

Evaluation report

Evaluated point	Grade	Comments
Scientific impact of research	Good	<ul style="list-style-type: none"> • The majority of the R&D outcomes are of good international standard, within which there are research fields in which the standard is high. • There is evidence that the majority of results generate international interest in the field; there are some fields in which the scientific impact is considerable and the unit should focus on improving the volume of high quality publications. • Some publications have been issued by internationally recognized publishers and journals, with a few in leading international publications. • There is evidence of some disparity in both the volume and quality of high-level publications per research member. <p>Close collaboration across research units has been consolidated and fostered by recent organisational restructuring, which may produce a more consistent strategy for outputs and dissemination of research. The investment in new professorships in Foreign Languages should enhance strategic leadership both in this context and in realising the unit's ambitions for a stronger international profile.</p>
Sustainability and potential of research	Good	<p>The Faculty of Arts and Humanities has a good infrastructure, including collections and library (for example, semiotic archives) and it is a Centre of Excellence in the Humanities, in cooperation with other universities and schools. The plans to reorganise some units will enhance interdisciplinary research in the future.</p> <ul style="list-style-type: none"> • The unit has been relatively successful in acquiring external funding, but could be more active in attracting European funding. • There is a lively research community, with regular joint seminars on soft skills and internal review of research applications • New the interdisciplinary PhD school functions well. The doctoral programmes are well managed, but they could be more effective. Most doctoral students are involved in research projects and activities, with opportunities to attend conferences abroad and longer research visit. Students are happy with their feedback. • In the case of the School of Theology the integration in a larger faculty was beneficial. • The unit is actively seeking domestic and international cooperation and to increase its numbers of foreign researchers and PhD students.

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Societal importance of research	Good	<p>The evaluators noted that arts and humanities scholars at University of Tartu (UT) contribute significantly to both scientific and societal impact through their research and as public intellectuals. Such roles include contributions to, and consultation on, national and international policies, as well as engagement with practical, ethical and societal dialogue (e.g. contributions for the Council for Intangible Heritage, the Estonian National Museum and the Estonian Language Council).</p> <p>Societal impact took many and varied forms that included more autonomous cooperation such as departments taking an active part in creating and advising on the permanent exhibitions in the new National Museum or more active involvement in the (successful) applications to, for example, the UNESCO Creative Cities Network. Such applications reflected the research focus of individual departments. In this context the research outreach of scholarly translations is of particular note and the central role philosophical researchers at UT played as commentators on translations into Estonian of classical philosophical texts, so widening societal access.</p> <p>The University's governance of extensive scholarly archives and resources places significant responsibilities on the academic community to undertake research and collaborate effectively with the independent research institutes to extend public access to Estonia's cultural and social heritage. The evaluators noted the extensive range of partnerships and networks and the need to ensure strategic and effective intellectual leadership at all levels.</p> <p>The evaluators noted the initiative taken by theologians at the University in connection with the public debate on same-sex marriages. Similarly, the evaluators noted the impressive work by the Centre for Ethics (including the Values Education training programmes) and the development of educational aids for teachers, schools and kindergartens across Estonia.</p>
Scientific basis in the field is sufficient to conduct doctoral studies. (This question should be answered only if: a) institution being evaluated is conducting doctoral studies and; b) The field being evaluated is proposed to grant positive		<p>Positive.</p> <p>Tartu University offers an excellent research environment for PhD students. They are integrated in ongoing research projects of the faculty, have regular seminars in their respective fields of research, have joint seminars on soft skills (including academic writing) and are encouraged to attend conferences abroad. If they have problems with their supervisor, PhD students have the opportunity to discuss intellectual and professional development with the programme director.</p>

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evaluation. If these conditions are met then: a) If the level of scientific basis is sufficient for conducting doctoral studies in every structural unit being evaluated, then the answer should be „yes“; b) If the scientific basis is not sufficient in some structural units, then those units should be listed.)		

Summary assessment

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<p>Areas of special note as appropriate (Where necessary indicate sub-fields, assessment criteria, and/or structural units which, in the committee's opinion, were of a notably high level.)</p>		<ul style="list-style-type: none"> • The volume, quality and dissemination of publications in certain fields is particularly impressive. • The comprehensive approach to the field of arts and humanities is a notable strength and nationally unique.
<p>Areas in need of improvement as appropriate (Where necessary indicate sub-fields of the field being evaluated, assessment criteria, and/or structural units which, in the committee's opinion, revealed significant shortcomings.)</p>		<ul style="list-style-type: none"> • The proposed interdisciplinary research centres will offer an opportunity to increase the visibility of all of its research areas. • A more robust framework for the intellectual and professional development of early career researchers would be beneficial for sustaining the research base.
<p>Assessment proposal to the Minister of Education and Research</p>	<p>To grant positive evaluation</p>	<p>No special comments</p>

Feedback

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<p>Feedback for institution (This question should be answered only if the institution asked for feedback from the evaluation committee in the self-report (about up to three specific areas of R&D which it finds to be currently important, e.g., related to its development plan).)</p>	<p>The University requested the evaluators' opinions and suggestions concerning language balance in academic publications.</p> <p>Each unit within the very diverse field of arts and humanities should define its own ideas about language balance and discuss it with the faculty management. There are no overall criteria in this respect, since the position of Estonian language, history or culture, for example, varies substantially from that of linguistics or semiotics. When it comes to publications in Estonian, the team of evaluators recommends a merger of at least some of the numerous journals in Estonian Studies.</p>
<p>Suggestions for unit, institution, state etc. (As appropriate, committee can give additional feedback for the structural unit, the institution, or the State (please specify whom feedback is directed to) according to the directive assessment criteria for regular evaluation (article 7).</p>	<p>Self-Evaluation: The self-evaluation report should be redesigned in order to prioritise analysis over description. The employment of descriptors such as 'add facts' is counterproductive and tends to lead to an emphasis on product over process throughout. The inclusion of a final section on strategic forward planning would be a more coherent summation of the self-evaluation exercise, while also providing continuity from one evaluation exercise to another.</p> <p>Evaluation of Scientific Impact: The panel has encountered wide-spread problems concerning the evaluation of publications in the humanities. The academic community of arts and humanities clearly lacks confidence in the criteria for scientific impact as presently formulated. What is needed for a more equitable and effective evaluation is: (i) Appropriate credit should be given for research undertaken in the production of monographs, the editing of and contributions to multi-authored work. (ii) The evaluation system should take account of the scientific quality of a publication irrespective of the language in which it is written. A multi-lingual system of evaluation is a matter of balancing three variables: (1) the scope (2) the subject and (3) audience. (iii) The current system fails to capture the range of research and the various modes in which it is produced. This is particularly evident in the absence of criteria for non-text based research ['artistic', 'practice-based']. A bench-marking exercise against other European models would be useful.</p> <p>Societal Impact: The academic community requires a more lucid definition of what is understood by societal impact; this should be substantiated by exemplars drawn from a much broader range of domains than the impact of research on the economy. It is clear that enterprise and entrepreneurial approaches do not appear to be at the forefront of most</p>

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	<p>institutions visited. There is also a need to outline the relationship between scientific and societal impact for research in these fields such that the criteria may provide an appropriate and effective framework for quality assessment of the research.</p> <p>Doctoral Programmes: While the research base for doctoral programmes is generally satisfactory, there are widespread issues around completion rates that are linked to extremely low funding levels. The current provision in Estonian is out of line with other European countries. Many students are by necessity in full-time employment, and carrying out their doctoral research part-time.</p> <p>Academic leadership: There is a lack of strategic leadership in (almost) all institutions. In many cases, the dean of the faculty or the director of a non-university research institute have a clear vision about the future of their unit, but are not successful in conveying it to the heads of department and the (senior) researchers. Therefore appropriate professional training and development in strategic management for researchers at various stages of their career is necessary.</p>