

Evaluation of Estonian Professorships in Research Areas of National Significance

Evaluation Report 7/2016



Eesti Teadusagentuur
Estonian Research Council



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Language Editing: Päevakera tekstibüroo
Page Layout: Aide Eendra
Printed by: Ecoprint AS

ISBN 978-9949-9764-1-6 (trükis)
ISBN 978-9949-9764-2-3 (pdf)

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1. INTRODUCTION

The goal of the present evaluation report is to evaluate the instrument *Research Areas of National Significance* (henceforward abbreviated as **RANS**) and the professorships in the following research areas of Estonian studies: philosophy, language, literature, history, archaeology, art history, ethnology, and comparative folkloristics.

The task of the targeted evaluation was twofold: assessing the added value and the quality of research output compared to international standards. (“Sihtevalveerimise eesmärk on hinnata ministeeriumi poolt eraldatud tegevustoetuse kasutamisest tulenevat lisandväärtust ning teadustöö kvaliteeti võrreldes rahvusvahelise tasemega.” Aug. 6, 2015, email from the Estonian Research Council, Eesti Teadusagentuur, henceforth ETAG).

The following passages detail the terminology, framework, tools, and tasks that the present report is guided by.

Targeted evaluation – an evaluation organised by the Ministry of Education and Research on its own initiative or on the proposal of other ministries on one or several fields of research and development for preparing strategic development plans for research and development or other research policy decisions and measures, or for assessing and analysing the impacts and implementation thereof.

Steering Committee – a committee of representatives of the Estonian Ministry of Education and Research, Estonian Ministry of Culture, Estonian Higher Education Quality Agency, Parliament of Estonia, and Tallinn University to lead and support the execution of the targeted evaluation.

International Evaluation Panel – a panel of external independent high-level experts to carry out the targeted evaluation. The composition of the panel and its terms of reference are approved by the Ministry of Education and Research. Henceforth, this report refers to the International Evaluation Panel as **Panel**.

Evaluation panel report – a harmonised written statement of the quality of the research, achieved results, academic contribution as well as doctoral training, of the quality and efficiency of the research environment and organisation, about the interaction between research and society, and the impact of it, as well as recommendations for the future of the research field by the evaluation panel based on the provided materials and site visits results confirmed by the chairman of the evaluation panel and submitted to the Steering Committee.

ETIS – Estonian Research and Information System ([www1](http://www1.etis.ee)) used by the R&D institutions to submit their evaluation materials and by the international evaluation panel to prepare and submit the evaluation panel report.

In order to obtain the materials necessary for the evaluation of added value and the quality of research at the international level, the following steps were made.

1. Six meetings of the evaluation panel for discussion, division of tasks, and writing up the report.
2. Briefing by representatives of Estonian Research Council, Ministry of Education and Research and Steering Committee representative: R&D system and policy in Estonia at the Estonian Research Council, with the participation of Taivo Raud, head of the department of research policy, Ministry of Education and Research, member of the Steering Committee, Katrin Mandra, chief expert of the research policy department, Ministry of Education and Research, and Maarja-Liisa Kärp. R&D analyst, Estonian Research Council.
3. Site visits were carried out during two days. A meeting with the administration and a general visit to the infrastructure at the faculty of humanities and arts on the first day was followed by a second and more specialised visit to gain information from the professors’ presentations and a meeting with young researchers.

The meeting with the administration involved the following officers: Volli Kalm, Rector; Marco Kirm, Vice Rector for Research; Margit Sutrop, Professor, Dean of the Faculty of Humanities and Arts; Bruno Mölder, PhD, Head of the Philosophy Department.

The visit to the infrastructure was led by professor Margit Sutrop and Bruno Mölder and assisted by the ten professors. The Panel made site visits to the following locations:

- Institute of History and Archaeology,
- Institute of Philosophy and Semiotics,
- Institute of Estonian and General Linguistics,
- Institute of Cultural Research and Arts.

The following steps were made to obtain an informed opinion about RANS:

- reading the materials provided by the professors
- identifying missing information for establishing added value
- establishing the standards for comparison
- requiring additional material from the University and ETAG
- online search for the media coverage concerning the professorships
- reading the findings of online media coverage
- finding ways and methods at our disposal and within our expertise to obtain information
- discussing all information, compilation and revision of the report

As specified by “Specific Procedure of Targeted Evaluation,” the following scale was employed in evaluating the academic level of the research and development activities in the field, field-specific activities that are performed to target the public, and doctoral studies:

- *excellent*: the majority of the research results are at a high international level and most of the other results are at a good international level
- *good*: the majority of the research results are at a good international level and most of the other results are at a satisfactory international level
- *satisfactory*: the majority of the research results are at least at a satisfactory international level
- *unsatisfactory*: there are virtually no research works that are at least at a satisfactory international level

The following scale was used to determine the international level:

- *high international level*: the research results spark serious interest in international academic circles and are published by leading international publishing houses or in internationally acknowledged top field-specific journals
- *good international level*: the research results are relevant for international academic circles and are published by well-known international publishing houses or in well-known international journals
- *satisfactory international level*: the research results are of interest for international academic circles and are published abroad or by well-known domestic publishing houses or in well-known domestic journals.

2. EVALUATION PROCEDURE

2.1 Evaluation Period

The evaluation was initially scheduled for late 2015. For technical reasons, it was slightly postponed until spring 2016. Written documentation was provided by the Estonian Research Council (Eesti Teadusagentuur, ETAG) on 13 April. Site visits took place at the Faculty of Arts and Humanities, University of Tartu, on 2 and 3 May. The draft version of the evaluation panel's report was submitted on the 4th of July. The final version of the report was submitted on the 15th of July 2016. The revised version, which addresses comments of ETAG, the Steering Committee, and the University of Tartu was handed in on the 27th of September 2016.

2.2 Evaluation Procedure

In line with the specific procedures of the targeted evaluation of RANS, the Panel was to assess the effective use of RANS as a measure or instrument to enhance research and higher education in the domains of Estonian language, culture and history, and the ways in which RANS can contribute to shaping future research agendas and curricula.

Concerning the professorships of national significance, the Panel was asked to:

- (i) to assess the academic level of research;
- (ii) to assess outreach activities that target the (non-academic) public in Estonia;
- (iii) to evaluate the quality of doctoral studies and PhD supervision, along with the potential of doctoral studies to help sustain the future development of the academic discipline.

Furthermore, the Panel was given the task to make recommendations concerning the performance of individual RANS and the measure/instrument (henceforth: instrument) in general.

3. SYNOPSIS OF THE INSTRUMENT

The professorships in the research areas of national significance (RANS) are founded in accordance with the University of Tartu Act § 2 p4 in 2012. Their aim is to preserve and develop Estonian language and culture, to provide education in Estonian language, to preserve national cultural heritage and provide related public services. Until 2016, the professorships in the RANS were based in the Faculty of Philosophy of the University of Tartu and, since 2016, they are based in the Faculty of Arts and Humanities of the UT. The targeted evaluation of the Estonian language, culture and history professorships of the University of Tartu comprises the following 10 professorships: Professor of Archaeology (Valter Lang), Professor of Estonian History (Tiit Rosenberg), Professor of Art History (Juhan Maiste), Professor of Estonian Literature (Arne Merilai), Professor of Estonian and Comparative Folklore (Ülo Valk), Professor of Ethnology (Art Leete), Professor of Modern Estonian Language (Helle Metslang), Professor of History and Dialects of Estonian Language (Karl Pajusalu), Professor of Estonian as a Foreign Language (Birute Klaas-Lang), Professor of History of Estonian Philosophy (Ülo Matjus). Taken together, their fields of activity cover the areas mentioned in the University of Tartu Act—Estonian language (its history, dialects and modern forms as well as Estonian as a foreign language). The corresponding link to the respective University of Tartu Act can be viewed under [www2](#).

4. ASSESSMENTS

4.1 Faculty of Arts and Humanities, University of Tartu: general assessment of RANS

The RANS has proven to be essential in supporting the professorships included in the program. It has given additional resources, stability and it has eased the “double burden” of nationally significant research areas and disciplines. With “double burden” we mean the combined scientific and societal tasks, which require, on the one hand, outstanding scholarly and educational performance (research, PhD, MA & BA training) on a par with international academic standards of excellence, and, on the other hand, the societal task to preserve and develop Estonian language and culture, provide education in Estonian, preserve national cultural heritage and provide services related to these goals. The performance of the faculty within these main venues cannot be measured with the same instruments since scientific excellence requires high-quality international publications, research groups and activities in international scholarly forums, while the national societal tasks can be achieved mainly by Estonian language publications targeted at both an academic audience and the general public, by wide national media outreach and by various public events and other activities (such as language advice at the state and wider public level).

The University of Tartu and its Faculty of the Humanities have evidently benefited from the program. It has strengthened the quality and sustainability of nationally significant research fields which respond to the tasks defined in the statutes of the university. Likewise, it has given stability and extra support to the Faculty of Arts and Humanities. It seems that the program has also responded well to the needs of wider Estonian society in providing text-books, articles and media publicity. The ambition level of the program might become even higher if the national (societal) and the international (scientific) target could be combined. The Estonian academic community working on nationally relevant subjects could aspire to make Estonian language, culture and society not only relevant fields in Estonia itself, but also an internationally relevant scholarly issue with international publications on these topics. This would serve the national goals as well. As the documentation attached for the evaluation shows, this has already been partly achieved.

In general, the RANS professorships have been of a high scholarly class, they have published widely both nationally and internationally, and the PhD training is well organised and of good quality. Evidently, there are some weaknesses and threats listed by the evaluated instances themselves. Some of them are dependent on external economic and political factors, such as the demographic factor, which leads to a diminished numbers of students and PhDs, or the political priorities in funding higher education. The most significant weakness seems to be the absence of a ‘big and common vision’, as mentioned in some self-assessments. It is probably up to the faculty itself to create such a vision. Our recommendation is to gauge the ambition level towards international scholarly outreach, which would benefit the national societal impact.

4.1.1 Research Quality

The quality of research varies from excellent to good. Some of the professorships have been able to create top-level scientific research and to fulfill the national expectations in an exemplary way, notably in archaeology, folkloristics, modern Estonian language, and history and dialects of Estonian Language. Very close to this top group are the professorships of ethnology, Estonian literature and Professorship of Estonian as a Foreign Language, which have large national responsibilities. In some cases, such as in Estonian literature, there are simply not many feasible international publication forums. In some fields there have been institutional changes going on, which means that their output cannot be measured with the same standards as others, but nonetheless they seem to be on a very promising track (art

history, Estonian history of philosophy / Estonian intellectual history). Most professorships have been producing solid high-level scholarship but they should set their goals higher to reach simultaneously international and national audiences (especially Estonian History). This is not to claim that any of the professorships have under-performed, since the scholarly traditions, research topics, publishing practices and strategy applied to reach the national task are different for each discipline.

4.1.2 PhD Supervision

The feedback given by the PhD students and junior members of the faculty was very positive. The students are highly motivated in academic work and committed to fulfill the national and international expectations. The ambition level of the young scholars was generally very high and most of them are ready and able to reach the international academic level.

The RANS instrument has provided positive opportunities for organising the PhD-studies and supervision but more should be done in guiding students to an academic career, in helping them on scholarly publishing and in finding the best possible forums for their publications. The Faculty could create common courses for all PhD students in the topics common for all of them. Both junior scholars and senior academics could get more help for proofreading and copy-editing and even translations. The Faculty or the respective fields could discuss if some of the Estonian publications should be bilingual (e.g. Estonian / English or some other scholarly relevant language) to create possibilities for early-career publications to be disseminated both to Estonian and non-Estonian audiences. We give additional recommendations in Section 5.4.

4.1.4 Efficiency of the use of the instrument and recommendations

The particular advantage of the RANS instrument lies in the flexibility of its use. Professors utilised it efficiently for the purposes of teaching, PhD supervision, integration of PhD students into academic forums, and also for successful strategies of publishing and disseminating their scientific findings. Much more than simply a welcome add-on of institutional funding for so-called small disciplines, the RANS instrument has encouraged the professors to position their activities into the frame of promoting and developing Estonian language, culture, art, identity, and intellectual thought. They have done so both by direct contributions to these fields but also by highlighting the importance of Estonian contributions to globally connected science and scholarship.

In the light of the overall success of the instrument, the Panel has the following recommendations.

Publishing policies and strategies could be defined in a somewhat more self-assertive and target-oriented manner. The diversification of publishing strategies is of high importance: it should reflect societal, academic and educational needs. To this end, there could be yearly strategy sessions, including the participation of PhD students who in this way can become acquainted with the requirements of the “double burden” of professorships in areas of national significance. Certain formats generate high academic visibility, whereas other formats are more palatable for a wide readership. A conference volume is still a good outlet for young (and also older) researchers because the feedback and the product are naturally combined in this format. In addition, it is a useful form of learning how to deal with many social and practical aspects of the academic publishing world. Furthermore, the balance between open-access publishing and conventional high-prestige outlets deserves to be discussed for each research area. Below, in Section 5.2, we return to the question of publication strategies and the criteria of successful publishing.

Considering the overall success of the RANS instrument, the question arises whether there is potential for applying such measures in additional fields of science and for additional Estonian institutions of research and higher education, or to limit the instrument to the current list of research areas at the

University of Tartu. In any case, it may be worthwhile to ask the participating professors and institutions to state long-term goals, i.e. prospects for a time horizon of 10 to 20 years. The idea of RANS could also be developed more explicitly towards future opportunities and emergent risks, thereby transcending the mere task of “conservation” of Estonian culture, language and identity. These ideas are laid out in more detail in Sections 5.1 and 5.3.

We propose that future assessments include the idea of innovation potential: some professorships are more proactive in predicting and embracing social and cultural trends and challenges whereas others seem to “react” to current challenges facing Estonian language and culture.

Surveys could be conducted among various sections of the society on a regular basis to keep track of the upcoming challenges as well as to establish the impact of the activities.

Concerning the prospects of young researchers and doctoral students, Sections 5.1.4, 5.2.4 and sections on doctoral studies under individual professorships explicate the Panel’s recommendations.

4.1.5 Financial aspects

For this section we use the figures in Section A.2.7 in the overall self-assessment of the RANS written and compiled by Bruno Mölder, Vice Dean for Research, Faculty of Philosophy, University of Tartu. Additionally, we rely on the written remarks in that very document and on those in the individual self assessments.

During the existence of the Centre of Excellence in Cultural Theory (2008-2015), many of the now existing RANS professorships received substantial funding from the Centre-of-Excellence grant, the overall volume of which was €4.8 million. This, as we understand, provided the grant-holders with the opportunity to develop research and teaching substantially. The RANS instrument (from 2012 onwards) may be considered a suitable and, as we see it, very efficient measure that not just extends, but surpasses the prior Centre of Excellence. According to the tables given in Section A.2.7 of the overall self-assessment, the general volume of the RANS instrument from 01/2012 to 12/ 2015 amounted to slightly more than €5 million, or c. 1.25 million per year. Each professorship was supported with a minimum of 114.000 and a maximum of c. €138.000 per year; or so we assume, for the financial information provided to us does not fully specify the amount of each individual professorship but renders them in summarised form. The share of the RANS professorship monies amounts to 16 to 17.5 percent of the respective institutes’ overall budgets. In other words, the institutes were able to spend an additional one-sixth thanks to the instrument of RANS professorships.

Staff and PhD students of all institutes acknowledge that the additional monies were greatly helpful in expanding their activities quantitatively and qualitatively, and they did so in multiple ways. In terms of personnel development, some institutes used the funding in order to consolidate their current structure (securing the possibility to maintain academic positions corresponding to the existing structure), whereas others hired new lecturers and researchers.

Institutes have used the measure for curriculum development, restructuring existing programmes or introducing new ones. Further, some report the introduction of new pedagogical methods and formats along with international cooperation in teaching. Students have also benefited from the presence of visiting lecturers and guest researchers, workshops, summer-school format activities, individual funding for conference travels and scientific fieldwork.

Overall, the RANS instrument enabled professors and staff to increase international visibility—not only by means of conference travel opportunities, but also directly in the sphere of academic publishing. PhD students and researchers were able to have PhD thesis summaries, abstracts and other items translated into English. Outreach activities targeted at the Estonian public have also been intensified thanks to the RANS instrument, notably in the case of Ethnology or language-related chairs.

Professors and members of staff underlined repeatedly during the site visit that the RANS instrument was particularly helpful because of its flexibility, i.e. the possibility of using it for diverse purposes, allowing the professors and institutes to develop tailor-made measures to improve teaching, research and publication activities. In terms of possible extension and expansion of the RANS instrument, we recommend to maintain this degree of flexibility. Evaluation criteria for successful management of RANS monies should include, first and foremost, (1) international excellence and visibility and (2) innovation in both research agendas and curricula. Further recommendations will be provided in Section 5.

4.1.6 Infrastructure

During the site visits there was evidence of well-working infrastructure. Most of the RANS professorships are housed in a freshly renovated building, formerly used by the Department of Chemistry. All of the premises of professorships are situated near the main building of the University. As far as we could establish, there was sufficient space for the employees as well as collections of books, computers, servers, and specialised laboratories. In the former Chemistry building there was space for seating PhD students at separate desks, whereas other office space seemed to be more crowded. The offices contained often tables and chairs for formal and informal gatherings, and the working spaces were generally luminous.

The chair of Archaeology seemed to be the best equipped in terms of technical devices necessary for lab work, and there were impressive and valuable book collections located on the premises of the Philosophy department.

The lecture halls can seat groups of students of various sizes and provide a variety of up-to-date lecturing equipment. We witnessed how some lectures of kindred languages were conducted in these settings, and saw that the space and technology was used in an optimal way for the teaching goals. We did not witness video conferencing or Skype conferencing in progress during our visit, but the internet connection at the premises was generally good enough to enable educational or scholarly communication between classrooms at geographically distant locations.

Although the site visit did not extend to any detailed examination of the organisational and support systems for the employees and students, we asked about these issues and did not hear any complaints or relevant suggestions about them.

4.2 Assessments of Individual Professorships

The assessments of individual professorships may vary in size. This does not reflect the importance or performance of the professorships. A number of independent factors play a role here. We would like the reader of this report to be aware of the impossibility of comparing the value created by the professorships on a single scale, since the history of goals, methods, and scholarly traditions diverges vastly. However, for the convenience of the readers, the evaluations are summarised in Appendix 3 following the basic scale defined in Section 1. Whereas some professorships are new, others have traditions that allow them to be more active. The numbers of employees and students that belong to the different professorships also vary, hence the activities of some professorships are more diverse and numerous. Areas with longer history at the University have long-standing experience of cooperation, in which case the results are often stated under one of the professorship assessments only.

4.2.1 Professorship of Archaeology (Valter Lang)

The goal of the professorship of archaeology at the University of Tartu is defined in the statutes as “the successful development of archaeological research in Estonia and higher education in Estonian,

preservation of cultural heritage and providing public services connected with archaeological heritage". The task resonates well with the goals stated for the RANS instrument. Furthermore, archaeology is by definition an "international science with national significance" as is claimed in the self-assessment.

Both research and academic education have been thoroughly interdisciplinary and the studies have covered different pre-historical and historical periods. Methodologically, the professorship of archaeology is working on the best state-of-the-art level. The discipline is applying convincingly the very core-methods of the field, grounding them in up-to-date methods from the natural sciences, and using simultaneously refined tools of humanistic analysis and interpretation. It seems that the professorship has found a fruitful cooperation with the other professorships in the RANS program.

The "double burden" of fulfilling both the international academic expectations and the national tasks in Estonia seem to have been tackled in an exemplary way. The publications are divided 50/50 in international high-quality publications and Estonian language domestic publications. This strategy has enabled the professorship to develop high-standard archaeological research, higher education in Estonian and to work for cultural-heritage projects and to provide public services connected with it.

4.2.1.1 Research Quality and Public Outreach

In the self-assessment, for 2012-2015 the list of best publications contains nine books and twenty-two articles published both in English and in German (7 books, 21 articles), and in Estonian (2 books, 1 article). The publications are both international (1 book, 14 articles) and Estonian (6 books, 8 articles). Especially many of the articles and chapters are published in the most prestigious journals or in books published by prestigious publishers (*Nature*, Routledge, Amsterdam University Press, De Gruyter). In general, this reflects the excellent quality and academic performance and wide international scholarly outreach of the professorship.

Annually in the period 2010-2015, the share of international publications has been 25% of all publications. As some of the Estonian publications are in English, the share of Estonian language publications has dropped from 32,4 % (2010) to 23,8 % (2015). On the other hand, a popular archaeological journal in Estonian, *Tutulus*, has been created in 2012.

By all standards the research quality within the professorship is either outstanding or very good. Measured by academic standards the professorship manages to perform excellently and its public outreach seems to be wide and deep.

4.2.1.2 PhD Supervision

In 2010-2015 there have been 15 doctoral students of whom two have already defended their thesis. The number of the PhD students seems to be reasonable. On the one hand, a certain amount of new researches are needed to keep the field alive and the research community large enough, but, on the other hand, an overproduction of young researchers might lead to an undesirable situation of academic unemployment.

The supervision so far reported to us in the self-assessment and during the site visit is on a very good level, the students are highly motivated and strongly committed both to the academic and the non-academic societal tasks. The career possibilities lie mostly within the academia itself. It would be beneficial if the professorship could take more responsibility in creating contacts with Estonian society at large and with the cultural and tourism industry, especially to create career possibilities for graduates and doctors outside of the academic confines as well.

4.2.1.3 Recommendations

We recommend to continue this double strategy and to improve the possibilities with wider cooperation with non-academic partners. However, there is a danger of dividing the limited resources into purely academic tasks (research, higher education) with societal and public obligations (preservation of cultural heritage, public services). In most Western countries these tasks are divided between separate agencies, i.e. universities on the one hand and memory organisations (museums, libraries, archives and state organisations for the preservation of cultural heritage) on the other hand. Both these agencies, of course, tend to work in close co-operation. Moreover, the cultural heritage programs ought to be organised preferably by the memory organisations together with the wider public and volunteers. In the case of academic research such as excavations, we would recommend close coordination with the aforementioned organisations and the wider public. In many countries all around Europe and elsewhere, a lot of archaeological field-work is done by combining professional work (universities, museums, etc.) and the voluntary work of amateurs. This seems to be the case in Estonia too, although during the evaluation only the amateur usage of metal-detectors was mentioned. The cooperation with the Estonian tourism industry is essential and it might be developed further. This requires both sensitive understanding of the vulnerability of archaeological sites, and flexible cooperation with entrepreneurs and other agents to address their needs and interests. The academic partners may not only dictate the limitations but could actually support the innovative usage of cultural heritage.

International academic goals should be understood as means to achieve “national significance”. The Estonian humanistic scholarly community at large and archaeological research especially, may serve this task by showing to the international academic audience the relevance and wide interest of local Estonian topics and research materials. The professorship of archaeology has done this successfully already, but this could be articulated and worked out better than at the moment. By publishing internationally and by catching the academic international attention, the Estonian scholarly community is well equipped to show how parochial the so-called international centres sometimes are. The research problems related to human action—whether past or present, universal or local—are always internationally relevant as such.

The archaeological academic study would have wider societal outreach if it could encourage the graduates and young PhDs to seek jobs not only in the university, museums and state agencies but also in private businesses as well. This can be supported by creating contacts, networks and developing various modes of cooperation with employers.

4.2.2 Professorship of Estonian History (Tiit Rosenberg)

The task of the professorship in Estonian history at the University of Tartu is to develop academic research on Estonian history as a part of the larger context of European and world history, to provide higher education in the field and to facilitate public services related to its subject matter. This is in line with the goals of the RANS instrument.

The activities of the professorship are mainly domestic due to the obvious fact that Estonian history plays a central role in the self-understanding of Estonian society. In the self-assessment the interest of the general public and the international community are listed among the department’s opportunities, since there will be several centenary festivities in Estonia in the near future. The opportunity is evident at the national level but the competition for the international attention will be hard since there are multiple kinds of anniversaries in any country. International attention will rather be achieved through the scholarly community by pointing out the peculiarities and interesting features of Estonian history itself, attending the international arena, influencing the scholarly agenda and publishing widely in international forums.

The scope of the professorship has been from the early modern to contemporary Estonian history. The studies have been carried out on the traditional topics of political and economic history and of Estonian historiography. The work has been methodologically solid, although neither especially innovative or

interdisciplinary. One could expect that in the context of the RANS program the cooperation with related fields, such as folkloristics and ethnology with their stress on memory cultures or with art history and intellectual history, could open new insights into the development of Estonian polity, society and culture.

The results of the professorship on the national level are convincing. Especially the publication of the multi-volume *Estonian History* is a very important achievement. Also the public outreach within Estonia seems to be wide.

4.2.2.1 Research Quality and Public Outreach

In the self-assessment there are listed thirty-two publications (9 monographs and edited volumes, 23 articles or book chapters). Three books are published by international (i.e. non-Estonian) publishers and the other six by Estonian publishers. Ten of the articles and chapters are published in international and 13 in Estonian publications. Languages used vary from English, German, Russian and Swedish (3 books, 14 articles and chapters) to Estonian (6 books, 9 articles & chapters) which shows the strong international tendency and close scholarly ties especially with Nordic, German and Russian scholarly communities.

The publication strategy reflects the situation amongst the national histories elsewhere. For example, the Nordic historians have started to publish widely internationally only during the last couple of decades. The publishers and journals in the Anglophone countries tend to favour topics related to their own past. Hence, the quality of the research within context-bound disciplines like Estonian history cannot be measured only by counting the international publications. This said, one should still thrive to break the glass-ceiling within the international academic community. The Estonian past is as relevant as any other for our general understanding of various historical processes and changes. Taking the international challenge seriously will bring about a leap towards better quality, since it means more comparison and more critical reflection of the national research traditions and evaluations.

The research in Estonian history has certainly renewed the national understanding since the early 1990s. However, the next step will be to make the Estonian past more visible for the international scholarly community. This would also serve the non-academic interest in Estonia's complex past and thus fulfil some of the goals of the RANS instrument.

Traditionally national history has high interest among the general public. This is especially evident in societies where the recent history is either traumatic or has special weight in political, social and cultural discussions. Hence, it is only natural that in Estonia historical studies have a wide public outreach. The professorship of Estonian history has fulfilled the demand by producing a high-quality research-based series of handbooks of Estonian history. Furthermore, it has replied to the needs of higher education by producing academic textbooks on Estonian historiography.

In addition, thanks to other forms of wide visibility, like media-coverage and open public events, the professorship has had an outstanding impact. However, it seems that these necessary and time-consuming activities have over-shadowed the other academic tasks. This is understandable due to the need of fresh post-Soviet analysis of the national past.

4.2.2.2 PhD Supervision

There are currently 27 PhD students in the discipline. From 2010 to 2015 eleven PhDs have defended their thesis. This seems to be a well-balanced and efficient program.

The supervision so far reported to us in the self-assessment and during the site visit is at a very good level, the students are highly motivated and strongly committed both to the academic and the non-academic societal tasks. The career possibilities lie mostly within the academia itself.

4.2.2.3 Recommendations

We recommend to reach for a somewhat higher level of ambition of the historical scholarship within the University of Tartu. There are already some internationally appreciated Estonian historians but more needs to be done. Some other fields within the RANS program like archaeology, linguistics, and folkloristics have shown that it is possible and beneficial to strive for attaining an international level and simultaneously to pursue national tasks. Research cooperation with ethnology, folkloristics and Estonian literature on the topic of memory could be fruitful and valuable.

The “big and common vision” amongst the professorships of RANS could be to show the scholarly relevance of Estonian related studies within humanities to the larger international community and by this way influencing the more general understanding and perception of Estonian society. This is in no ways contradictory with the more local or “national” task to promote Estonian language and culture within Estonia.

In the future, the professorship should re-define its goal in the same way as recommended above for archaeology to reach another level of “national significance” by showing the special traits and high interest of the Estonian historical experience to a wider international academic community. We would encourage to intensify international cooperation in the Baltic Sea region, Central Europe and Russia in order to tackle not only the recent historical topics like the WWII or cold war period but also the earlier multilingual and colonial history of the region. Moreover, some comparative studies of colonial processes elsewhere in the world and the Estonian and/or Livonian and Baltic experience could be done. These issues are internationally highly relevant and they would raise wide interest in the Estonian past and the historical scholarship.

More intensive cooperation could be achieved through organising international conferences and joint research projects and to apply for EU- and other funding. The professorship with its high-standard of skills in historical study will certainly attract foreign cooperation. Furthermore, the publication strategy should be more ambitious. Monographs, edited volumes and articles should be published in English and other relevant foreign languages and they should be submitted to prestigious international publishers and high quality journals.

4.2.3 Professorship of Art History (Juhan Maiste)

Art history is considered generally belonging to the core of classical curriculum of humaniora. The professorship at the University of Tartu was established as such in the 1920s with some roots going back to the early nineteenth century. However, this tradition broke down after 1945 when the discipline was moved to Tallinn to the Academy of Arts. The professorship was re-established in Tartu in 2007 when the present chair-holder was appointed. A separate curriculum was established only in 2012. The achievements within the professorship should be measured against this background.

As such, the fields of history, intellectual history (philosophy), archaeology and studies of cultures (ethnology, folkloristics) form a natural conjunction for art history as a study of visual culture and built environment. It would be hard to imagine research on human action and creativity without these features. The interpretation of art history as an academic humanistic discipline, on the one hand, and a vehicle for skills in visual arts, on the other, leads to fundamentally different kinds of emphasis when research and higher education are considered. Within the university both research and teaching are based on scholarly standards while in art academy and schools the emphasis is on offering future artists’ knowledge of art history as a basis for their artistic work. Hence, the decision of the University of Tartu to re-establish the professorship and to include art history among the RANS program is well-grounded and far-sighted.

The societal and cultural task of the study of art history is self-evident. Together with archaeology and ethnology, art history is responsible to define, study and preserve much of what is called tangible cultural heritage, although the distinction between tangible and intangible culture (or heritage) is itself

highly arbitrary: intangible meanings and values are usually transmitted by tangible or sensual artefacts and means, such as material objects or vocal sounds, etc.

The main emphasis of the professorship has been on medieval and Enlightenment art and architecture, along with modern and contemporary art. Recently, work on art theory and the history of the discipline of “art history” has added overall comprehension to the discipline’s particular fields. The choice of the core interests is well grounded, although it seems natural that in the future more of the early modern period and 19th-century art and architecture will be studied. Of course, if there exists a division of labour in favouring different epochs and topics in different research institutions in Estonia then the specialisation in only some selected periods is well-grounded.

In many ways the professorship seems to have been innovative and dynamic. It has created a solid basis of study and research, promising international contacts and wide networks. This is a very good start and the inclusion in the RANS program has created crucial opportunities for it.

4.2.3.1 Research Quality and Public Outreach

Against the backdrop of the recent initiation of the professorship, the research results are promising. There are yet some promises to be fulfilled especially on the international level while the national visibility seems to be already excellent. In the self-assessment there are 31 publications listed, of which almost all are published in Estonia-based publications series or journals, although most of them in English (2 monographs [of which one bilingually in Estonian as well], 10 articles or chapters), some in German (5 articles or chapters) and the rest in Estonian (4 monographs, 10 articles or chapters). Also the publications in preparation, especially the volumes on Estonian art history, show the remarkable level of activity.

Typically, the monographs are exhibition catalogues, which is rather usual in the field of art history world-wide. This reflects well-established cooperation with the museums and gives an evident venue for wide public outreach in Estonia.

The main body of the research belongs to the solid core tradition of the field. Some new openings into the study of urban academic environments (The University Landscape in the Light of Enlightenment) seem to broaden the scope remarkably, as various ways to scrutinise the built environment, urban nature and relations with ‘untouched’ and ‘cultural nature’ are internationally emerging trends within art history and interdisciplinary studies of culture. This is an exemplary project to bring the Estonian subjects and scholarship into the centre of international attention. By doing so, the professorship does not only create promising possibilities for outstanding research but convinces the international academic community of the interest and relevance of local research topics. As such it certainly strengthens the national goals of the RANS as well.

4.2.3.2 PhD Supervision

The supervision seems to be on a good level and the PhD students are highly motivated. They have been encouraged to spend some time abroad in important universities or research institutions (Berlin, Rome, Göttingen, Greifswald, Kiel). They have already published extensively.

The future career possibilities outside of academia seem to lie in both educational institutions (art schools) and in museums, galleries and the like. The number of PhD students (6) is at the moment feasible although cooperation with the other professorships in creating a critical mass of PhD students is necessary.

4.2.3.3 Recommendations

The professorship in art history has had a good start and its future projects promise interesting results. Since art history is necessarily a rather small discipline at the University of Tartu, it is essential to work in cooperation with the neighboring disciplines and other RANS professorships. The PhD supervision might profit from creating common courses on academic writing, on publishing and on career opportunities (creating research projects, applying for funding, finding non-academic partners and career possibilities).

International cooperation is necessary. The professorship could have a more articulated strategy, determining how to build on the one hand inter-Baltic networks including Russia, Latvia, Lithuania, Poland, Germany, Scandinavia and Finland and, on the other hand, wider cooperation with the major centres of art history world-wide. Furthermore, similar networks with art institutions and tourism business are recommendable.

The publication strategy should be more ambitious. For the moment, the professorship is highly productive in publishing in Estonia in various languages. The next step would be to reach international visibility by publishing in top journals and with top publishers. Perhaps the on-going project on University Landscapes leads to this kind of academic outreach.

4.2.4 Professorship of Estonian Literature (Arne Merilai)

Study of Estonian literature is one of the core disciplines of the humanities at the University of Tartu. Its mission is deeply in line with the university statutes and the definition of RANS. Study of Estonian literature is an essential part of the cultivation of humanities and of making and analysing the Estonian identity. Without literature (here defined as the use of figurative language, although 'fiction' or 'belles lettres' might do as well for more limited purposes) it is hard to imagine any kind of national identity or any modern identity in general. The discipline has been practiced at the University of Tartu since 1919 and the tradition was not broken during the Soviet times. It has had and still has close ties with the neighbouring fields of folkloristics, linguistics and theatre studies. As such, it is a part of the classical study of philology in the broad sense of the word. It is clear that the professorship can cooperate with these fields and it should. Furthermore, the cooperation with the future professorship of Estonian intellectual history is highly recommendable.

All the indications visible in the documentation prove that the professorship is performing quite well. It is active both in the strictly academic sphere and more broadly in the Estonian cultural and intellectual scene. The 'double burden' is carried in an exemplary way. Even if the self-assessment carefully lists various kinds of threats it is evident that the professorship itself has worked well. The publication strategy is well articulated and thoughtful (see 4.2.4.1).

It should be remarked that, internationally, 'small literatures' have to struggle for their visibility. As a consequence, the possibility to publish in internationally highly appreciated forums is often rather difficult. For a scholar of Dante, Shakespeare, Goethe or Proust not to mention the Greek and Latin classics there is a steady international 'market' while scholars of Koidula, Tuglas or Kross have to climb over several linguistic and cultural thresholds. If Estonian literature were studied only in English language publications, we would lose remarkable possibilities. On the other hand, it is often fruitful to deal with the familiar national subjects in a language different from the original, since it forces the scholar to work analytically with many seemingly self-evident suppositions and contextual features.

The performance of the professorship is impressive. The present chair-holder was nominated only in 2011. The RANS has made it possible to create an active research community, to support the teaching at all levels from the BAs to PhDs, and the results—both academic and those meant for public outreach—are convincing.

4.2.4.1 Research Quality and Public Outreach

The professorship has attached a comprehensive list of publications to its self-assessment, but here we will concentrate on the sample of thirty publications as is done with the other professorships. The overall publication activity both by the professor and the other staff members is nevertheless impressive.

The publication strategy is built in an exemplary way to fulfill both academic and public demands. The professorship has published five monographs in Estonian and by domestic publishers. All of them reflect the excellent quality of the research and reach simultaneously the wider audience. On the other hand, of the 17 articles and chapters, 15 are in English and only two in Estonian (by 7 international, 10 domestic journal or publishers; e.g. internationally highly valued *Journal of Baltic Studies*, *Science-Fiction Studies*). Furthermore, eight edited volumes are listed (three in English, five in Estonian; two by international publishers, six by Estonian). All in all, the publications show vivid activity and top-level scholarly work.

The topics of the study, both theoretical and those concentrating on individual writers or specific literary phenomena, are all relevant and up-to-date.

The public outreach is done mostly by traditional literary media in scholarly and general journals in Estonian as well in the press and broadcast. For an outsider it seems that the Estonian intellectual and literary scene is very vivid and still has a central position in the country's public life. For instance, the end of the site visit coincided with the start of a large-

scale literature festival in Tartu, called *Prima Vista* ([www3](#)). Literature, culture, academic teaching and workshops, and local tradition are combined in the RANS professor's house in South Estonia, Liinakuru ([www4](#)), hosting the Liinakuru Spring School for scholars, writers, and students. Outreach extends to Estonian and Finno-Ugric literary events in the world, such as *Autunno Estone* events. This of course confirms that the task given in the RANS program is grounded in the needs of the Estonian society.

4.2.4.2 PhD Supervision

The number of supervisors have increased due to the possibilities created by the RANS funding. However, the PhD-students receiving state-funding has been on very low level (four during the funding period).

The instruction is well-organised and the requirements sound. There is a strong link between the local intellectual life and teaching, and the writing process of the students is encouraged and helped (e.g. via the Liinakuru Spring School). During the site-visit the students showed high motivation and gave evidence of good supervision and openness in interacting with international academic peers as well as wider public.

The topics of the PhD students cover a wide area, e.g. the poetics of the Estonian literary criticism in literary journals of the 20th century, to the depiction of slavery in Estonian and African-American literature. The instrument has increased the publication activities considerably, with 280 publications by the PhD students. The provided links to the work of the students show high quality as well as diversity in the target audience. On the basis of the self-report it can be concluded that the instrument has helped the PhD students significantly, and the lack of it would affect them very negatively.

The PhD graduates typically obtain academic jobs, e.g. Sakova-Merivee at Tallinn University, Velsker and Kaur at the University of Tartu, Hinrikus at the Under and Tuglas Literature Centre, Luks at the Estonian University of Life Sciences. However, the current students showed readiness to explore other avenues than the strictly academic one, and we witnessed interesting combinations of study and work experience. The self-report discussed possibilities of finding flexible education schemes for working students.

4.2.4.3 Recommendations

The professorship has managed well with the outreach, and it has a good strategy for reaching interested students and local population. The activities and events that have been started should be continued. The institution of a guest writer (currently, Kristiina Ehin), makes an impression of resounding success and could be extended as well.

We would recommend to continue both research activities, supervision and public outreach at the same level as now. The publication strategy seems to serve extremely well the purposes of the RANS. However, as in the case of the other professorships, we would recommend to set the international goals even higher and to come up with Estonian related topics to the top-level international forums. There are no shortcuts to achieve this. The professorship should continue to participate in international conferences and create venues for the academic appreciation for the Estonian literature and scholarship on it. This could be done in cooperation with other 'small literatures' whether Baltic, Nordic or Finno-Ugric to mention just some options.

The professor and members of the team who publish successfully at international forums (e.g. Kurvet-Käosaar) could think what could be the best forum or cooperation network to help Estonian literary science to pass the international gatekeepers in the field.

The cooperation with the neighbouring disciplines seems to be on a good level but we encourage to deepen it even more. The studies of life writing and Estonian memories is an obvious choice for interdisciplinary work between scholars of literature, folkloristics, ethnology and intellectual history and ethics as well. This line of study is naturally important for the Estonian society as a whole. Another possibility for cooperation is the study of the relations of oral and literary cultures, especially fruitful in surroundings with rich folklore collections and established literary tradition, such as Estonia. Here we see considerable possibilities to make Estonian issues draw wider international attention.

The Liinakuru Spring School as an example of a good practice could be extended, or a similar enterprise could be launched, where selected representatives of additional, potentially interested groups could become involved in developing ideas and connections. Cooperation with the other RANS professorships could be involved as well. There are probably many young writers outside of Estonia who might be interested in participating in an Estonian literary event: ERASMUS Plus and other funding schemes could be considered.

A system of internships could help involve more students with research or outreach activities and give them some training.

4.2.5 Professorship of Estonian and Comparative Folklore (Ülo Valk)

4.2.5.1 Research Quality and Public Outreach

The Department of Estonian and Comparative Folklore is nationally known for its excellent academic research and output, which resonates with its international visibility. It is hard to underestimate the intellectual benefits that derive from the combination of domestic research and international commitment in this field.

Currently, the Department has a research focus on "Tradition, Creativity and Society: Minorities and Alternative Discourses" (2013-18). This approach has the potential to reinvigorate folklore research, to broaden the scope and include not only ethnic minorities but also other groups that see themselves in a marginalised position, to study subcultural aspects and to document the multiplicity of voices within contemporary Estonian society. In addition, research on alternative and minority discourses in Estonia can be enriched by international comparison and the search for transnational ties in biographies and narratives. The Department has a suitable academic basis for that.

The publication strategy encompasses contributions to international scholarly debates in Folkloristics as well as publication and editing of actual lore and oral history (e.g. *Monumenta Estoniae Antiquae*), textbooks and representations of folklore that are easily accessible for lay readers. The majority of the listed 30 most relevant publications have been published in international forums (27 articles and book chapters, 1 book) and only two in domestic ones. Of the latter, one article is in English, the other is the book mentioned above, in Estonian. The publishing venues mostly belong to the international top-level academic publishers (e.g. Routledge, Brill, Palgrave Macmillan, Berghahn, etc.) and journals (Temenos, Folklore, Fabula, Folklore: Electronic Journal of Folklore, etc.). One might argue at least on the basis of the listed 30 most relevant publications that the outstanding international publications dominate at the cost of national Estonian language publications. Clearly, the professorship of folkloristics has managed to make Estonia-related studies visible on the world map. On the other hand, as will be stated below, public outreach within Estonia has been accomplished successfully in other ways. Hence, the strategy is well balanced.

International scientific cooperation is remarkably well organised and wide-reaching. The research activities in northeast India and the exchange of students and colleagues between Estonia and India are exemplary and unique within the Faculty of Philosophy. Co-operations and contacts with Estonian organisations are of diverse and long-term character, having a positive effect on public visibility and outreach, as explicated in the next section.

The Department can rightfully claim that it has importantly contributed to the safeguarding of cultural heritage of Estonia. It does so in novel ways and with a wide range of organisations in the field of education and cultural management, with archives and museums. On many occasions, folklorists feature in TV and radio interviews. We cannot assess the extent to which the public outreach also embraces social networks and forums in the Internet. Concerning the current theme of minorities and alternative discourses, we see new potential ways and partners for outreach, such as non-governmental organizations, theatres, and informal networks.

4.2.5.2 PhD supervision

Additional funding that became available through the RANS instrument was used for several purposes, including PhD scholarships, language editing of PhD students' publications, and to a lesser extent, for students' participation in international workshops. It has also been used to attract visiting scholars, thereby further widening the scope of teaching and improving the quality of PhD studies. Graduate students can partake of intensive teaching, they showed a high level of motivation during the Panel's site visit. The teaching of practical skills—skills necessary in non-academic fields of employment—should be strengthened to some extent.

The Department attracts doctoral and post-doctoral applicants from within and outside Estonia. The interest of students and scholars from abroad in the Department is yet another indicator of its international visibility and excellence. The Department plans to use English as language of instruction in its MA program starting from 2017.

4.2.5.3 Recommendations

The targeted evaluation shows that Estonian and Comparative Folklore as a Research Area of National Significance has truly benefited from the RANS instrument and has managed to utilise the support in a highly efficient and successful manner. The Department's self-report is very explicit in this regard and summarises the importance of the targeted instrument in the light of the financial structure that currently depends predominantly on research grants.

In light of the above, we recommend to strengthen the teaching of practical skills, i.e. skills necessary in non-academic fields of employment. It may be worthwhile to invite professionals from TV and other media, publishers, artists, and experts in cultural management to share their views on the skills needed in the pertinent professions.

The staff of the department should consider to discuss with colleagues of the Department of Ethnology and language-related professorships if oral history and folklore material collected among Finno-Ugric peoples in the Russian Federation can be used for expanding the basis for research and cooperation between departments. In addition, we see significant and fruitful synergies in the study of vernacular religion.

We also recommend cooperation with other RANS professorships, to create truly inter-disciplinary research groups together with archaeology, ethnology, history, art history, and linguistics.

4.2.6 Professorship of Ethnology (Art Leete)

4.2.6.1 Research Quality and Public Outreach

The Department of Ethnology can pride itself on an excellent academic level of scholarship in three fields: Anthropology of Religion, the practice of memory and its social and political significance, and socio-cultural research on Finno-Ugric peoples of Russia. These three areas of research define centrally the scholarly strength of the national professorship. Members of the department also conduct research on ethnic minorities in Estonia, tourism and cultural heritage, and a range of other topics, but these areas seem to be less consolidated than the three main fields specified above.

The output of international scientific publications has been considerable and steady over the last six years, with the RANS instrument having enabled the department's staff and PhD students to intensify their international publication activities to some degree. Judging from the list of 30 most relevant publications, almost all (28) publications are in English whereas none are in Estonian (two articles are in French). Here, as in the case of the professorship of Estonian and Comparative Folklore, academic input into the domestic discussions on ethnicity, identity, memory and religion occurs in manifold ways (i.e. often in forums other than academic journals) so that the bias towards English as language of publication should be taken as a positive sign, indicating a high degree of international visibility. With 1 monograph, 4 contributions to collected volumes and 25 articles, the publication strategy is generally geared towards publishing in scientific journals. Of the 16 articles in Web-of-Science listed journals, 9 came out in two journals: *Folklore* and the *Journal of Baltic Studies*. These are high-quality journals with a readership of regional scope. In addition, *JEF (Journal of Ethnology and Folkloristics)* and *Etudes Finno-Ougriennes* are important forums for the department's staff to disseminate their research findings. Notwithstanding the high quality of publications, the visibility may be even improved by more regularly targeting high-ranking journals in General Anthropology. The department's research on ethnicity, memory, religion and ritual clearly bears the potential to make such contributions.

International scientific cooperation takes place within research projects but also informally (outside specific projects) with a range of partners in several European countries and Russia. As for the latter, it is hoped that academic contacts (e.g. with European University St Petersburg and research centres in several regions of the Russian Federation) can and will be maintained in the future, since they are highly instrumental for research on Finno-Ugric and other indigenous peoples.

Co-operations and contacts with non-academia partners in Estonia are strong and already have a long history. These are not limited to the Estonian National Museum, the Estonian Literature Museum and organisations that protect cultural heritage, but also occur in the field of Applied Anthropology, and the curriculum has been recently modified to reflect the growing interest in this field.

With regard to public outreach, Estonian Ethnology is probably in a stronger position than is the case in most other European countries. Outreach activities took place in earlier decades, too, but the

support for Ethnology as an area of national significance has generally raised public awareness and also provided practical means for stronger presence in the internet, television, and other mass media. The fact that students get additional training in visual anthropology and the foundation of a Centre of Applied Anthropology provide the basis for enhancing the visibility of the discipline even more strongly in the Estonian public.

The public image of Ethnology in Estonia may become even more prominent and well-rounded if the discipline is presented as not only the study of ethnic relations and identities, but more generally as the empirical study of society and social practices that analyses inequality, conflict and intolerance. Such an expansion of the public importance and societal relevance of Ethnology would have the potential to attract prospective students and enlarge the number of undergraduate and graduate students.

4.2.6.2 PhD supervision

Doctoral studies occur in manifold research areas. PhD students (but also MA students and partly BA students) have benefited particularly strongly from RANS as a targeted instrument, as a substantial part of the money was used for support of students' field research and conference participation, which is of especially high value for prospective researchers. Beyond any doubt, members of staff supervise PhD students very intensively. What is remarkable, though, is the comparatively high percentage of dropout PhD students. The academic staff are aware of this phenomenon and have taken first steps towards approaching this problem. It should also be analysed in the light of the generally volatile and unpredictable number of undergraduate students and the rather small number of MA students. These are perceived as a threat to the sustainability of the academic field in years to come.

4.2.6.3 Recommendations

The targeted evaluation shows that Ethnology as Research Area of National Significance has indeed benefited very strongly from the instrument and has managed to utilise the support in an efficient and successful manner. In light of the above, we recommend considering a more self-conscious publication strategy in international scientific journals. It is necessary to identify reasons for the comparatively high number of PhD students having difficulties with finishing their studies, and to formulate a strategy how to address this phenomenon. It should be considered if the public image of Ethnology in Estonia might be expanded towards the analysis of societal problems, with the likely effect to generate even broader interest and increase the number of BA and MA students.

4.2.7 Professorship of Modern Estonian Language (Helle Metslang)

As tangible evidence of success in implementing the instrument in the Estonian language area and the cooperation between the University and language-related professorships, the year 2016 witnessed increased visibility and prestige worldwide: in the QS World University Rankings by Subject, the University of Tartu occupied the 251-300th place in Modern Languages and emerged on the 101-150th place in Linguistics (www5).

The Estonian language is an essential part of the Estonian identity. Preserving the language and developing it in all its present functionalities is considered a great achievement in the society. The Estonian language related professorships form a core area for the humanities within the University of Tartu, and as such they belong obviously to the RANS. Together, the professorship of Modern Estonian, the professorships of History and Dialects of Estonian, and Estonian as a Foreign Language at the University of Tartu can be viewed as the cornerstone of sustaining Estonian language and culture. The responsibility of the professorships of Estonian is to grant the high level of research, development

and teaching of Estonian language as a means of cohesive functioning of the Estonian state and its information space as an essential component of national heritage and identity.

The area of the professorship of Modern Estonian links the past and the future aspects of the language, extending over a vast interdisciplinary area and bordering with other subjects. Research of Modern Estonian serves as a basis for many applications which contribute to the preservation of the uncommonly strong position of Estonian, compared to many languages of the world, in language technology, functioning as an official language, in research and higher education.

Upon a more thorough inspection of the materials it became evident that the professorship has managed to cover a much wider spectrum than planned, ranging from practical language-related help for problems emerging in Estonian society, to top-level theoretical linguistic publishing. As the society develops, the target group of the activities of this professorship has become increasingly heterogeneous. The decision to address the increase in heterogeneity in language-related needs potentially has led to a more cohesive and advanced Estonian society as well as better representation of research on Estonian internationally. The diversification of the target groups has been addressed in various creative ways; for instance, by interlinking PhD supervision, extensive academic and civic cooperation networks.

4.2.7.1 Research Quality and Public Outreach

4.2.7.1.1 Research Quality

The instrument has certainly increased the quality of the research in Modern Estonian. Major monographs have been prepared on the structure of Estonian; these have been on hold for decades because of no clear prospects about financing. The rest of the publications are balanced between international and national relevance. Publications that have a very high international weight in the humanities comprise 65% of the publications of this professorship.

Looking at the content of the research presented under the sample of 30 selected works, project proposals and cooperation descriptions, there is evidence of excellence. The research included long-term activities that range from specialised and theoretical topics to applications: the description of the structure of Modern Estonian in comprehensive scholarly treatments and in the new descriptive grammar of the Estonian language, compiling a comprehensive scholarly treatment of the development history of literary Estonian and spoken Estonian, morphosyntactic studies from the viewpoint of variation and integration with semantics and pragmatics. International cooperation is involved in typology studies. The studies of sustainability of the Estonian language and comparison with other languages are carried out in cooperation with the Professorship of Estonian as a Foreign Language as well as the project of the dynamics of students' written language skills, devising of methods for developing of academic writing skills. The creation of corpora and databases, such as replenishment of corpora of old literary Estonian and spoken Estonian, and database and web dictionary of the variation of transitive constructions, are done in cooperation with the professorships of History and Dialects of the Estonian Language, and of Estonian as a Foreign Language.

The dissemination of the research results was excellent. Various events were organised by the Modern Estonian professor's work group, or the group participated in multiple national and international academic events. The academic and public collaboration networks of the professorship are extensive and diverse in nature, comprising mainly Finnish institutes and universities because of the obvious language connections, but also Holland, Germany, France, Austria, and Latvia.

The professorship has been successful in attracting external research funding and carrying out the research in various areas, of which we give some examples: "Integrated model of morphosyntactic variation in written Estonian", "Comprehensive scholarly treatment of Estonian syntax" (Helle Metslang), "Resources of Old Literary Estonian" (Küllü Habicht), and "Sustainability of Estonian in the era of globalisation" (Martin Ehala). This shows that there are successful mid-career and senior colleagues associated with the professorship, which indicates sustainability in the long term.

In addition to improving the quality and depth of the writings, the cooperation networks and the projects have been useful for the PhD students as well.

4.2.7.1.2 Public Outreach

Overall, the strategic decisions about implementing the instrument have led to considerable added value for the general public. Part of the work has been normative and advisory at the state level. The professorship has contributed research reports and monitored the Development Plan of the Estonian Language. The activities include regular participation in biennial monitoring of Measure 7 “Development of Estonian-language proficiency and fostering a positive attitude to the Estonian language and preservation of the use of Estonian in higher education and research” in the Development Plan of the Estonian Language 2011–2017 and organising the seminar Estonian language in Higher Education in 2013. The language committee of the Mother Tongue Society, of which the chair from 2014 is Habicht, regularly discusses the problems of norms of written language, considering the variation in actual language use.

Numerous textbooks and study aids for schools of general education have also been published. The publications include 36 items of textbooks, study materials (classified as 6.2 in ETIS), and 42 articles popularising the field (6.3 in ETIS). Articles and publications have been issued for both international and national target groups; study aids of the Estonian language have also been taken care of. The publications reflect the central role of the professorship in research and other activities concerning the structure and sustainability of the Estonian language.

In addition to the popular articles targeted at the public, the researchers and professors related to the professorship have presented the gathered knowledge in a popular manner on language days and other presentations, including in TV and radio broadcasts. Staff related to the Estonian language professorship, Tiit Hennoste and Külli Habicht (language editor), edited the volume with contributions by RANS professors, *Rahvusvahelised rahvusteadused*.

At a more popular level, other activities targeted at the public include the regular arrangement of mother tongue olympiads for students of schools of general education, courses at the Research School for school students, regular annual refresher courses for staff of local governments and teachers of Estonian, cooperation with the Mother Tongue Society, the Association of Mother Tongue Teachers, the Ministry of Education and Research and the *Vikerraadio* channel, activities in the editorial board and as authors of the language journal *Oma Keel*, participation in the language committee of the Mother Tongue Society (which also includes practical language planning). Outreach has thus been excellent.

4.2.7.2 PhD Supervision

The number of PhD dissertations defended with the help of the instrument is impressive, and so is the level of the young researchers and current PhD students. More specifically, 15 doctoral dissertations were defended under the supervision of the researchers of RANS. The work with the PhD candidates is well linked to current research as well as the needs of the society. There is a demand for experts in the Estonian language on the labour market, and the doctoral graduates have found jobs outside of the academic world as well.

The instrument has clearly contributed to higher quality in this area. The professorship created new courses at all levels of study, which guarantees the quality of PhD students. At the doctoral level, research seminars have been introduced as well as a course titled Introduction to Linguistic Research. Summer and winter schools and courses by visiting lecturers have been organised as part of cooperation between the doctoral schools of linguistics, philosophy and semiotics.

With the help of the instrument, 12 study aids for university courses have been published. The instrument has also been used to support students’ and young researchers’ study and conference

trips, employment of teaching assistants and for upgrading of education. The PhD students and young researchers at the site-visit showed readiness for outreach activities as well as for independent participation in international academic life. Work with the younger generation is excellent.

4.2.7.3 Recommendations

We recommend carrying on with the current cooperation networks, taking a more leading role in cooperation. The creation of more cooperation with professorships other than the Estonian language based ones, such as a terminology project with the philosophers, for instance, could be considered. It would be useful to devise a system of short-time participation in language-related projects that cross the disciplines and areas or levels of competence (cf. The Finnish Bank of Terminology in Arts and Sciences, [www6](#)). Planning the research seminars according to or around academic or public events would save resources.

It is necessary to obtain organised help with proofreading and copy-editing for students. Further, we recommend to create possibilities for scholars of Estonian from outside to use the good infrastructure for studying Estonian in Tartu. Plenty of such schemes exist for junior scholars in Estonia but do not exist for mid-career and senior scholars working on Estonian topics. Worldwide, many prestigious universities enjoy the institution of guest researchers or professors.

Although the publishing activity is excellent, it is still advisable to aim higher in publishing. For more efficient international academic promotion of Estonian linguistics, it is advisable to initiate more edited volumes and create networks outside of Estonia and the University of Tartu. A move towards more fundamental research, deep analysis and interdisciplinary application should be preferred over the collection of data or corpora and from addressing so many practical needs of the society (in many academic cultures, these functions are carried out by other institutions). A system of internships and co-supervisorships with external scholars who are experienced in bringing Estonian topics to international attention would be welcome.

4.2.8 Professorship of History and Dialects of Estonian Language (Karl Pajusalu)

The Professorship of History and Dialects of the Estonian Language belongs to the Institute of Estonian and General Linguistics, Department of Estonian together with the Professorship of Modern Estonian. Therefore, much of the information about this professorship can already be found in the sections about the Professorship of Modern Estonian (see 4.2.7). The two professorships are in close cooperation with each other. Together with professorship of Modern Estonian, the goal is to grant the high level of research, teaching and development of the Estonian language as a means of cohesive functioning of the Estonian state and its information space and an essential component of national heritage and identity. This classifies the activities of Professorship of History and Dialects of Estonian Language as a proper part of RANS.

The work is divided between three units at the professorship: Phonetics Lab, archive of Estonian Dialects and Kindred languages, and the Centre for South-Estonian Language and Cultural Studies. The team's main current projects involve data oriented collection and lexicographic work, such as a database of Estonian dialects and kindred languages and dictionaries of South-Estonian and insular dialects.

At this professorship, the RANS instrument has functioned well as seed money for preparing applications for external funding. We classify this instance under good practices that other areas could adopt as well.

4.2.8.1 Research Quality and Public Outreach

4.2.8.1.1 Research Quality

The number of publications and the content of the research presented under the sample of 30 selected works allows us to conclude that the research quality is excellent and show high international prestige and high quality in the local media as well. The research is typically presented as teamwork within the professorship, and it includes many publications in high-ranking journals and conference proceedings (e.g. *Sociolinguistic Studies*, *Journal of Phonetics*, *Nordic Prosody* - Proceedings of the XIth conference, Peter Lang) as well as local prestigious series (Eesti Murded IX, EKS). The instrument has contributed considerably to the quality via cooperation and as a stable basis for applying for competitive grants.

Firstly, the instrument has contributed to the research quality via the improvement of collaborations. It has facilitated the cooperation with the main international research partners, such as University of Helsinki (language history and typology), University of Turku (history of literary languages), University of Latvia (contact phenomena), University of Cambridge (acoustic phonetics) and many others. As the other two language professorships, this professorship also cooperates with partner universities of the ELDIA project (universities of Helsinki, Oulu, Stockholm, Vienna, Maribor, Johannes Gutenberg University of Mainz).

Secondly, the leading personnel won external funding for carrying out research in the various areas that define the narrower internationally known focus of the activities of the professorship. A couple of examples are “Prosodic structure and language contact in the Finno-Ugric languages” and “The Monograph of the history of Estonian language” (Pajusalu) and “The Monograph of the Estonian Phonetics” (Asu-Garcia).

4.2.8.1.2 Public Outreach

The research is presented in a balanced way on scientific and popular fora, with the following excellent items targeted at the local interested public: a high school textbook by Hennoste and Pajusalu (2013, *Eesti keele allkeeled*), dictionaries, such as *Mulgi sõnastik* (2013), *Idamurde sõnastik* (2016), *Liivi-eesti-läti sõnaraamat* (2012), or articles on dialects and Finnic languages, such as the Kihnu dialect and on Livonians, both written in dialects by Pajusalu.

The social activities of the professor provide evidence for outreach at various levels. Pajusalu is member of the Estonian Language Council, one of the authors of the “Development Plan of the Estonian Language (2011-2017)”, member of the Estonian Academy of Sciences, member of the Board of Estonian Academy of Sciences and coordinator of co-operation with associated societies in arts and humanities, foreign member of the Latvian Academy of Sciences, member of the Board of *Emakeele Selts*, of Võru Institute and of Kihnu Institute, etc. These are influential forums for making policy and language-related decisions and for the dissemination of the knowledge about the discipline. The outreach has thus been excellent.

4.2.8.2 PhD Supervision

The sheer number of the dissertations defended and under way at the language-related professorships is impressive. The instrument has added quality to the following activities in teaching and curricula: (a) design and organisation of subjects related to the Estonian language, (b) in cooperation with the Professorship of Modern Estonian, taking care of the specialities of Estonian as L1 in doctoral, master’s and bachelor’s curricula, (c) in the course of renewal of curricula, updating the subjects and modules related to the professorship, including *Estonian and Finno-Ugric Linguistics*.

The current doctoral students and their topics are well integrated with the activities of the professorship that targets to reach the goals of RANS. The topics covered by the students range from communicative functions of respiration in spontaneous conversations to verbal derivation in Võru. Students can have many supervisors, which increases research quality. The PhD students showed readiness for outreach activities as well as independent participation in international academic life.

4.2.8.3 Recommendations

The professor could aim at high-level European personal grants (such as ERC), and think with other prominent scholars of the department, such as Asu-Garcia, what could be the best forum or cooperation network to help Estonian linguistics pass the global gatekeepers, an American University press or a British publisher. Although the publishing activity is excellent, it is possible to set the goals higher. Tartu has traditionally been an important scholarly centre of scholarship from the Finno-Ugric areas around the Urals in Russia, and many foundational works in this field come from Tartu. However, high-quality publication activity could be regained in this area. For more efficient international academic promotion of Estonian dialects and kindred languages, it is advisable to initiate more edited volumes and create networks outside of Estonia and the University of Tartu. A system of internships and co-supervisorships with external scholars is advisable. The professorship could help devise a system of short-time participation in language-related voluntary or student projects that cross the disciplines.

4.2.9 Professorship of Estonian as a Foreign Language (Birute Klaas-Lang)

The profile of Professorship of Estonian as a Foreign Language is to connect the areas of Linguistics and Education. The Development Plan of the Estonian Language 2011–2017 sets as goals that the awareness of the Estonian language and culture in other countries increase and that teachers be trained for non-Estonian secondary schools. This is the area where the Professorship of Estonian as a Foreign Language qualifies as a discipline of national significance. It provides Estonian-related services to the public, contributing to education in Estonian in and outside Estonia. It develops the Estonian language and culture in populations that typically have other languages as their first language, thereby helping preserve national cultural heritage.

The activities and projects of the professorship are in line with goals of RANS via the following topics of the current personnel: Estonian L2 education and acquisition, sociolinguistics, language typology, language sustainability, language policy, computer assisted Estonian L2 language learning, L2 web-based learning projects, multimodal communication, the Estonian language in the diaspora, academic reading in Estonian as L1, and L2. Since the main cooperation partner is the professorship of Modern Estonian, many common activities are listed above under the respective subsections of 4.2.7.

4.2.9.1 Research Quality and Public Outreach

4.2.9.1.1 Research Quality

The results of the research in Estonian as a foreign language is publishing, in total, 152 publications. Although public outreach, cooperation networks, and work with PhD students and young researchers were clearly the more prominent targets of the instrument of the professorship of Estonian as a foreign language, the research output presented in the selection of 30 publications is stronger than could be expected from a rather practice-oriented professorship, varying from good to excellent in quality. The main research achievements can be classified under applied linguistics—various topics of Estonian as a foreign and second language. More specifically, the publications and academic talks address

acquisition and teaching, the problems and solutions in the development of study materials, or web-based learning. Other applied linguistic publications target the Estonian language in the diaspora or various topics of sociolinguistics and contrastive linguistics. In most cases these topics are combined, as in the two special issues of the journal JEFUL (2012, 2014) dedicated to contrastive linguistics and foreign language teaching. From a more theoretical side, the professorship has contributed to language typological research. Given the opportunities that come with a large number of international partners and projects (see the following paragraphs), the publishing strategy could have been less based on Estonian outlets and more oriented towards other prestigious European fora.

The professorship has been successful in attracting funding to research projects and completing the tasks related to them, e.g. *The Comparative Study of Teaching the Official Language in Estonia, Latvia, Lithuania, Finland, Ireland and Canada*, and *Mapping of the results of ten most and least successful Estonian Russian schools*.

Links with the partner universities of the EU programme ELDIA, the universities of Helsinki, Stockholm, Johannes Gutenberg University of Mainz are an instance of international research cooperation. Another important source of academic experience and research material is the cooperation with universities outside of Estonia where the Estonian language and culture are taught, particularly St Petersburg, Vilnius, Göttingen, Riga. The five primary specialised information and cooperation networks or organisations that served a wide range of academic needs of the professorship are VIRSU, EUROCALL, EALT, Language for Work, and EFNIL. International networking VIRSU provided the network of Finnish and Estonian as foreign languages (universities of Jyväskylä, Oulu, Joensuu, Turku and Tampere; universities of Tallinn and Tartu). EUROCALL, the European Association for Computer-Assisted Language Learning, helped increase the quality of web/based teaching and learning. EALTA is the European Association for Language Testing and Assessment ([www7](#)). Language for Work is the European learning network for professionals supporting work-related second language development ([www8](#)). EFNIL is The European Federation of National Institutions for Language ([www9](#)). Participation in these networks has been of high educational value for young researchers and PhD students as well.

4.2.9.1.2 Public Outreach

The area of outreach of the professorship of Estonian as a Foreign Language ranges from practical advice and tools for teaching and learning the official language inside and outside Estonia to state-level recommendations for policies or expert assessments.

The main outreach activities in Estonian as a foreign language concern expertise in commissions outside of the university, such as the drafting and monitoring of the Development Plan of the Estonian Language. The Professor of Estonian as a Foreign Language, Birute Klaas-Lang, is also the chairperson of the Estonian Language Council and the chairperson of the Council of Academic Studies of the Estonian Language and Culture Abroad. In that position, she has been in charge of drafting and monitoring the program of academic studies of the Estonian language and culture abroad.

In addition, a freeware website of Estonian Language and Culture Courses ([www10](#)) has been created and launched. The website contains various courses and materials for language learners at levels A, B and C. The study materials are also adapted for teachers outside of Estonia. For adult learners (primarily university students) a study set of the Estonian language, *Keel selgeks!*, was developed for levels A1, A2 and B1, with a brief overview of Estonian grammar in English, Russian and Finnish.

Commissioned by the Ministry of Justice, the professorship has developed textbooks of Estonian with syllabi (for levels A1, A2 and B1 for a specific target group, prisoners). Some of the work that targets the public is specific to schools: olympiads, visits to schools, lectures and promotion of the discipline at schools.

Part of the outreach was directed towards the international public because of the nature of the professorship. Two international conference series were organised. One of them, titled *Mother Tongue*

and Other Languages in 2011 and 2013, centred on language teaching. Another series is titled *Estonian Language and Culture in the World*, of which two conference events were organised (in 2012 and 2016).

The work with the local public includes a number of newspaper articles. In addition, the professorship has arranged seminars for the wider public. Recently, a radio broadcast about the question English versus Estonian, with the RANS professor defending Estonian has created considerable public debate and awareness (www11). With the wide range of socially relevant activities, the outreach is excellent.

4.2.9.2 PhD Supervision

PhD students and young researchers were the foremost target of the instrument of the professorship of Estonian as a foreign language. The instrument helped finance the positions of two research fellows and the work on various doctoral dissertations ranging from computer assisted Estonian language learning to text comprehension in first and second language, and parameters of example sentences for Estonian learners' dictionaries.

The education and research of the PhD students has been tightly connected with practice, such as visiting lectureships in Estonian at St. Petersburg University and Helsinki University, the development of study aids and international networking. In particular, the international cooperation has involved partner universities of the international English-language joint MA curriculum *Sociolinguistics and Multilingualism* with German, Lithuanian and Swedish universities. The Departments of the Finnish Language and Finno-Ugric Linguistics at the University of Helsinki cooperate in all aspects of teaching and research, particularly in doctoral studies.

The studies at all levels have been adapted to increase the quality of preparing the young researchers for a specialisation that is in accordance with the professorship. The list of BA and MA courses is impressive. The main study-related activities of the professorship, financed by the instrument, concern curriculum development and launching, such as the speciality *Estonian in Multilingual Society; Teacher of Estonian as a Foreign Language, content and language integrated learning (CLIL) courses* for all the students participating in teacher training, elective modules *of sociolinguistics and contrastive linguistics*, and English-language joint-degree MA curriculum *Sociolinguistics and Multilingualism (SOMU)*. In cooperation with the Department of Finno-Ugric Languages at the University of Helsinki, the specialty of *Estonian language teacher* at the University of Helsinki has been launched. Joint seminars for doctoral students have been organised in cooperation with the University of Helsinki.

In addition, the quality of the PhD studies and the education of young researchers has been raised by organising study trips and fieldwork concerning the Estonian language and culture. On all these grounds, and also on the basis of the reports of the doctoral students we met at the site-visits, we can assume that the work with the PhD students is excellent.

4.2.9.3 Recommendations

The integration of training of teachers of Estonian as a mother tongue and teachers of Estonian as a foreign language is needed. In addition, cooperation with the Institute of Education at the University of Tartu and with the College of Foreign Languages and Culture of the University of Tartu would be fruitful for training of foreign language teachers. Common projects with Tallinn University would also be welcome.

More organic cooperation between underdeveloped regions of Estonia and the professorship, e.g. the idea of "ERASMUS" between Tartu and Narva College, offered by Klaas-Lang, is an attractive proposal. Projects with the diaspora schools and the Estonian-related academia outside of Estonia would benefit many practical and scholarly goals of the professorship.

The publishing strategy could be more oriented towards other prestigious European fora, such as Benjamins or recently launched open-access publishers. This professorship could coordinate the efforts of other professorships in reaching out to learners: what would each professor tell about Estonia to a learner of Estonian? Since the diversity among learners of Estonian is likely to increase, it is wise to consider what could be the future developments in terms of language learning needs, and try to be prepared for the target groups.

4.2.10 Professorship of History of Estonian Philosophy (Ülo Matjus)

The Institute of Philosophy has defined as its task to “help shape the identity of Estonians and guarantee the continuation and development of Estonian culture”. This also defines the professorship in Estonian philosophy which will be renamed as Estonian intellectual history. On the international level, intellectual history as it was defined by Quentin Skinner and others (U. of Cambridge) has most often been attached to the departments of history or respective institutions while a more narrowly defined history of philosophy has been usually practiced in the departments of philosophy. There are of course exceptions to this (e.g. in Sweden ‘idéhistoria’ or ‘history of ideas’ is placed into the departments of literature and / or philosophy).

The professorship of History of Philosophy has concentrated, as its title obliges, on the Estonian philosophy with a strong emphasis on the so-called continental philosophy and phenomenology especially in the German speaking world, while the other professorships of philosophy have been taking care of the analytical and practical Anglo-American traditions. The professorship has worked towards creating philosophical language and terminology in Estonian. It has had an impact on Estonian intellectual life, although it is difficult to assess how wide-ranging the public outreach has been. Another research focus has been Estonian literary history and 20th century Estonian life histories and memory studies which have been addressed within other RANS professorships (ethnology, folkloristics) too. These acute and lived dilemmas have been studied in the conjunction of ethical philosophy. It seems evident that this kind of analysis has its central place in a critical reworking of Estonian identity. Furthermore, semiotics, which still is a key ingredient of the University of Tartu’s international brand, has retained a central place within the topics of the history of philosophy.

One might ask if the professorship should be only limited to the Estonian intellectual history, regardless of the fact that the topic itself is of great interest and international value as well. For example, in Sweden and Finland there is a strong tradition of the study of domestic intellectual history, although the professorships have not been defined on a solely national basis. As is pointed out in the self-assessment, Estonian intellectual history cannot be studied in separation from European and global thought.

4.2.10.1 Research Quality and Public Outreach

The emphasis of the professorship’s research agenda has been on the above mentioned fields of continental philosophy, ethics and history of philosophy.

On the basis of the listed thirty publications the profile is well balanced between Estonian (16 articles and chapters, 1 book) and international (13 articles and chapters). The Estonian publications listed are published in English (5), Estonian (8) and German (4) while the international publications are in English (11), German (1) and Estonian (1 published in Sweden in Eesti Teadusliku Seltsi Rootsis Aastaraamat). The international academic outreach stretches from China to Germany and from the USA to Russia, and some of the publishers have excellent or very good academic reputation (Oxford University Press, De Gruyter, etc.). Also some journals listed are either top-level or well respected in their fields (*History of Political Thought*, *History of European Ideas*, *History of Human Sciences*, *Deutsche Zeitschrift für Philosophie*, *Continuum*, *Chinese Semiotic Studies*).

The strength of history of Estonian philosophy lies in the fact that the study is closely attached to the historical dilemmas of the Estonian experience. This naturally makes its study an important and fruitful pursuit for the other RANS professorships and the wider Estonian audience. More could be done in highlighting the relevance and importance of the Estonian case to the international academic audience, even though it must be admitted that the wide-range of publishing has achieved this partly already. However, the discipline could attract more international cooperation and foreign academics both to work within the department and to participate in various projects and gatherings.

4.2.10.2 PhD Supervision

The supervision is on a good level and the students appeared well motivated. The professorship shares the responsibility of the doctoral supervision with other professorships at the philosophy curriculum. This naturally strengthens the philosophical quality of the teaching although cooperation with other disciplines (history, art history, literature) is recommendable. Four PhD-students have defended their theses at the Chair of the history of philosophy in 2010-2015 although none of the topics (Plato, Dilthey, Agamben, decision theory) were specifically Estonian.

The fact that PhD dissertations may now be published in Estonian is an indicator for the demand and success of Estonian as a language of philosophical reasoning. Perhaps a sign of full intellectual emancipation, in any case this comparatively new regulation will help attract a wider range of promising students. On the other hand, the present PhD students have shown internationally activity which reaches from Jyväskylä, Finland to New York, USA.

4.2.10.3 Recommendations

The proportion of English, Estonian and other languages of teaching and publishing is well-balanced. There are no doubts that the use of Estonian as an academic philosophical language is needed. The importance of this work does not limit itself only to philosophy but also contributes to other disciplines, in humanities and social sciences as well as in the domain of natural sciences. Language (understood widely both as natural language to various symbolic means) is the essential for all scientific thinking. Hence, the RANS professorships in philosophy and linguistics might cooperate in creating and developing Estonian scientific terminologies as is done e.g. in Finland by *Tieteen termipankki* (see [www12](#); see also its Estonian and English web-pages).

We have some doubts whether the limitation of the discipline as only Estonian intellectual history is a durable solution. Philosophy—as is stated in the self-assessment and was said during our visit—is in no way a “national” discipline but by definition a general field of study without any national, linguistic or even disciplinary borders (we would not even use the term ‘international’ here). The work within the professorship will benefit the whole academic community and, widely, the Estonian society. The national task as it is defined in the University of Tartu’s statutes and in the RANS program would be fulfilled if the task within the study of philosophy will be understood as a service of Estonian intellectual culture both by studying intellectual history (in Estonia and elsewhere) and philosophy in general. The terminological work and creation of philosophical and scientific vocabulary is best done by the support of deep philosophical understanding combined with the variety of scientific fields and ways of study.

The professorship should set its goal even higher in establishing the practice of philosophy in Estonia on the world top-level. This does not mean unconditional and hasty acceptance of the Anglophone dominance in publications but rather genuine international cooperation both by attracting foreign scholars to Tartu and by sending junior and senior scholars abroad. Moreover, the future professorship of intellectual history should deepen its cooperation with the other RANS disciplines by creating a common research project, doctoral education and perhaps even some undergraduate courses.

5. OVERALL RECOMMENDATIONS

On the basis of the overall successful implementation of RANS at the Faculty of Arts and Humanities, Tartu University, we provide recommendations with regard to general strategies of targeted support for areas of research (in Section 5.1.1) and scientific publication strategies (in Section 5.1.2) at the University of Tartu. Further recommendations concern the visibility of the programme and outreach activities in Section 5.1.3, and particular recommendations concerning junior researchers, doctoral programmes and supervision in Section 5.1.4. Section 5.2 spells out the recommendations to the Ministry of Education and Research, also repeating what is relevant from the recommendations to the University if applicable. Further questions and final thoughts are briefly formulated in Section 5.3.

Appendix 1 gives details on the alumni in order to assess graduate students' career prospects. Appendix 2 offers insights from academic environments in other countries for comparison. Appendix 3 summarises the evaluation for individual professorships.

5.1. Recommendations for the university

5.1.1 Strategies of targeted support for areas of research

Overall, the RANS instrument has proven very successful at the university level: it has been put to good use by the participating scholars, their teams and the university's administration. It has enabled the involved departments to advance the quality of their PhD studies, to increase and improve their publication output and to achieve a high degree of public outreach. The instrument has also been used for safeguarding the day-to-day operations of several units. Thus, the instrument provides sustainability and stability in an environment predominantly characterised by a highly volatile project funding. It reduces the professors' administrative burdens and helps them to creatively fulfil their "double role" of being internationally visible and prominent scholars at national level, promoting their field of expertise to a large audience. As to the administrative aspects of the RANS instrument, it may be worthwhile checking if the system of one-year contracts can be modified, so that contracts run over a somewhat longer period. A major part of our examination of the effect of the instrument concerned PhD education, where we found that since it takes around six or seven years to complete a dissertation in the examined areas, more continuity and stability would be highly recommendable to prevent the loss of created value. We recommend the continuation of the instrument at the University.

In addition, the instrument could be continuously used, either in direct or indirect form (through cooperation), for strengthening research and higher education in structurally disadvantaged regions of Estonia, such as Southern Estonia and North-Eastern Estonia.

Since implementing a scheme with a similar proportion of base-line funding *versus* project funding is potentially attractive to professors and units beyond the existing ones, the procedure of assignment of professorships should be made more transparent and more widely known within the University.

In a following stage, we recommend a survey—or other methods of gathering information from scientific societies and departments—to find out the knowledge, opinions, and arguments about the areas. As a possible target group we see general learned societies, alumni societies, e.g. those of the EÜS and ENÜS. We are ready to provide an example survey with questions that emerged during the evaluation period to any interested parties.

5.1.2 Distribution and communication of scientific knowledge

In most cases the publication strategy (even if not explicitly articulated as such) has been very successful. Most professorships have been publishing both in internationally top-level or high-quality journals or with academically prestigious publishers. On their lists of 30 most relevant publications, nearly all have listed Estonian publications. Moreover, all professorships have published and communicated their findings beyond the academic sphere, targeting a wide public and being present in various channels in the Estonian media and other public forums (see below, Section 5.1.3).

The instrument is keeping Estonian language alive as a scientific language and contributes to its further development. It has thus met one of the main targets. Professors and their staff have been publishing in Estonian journals and books and have been contributing to the public knowledge.

The most fundamental task of scholarly publishing is the distribution of scientific knowledge both for the scientific community and for the wider public as well. Sometimes there is a conflict with this task if the publications are regarded only as ‘points’ which are counted for academic merit and financing. However, in the best possible case the diverse functions need not lead in contradictory directions but the main function should be kept in mind. The dissemination of the knowledge should be no less a valid criterion to measure different publishing strategies. Sometimes publishing in popular or semi-academic forums means that the new findings and ideas are more widely circulated—even among the academic audiences. Estonian based or Estonian language publications probably serve both the interdisciplinary academic audiences and the wider public, while highly specialised international publications tend to reach only the very core of each discipline. Hence publishing topics related to Estonian society, culture, past or language, necessarily needs to be done on both forums in the future as well. This is where the instrument has been successful at a higher level.

The Estonian professorships of the University could take the lead in finding new forms of combining international, specialist-oriented publishing with other types of communication that attract, develop, or cater for the well-being of diverse communities in Estonian and its varieties.

An informal network of universities or the faculties of humanities of “small academic languages and cultures in contact” could help coordinate the efforts in reaching out to the gatekeepers of the prestigious journals and publishers and devising strategies for tailoring the message for the multifarious target groups in local languages and dialects.

The tension between international excellence and serving the Estonian public could be addressed at the university level. The good practices in cooperation with independent institutes in successful academic cultures of “small” languages, for instance the Radboud University and the Max Planck Institute in Nijmegen or such as the University of Groningen and the Fryske Akademy, could be taken into account (see also Appendix 2).

In many ways, the efficiency of the RANS professors of the University that hosts them does not depend on themselves only. In 2010, the majority of dissertations of the University of Tartu were submitted in the Estonian language. In 2016, less than eight percent of the dissertations were in Estonian ([www13](#)). In Arts, Humanities and Social Sciences, the choice of language is probably more strongly influenced by the dissertation’s topic than in natural sciences. This trend should be widely discussed at the university, compared with other Estonian universities, and universities that provide degrees in other “small” languages.

5.1.3 Visibility of the program and outreach activities

Tartu University’s foci of research and development include “sustainability of the national culture in an open world”. We think that the RANS instrument fully resonates with this focus and that the same focus can and should be applied elsewhere. Having said that, there should be higher awareness of those areas that make Estonian research interesting and unique at international level. In other words,

rather than solely evaluating the significance in and for Estonian society, scholars and research agencies should identify the areas for which Estonian research is known internationally.

A joint publication *Rahvusvahelised rahvusteadused*, 2015, sums up the importance of the existing professorships of national significance. There is media coverage of the seminar dedicated to the professorships, for instance, video footages of the conference, and a link to the presentation of the book, available at www15. Ideally, the next step for the university is to provide subtitles and perhaps translations of the video footages.

The media presence of professors of national significance could be coordinated so that the goals and relevance of the instrument becomes better understood by the public. Furthermore, during the site-visits we noticed that there are many interesting topics or thoughts that interface across the RANS areas. For instance, in the language field, all professorships could identify one interesting question at the interdisciplinary area and ask students to write a couple of pages about it to the popular language journal *Oma Keel*. Ethnology, Folklore Studies, History and potentially also some other disciplines taught at Tartu intersect at the study of memory and along with its cultural and political implications—a topic that will be of strong interest also to many non-academic institutions (museums, societies, associations) and the Estonian public in general.

Each professorship could be responsible for collecting interesting interdisciplinary problems and solutions, which could be published on an online platform. This brings us to the topic of the following successful format.

An excellent outreach practice that could be recommended is a website that is similar to *Novaator* for popularising science. However, a website of this kind could be less formal yet professional. It could be interlinked to more general sites as well as popular blogs that involve the whole university and its alumni organisations (see Appendix 2 for a description of a successful initiative in and about Hungarian, nyest.hu). Each department or larger project could provide an interesting post on a yearly basis.

Professors and PhD students of all RANS professorships could participate more actively in public events on the Day of Estonian Language (14 March), contributing findings from the interface area of language or literature and their own areas. Other professorships could cooperate in a similar way on the dates dedicated or related to their disciplines in the national or international calendar.

5.1.4 Particular recommendations concerning junior researchers, doctoral programs and supervision

All members of the Panel were strongly positively impressed by the high level of motivation on the part of the PhD students. In all departments, these students contribute to novel, original and socially relevant research, and in doing so have the potential to widen and interconnect the ambit of the respective professorships. The number of PhD students generally corresponds with the respective department's size and capacities. If anything, we think that the number of PhD students could be slightly increased in some, though not all, departments.

While there is a demand for a specialisation within the language professorships, Ethnology and some others seem insecure about the prospects of PhD students after their successful defense. We recommend to collect more systematically information on former students' life trajectories and careers; see Appendix 1 with the data that was already provided to us by the Faculty in May 2016. Information on former students' life trajectories and careers may also be instrumental for identifying new professional fields, new ways of communicating personal competencies and job opportunities, and new ways of interaction between humanities and the Estonian public.

We noticed that students use each other's help in taking care of the quality of their manuscripts. The university could arrange proofreading and copy-editing services in various languages for PhD students and young scholars.

Keeping contact with the alumni organisations and alumni who have experience in other academic cultures helps take preemptive action before occasional infrastructural shortcomings become problems. The Federation of Estonian Student Unions can provide information of current problems of students (see a list of potential problems at the national level (www16)).

5.2 Recommendations to the Ministry of Education and Research

5.2.1 Strategies of targeted support for areas of research

We believe that there is a need to shift the ratio of base-line funding (the best Estonian term may be *püsirahastus*) versus project funding in order to provide more sustainable conditions for research and higher education. RANS is an instrument that works towards this goal. We recommend the Ministry of Education and Research and ETAG to design similar instruments to support additional areas of arts, humanities and social sciences throughout Estonia (not exclusively in Tartu). The RANS instrument—or similar instruments—can also be used for strengthening research and higher education in structurally disadvantaged regions of Estonia.

As mentioned in the recommendations for the university, the RANS instrument has proven to be very successful (see the details in 5.1.1). Since implementing a scheme with a similar proportion of base-line funding versus project funding is potentially attractive to professors and units beyond the existing ones, the procedure of assignment of professorships should be made more transparent and more widely known.

The various evaluation rounds affecting the RANS professorships could be arranged and coordinated according to a timetable that requires fewer occasions of convening large groups of employees.

5.2.2 Distribution and communication of scientific knowledge

As was pointed out in Section 5.1.2, publication strategies were very successful. The instrument is of utmost importance for the further development of Estonian as a scientific language.

It is to be considered whether the ‘nationally significant professorships’ should be defined as ‘context bound disciplines’ (especially the humanities and social sciences). With ‘context bound disciplines’ we mean those research areas which are studying linguistic, cultural and social phenomena they are themselves part of. This means among other things that the language of study (or publication) is the same as the subject of study. In the case of history, folkloristics, ethnology, linguistics, etc. or social sciences this means that the subject of study has cultural or social relevance for the scholars themselves and that their scholarship can be used as an argument in political, social or cultural discussions. On the other hand, the ‘context-bound’ nature of the discipline may also determine whether the study itself is regarded relevant or important in the eyes of gatekeepers in scientific publications. When selecting manuscripts for publishing, the so-called international journals or publishers often rely on other than purely scholarly criteria, with the effect that sometimes a text published in the UK or in the USA may be as parochial as one published in a smaller country.

Professorships of national significance may change this situation by showing the relevance of their study to the international scholarly community.

Helping create a network of “small academic languages and cultures in contact” could help coordinate the efforts in reaching out to the gatekeepers of the prestigious journals and publishers and devising strategies for tailoring the message for the multifarious target groups in local languages and dialects. Appendix 2 exemplifies the key elements of success (or failure) in promoting areas of national significance in some other countries.

Also, the insight that has emerged in comparing other systems is that academic evaluation systems leaning on only one platform (viz., Thomson Reuters, Web of Science) are highly problematic. In many countries (e.g. Australia, Finland, Norway, Hungary, etc.) there have been created more refined classifications for scholarly publications which are used as a basis for the state funding for universities. These instruments tend to take into account the differences of various academic fields and are better adjusted according to different scholarly publication traditions. It also helps to support publishing in national languages. Perhaps it is worth mentioning that the Finnish three-grade classification system has graded several Estonia based journals and publication series (see [www17](#)), and so does the classification system of the Hungarian Academy of Sciences.

5.2.3 Visibility of the program and outreach activities

The recommendations to the Ministry can be divided according to three groups that represent the areas of dissemination. We use the shorthand *Selge Teadussõnum* for local dissemination of science in Estonian, and “*Glocal*” for initiatives that promote international cooperation of small academic languages, and *Lehiste* for recommendations about international visibility via globally prominent scientists in the Humanities.

Selge Teadussõnum (A Clear Scientific Message) – popularisation

A joint publication *Rahvusvahelised rahvusteadused*, 2015 sums up the importance of the existing professorships of national significance. There is media coverage of the seminar dedicated to the professorships, for instance, video footages of the conference, available at [www18](#) and a link to the presentation of the book, available at [www19](#). However, content-wise, these are directed to a mainly academic audience and do not necessarily capture the attention of a wider public or the international academic attention. In contrast, the Estonian cultural newspaper *Sirp* also offers a more accessible overview for a general public interested in culture about the seminar dedicated to the professorships at [www20](#):

“kümme rahvusprofessorit, kelle eesmärk on edendada rahvusteadusi! Mis teadused need niisugused on? Sellele küsimusele oli pühendatud selle aasta 2. detsembril Tartus toimunud seminar „Rahvusvahelised rahvusteadused rahvusülikoolis”. Seminaril esitleti raamatut „Rahvusvahelised rahvusteadused”, kuhu on koondatud kümne Tartu ülikooli rahvusprofessori artiklid. Tänuväärselt tõstab suurem osa kirjutajatest üles ühe või teise tahu viimasel ajal avalikkust intrigeerinud küsimustest eesti kultuuri, selle vaimu, tuuma, eestipärase mõtlemise, Eesti ajaloo alguse või rahva ja keele päritolu kohta ning esitab tänapäevaseid teaduspõhiseid vaateid nendele teemadele.” Viik (2014).

“Ten professors with the specific purpose to promote research with national significance? What kind of project is that? A workshop dedicated to this question, called International Research of National Significance at the National University, was held on 2 December, 2014, in Tartu. During the workshop, the book *Rahvusvahelised rahvusteadused*, which comprises work by ten national professors from the University of Tartu, was presented. The authors do us great service because they primarily concentrate on hot topics that intrigue Estonian society: Estonian culture’s heart and soul; the Estonian way of thinking; and the origins of Estonian history, nation, and language. At the same time, the authors provide insights from cutting-edge research on these topics.” (Viik 2014).

This is an instance of successful presentation for a wider public.

Another excellent practice is the website *Novaator* for popularising science, which could in turn be interlinked to more general sites and popular blogs. Advice on this matter and the items specified in the following passages are spelled out in more detail in the recommendations to the University, Section 5.1.3.

Undoubtedly much excellent work is done by the professors and the University, but the media presence of professors of national significance could be coordinated so that the goals and relevance of the instrument becomes better understood by the public. Furthermore, during the site-visits we noticed that there are many interesting topics or thoughts that interface across RANS areas and have general societal value. In addition, several good ideas about public outreach and science related to Estonia and Estonian emerge from outside of the professorships, but the dissemination of the knowledge may nevertheless use identical channels.

It is not clear who should be in charge of such initiatives of dissemination. Since the target is the wider public (including, e.g. high school teachers or students), and since many contributions of popular scientific texts in Estonian are likely to be authored by scholars outside of the University (e.g. by retired academics, high school teachers or employees of museums), the Ministry could be in a better position to successfully direct activities that target this goal. For instance, the Ministry can lead a campaign among high school teachers or at the Academy of Sciences of Estonia. It can also reward activities outside of the University. This can be done via a salary raise to teachers who publish, by extending existing awards such as “Selge Sõnumi Auhind” to popular scientific publications in the RANS or any scientific areas in Estonian, or by allocating funds to the existing and well-functioning popular scientific journals, such as *Oma Keel*, to organise competitions.

“Glocal” – local results presented for a global as well as local targets

A good practice from the social sciences of the Netherlands is a journal publishing identical results in two languages and for two target groups, and achieving a special status in the evaluation system of the national agency (they count as two articles). An open-access journal could be created or expanded to include two variants of presenting research findings of the RANS professorships: one article in Estonian, targeting the Estonian public and creating all the necessary terminology in Estonian, and another article as a regular English publication for an international academic audience.

It would be ideal if Estonia could take the lead in creating such a journal publishing in English as well as in a number of small languages, creating a network of scholars who value alternatives to the traditional prestigious journals. This format would enable scientific results of one small academic culture to be more visible to another small culture. Estonian science would profit from a situation where results and values from small academic cultures are mediated on a global academic forum on a larger scale. Since this enterprise has material and immaterial costs in a competitive environment, rewarding has to be arranged at a higher level than one institution.

Lehiste: recommendations about international visibility

The University’s foci of research and development includes “sustainability of the national culture in an open world”. We think that the RANS instrument fully resonates with this focus and that the same focus can and should be applied elsewhere. Repeating the opinion we expressed in the recommendations to the University above, there should be higher awareness of those areas that make Estonian research interesting and unique at international level. In other words, rather than solely evaluating the significance in and for Estonian society, scholars and research agencies should identify the areas for which Estonian research is known internationally.

For linguists worldwide, Estonia and the Estonian language and culture are predominantly known because of the Estonian-born linguist Ilse Lehiste, who established herself in the USA and held the position of the president of the Linguistic Society of America for a period of time. Her professional prestige has considerably contributed to the sustainability of the Estonian culture via academic networks. Since such academically complex talents may work outside of the University—and may even form competition for the University—promoting their activities is a more national-level opportunity (or perhaps even responsibility).

5.2.4 Particular recommendations concerning junior researchers, doctoral programs and supervision

We have no specific recommendations other than those laid out above, in 5.1.4. All members of the Panel were strongly positively impressed by the high level of motivation on the part of the PhD students. In all departments, these students contribute to novel, original and socially relevant research and in doing so, have the potential to widen and interconnect the ambit of the respective professorships. The details can be found in the recommendations to the University, in Section 5.1.4.

5.3 Further Thoughts

Measures or instruments like RANS are helping to promote both scientific work and public outreach. However, this leads to some questions. How cemented the number and field of the professorships chosen into the program may remain? Is there a system of rotation to prevent stagnation, and under which conditions are the positions open for applications from outside?

The choice of RANS professorships should be made in a transparent and independent way to clear away any suspicions of partiality. Would the decisions about the concrete Tartu professorships be better informed if entrusted to an independent body comprising representatives of the Humanities?

Why should the public dissemination of scientific knowledge be limited to only these ten professorships, or only to the Faculty of Humanities, or the University of Tartu? It should be considered whether there could be other measures to promote the dissemination of scientific knowledge in Estonia in other fields as well. For example, we recommend to encourage academics to be credited in a more systematic way in all scientific fields to publish also in Estonian. Such an instrument will genuinely help to preserve and to develop Estonian language and culture.

References

We refer to the websites in the text as www1, www2, www3 etc., which are disclosed in the references section. The websites are accessed on 15 June, 2016, unless stated otherwise.

www1 = www.etis.ee (ETIS – Estonian Research and Information System)

www2 = <https://www.riigiteataja.ee/en/eli/517062014008/consolide>

www3 = <http://kirjandusfestival.tartu.ee/home>

www4 = <https://liinakuru.wordpress.com/https://liinakuru.wordpress.com/>

www5 = <http://www.topuniversities.com/subject-rankings/2016>

www6 = <http://tieteentermipankki.fi/wiki/Termipankki:Etusivu/en>
<http://tieteentermipankki.fi/wiki/Termipankki:Etusivu/en>

www7 = <http://coe-ngo.org/ingo/european-association-language-testing-and-assessment>. www8 = <http://languageforwork.ecml.at/>

www9 = <http://www.efnil.org/>

www10 = www.ut.ee/keeleweb2/

www11 = <http://bark.phon.ioc.ee/tsab/p/play?trans=7088>
<http://bark.phon.ioc.ee/tsab/p/play?trans=7088>

www12 = <http://tieteentermipankki.fi/wiki/>.

www13 = http://pluss.postimees.ee/3845669/maakeelne-vaitekiri-on-haruldus?_ga=1.214257107.534637335.1426947333 (retrieved September 22, 2016)

www14 = <http://www.utv.ee/naita?id=20915>

www15 = <http://humanitaarteadused.ut.ee/et/uudised/tartu-ulikoolis-tuleb-esmaesitlusele-rahvusteadusi-tutvustav-raamat>

www16 = http://arvamus.postimees.ee/3846393/jaanus-muur-diskrimineerimise-vahendamiseks-tuleb-korgkoolidesse-luua-akadeemiline-kohus?_ga=1.219170909.534637335.1426947333 (retrieved September 22, 2016)

www17 = <https://www.tsv.fi/julkaisufoorumi/haku.php?lang=en>

www18 = <http://www.utv.ee/naita?id=20915>

www19 = <http://humanitaarteadused.ut.ee/et/uudised/tartu-ulikoolis-tuleb-esmaesitlusele-rahvusteadusi-tutvustav-raamat>

www20 = <http://www.sirp.ee/s1-artiklid/c21-teadus/rahvusteadustest-rahvusriigi-rahvuslikoolis/>

www21 = www.nytud.hu

www22 = <http://www.balassiintezet.hu/en/>

www23 = <http://www.nyest.hu/hirek>

www24 = <http://www.nyest.hu/szolgalatasok>

www25 = http://www.iicbudapest.esteri.it/IIC_Budapest

www26 = <http://taalunie.org/dutch-language-union>
<http://taalunie.org/dutch-language-union>

www27 = <http://www.meertens.knaw.nl/cms/en/>

www28 = <http://en.sns.it/http://en.sns.it/>

www29 = <http://www.accademiadellacrusca.it/en/accademia>
<http://www.accademiadellacrusca.it/en/accademia>

www30 = http://www.studentsville.it/foreign_universities_in_tuscany_italy.html
http://www.studentsville.it/foreign_universities_in_tuscany_italy.html

Appendix 1. Current status of the faculty's alumni

With the aim to come to a better understanding of career prospects for graduate students of the RANS professorships, this appendix contains the current status of PhD students that have recently obtained their degrees under the professorships of national significance (RANS), or who are working on their PhD thesis.

2010-2016

Art History

- Mari Nõmmela** 2013: Assoc. Prof. Estonian University of Life Sciences,
Dept. of Landscape Architecture
- Tõnis Tatar** 2015: Referent. University of Tartu;
Institute of history and archaeology. Dept. of art history.

History and Dialects of Estonian Language

- Lya Meister** 2011: Researcher at Tallinn University of Technology,
Institute of Cybernetics
- Valts Ernštreits** 2010:
- Küllli Prillop** 2011:
- Pärtel Lippus** 2011:
- Tuuli Tuisk** 2015:
- Kristel Uihoaed** 2013:
- Mari Mets** 2010:
- Annika Küngas** 2014:
- Miina Norvik** 2015:
- Nele Salveste** 2015:

All working currently as researchers at the University of Tartu

Estonian and Comparative Folklore

- Anneli Baran** 2011: Senior research fellow at the Department of Folkloristics,
Estonian Literary Museum
- Mare Kalda** 2011: Senior research fellow at the Department of Folkloristics,
Estonian Literary Museum
- Andreas Kalkun** 2011: Research fellow at Estonian Folklore Archives,
Estonian Literary Museum (0,5);
research fellow in the project "Embodied Religion. Changing Meanings
of Body and Gender in Contemporary Forms of Religious Identity in
Finland"
(University of Helsinki, PI Prof. Elina Vuola) 2013–2015
- Liina Paales** 2011: Teacher at the Institute of Education and College
of Foreign Languages and Cultures, University of Tartu
- Piret Voolaid** 2011: Senior research fellow at the Department of Folkloristics,
Estonian Literary Museum

- Toms Kencis** 2012: Research fellow at the Archives of Latvian Folklore, Institute on Literature, Folklore, and Art, University of Latvia
- Jinseok Seo** 2013: Lecturer at the Department of Asian Studies, University of Latvia
- Tiina Sepp** 2014: Postdoctoral research assistant, University of York, (AHRC-funded project, 'Pilgrimage and England's Cathedrals, Past and Present'); research fellow, Department of Estonian and Comparative Folklore, University of Tartu (0,1)
- Anastasiya Astapova** 2015: Junior research fellow, Department of Estonian and Comparative Folklore, University of Tartu (0,8)
- Margaret Lyngdoh** 2016: Junior research fellow, Department of Estonian and Comparative Folklore, University of Tartu (0,8)

Estonian Literature

- Aija Sakova-Merivee** 2014: Tallinn University, Academic Library, Head of Development and Communication
- Mart Velsker** 2014: University of Tartu, Institute of Cultural Studies and Arts, 1.0 Lecturer of Estonian Literature
- Kairit Kaur** 2013: University of Tartu, Institute of Cultural Studies and Arts, 0.5 Researcher of Comparative Literature
- Mirjam Hinrikus** 2011: Under and Tuglas Literature Centre, 0.80 Senior Researcher
- Leo Luks** 2010: Estonian University of Life Sciences, Institute of Economy and Social Sciences, 1.0 Associate Professor

History of Estonian Philosophy

- Toomas Lott** 2012: University of Tartu, Department of Philosophy, Researcher; post-doc at New York University (until 2018)
- Janar Mihkelsaar** 2015: Independent researcher
- Jaanus Sooväli** 2013: University of Tartu, Department of Philosophy, Researcher
- Andrus Tool** 2014: University of Tartu, Department of Philosophy, Lecturer

Modern Estonian Language

- Karen Kuldnokk** 2011: Estonian National Defence College, Lecturer
- Kai Tafenau** 2011: National Archives of Estonia, Chief specialist, editor
- Krista Mihkels** 2013: Maternity leave
- Helen Plado** 2013: Võru Institute, researcher (0,5); University of Tartu, researcher (0,5)
- Helena Metslang** 2013: University of London, King's College, Research administrator (7th framework programme) (0,70); University of Tartu, researcher (0,1)
- Sirli Zupping (Parm)** 2013: University of Tartu, Lecturer (0,5), researcher (0,5)

Kersten Kimura (Lehismets)

- 2014: urbanjane.co (San Francisco), Self-Employed Personal Trainer; Puumedi OÜ, copywriter
- Annika Kungas** 2014: Feast Kitchen Aps (Copenhagen), Head of Research; Uppsala University, part-time fixed-term lecturer
- Kersti Lepajõe** 2012: University of Tartu, Director of College of Foreign Languages and Cultures (0,8); Associate Professor (0,2)
- Miina Norvik** 2015: University of Tartu, Lecturer (0,5), Junior Researcher (0,5)
- Marri Amon** 2015: University of Tartu, Lecturer
- Tiina Rüütmaa** 2014: Tallinn University, Lecturer
- Tiit Hennoste** 2013: University of Tartu, Senior researcher

Estonian as a Foreign Language

- Diana Maisla** 2014: University of Tampere, teacher of Estonian language
- Ingrid Rummo** 2015: University of Tartu, lecturer of Estonian as a Foreign Language
- Maarika Teral** 2015: Saint Petersburg State University, lecturer of Estonian

Archaeology

- Gurly Vedru** 2011: Independent researcher
- Riina Rammo** 2015: Permanently employed at Archaeology Department

Estonian History

- Õunapuu, Piret** 2011: Estonian National Museum, head of department
- Kreegipuu, Tiiu** 2011: Hugo Treffner Gymnasium, teacher of history
- Tafenau, Kai** 2011: National Archives, head specialist, editor
- Vanamõlder, Kaarel** 2012: University of Tallinn, lecturer
- Maripuu, Meelis** 2012: Estonian Institute of Historical Memory, co-ordinator, editor
- Saueauk, Meelis** 2013: Estonian Institute of Historical Memory, senior researcher
- Juurvee, Ivo** 2013: Estonian Academy of Security Science, head of institute
- Liivik, Olev** 2014: Estonian History Museum, researcher
- Trasberg, Karmen** 2011: University of Tartu, Faculty of Social Sciences and Education, Institute of Education, Department of general education, Lecturer
- Seene, Andres** 2011: Estonian Road Museum, researcher

Ethnology

- Lyudmila Yamurzina** 2011: maternity leave, independent researcher
- Ester Bardone** 2013: University of Tartu, Department of Ethnology, lecturer

Appendix 2: Comparisons with other academic traditions

In what follows, Hungary, Italy and the Netherlands will serve as examples for eliciting various successful ways of developing nationally significant and heritage-related areas.

The tasks concerning nationally significant and heritage-related areas are spread over various organisations. The main divides run between universities, elite institutions for supporting young talents, research bodies such as academies and institutes, applied and outreach institutes, institutes that create and systematise large collections, resources, and databases, and institutes for strategic planning. The tasks overlap in various ways that could be illuminating for making informed decisions about the RANS activities.

Some ideas and practices that have proven to be successful in a couple of institutions may be useful for the RANS scholars, Universities and the Ministry involved are listed below.

Budapest:

- Budapest only has 20 universities. There are various private and state universities within the borders of Hungary and five Hungarian-language universities in the former Hungarian territories, where research and education is carried out.
- Universities cooperate with a system of independent institutes, most of which belong to the Academy of Sciences. They do so via centralised institutes that also deal with strategic and heritage tasks such as, e.g. national language advisory tasks, large-scale lexical and other databases and text corpus-building at the Research Institute for Linguistics ([www21](#)).
- For special training in the humanities, a university creates colleges (at ELTE or Károli University), or places a department or a PhD school on the premises of an Academy institute (e.g. the Theoretical Linguistics Department has a PhD program at the Academy of Sciences' Research Institute for Linguistics) to train researchers.
- The 20 universities in Budapest operate in Hungarian, English, or German, but the system of colleges and cooperation bonds help attract talented Hungarian speakers from outside of Hungary and thereby increases the number of Hungarian-speaking young academics.
- Research and activities in applied areas such as teaching Hungarian to non-Hungarians are carried out in cooperation between the universities or specialised non-academic institutes, such as the Balassi Institute ([www22](#)), where outreach is part of the tasks and the knowledge created at the universities is transmitted to a wider public.
- Estonia could learn from the ways Hungary creates competition among local institutions and cooperation with high-level Estonian academics outside of the borders of the country as well as specialised researcher training in the relevant areas. However, compared to Estonia, there is more cementing of positions, lack of structured popularisation, and general low wages and the custom of holding several jobs. These practices stand in the way of better results.
- For a period in the 1990s, targeted financing of excellent professorships was introduced (Széchenyi professzúra) and hundreds of academics in the humanities were helped within the state borders. Currently, the state has various cooperation schemes for Hungarians outside of the borders.
- An attractive format for communicating science-related news in the Hungarian modern media is the Hungarian website "Language and Science" ([www23](#)), edited by young scholars. The site is written in simple language and resembles the Estonian "Novaator". It presents general scientific news, relating them to the Hungarian culture, e.g. via proverbs or sayings. Many Hungarian identity-related questions are discussed in a format that is accessible for a wider public, including various possibilities of commenting and discussion. Since the website is growing in popularity, and it offers an interface for communication, an increasingly wider public is turning to it for advice in questions that range from "text ergonomics" to machine translation or terminological help in translating to or from any language ([www24](#)). This could be a promising format for linking national sciences and the industry, if funding is regular. However, the website was financed by private funds that stopped this fall, and the journalist-scholar is lost for the academia.

- There is a bonus system for teachers who publish.
- The Estonian Institute in Budapest is cooperating with Istituto Italiano in Budapest ([www25](#)), but similar type of cooperation would also benefit academic environments.
- Nothing seems to stand in the way of more intensive cooperation between universities with similar goals in terms of developing nationally significant areas. Estonian, Finnish, and Hungarian universities could explore the solutions that are found in different academic cultures and socioeconomic conditions in creating value in these areas.

Centralisation and decentralisation

- In Hungary, the strategic and heritage activities are still largely centralised in the capital of political power—which would not benefit Estonia.
- Italy and Holland are highly decentralised. As Estonia, Italy has influential historical universities outside of the capital. In the Netherlands, efforts are made decentralise academic and cultural life.

The Netherlands

- The Dutch language and culture and to some extent, science, are promoted outside of the Netherlands and Belgium in a cooperation between the two countries. More specifically, countries that share a language cooperate via a commonly run institution called the Language Union, de Taalunie ([www26](#)).
- Targeted institutionalised cooperation between language partners that fall under different states is certainly something the policy-makers could consider in Estonia. Nothing seems to stand in the way of more institutionalised cooperation between Estonia, Finland, and Hungary, if it is possible between the Netherlands and Belgium.
- The university system is separated from institutes that are created for specific purposes. The functions comparable to those of the RANS professorships and many relevant collections are concentrated in the Meertens Institute, which has been a research institute of the Royal Netherlands Academy of Arts and Sciences since 1952. Their goal statement is “to study the diversity in language and culture in the Netherlands” ([www27](#)).
- Separate institutions deal with collections, such as het Instituut voor de Nederlandse Lexicologie, which creates text corpora, deals with large historical dictionaries, data collections, and a centre for terminology.
- The institutions are designed according to the target audience and are national institutions, but explicit reference to the goals as national is typically avoided.
- There is much competition and cooperation between the institutions for obtaining the goals in the areas of national significance in an environment where the knowledge of English, awareness of globalisation, the emerging global academic culture and values, and the knowledge of being a “small” culture with a possibly vanishing language defines the strategies.
- Estonia could learn from the ways the Netherlands keeps its own language and culture competitive, and from the ways of avoiding that positions become cemented.
- The humanities are struggling with an evaluation system that does not favour publications in Dutch.
- The Netherlands, despite its huge international academic success, suffers from an extremely project-based academic environment. This has caused loss of trained personnel or talent and has prevented setting any long-term goals at the universities, but it has also brought forward many solutions that are worth exploring.

Italy

- Italy is historically developed in a decentralised way.
- Although for outsiders it seems to be a “big culture and a big language”, it is interesting in its long and conscious regional, non-national tradition of protecting heritage that goes back to the Middle Ages.
- The current Italy has a number of academies that cooperate with the universities on a regional basis.

- For instance, Tuscany as many other regions of Italy, has various general universities, such as the University of Florence or the University of Pisa, but there is also an elite training university, Scuola Superiore Normale in Pisa ([www28](#)), and academies, such as Accademia della Crusca ([www29](#)).
- Humanities are strong and diverse in Italy, and largely based on base-line funding that allows setting long-term goals and preserving the heritage. Italian regions such as Tuscany are interesting in this context: apart from their unquestionable cultural heritage that is attractive at the world level, its good condition cannot be taken for granted. It needs constant conservation, and the means are so scarce that any development may stop altogether.
- Importantly as a possible avenue to explore, Tuscany has found novel ways to market the education and research of many nationally significant values (and here the local action serves the interests of Italy). The region hosts many daughter affiliates of influential non-European universities such as Harvard or Johns Hopkins and an elite European social sciences institute, the EUI (see a list [www30](#)), in spite of general popular dissatisfaction with the increasing role of English as the language of the academia.
- There may be an opportunity for growth in Tartu and Estonia: starting a scheme of advanced study may attract attention at a higher academic level that might impact the RANS areas. There seems to be for instance a shortage of research and housing facilities in Europe that cater to academic couples, with or without children.
- Returning to the negative sides of the Italian system that should be avoided, the personal stability of senior academics has led to a degree of cementing of the positions, so that there are very few interesting academic career opportunities for younger scholars. Much talent and created value of national significance at all levels are lost, especially in the times of economic crisis. Prominent Italian scholars have moved to elsewhere, occasionally on European grants, typically to Switzerland, or other countries in the region. On the other hand, 1) learning from the ways humanities cope with rapid deterioration of the academic environment can be useful, and 2) attracting good scholars from Italy is a possibility if the academic system of Estonia is open.
- Publishing only in Italian and in Italian prestigious journals, series, and local university presses is a venerable tradition in the Italian Humanities. It would be advisable to extend Estonian publication activities to other prestigious traditional journals even if they get less points in the ETIS system than many journals that are issued in Estonia.
- At present, the Italian evaluation system encourages international publishing as well and, especially, international cooperation and grants, so there is a potential in finding partners for Estonian RANS scholars.

Some ideas that are not specifically designed or used for areas of national significance but may prove useful:

- The insight that has emerged in comparing other systems is that academic evaluation systems leaning on only one platform (viz., Thomson Reuters, Web of Science) are highly problematic. In many countries (e.g. Australia, Finland, Norway, Hungary, etc.) there have been created more refined classifications for scholarly publications which are used as a basis for the state funding for universities.
- Planning internships at institutions that relate to the traditional areas of significance outside of the University and also other areas.
- Developing common study programs between universities and colleges—scholarships for “ERASMUS within Estonia” with the RANS professorships as one partner.
- Creating some key study materials in Simple Estonian with recorded, subtitled lectures—preferably combined with MOOC in the long run—and providing incentives for foreign students to use these materials.
- Developing a flexible system of Research Assistantships (e.g. 20h/30h/40h), starting from the first year as in research-oriented universities, e.g. Johns Hopkins University. Students could choose to participate in an existing research project of the University as an elective course and receive credits. However, within the RANS areas, the elective research course could be related to outreach projects as well, because in this way, students acquire training for the “double role” for future work in these areas.

Appendix 3: Summarised evaluation of individual professorships

Archaeology

Research Quality: excellent
Public Outreach: excellent
Doctoral Studies: excellent
International level: high

Estonian History

Research Quality: good
Public outreach: excellent
Doctoral Studies: good
International level: satisfactory

Art History

Research Quality: good, partly excellent
Public outreach: good
Doctoral Studies: excellent
International level: good

Estonian Literature

Research Quality: good, partly excellent
Public outreach: excellent
Doctoral Studies: good
International level: good

Estonian and Comparative Folklore

Research Quality: excellent
Public Outreach: excellent
Doctoral Studies: excellent
International level: high

Ethnology

Research Quality: good, partly excellent
Public Outreach: excellent
Doctoral Studies: good
International level: good, partly high

Modern Estonian Language

Research Quality: excellent
Public outreach: excellent
Doctoral Studies: excellent
International level: high

History and Dialects of Estonian Language

Research Quality: excellent

Public outreach: excellent

Doctoral Studies: excellent

International level: high

Estonian as a Foreign Language

Research Quality: good, partly excellent

Public outreach: excellent

Doctoral Studies: excellent

International level: good, partly high

History of Estonian Philosophy

Research Quality: good

Public outreach: good

Doctoral Studies: good

International level: good



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