration of their programme: Share of students graduating within their programme's standard duration plus one (or two) years out of all students admitted to the university the corresponding number of years earlier. **The nominal duration plus 1 year** is calculated for study programmes with a nominal duration of less than 4 years; **the nominal duration plus 2 years** is calculated for study programmes with the nominal duration of 4 and more years. Graduating within the nominal duration +1 year/+2 years: time studied = date of graduation – date of commencement of studies. The number of students admitted is recorded as of 10 November (the reference date for national statistics): 1. Supplementary indicator: number of students who graduated from the university during the academic year (1.10–30.09), including external students; 2. Supplementary indicator: number of graduates in engineering and technology, reported separately, and the university's share of higher education graduates in Estonia. Graduates of joint programmes offered by Estonian higher education institutions are counted under the lead institution. Engineering and Technology fields: the study programme groups Architecture and Construction; Computer Science and Information Technology; and Engineering, Manufacturing and Technology. Data source: haridussilm.ee.
Potential areas for improvement and risks	There is potential for improvement in the shares measured by both the main and supplementary indicators. Risks: • The reform of professional higher education may increase the share of first-cycle programmes offered by institutions of professional higher education. • Other higher education institutions may expand their programmes in TalTech's areas of responsibility, including engineering and technology, business and administration.
Responsibility for the indicator	Executive responsible: Vice-Rector for Research
	Administered by: Office of Academic Affairs
	Reporting schedule: 15 February of the year following the reporting period.

5 The university's share of all students admitted to higher education first- and second-cycle programmes in Estonia		**Baseline in 2025**	**Target for 2028**	**Target for 2035**
Definition	Share of students admitted to TalTech's first- and second-cycle programmes during the academic year (11.11–10.11), out of all students admitted to first- and second-cycle higher education programmes in Estonia during the same period, including subcategories.	23%	27%	30%

Subcategories/supplementary indicators	1. The university's share of students admitted to higher education first- and second-cycle engineering programmes in Estonia, by academic year	59%	65%	70%
Purpose of measurement	The indicator shows how attractive TalTech is to prospective students compared with other higher education institutions in Estonia. A high share indicates that TalTech has a strong brand and offers programmes that meet the needs of society and the labour market. The indicator reflects the university's size and the effectiveness of its student recruitment. The analysis can also draw on admission figures for individual programmes. The breakdown makes it possible to track changes in the share of students admitted to engineering and technology programmes. The share of students entering engineering and technology programmes is directly linked to the development needs of Estonia's economy and industry.			
Data	The number of students admitted during the academic year who were still enrolled on 10 November immediately following their matriculation, reported separately for all Estonian higher education institutions, TalTech, engineering and technology programmes across Estonian higher education institutions, and engineering and technology programmes at TalTech. Data source: haridussilm.ee.			
Methodology	The share of students admitted to TalTech's first- and second-cycle programmes during the academic year among all students admitted to first- and second-cycle programmes in Estonian higher education institutions over the same period, with the corresponding share for engineering and technology programmes reported separately. For this indicator, engineering and technology fields comprise the following study programme groups: Architecture and Construction; Computer Science and Information Technology; and Engineering, Manufacturing and Technology. For this indicator, a student is counted as admitted during the academic year if they were matriculated between 11 November and 10 November and were still enrolled on the 10 November immediately following their matriculation. Students admitted to joint programmes offered by Estonian higher education institutions are counted only under the lead institution. Data source: haridussilm.ee.			
Potential areas for improvement and risks	There is potential to increase the shares reported in both the main indicator and its subcategory. Risks: • The reform of professional higher education may increase the share of first-cycle programmes offered by institutions of professional higher education. • Other higher education institutions may expand their programmes, including in engineering and technology and other fields. • Limited teaching staff and material resources (funding capacity and infrastructure).			
Responsibility for the indicator	Executive responsible: Vice-Rector for Research			
	Administered by: Office of Academic Affairs			
	Reporting schedule: 15 February of the year following the reporting period.			

6 Percentage of students who have completed challenge-based learning		Baseline in 2025	Target for 2028	Target for 2035
Definition	Percentage of first- and second-cycle graduates who completed challenge-based learning (CBL), including supplementary indicators:	n/a	40%	100%
Subcategories/supplementary indicators	1. Supplementary indicator: share of study programmes with a compulsory CBL-designated course among all study programmes open for admission;	n/a	40%	100%
	2. Supplementary indicator: share of study programmes with a compulsory course designated as problem- and project-based learning (PBL) among all study programmes open for admission	n/a	60%	100%
Purpose of measurement	The aim of CBL is to give students a learning experience in which students from programmes across different Schools* work together within a single course. In teams, they tackle real-world interdisciplinary challenges with a societal impact, set and mentored by an external organisation or a unit within the university. CBL courses are coordinated centrally. They develop students' transversal competencies, including collaboration, critical thinking, communication, self-management and learning competencies. They also give students insight into challenges in the workplace and around the world, while strengthening ties between businesses and the university. The lecturer's role is to act as a supervisor, coach or mentor. The aim of PBL, which is more widely used at TalTech, is to provide students with a practical, structured learning experience in which they learn to define, analyse and solve problems drawn from real life or possible future scenarios and develop project-based solutions. In courses that incorporate PBL-, students work individually or in teams to solve problems or develop project-based solutions linked to real-world situations or comparable scenarios. *except for the regional colleges (Virumaa, Tartu and Kuressaare)			
Data	Relevant courses are designated as "CBL" or "PBL" in the Study Information System			
Methodology	Main indicator: share of graduates from programmes that include a CBL-designated course among all graduates at the end of the academic year. Share of study programmes with a compulsory CBL-designated course among all study programmes open for admission. Share of study programmes with (a) compulsory course(s), including elective courses, designated as problem- and project-based learning (PBL) among all study programmes open for admission. During the 2026/27 internal review of study programmes, programme directors will identify courses in their programmes that meet the requirements for PBL. They will also assess each programme's structure and readiness to incorporate a compulsory CBL course. Baseline data will be available at the end of the 2026/27 academic year.			
Potential areas for improvement and risks	Potential areas for improvement: • A university unit will be established to support the implementation of CBL. • To assess the implementation of CBL using qualitative indicators.			

	Risks: • Low interest among target groups. • Inconsistent interpretation of the definitions.
Responsibility for the indicator	Executive responsible: Vice-Rector for Research
	Administered by: Office of Academic Affairs
	Reporting schedule: as at the end of the academic year; published at the beginning of the third quarter.

7 Number of successful cases of significant knowledge transfer to business and society		**Baseline in 2025**	**Target for 2028**	**Target for 2035**
Definition	Number of significant new technological solutions transferred to business and society, including subcategories:	28	41	>65
Subcategories/supplementary indicators	1. Subcategory: number of new spin-off companies;	4	7	>13
	2. Subcategory: number of new licence agreements;	2	4	>8
	3. Subcategory: number of successfully completed large-scale and significant projects and contracts.	22	30	>45
Purpose of measurement	The aim is to assess the university's significant contributions to businesses and the wider business sector. The indicator enables us to compare the departments' engagement with industry and track how it changes over time. We encourage researchers to pursue spin-off ventures and collaborate with industry partners. We will share success stories in knowledge transfer, as recommended by the International Advisory Board. Achieving the indicator's target will, in turn, help increase the university's business income.			
Data	Information on new TalTech research-based companies established during the year is obtained from the Estonian e-Business Register, using the date of registration as the reference date. Data on concluded licence agreements are obtained from the Delta document management system. Data on completed projects and concluded contracts are obtained from the Delta document management system and the NAV enterprise resource planning software.			
Methodology	The Technology Transfer Office maintains the register of TalTech's spin-off companies as defined in the Rules for Participation in Related Organisations. The Technology Transfer Office keeps records of signed licence agreements by intellectual property asset. The Technology Transfer Office maintains records of successfully completed significant contracts and projects valued at €50,000 or more. The list includes contracts and projects that involved knowledge transfer, were considered successful by the company concerned, and for which the revenue has been received. Contracts and projects that have received wider publicity are recorded separately. In 2025, there were 22 contracts and projects in total, three of which received wider publicity. Main indicator = the sum of subcategories 1, 2 and 3.			
Potential areas for improvement and risks	Increasing the number of significant new technological solutions transferred to businesses and society requires greater engagement from researchers, as well as stronger expertise in knowledge transfer, business development and innovation management. Training and study visits under the ASTRA+ project will help the university build its capacity to commercialise research.			

	The Technology Transfer Office plays a key role in knowledge transfer: its experts advise and support researchers and students. For example, advice on funding applications has increased both the number of applications and their success rate. In the 2025 call for proposals under ASTRA+ Activity 3, 19 of the 30 applications submitted were awarded funding, securing €1.425 million.
Responsibility for the indicator	Executive responsible: Vice-Rector for Research
	Administered by: Technology Transfer Office
	Reporting schedule: annually, at the end of the first quarter.

8. University revenue		**Baseline in 2025**	**Target for 2028**	**Target for 2035**
Definition	Total university revenue, including subcategories:	€169.9 million	€193 million	>€222 million
Subcategories/supplementary indicators	1. Subcategory: revenue from the rendering of education services;	€86.8 million	€93.2 million	>€105 million
	2. Subcategory: revenue from research;	€67.5 million	€82.8 million	>€95 million
	3. Subcategory: revenue from business activities.	€7.8 million	€9 million	>€11 million
Purpose of measurement	The aim is to increase the university's total revenue.			
Data	The data source for this indicator is and will be the NAV enterprise resource planning software.			
Methodology	For each calendar year, revenue from the rendering of education services is recognised on an accrual basis in accordance with the definitions in the budget execution report. It includes the state activity support and earmarked allocations from the Ministry of Education and Research; fees for degree programmes; revenue and project grants from continuing education; grants for education projects, excluding grants passed on to third parties; and other revenue from educational activities. Revenue from research includes baseline funding, competitive funding, contracts with the public sector, earmarked grants for business collaboration projects, and any other sources of revenue, excluding project grants passed on to third parties. Revenue from business activities includes income from research and development contracts with partners in Estonia and abroad, consultancy and commissioned services. It includes contracts with private legal entities (companies, non-profit associations and foundations), as well as central and local government bodies and legal entities governed by public law. Main indicator = the sum of subcategories 1, 2 3 and other revenue			
Potential areas for improvement and risks	Risks: • The state activity support does not increase. • The university is unsuccessful in securing funding for competitive projects.			

	• State funding reduces companies' willingness to pay for research collaboration.
Responsibility for the indicator	Executive responsible: Director for Administration
	Administered by: Finance Office
	Reporting schedule: annually, at the end of the first quarter.

9. Endowment principal, external funding, and disbursements		**Baseline in 2025**	**Target for 2028**	**Target for 2035**
Definition	Value of the Tallinn University of Technology Engineering Endowment Fund's principal, including supplementary indicators:	€2 million	€15 million	€50 million
Subcategories/supplementary indicators	1. Supplementary indicator: value of the TalTech Future Fund;	€0	€5 million	€25 million
	2. Supplementary indicator: total disbursements from the TalTech Engineering Endowment Fund.	€0	€1 million	€8 million
Purpose of measurement	The Tallinn University of Technology Engineering Endowment Fund supports the education of engineers at university level and TalTech's ambitions to expand into new areas of research, teaching and business collaboration. The main indicator tracks the value of the fund's principal, which it uses to fulfil the following goals: • to channel donations, including earmarked donations, towards the university's development in line with its strategic and action plans. • to fund research, development, business and other programmes. • to invest donated assets and money prudently, taking account of the fund's other responsibilities. Supplementary indicator 1 tracks the total value of the TalTech Future Fund, whose investment returns help grow the Engineering Endowment Fund's principal. Supplementary indicator 2 tracks the amount allocated from the Engineering Endowment Fund to achieve its goals.			
Data	Data for the indicator are obtained from the foundation's accounting system.			

Methodology	Main indicator: the value of the fund's principal at the end of the financial year, calculated as contributions minus disbursements plus investment returns as of 31 December. Calculation of the supplementary indicator 1: the value of the TalTech Future Fund at year-end, calculated as contributions plus investment returns as of 31 December. Calculation of the supplementary indicator 2: the cumulative value of earmarked direct grants disbursed from the fund as of 31 December.
Potential areas for improvement and risks	Higher education funding could become a key issue in the 2027 parliamentary elections, creating an opportunity for progress. Risks: • Delays in establishing the TalTech Future Fund. • Delays in adding the foundation to the list of associations eligible for income tax incentives, or failure to obtain this status. • Postponement of the design and renovation deadlines for the "Alumni Square". • Failure to secure the expected support from banks, or receiving substantially less than expected. • The state declining to contribute.
Responsibility for the indicator	Executive responsible: Vice-Rector for Endowment and Student Development
	Administered by: Alumni and Support Relations Office
	Reporting schedule: annually, at the end of the first quarter.

10. Carbon footprint per member of the university community		**Baseline in 2025**	**Target for 2028**	**Target for 2035**
Definition	Annual greenhouse gas emissions per person across three Scopes, calculated as part of the university's Green Strategy monitoring, including the supplementary indicator:	2.0 tCO_2e/person/year	1.77 tCO_2e/person/year	1.24 tCO_2e/person/year
Subcategories/supplementary indicators	1. Supplementary indicator: GHG emissions in tonnes of CO_2 equivalent.	30,162 tCO_2e/person/year	21,000 tCO_2e/person/year	14,000 tCO_2e/person/year
Purpose of measurement (including its relevance to state funding)	The carbon footprint is the central and most important indicator in the university's Green Strategy. Including it among the Strategic Plan's key performance indicators will ensure that achieving its target remains a focus until the end of both the Strategic Plan period and the relevant sectoral strategy period. The university aims and has the means to bring its Scope 1 and 2 greenhouse gas emissions, associated with its sites and campus, close to zero. We can influence Scope 3 emissions only indirectly, by making more informed choices. As of 2025, the indicator had no relevance to state funding.			

Data	The Real Estate Office's records provide the data on the university's buildings and energy use. Mobility data are drawn from two sources: the university's accounting system for business travel, and a questionnaire and/or mobility survey conducted at least once every five years for other routine travel. The university's accounting system provides the data on purchased goods and services. Catering is excluded from the calculation because it accounts for only 1.3% of the carbon footprint and reliable data are unavailable. Energy emission factors are obtained from the Kasvuhoonegaasid.ee database, and product emission factors from the Exiobase database. For each year, the total number of people is calculated by adding the number of degree and exchange students as of 10 November to the number of staff , including people working under contracts governed by the law of obligations, as of 31 December.
Methodology	Annual GHG footprint (tCO_2e per person) The indicator is calculated using data from three areas: 1. University buildings and energy. Emissions associated with energy consumption in university buildings and with building renovations. 2. Mobility. Emissions from staff and student travel to and from the university, and from business travel. 3. Purchased goods and services. The university's expenditure is grouped by type of good or service. Spending in each category is multiplied by the corresponding emissions factor from the Exiobase database to estimate emissions.
Potential areas for improvement and risks	The aim is to reduce the university's carbon footprint in line with the innovative scenario set out in its Roadmap to Climate Neutrality. If sufficient resources cannot be allocated to improve the energy performance of the university's buildings as envisaged in the scenario, the target will not be met. The university has no control over changes in energy emission factors. If they do not change as projected, the target will need to be adjusted.
Responsibility for the indicator	Executive responsible: Director for Administration
	Administered by: Finance Office
	Reporting schedule: by the end of the first quarter of each year.

11. Employee satisfaction index (TRI)		**Baseline in 2025**	**Target for 2028**	**Target for 2035**
Definition	Employee satisfaction is measured using the TRI*M index method developed by Kantar Emor, which assesses employee engagement in terms of employees' relationships with their employer, focusing on factors that the employer can influence to enhance and retain engagement. The survey is conducted every other year.	77	78	80
Subcategories/supplementary indicators	None.			

Purpose of measurement	Ensuring the well-being of university employees.
Data	A survey conducted by Kantar Emor.
Methodology	Kantar Emor and its parent company have used the methodology based on five standard questions to survey the engagement of more than 800,000 employees across Europe. The index is calculated from responses to five questions covering: • employees' overall satisfaction with the university • their willingness to recommend the university as an employer; • their willingness to return if their employment were to end; • their perception of their colleagues' motivation • their assessment of how successfully the university is achieving its goals The methodology allows the index to be compared with the same index at other universities and organisations. Tallinn University also uses this survey methodology, enabling the two universities to compare their results. The exact mechanism for calculating the index is a trade secret of the survey company.
Potential areas for improvement and risks	We aim for the TRI*M index to show an upward trend over time. Risks: a deterioration in the overall economic environment and potential changes to the university's structure or working arrangements.
Responsibility for the indicator	Executive responsible: Director for Administration
	Administered by: Human Resources Office.
	Reporting schedule: every other year in November. The most recent survey was conducted in 2025, and the next is scheduled for 2027.

12. University reputation index (TRI)		**Baseline in 2025**	**Target for 2028**	**Target for 2035**
Definition	The TRI*M Index is a composite reputation index based on five key questions assessing overall reputation, attitudes towards the university, trustworthiness, success and the quality of education. Kantar Emor calculates the index annually. The reputation index can be compared with those of other major Estonian universities participating in the survey. Main indicator: the TRI*M Index for people aged 15–60, including subcategories.	89	≥90	≥90

Subcategories/supplementary indicators	1. Subcategory: target group 15– 24.	96	95+	95+
Purpose of measurement	Assessing the university's competitiveness in the domestic market.			
Data	A survey conducted by Kantar Emor.			
Methodology	The assessment takes into account the university's overall image, competence and emotional appeal. The TRI*M Index allows the university to compare perceptions of its reputation with those of its competitors across different target groups. Changes in the TRI*M Index can be tracked over time. A change of +/-3 may be considered significant. The indicator is assessed once a year, usually in May.			
Potential areas for improvement and risks	The aim is to maintain a TRI*M Index score of at least 90 (90+) among people aged 15–60 and at least 95 (95+) among people aged 15–24.			
Responsibility for the indicator	Executive responsible: Director for Administration			
	Administered by: Human Resources Office, Marketing and Communications Office			
	Reporting schedule:			

13. University's position in international rankings		**Baseline in 2025**	**Target for 2028**	**Target for 2035**
Definition	The university's overall position in the international university rankings published annually by Times Higher Education (THE), including supplementary indicators:	601-800	601-800	>600
Subcategories/supplementary indicators	1. Supplementary indicator: the university's position in the Quacquarelli Symonds (QS) World University Rankings;	635	600-650	>600
	2. Supplementary indicator: positions in the top 300 of subject rankings published by the leading international ranking providers (THE, QS and ARWU).	2	3	4

Purpose of measurement	International university rankings are widely used by prospective partners, students and employees to compare and assess universities. Advantages of using the THE ranking (main indicator) compared with other university rankings: 1. THE is more highly regarded in academia than QS and TalTech does not currently qualify for the ARWU ranking.; 2. THE places greater weight on indicators that the university can influence by improving quality, particularly research quality, and less weight on reputation surveys; 3. Indicators are calculated per academic staff member, so larger universities do not gain an advantage from higher absolute figures; 4. THE is the only major ranking that assesses a university's third mission of collaborating with industry; 5.The supplementary indicators provide a basis for comparison with other widely used rankings, including QS, and across research areas.
Data	Reputation for teaching and research: a survey conducted by THE using its own database of 68,000 contacts. Research performance and publication citation metrics: the Scopus database. Income by category, staff and student ratios, the number of patents, and international student mobility: data submitted by participating universities (TalTech's NAV and the Study Information System). Research performance and publication citation metrics: the Scopus database. The results are published on the ranking agencies' websites.
Methodology	Main indicator: THE's ranking methodology THE World University Rankings 1. Supplementary indicator: QS's ranking methodology QS World University Rankings: Methodology 2. Supplementary indicator: methodologies of the THE, QS and ARWU subject rankings. Number of subject areas in which the university ranks among the top 300.
Potential areas for improvement and risks	We use the optimal data classifications when submitting our data. Unless the ranking agency makes significant changes to its methodology, our current ranking cannot be improved through adjustments to the submitted data alone. Improving quality, especially in research, remains the most important factor. Reputation surveys carry the greatest weight in the ranking, but their results can be influenced only indirectly and to a limited extent. Improving them requires deliberate, sustained effort.
Responsibility for the indicator	Executive responsible: Rector.
	Administered by: Rectorate Strategy Office.
	Reporting schedule: the main indicator is published annually in the third quarter; the supplementary indicators are published as results become available.

14. Ratio of the average earnings of master's degree graduates to the average salary in Estonia		**Baseline in 2025**	**Target for 2028**	**Target for 2035**
Definition	A ratio comparing the current average income of people who graduated with a master's degree in the past ten years with the average salary in Estonia in the relevant calendar year.	1.792	1.86	>1.86

Subcategories/supplementary indicators	None.
Purpose of measurement	To assess graduates' competitiveness in the labour market and how well degree programmes meet employers' expectations.
Data	Source data: average salary figures from the Statistics Estonia database. Data on the average income of master's graduates are obtained from the Ministry of Education and Research. These data are compiled from records held by the Estonian Tax and Customs Board and include salaries, management board members' remuneration, and income earned under contracts for services.
Methodology	The data for this indicator are published with a two-year lag. For example, data published in spring 2022 relate to 2020. The indicator is calculated using data for graduates of degree programmes that are currently open for admission. Because degree programmes are developed and revised over time, it has been agreed that, where necessary, data from earlier versions of a programme may be used if graduates of its latest version are not yet represented in the income data. Since 2021, the calculation has used the average income of graduates from the preceding ten years. Thus, the 2019 income data cover those who graduated between 2009 and 2018. Previously, the calculation included all graduates from 2005 up to the year before the income year. For example, the 2018 figure was based on the average income in 2018 of those who graduated between 2005 and 2017. The indicator is calculated by dividing total annual income by the number of months in which income was received, then dividing the resulting monthly average by the average salary.
Potential areas for improvement and risks	Ongoing work to improve the quality of education and align degree programmes with labour market expectations should maintain TalTech's position nationally.
Responsibility for the indicator	Executive responsible: Vice-Rector for Research
	Administered by: Office of Academic Affairs
	Reporting schedule: The first quarter.

15. TalTech AI-100	**Baseline in 2025***	**Target for 2028**	**Target for 2035**

Definition	A composite indicator of the integration of artificial intelligence into TalTech's teaching, research and organisational processes, and the resulting impact, including subcategories:	Ca 10 points*	40 points	100 points
	1. Subcategory: investment in AI (2035 target: 4% of labour costs)	Ca 0.3%*	1.5%	4%
Subcategories/supplementary indicators	2. Subcategory: AI in teaching and learning (2035 target: 80% of graduates)	Approx. 8%*	30%	80%
	3. Subcategory: AI in research and innovation, including: - the percentage of professors specialising in AI-related fields (2035 target: 15% of professors) - the value of AI-related research and development projects (2035 target: €20 million) - the value of AI-related business projects and contracts (2035 target: €0.5 million)	Approx. 4%* Approx. €9.4 million* Approx. €0.05 million*	10% €14 million €0.2 million	15% €20 million €0.5 million
	4. Subcategory: AI in the university's operations	0%	1.25%	5%
Purpose of measurement	The indicator assesses how systematically, extensively and effectively TalTech applies AI in teaching and learning, research, and its operations and development activities. It reflects the university's adaptability and innovation capacity in a rapidly changing technological environment. Publishing the indicator's results reinforces TalTech's ambition to be a leader in the use of AI among universities of technology in Estonia and internationally.			
Data	Investments: NAV - Finance Office Teaching and learning: Study Information System - Office of Academic Affairs Research: SciVal, the project database and NAV - Research Administration Office Operations: relevant support units and NAV.			
Methodology	TalTech AI-100 comprises four components (subcategories): 1. **Investment in AI (40 points)**: grants and investments supporting the use of AI, including AI tools, APIs, software and hardware. The amount is measured as a percentage (%) of the university's total labour costs. 2. **AI in teaching and learning (20 points)**: the proportion (%) of first- and second-cycle graduates who completed at least 6 ECTS credits in AI-focused courses during their studies. 3. **AI in research (20 points)**, comprising: - the percentage of professors specialising in AI, based on NAV data (10 points). - the value of AI-focused research projects (5 points) - the funding received for AI-related business projects and contracts (5 points). 4. **AI in the university's operations (20 points)**: the measurable impact of AI use in support and management processes, with the aim of reducing staff hours in both central support services and academic units. The indicator measures staff hours saved through the use of AI in the university's core and support processes, expressed as a			

	percentage of employees' total annual working hours. The impact is assessed after an AI tool has been successfully implemented and is measured as a percentage of university employees' total annual working hours, based on NAV data. **The aggregate value of the performance indicator is calculated** as a weighted score on a scale of 0–100 points: TalTech AI-100 = 40% × investment in AI + 20% × teaching and learning + 20% × research + 20% × university operations. Each component indicator is normalised to a scale of 0–100, after which the weighted aggregate score is calculated. The overall index score therefore ranges from 0 to 100 points, with a higher score indicating more extensive and effective integration of AI into the university's activities. The 2035 target value for each component is assigned a score of 100 points.
Potential areas for improvement and risks	**The measurement process should be simple and as automated as possible** so that it does not add to the administrative burden. Additional resources will, however, be needed during the initial implementation phase. **The indicator must assess real impact, not simply AI use or reductions in workload**. Reporting AI use should not be merely a formality. It must be ensured that efficiency gains do not come at the expense of quality. **The indicator should support substantive transformation of the organisation and be updated** as advances in AI create new possibilities for teaching, research and support services, and require different skills.
Responsibility for the indicator	Executive responsible: Rector
	Administered by: Rectorate Strategy Office
	Reporting schedule: annually, in the first quarter.

* 15. The baseline values for the indicator will be finalised during 2026.