

Evaluation report

Evaluated point	Grade	Comments
Scientific impact of research	Satisfactory	<p>The number of articles in 1.1 journals is disappointing and, furthermore, the publications are not attracting rates of citations that would indicate scientific excellence. Management are aware of the issue regarding performance on this measure. One problem appears to be the relatively high proportion of academic staff who are not research active or publishing in peer-reviewed journals. More positively, there has been recent recruitment to the School of ambitious and research active staff. With the necessary support from senior management, the School should be able to get its publication figures up towards those of other Social Science institutions in Estonia. It is noted that the number of high-level publications has increased over the evaluation period, both in absolute numbers and as a percentage of total publications. Furthermore, the sharpest decline in publication numbers has been in 5.1/5,2 ('encyclopedia entries', 'textbooks and study materials' and 'Articles in other journals and newspapers'), which is not to be lamented and probably reflects this shift of emphasis from teaching to high-impact research.</p> <p>In terms of R&D income, this is not as good as might be expected for an institution aspiring to academic excellence.</p>
Sustainability and potential of research	Good	<p>The small size of the institution has created a positive academic culture that enables academic networking among doctoral students, young faculty and international scholars/visitors.</p> <p>Departments have until recently been organised according to research themes and a strong institutional identity has been fostered. Reorganization into larger administrative units is unlikely to impair this positive culture but yet might deliver administrative efficiency, freeing management time for research.</p> <p>The national fall in Estonian undergraduate students does not seem to be a particular issue for EBS, with 40% of the student body being non-Estonian. The EBS also provides the only doctoral programme in Management in the country, insulating it somewhat from changes in the supply of students.</p>
Societal importance of research	Good	<p>EBS has evolved to meet the specific needs and aspirations of Estonian society and this is reflected in the research themes of the institution. Of special note is the continued responsiveness to these continually changing needs. As an example, the "NATO Cyber Cooperative Cyber Defence Centre of Excellence" was conceived by Estonia, involving</p>

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		<p>researchers at EBS and, with their continued input, continues to grow in relevance and importance globally.</p> <p>EBS scientists and management are well aware of the importance of working for and with government agencies at various levels and with business in order to have a credibility as a private institution. The scientists had engaged in consulting at various levels and for a broad range of national and international agencies.</p> <p>The founding principle of EBS is that "A business university is not a business: it's a mission". There is good evidence that this principle is embedded in the culture of EBS. The strong links with civic society are apparent and furthermore there is good evidence that they are important to everyone involved in the research mission of EBS, from senior management to doctoral students.</p> <p>In particular, there is an explicit drive to bring sound research methodology and theoretical approaches to 'real world problems' (whether sought out or presented to EBS).</p> <p>Interactions with alumni who are active in Estonian business offer significant opportunities for the School. There is also the need to balance competing requirements, such as consulting for third countries (Azerbaijan, Tajikistan, Albania) rather than Estonian entities.</p> <p>It is worth noting that the School is actively seeking new ways to share its knowledge with wider public. The Centre for Free Economic Thought could be a useful vehicle, however a lack of recent events organised by the Centre was noted.</p> <p>Outputs in 'other' publications (5.1/5.2 - such as newspapers / media, non-specialist articles, study materials and so forth) remain strong, indicating that the institution is taking seriously civic engagement. Ideally, there would be strong underpinning academic research published in high-level academic outputs (1.1/1.2), but (as noted above) this balance is being addressed.</p>
<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</p>		<p>The EBS received full accreditation for its doctoral program in management in 2009. In the evaluation period (2010-15), students at EBS participated in the doctoral school of Economics and Management. This, as well as local supervisory support for doctoral students, provides a good quality education.</p> <p>There is evidence of institutional support for the development of both supervisors and students. Nevertheless, fewer than one third of the staff with research degrees are listed in the Estonian Research Information System as doctoral thesis supervisors (11 out of 37).</p>

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<p>proposed to grant positive 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.)</p>		<p>In terms of support for doctoral students, the evaluation team would like to highlight evidence of good practice. In particular, EBS has managed to achieve a commendable balance between the formal training provision and support for independent research and scholarship. The importance of peer-learning is stressed and facilitated by activities that serve to foster a strong sense of community. The students are also given detailed feedback and guidance from the supervisor, the doctoral committee, and also external academics. The Estonian language support given to international students is commendable and will serve to both attract and retain the best to Estonia, whether they become academics or business people.</p>

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>		<p>The evaluation team did not indicate areas of special note.</p>
<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>		<p>The evaluation team noted no significant shortcomings in R&D at EBS.</p>
<p>Assessment proposal to the Minister of Education and Research</p>	<p>To grant positive evaluation</p>	<p>As a business school, rather than a University, EBS faces particular challenges arising from its specialisation and consequential small size. It also faces additional challenges arising from its status as a private, rather than publicly-funded, institution. Neither of these challenges are approached as weaknesses, but rather as reasons to work harder. The culture of EBS is strongly aligned to Estonian national priorities, not least of which is to be global leaders in research and innovation. The evaluation team were satisfied that there was strong evidence to support the conclusion that EBS is an good environment for doctoral training.</p>

Feedback

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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).)	The institution did not ask for specific feedback when they submitted their self-evaluation.
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).	Institution: Taking into account limited academic resources of the School it could be suggested that the School could be more selective in deciding which projects to initiate or join and prioritise research projects over development projects.