

# ESTONIAN ACADEMY OF ARTS

SELF-EVALUATION REPORT  
FOR INSTITUTIONAL  
ACCREDITATION AND  
QUALITY ASSESSMENT  
OF THE ARTS  
CURRICULUM GROUP

JANUARY 2017



ESTONIAN ACADEMY OF ARTS  
Architecture Design Art Research

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# PART I



## Institutional Self-Evaluation



## A MESSAGE FROM THE RECTOR

This is the Estonian Academy of Arts self-evaluation report for institutional accreditation. It is the outcome of a long and thorough process that has helped us to gain a better understanding of our Academy.

The self-evaluation period coincided with a very auspicious time for the Academy – the preparation to move back into one single building in 2018. In 2015 a new Development Plan for the 2016-2020 period was adopted. The self-evaluation report can be used to track how diligently the goals that have been established are actually being met.

I would like to thank all of the members of the academy who have contributed to the preparation of this document. They have done so in their spare time aside from their primary duties, with the understanding that the analysis of their own work might help attain the most effective arrangement for the administration and governance of the academy.

We greatly appreciate the feedback of the self-evaluation, both from the international accreditation committee and from our colleagues in the Estonian educational sphere, students and employers – everyone who cares about the people who will be working in Estonian art, design and architecture in the years to come.

A handwritten signature in blue ink that reads "Mart Kalm". The signature is written in a cursive, flowing style.

Mart Kalm  
Rector  
January 31, 2017  
Tallinn

## Abbreviations

Academy	Estonian Academy of Arts
BA	Bachelor's degree
EAL	Union of Estonian Architects
EETA	European Social Fund programme „Systematic Development of Enterprise and Entrepreneurship Studies at all Levels of Education“
EAA	Estonian Academy of Arts
EU	European Union
EAMT	Estonian Academy of Music and Theatre
EMU	Estonian University of Life Sciences
ESF	European Social Fund
ETIS or ERIS	Estonian Research Information System
IUT	institutional research grant
KRATT	a specific anti-plagiarism software programme
MA	Master's degree
MC	Ministry of Culture
MER	Ministry of Education and Research
MF	Ministry of Finance
PUT	personal research grant
R&D	research and development
RDC	research, development and creative activity
TAO	Estonian Academy of Arts Department of Research and Development
TU	Tallinn University
TUT	Tallinn University of Technology
UT	University of Tartu
VÕTA	Recognition of Prior Learning and Work Experience
ÕIS	Estonian Academy of Arts Study Information System

# 1. ORGANIZATIONAL MANAGEMENT AND PERFORMANCE

Legal form: public

Address: Estonia pst 7/Teatri väljak 1, Tallinn

Liaison: Eve Põldsaar, Head of Personnel and Quality Assurance ([eve.poldsaar@artun.ee](mailto:eve.poldsaar@artun.ee), +372 626 7351)

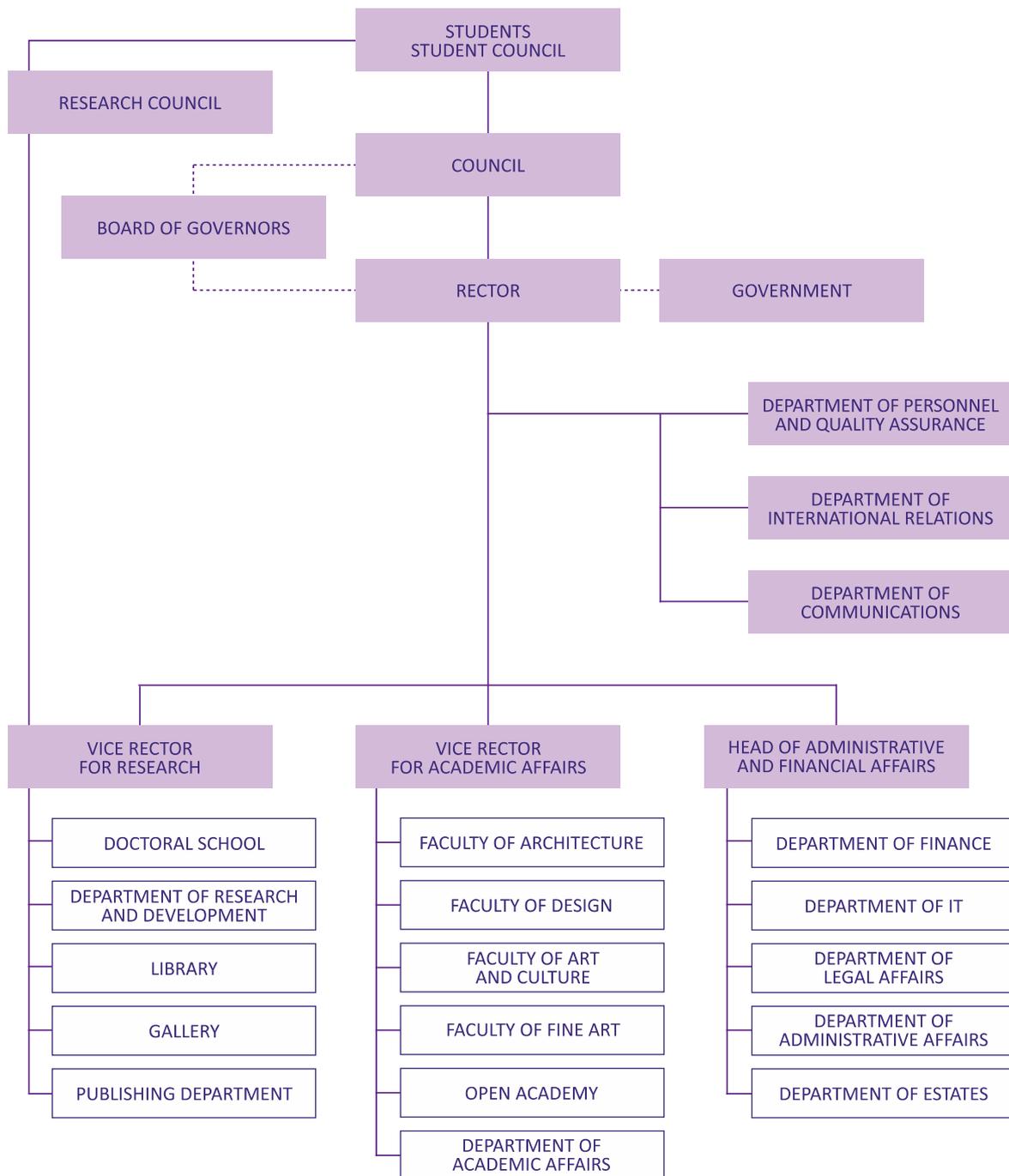
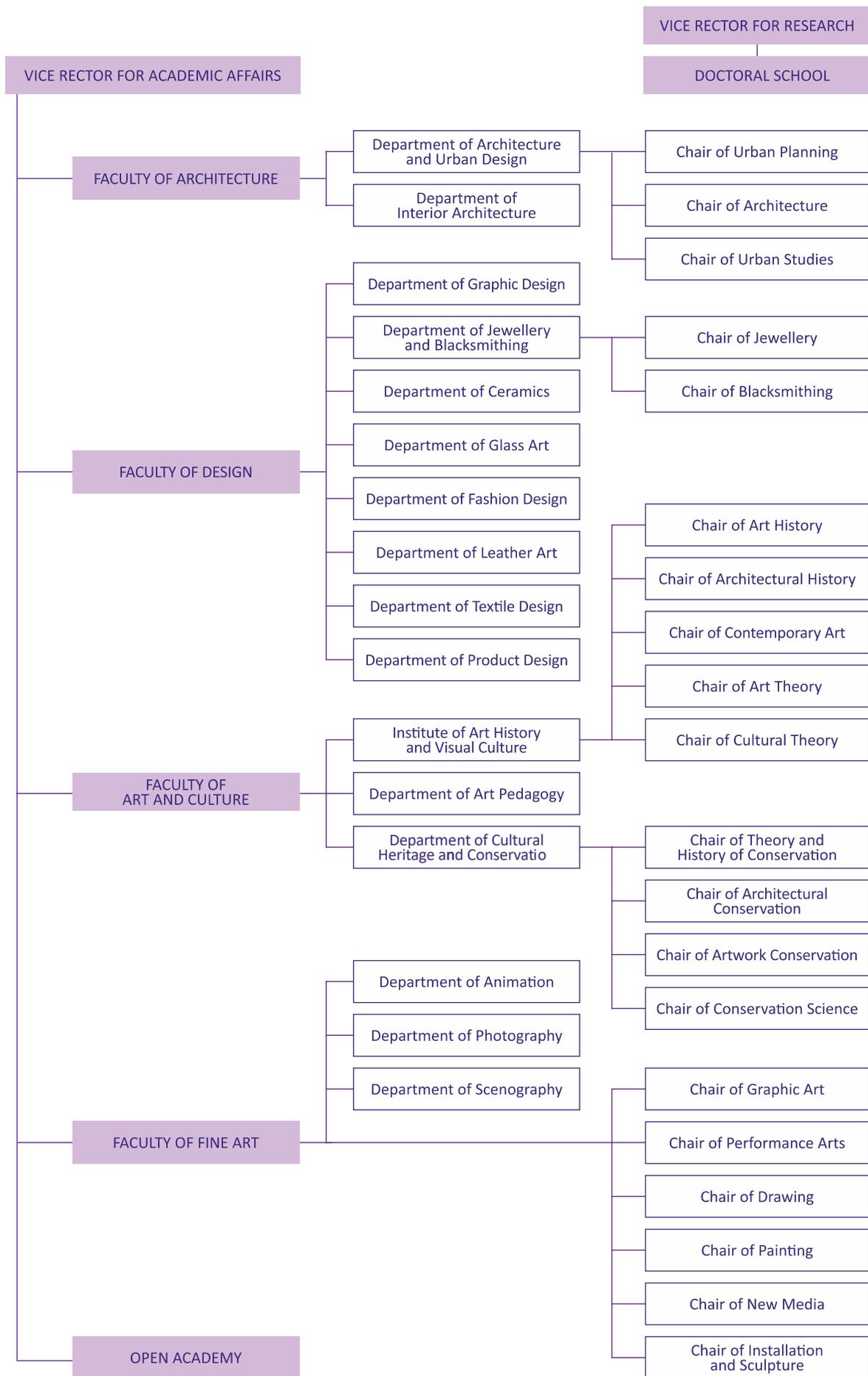


Figure 1. Structure of the EAA



**Figure 2. Academic structure of the EAA**

**Table 1. The Estonian Academy of Arts in figures, 2013-2015**

	2013	2014	2015
<b>STAFF</b>			
Number of employees, in full-time equivalent, including:	198	198	195
Number of academic staff	82	81	79
Number of non-academic staff	116	117	116
Number of professors	27	25	27
Percentage of employees who are foreign teaching and research staff	4%	6%	5%
<b>STUDENTS</b>			
Number of students	1129	1102	1063
Bachelor's degree study	652	640	623
Integrated study	103	105	97
Master's degree study	324	310	291
Doctoral degree study	50	47	52
Number of students on curricula taught in languages other than Estonian	60	63	75
Number of foreign students	29	28	35
Percentage of foreign students	2.6%	2.5%	3.3%
Number and percentage of EAA students who are studying abroad	95 (8.4%)	128 (11.6%)	105 (9.9%)
Number of graduates	200	231	227
<b>CURRICULA</b>			
Number of curricula, including:	35	31	32
Bachelor's degree study	19	16	17
Integrated study	1	1	1
Master's degree study	12	10	10
Doctoral study	3	4	4
International curricula	2	2	3
<b>RESEARCH AND CREATIVE ACTIVITY</b>			
Number of publications, including:	268	309	195
Internationally peer-reviewed (ERIS 1.1, 1.2, 2.1, 3.1) publications	39	40	42
Exhibition and creative activity	141	123	149
<b>FINANCIAL INDICATORS</b>			
Operating income (millions of EUR)	7,997,348	8,310,869	11,307,263
Operating expenses (millions of EUR)	7,049,650	7,046,136	7,314,299

## 1.1 General Administration

### 1.1.1 Role of the Estonian Academy of Arts in Estonian Society

Since the collapse of the Soviet Union and the restoration of Estonian independence in 1991, mainly right-of-centre parties representing a neoliberal worldview have governed Estonia. The role of art in society has changed dramatically during this time. Art, once enjoyed a privileged status in the Soviet era, became marginalised – a trend supported by internal developments in the art world, such as the turn toward conceptualism in the 1990s, which compared to societies in Western Europe, alienated the wider public from art galleries. The socially critical nature of contemporary art appeals to young people and intellectuals, but not to the establishment. At the same time, architects have fallen out of favour, being seen a factor that hinders economisation of the construction process. On the other hand, design has a more positive image, being seen as a means of creating the yearned-for affluence, if only the economy could go grow out of the subcontracting phase toward product development. As the country's only art academy, the Academy of Arts cannot position itself outside society. It must adjust to changed conditions and continue cooperation and outreach, using its resources to try to make society a better place.

The **vision** of the Estonian Academy of Arts (EAA) is to be a central and internationally respected institution for creating, developing and studying art, visual culture and the living environment in Estonia as

well as a key force for enriching the country's cultural environment and quality of life. The **mission** of the Academy is to support Estonia as the main educator and developer of professionals in the field of art, design, architecture, art history, heritage conservation and art education, and fulfil a role promoting and introducing visual culture, and serve as a key force for progress in society. The EAA's mission is to be contemporary, creative and research-oriented, and integrate different disciplines.

The Academy is a legal person in the public law and operates on the basis of the [Constitution](#) and Act of the Republic of Estonia, and its [statutes](#). The Academy is Estonia's only public university that provides higher education in architecture, design, art and art culture, and it has operated continuously since 1914. What was once a modest institution, the School of Art Industry, has, over more than 100 years, become the multifaceted and modern Estonian Academy of Arts.

According to its statutes, the Academy's objective is to provide a contemporary higher education based on integrated studies, creative activity, research and development and to promote teaching, creative work and research and development. As an institution of education, research and culture, the Academy bases its activity on the principles of preservation and continuity of art culture and the fact that art culture is in constant change. On both the level of studies and research, the Academy is progressive and contributes actively to creating contemporary art.

In recent years, the Academy has not been able to completely fulfil its role in society. In hopes that a new building would be built, the old academic building was demolished in 2010 and individual faculties moved to rental properties in different locations in the city centre. Now, in autumn 2016, the renovation of the new Academy building is being launched. Studies should commence in the building from autumn 2018. At that time, the faculties will once again move into one building and the Academy's position, as a promoter of visual culture in society will amplify. Furthermore, Tallinn's changing cultural geography leverages the move, as the Academy will be located in Kalamaja district of Tallinn, which is seeing rapid gentrification and where an increasing number of cultural institutions of the new generation are becoming concentrated.

The Academy has four faculties: [Faculty of Fine Arts](#) (current address Lembitu 10/12), [Faculty of Architecture](#) (in the St. Canute's Guild building Pikk 20), [Faculty of Design](#) (in the current headquarters at Estonia pst 7) and the [Faculty of Art and Culture](#) (Suur-Kloostri 11). Here, artists, architects, designers, art historians, art teachers, and heritage conservation specialists and restorers are trained. The Academy offers more than 30 curricula. Many of the Academy's curricula are the only ones that offer a higher education in Estonia, at the bachelor's degree, master's degree or doctoral level. Lifelong learning opportunities are provided by the [Open Academy](#), with continuing education school, a Summer Academy, and art courses available.

The Academy has a well-stocked and constantly updated library that has been awarded [research library status](#). A natural part of the Academy is [exhibition activity](#). The main exhibition spaces at the Academy are currently the [Academy Gallery](#), which holds exhibitions; the EKA G Gallery, which primarily presents the results of workshops, Raja Gallery of Dept. of Installation and Sculpture, ISFAG (Installation and Sculpture, Photography Autonomous Gallery, adjacent to the Contemporary Art Museum of Estonia, and the design and architecture showroom at the Mektory Innovation Centre. The [Academy's publishing house](#) has become a significant publisher of art literature in Estonia.

The Academy has created possibilities for teaching staff to engage in creative activities so that Estonian art, design, and architecture can be introduced. Intense creative activity is the locus for teaching staff's practical work and provides conditions for professional growth. Ties with the creative community and the art public represent opportunities to receive feedback and create positive competition between teaching staff members, helping them maintain their high level.

The major share of creative activity and presentations/exhibitions by faculty members ensures that the Academy has a high profile and renown in society; this helps to shape the image of the Academy and what it teaches. Public presentations provide a way to assess and get a sense of, and describe the professional calibre of teaching. Creative activity can thus be considered a good opportunity to introduce oneself to the Academy and remain competitive.

For students, the fact that teaching staff is so active in creative fields allows them to be exposed to the finest professional skill sets while they are studying.

### **1.1.2. Setting of Academy Goals and Development and Implementation of Development Plan and Activity Plan**

As Estonia's only public design, architecture, and art university, the Academy needs, in order to retain and grow its international competitiveness, proper infrastructure to support training, activity and entrepren-

erual attitudes in those who will shape the environment in future. The effectiveness of the Academy's activity areas and programmes in key spheres in society depends on having a modern, attractive study environment, and this is why the priority and most immediate goal for the Academy is to have a new academic building.

The previous central building had out-dated technical systems and was otherwise obsolete. Students were studying in very cramped conditions and the physical environment was the poorest at any Estonian public university.

For more than 10 years, plans were made and premises were sought for the EAA in different locations in Tallinn. On 31 March 2006, after long searches, the Council of the EAA decided to establish the EAA's main building on its original site, Tartu mnt 1 in the city centre in order to preserve historical continuity. Unfortunately, opposition from one neighbour blocked the Art Plaza project selected at international architecture competition. The EAA Council thus weighed other alternatives and in September 2013, chose a new location: the Rauaniidi factory building at Kotzebue /Põhja pst 7 in the Kalamaja part of Tallinn. The determining factors for the Council were the faster completion date, lack of legal obstacles, and the location.

In 2014, the architecture competition for the renovation of the Rauaniidi factory, which is under heritage protection, as the new home of the EAA was held. KUU architect's office won the competition. In 2016, the Government of the Republic appropriated Astra measure support to the Academy for the renovation of the building. The construction procurement for the building ended in November 2016. It is planned to launch academic activity in the new building in 2018.

The EAA's objectives and development activities are set forth in the Development Plan. This strategic document describes the core values, long-term strategic objectives, main academic areas of responsibility and impetus for development. A list of key indicators and linkages to state and sector strategies and development plans has been added. The Development Plan was prepared with an eye to national strategies and development plans for specialities and sectors that have an impact on the EAA's activities and curricula and their development.

The process of compiling the [EAA's Development Plan 2016–2020](#) began in spring 2015.

The basis for compiling the Development Plan is an analysis of fulfilment of the previous Development Plan, a satisfaction survey conducted among employees, students and alumni (including management audit), discussions related to the new academic building, national and sector development strategies and the performance agreement concluded with the Ministry of Education and Research. Brainstorming sessions were held to discuss the EAA's role in society, strengths to date, and development opportunities both among members and involving local and international education, culture and creative industries experts, and representatives from local governments and state institutions.

A long process within the EAA followed the obtaining of the first information through the broad-based discussions. In the course, various groups of EAA members (including the Rector's Office, deans and heads of units, academic and non-academic personnel from the faculties, student representatives, Quality Committee) and the Board of Governors held many meetings. The draft of the Development Plan was presented to the academy members at an open discussion in late January 2016 and the EAA Council approved the document in February of the same year.

The Development Plan set forth the academic areas of responsibility that are priorities for development in the period 2016-2020:

- Being socially engaged and freely creative art
- Inclusive design
- Innovation in the living environment
- Research into Soviet culture
- Research into cultural heritage
- Art education

As a result of the broad-based discussions in the process of compiling the Development Plan, the **core values** of the EAA were articulated for the first time:

**Creativity** – we put value on creativity, innovation and independence. We respect the high-calibre creative output of teaching staff as one anchor point in the learning process.

**Individuality** – we have a high regard for the originality of each member of the EAA and allow him or her to retain individuality. We see teaching staff as mentors who encourage students to think independently and support their development.

**Professionalism** – we also have a high regard for professional mastery that ensures quality in the intellectual and material environment. Our members have rigorous standards with regard to their creative output and research and constant pursuit of self-development.

**Critical thinking** – we value analytical mind-sets, reflexivity and constructive dialogue in societal development. We see art as having great potential for furthering public discourse. We take action when we see possibilities for making life in Estonia more human-friendly and sustainable.

**Openness** – we value openness both within the EAA and in dialogue with society as it keeps thinking fresh and prevents isolation. We promote interdisciplinary cooperation throughout the cultural sphere and the synergy it creates.

Three main goals have been set in the current Development Plan:

- To operate in the new modern academic building in an interdisciplinary, international and networked manner;
- To contribute to society's development academically and creatively, being a student-centred and sustainable teaching and research institution;
- To be Estonia's leading centre of excellence and an internationally recognized hub in the primary academic areas of responsibility.

To ensure that the objectives are fulfilled, the Development Plan includes an implementation plan that defines those responsible for the objectives and the leaders of activities. The Academy's [Strategy for Research, Development and Creative Activity](#) defines the objectives and guidelines in the field of research, development and creative activity. The Development Plan and implementation plan are supported by the departments' annual activity plans, the preparation of and adherence to which has become engrained in support units but needs to be implemented more systemically in the faculties – this can be considered the key management and planning objective of 2017.

The Development Plan has an implementation plan that describes the activities necessary for achieving the objectives in 2016-2020 and key indicators for evaluating successful performance.

#### **I Key indicators for management and functioning**

- Competition for academic positions subject to election and share of academic staff with a Ph.D.
- Number of regular foreign teaching staff
- Share of foreign teaching staff and researchers
- International mobility of academic personnel
- Employee satisfaction (management, working environment and movement of information)
- Distribution of revenue and expenditures in budget
- Dynamics of investments, including
  - Investments into RDC infrastructure
  - Spin-off companies etc.
  - Financial volume of cooperation agreements signed with companies
  - Share of revenue from continuing education with respect to financial volume of all educational activity
- Volume (in thousands of euros) of research projects carried out collaboratively with other research institutions

#### **II Key indicators for research, development and creative activity (RDC) and indicating influence in society**

- Number of research publications/creative works per academic staff member with research obligations
- Published textbooks, student and creative literature on various media
- Solutions for system development, product development and environment development
- International mobility of doctoral students, including
  - Share of foreign doctoral students
  - Share of doctoral students who have studied at a foreign university for at least one year
  - Participation by doctoral students at foreign conferences
- Efficiency of doctoral student graduation and average length of doctoral studies
- Number of (co-) supervisors and consultants from other universities, the private, public and third sector and the number of opponents from other countries in defences of doctoral dissertations
- Overall number of doctoral defences by field
- Internationally influential creative activity

- Events meant for the public, including exhibitions and creative projects (number by each category, number of participants)
- Hours or number of ECPs per participant of continuing education trainings organised

### III Key indicators for education

- Graduation efficiency (including average time studied by academic levels, dropout rate)
- Mobility of university students, including:
  - Ratio of students participating in international curricula to the total number of students
  - Share of foreign students and visiting teaching staff
  - Number of students who participated in student exchange and practicum work abroad and their share among studying students and graduates
- Results of the student satisfaction survey
- Alumni satisfaction with the quality of education and employment
- Employers' satisfaction with graduates' education and quality of education

#### 1.1.3. Governance of the EAA

The governance of the EAA proceeds from the [statutes](#) enacted on the basis of the [Universities Act](#), the [structure](#) approved by the Council, the [statutes of the structural units](#), the employees' job descriptions and legal acts.

The Rector directs and represents the EAA, and is responsible for the general state and development of the Academy and the legitimate and expedient use of funds. The [Rector's Office](#) serves as an advisory body to the Rector, and includes vice rectors and the director of administrative and financial affairs as members. The Rector determines their areas of activity and responsibility, rights, obligations and reporting.

The Vice Rector for Academic Affairs is in charge of aspects related to the provision of education, being responsible for coordinating and ensuring quality and development of academic activity and for developing and coordinating implementation of the academic affairs policy. The academic affairs division is made up of the Department of Academic Affairs, the faculties and the Open Academy. The objective of the Department of Academic Affairs is to organise activities related to teaching and learning and activities in the operating area of the academic affairs department. The objective of each faculty is to support the teaching and development activity in the faculty. A faculty council has been set up in each faculty, made up of department heads and led by a dean. Within the faculties, the relationship between departments and curricula needs to be better defined. The internal fragmentation of the design faculty needs a solution in the near future. The objective of the Open Academy is to develop and organise continuing education courses and to determine the needs of continuing education in conjunction with employers and interest groups.

The research and development division is headed by the Vice Rector for Research, whose position was created in 2006 on the basis of a recommendation from an institutional accreditation. The research and development division is made up of the Department of Research and Development, the Graduate School, the library, publishing house and gallery. The objective of the Department of Research and Development is to organise research and development and knowledge and technology transfer, to provide the support services necessary for this purpose and to develop solutions that support the EAA's core activity. The objective of the Graduate School is to increase the efficacy and quality of doctoral studies, consolidate information on the contents of and regulations governing both Estonian-based and international doctoral studies and to make it available to the EAA members. The objective of the library is to be the EAA's centre for academic information and research, with an up to date collection and optimised retrieval of volumes. The objective of the publishing house is to plan and organise publishing activity and the sale of printed matter. The objective of the gallery is to coordinate the exhibition activity of the EAA's departments, students and teaching staff, present works at exhibitions and to organise cooperation with other cultural and educational institutions both in Estonia and internationally.

The Head of Administrative Affairs and Finance head the work of the accounting, legal, information technology and administrative departments. The objective of the Department of Accounting is to develop a financial policy that supports the development of the EAA, compile the EAA's budget, and organise financial analysis and planning and to organise and perform accounting. The objective of the Department of Legal Affairs is to provide appropriate legal support and counselling for the EAA's activity. The function of the Department of Information Technology is to organise and coordinate the development of IT, purchase and maintain software and hardware and to support e-studies. The Department of Property Management is in charge of managing the public property placed in the use of the EAA. The objective of the Office of Administration is to administer and develop administration of the EAA and the document management system and to organise handling and archival of information.

The Department of Personnel and Quality Assurance, the Department of International Relations and the Department of Communications are directly subordinate to the Rector. The objective of the Department of Personnel and Quality Assurance is to organise personnel work that proceeds from the objectives in the EAA's Development Plan and conforms to legal acts, and to support high-quality management of the EAA. The objective of the Department of International Relations is to manage international cooperation programmes and to organise and support international cooperation. The objective of the Department of Communications is to provide publicity and internal communications about the EAA's main activities.

In the interests of day-to-day running of the EAA, the Rector has formed the [Government](#). The Government is made up of members of the Rector's Office, deans and heads of support units. The Government has the right to make proposals and take positions on individual and general matters. The positions of the Government have advisory significance for the Rector and the Academy's Council.

The Academy's [Council](#) (is the supreme collegial decision-making body; it convenes at least four times a year. The procedure for forming the Council and the bases for its activity are set forth in the Academy's statute. In matters not governed by legislation or the statutes, the Council organises its activities and procedure on the basis of the [rules of procedure](#) approved by the Council itself.

The Council approves the Academy's Development Plans, the general rules for academic affairs, and the statutes for the units and the academy budget, among other things. The Rector directs the activity of the Council and enforces its decisions. The Council has 23 members, of whom eight occupy their posts by virtue of their position: the Rector, the Vice Rector for Academic Affairs, the Vice Rector for Research, the Head of Administrative and Financial Affairs, the deans of the four faculties and the director of the Open Academy. As representatives of the Academy members, representatives of teaching staff and research staff also hold seats on the Council, being elected every three years in May; and student representatives, who are appointed by the Student Council for one year. The student representation quota is at least 1/5 of the members of the Academy Council (the representation must consist of the chairman of the student council and representatives of students at all academic levels). Representatives of the Academy's Board of Governors and other persons determined by the Rector may participate and speak at Council meetings.

The [Board of Governors](#) is an advisory body that integrates the Academy and society. The Government of the Republic confirms the members of the Board of Governors. The Board of Governors makes proposals to the Minister of Education and the Academy Council in matters pertaining to the EAA's development and, at least once a year, issues a public report on the Academy. In 2016, the Board of Governors has 11 members and includes top-level experts from fields relevant to the EAA.

The Student Council is a representative body that is responsible for and organises the EAA's students. It represents the students in relations with the Academy, Estonian and international associations, institutions and individuals. The objective of the Student Council is to make the EAA's academic environment better, more productive and intellectually captivating and to advocate for student interests. The Student Council elects student representatives to the EAA Council and to other Academy decision-making and advisory bodies on grounds set forth in the statutes. The Rector meets with the representatives of the Student Council at least once a month.

The Committee supports strategic management and development of a culture of quality. The Quality Committee contributes to improving the Academy's academic quality and makes sure that the development activities for the curricula are systemic and regular. To ensure quality of the functioning of the Academy, external interest groups are included in management and development (the Board of Governors, curriculum councils etc.). Cooperation takes place with professional and vocational associations, employer representatives and other partners.

[The Academy's Administrative Procedure](#) governs requirements for creation, formalisation, registration, forwarding and use of documents and handover to the archive. The procedures describe what endorsements must be gathered for legal acts within the EAA before they are adopted.

Multi-tiered governance ensures broad-based engagement and contributes to the movement of information.

#### **1.1.4. Management of Internal and External Communication**

At the EAA, communication management is organised by the Department of Communications, which is directly subordinate to the Rector. Communication activity proceeds from the objectives and operational programme set in the EAA Development Plan as well as from the annual marketing and communication plan, which follows the rhythm of the academic year and into which nearly all structural units, and EAA traditions and best practices provide input.

Communication and image building take place through media relations, regular media coverage, opinion articles, social media, public lectures, exhibitions and event series. Internal communication is primary for popularising the activities. The close to 2,000 members of the EAA, including students, teaching staff, support personnel and alumni are all its voices. For that reason, we consider honest and open internal communication to be important, so that management decisions as well as information about what colleagues and students are doing reach members.

The principles and values for notification and information sent out by the EAA are **openness** and **engagement**. The channels for internal communication and exchange of information are meetings, web platforms and e-mail mailing lists.

Students' and teaching staff's outward-oriented activity – exhibitions, public lectures, conferences, actions etc. – and frequent cooperation projects with various organizations are publicized over all conceivable channels. The EAA sends out an electronic weekly newsletter where information on the current week's events is shared.

Web platforms used as communication channels are the website [artun.ee](http://artun.ee) and, with regard to social media, [Facebook page](#) (5,600 followers), [Facebook group](#) (2,700 members), Facebook pages for speciality departments, [Instagram](#) (1,100 followers), Vimeo and Flickr. In addition there is the cultural heritage and conservation department's repository and digital environment [digiteek.artun.ee](http://digiteek.artun.ee) and the repository of student works at [metfond.artun.ee](http://metfond.artun.ee) (established in 2016). Web development includes graphic design alumni and interaction design teaching staff.

E-mail mailing lists provide information to various interest groups. Regular staff is subscribed to the list [suur.ring@artun.ee](mailto:suur.ring@artun.ee), and there are separate lists for students and decision-maker groups. The open e-mail list [foorum@artun.ee](mailto:foorum@artun.ee) is open to all students and employees as well as interested parties from outside the Academy. Alumni have a possibility of keeping their e-mail address at the EAA after graduating, and the Department of Academic Affairs and the speciality departments administer the alumni mailing lists.

Based on the large number of events aimed at the public, the EAA sends out a noteworthy amount of press releases and quite a few of them are picked up by the media – in articles in leading dailies, public broadcasting, digital and social media.

**Table 2. Press releases and coverage, 2011–2016**

Number of releases/stories	2011	2012	2013	2014	2015	2016
Press releases	110	140	140	200	280	177(Jan–Oct)
<u>Weekly newsletters</u>					12	33
Stories in the media	642	1052*	412**	417**	547 (about 500,000 Google search results)***	401***
<b>Total stories</b>	<b>About 3471</b>					

\* Data from ETA monitoring 2011-2012.

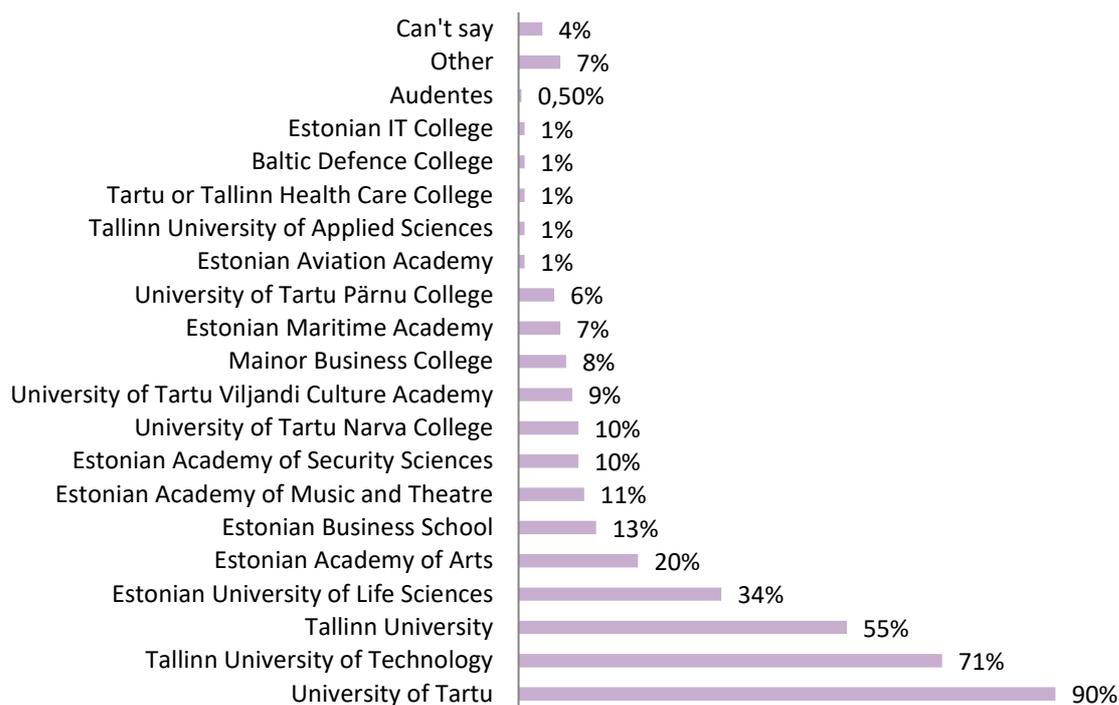
\*\* Data gathered by the EAA.

\*\*\*Includes international coverage of Ruup - wooden megaphones in the forest

The efficacy of communication is measured by a satisfaction survey conducted among employees, the TNS Emor university reputation and image survey (2011 and 2016) and [ETA media monitoring \(2011/2012\)](#). The EAA library performs media monitoring on a daily basis and all instances of media coverage can be found on the website. The 2012 media monitoring found that of Estonia's public universities, the University of Tartu received the most attention in Q1: it was mentioned 2,561 times. It was followed by TUT (1,144 mentions), the EAA (993), TU (800), EMU (498), and EAMT (330). Considering the large communication resources at the disposal of big universities, the EAA's results can be deemed good.

The results of a study conducted in 2016 by TNS Emor (see Figure 3) regarding unassisted recognition of universities, the EAA scored 20% among all respondents and 22% in the youngest age group.

The EAA was outstripped by four universities (incl. UT, TUT and TU). Among institutions of higher education in the field of art, the EAA's indicator was best, as the indicator for EAMT was 11% and that of the Viljandi Culture Academy was 9%. The EAA's reputation index among the general population was 66% and among people aged 15-20 it was 82% (compared to 73% and 86% for TU and 76 and 81% for EAMT).



**Figure 3. University reputation study for TNS Emor 2016**

The effectiveness of public relations is signalled by high level of public interest in open lectures and exhibitions and participation in these events. [Analytics](#) for the website also show that it is visited close to a million times a year and that there are a total 755,653 visitors. In one month, there are 97,000 page views and 75,580 visitors.

At the time that this document was being prepared, a communication audit was still in progress to determine the EAA members' preferred channels for obtaining information to further improve internal communication and information exchange.

## 1.2. Personnel Management

The Department of Personnel and Quality Assurance directly subordinate to the Rector, deals with developing the EAA's personnel policy and organising personnel work. The objective of the Department is to achieve an academic and support structure that takes into consideration the needs of the EAA and society, and supports quality management of the EAA. The main internal legal acts governing [personnel](#) can be found on the website.

**Table 3. Number of academic and non-academic staff, 2013–2015**

	2013	2014	2015
<b>Number of academic staff</b>	82	74	79
<b>Number of non-academic staff</b>	120	119	118

From 2013 to 2015, the number of EAA employees was relatively stable (see Table 3). The number of non-academic personnel is an average of one-third greater than that of the academic personnel. The relatively large number is because the departments are

scattered on various leased premises and also due to the nature of art education (technological support is necessary). Non-academic personnel include both support employees working in the central administration and faculties (deans, academic affairs and financial coordinators, masters, workshop and studio heads). In addition to academic staff, non-regular teaching staff is also engaged in carrying out teaching; these are recognised specialists in their field, EAA alumni or employers. The number of non-regular teaching staff has been an average of 300 in an academic year.

### 1.2.1. Principles and Procedures for Recruitment and Development of Employees

The following documents are followed in the recruitment, election and evaluation of academic staff: the [statutes](#), [Universities Act](#), [Organization of Research and Development Act](#), [Higher Education Standard](#) and

acts. The principle of personnel recruitment is to find candidates with broad-based skills, and due to the small size and needs of the specialities, top-level specialists in the relevant fields.

Elections of teaching and research staff are governed by the corresponding [procedure](#).

In connection with an amendment to the Universities Act, effective 1 January 2015, academic staff is signed to an employment contract for an unspecified term, and a public hiring round is held to recruit staff. The hiring round announcements are posted in domestic and international channels to increase the number of foreign academic staff.

To organise election of professors, the Rector forms an election committee to assess the conformity of the candidates to the requirements.

The EAA Council selects professors, with at least two experts evaluating the candidates. In the case of the hiring round for the position of professor, at least one expert is from outside Estonia. In the case of other teaching staff positions, they are elected in the council of the faculty in which the position is located. The Academy's research council selects research staff. Without announcing a hiring round, outstanding artists, practitioners and scholars can be invited to conduct teaching as visiting teaching staff for up to five years if necessary to archive the objectives of the curriculum and the expected study outcomes.

**Table 4. Hiring rounds announced for academic positions, 2013–2015**

Year	Professor	Associate professor	Lecturer	Teaching assistant	Senior research fellow	Junior research fellow
2013	3	1	0	0	1	0
2014	7	7	0	0	0	0
2015	9	11	1	6	4	3

The foreign teaching staff working in the EAA has taken part in election hiring rounds. Outstanding creative personnel have also been invited as visiting teaching staff. In the 2016/2017 academic year, nine teaching staff members were hired, including three foreign teaching staff and five research staff members. There are three foreign nationals among the non-academic personnel.

The Department of Personnel and Quality Assurance provides consultation to foreign employees in matters related to orientation in Estonia. The EAA is supported in this field by the [Euraxess](#) network and information is exchanged via the liaison working at the academy.

**Table 5. Number of people who have been candidates for academic positions, 2013–2015**

Position	2013		2014		2015	
	All	of which foreigners	All	of which foreigners	All	of which foreigners
Professor	6	2	12	1	17	1
Associate professor	3	0	14	0	16	0
Lecturer	0	0	0	0	3	0
Teaching assistant	0	0	0	0	6	0
Senior research fellow	3	0	0	0	4	0
Junior research fellow	0	0	0	0	3	0

In accordance with the [Conditions and Procedure for Evaluation of EAA Teaching and Research Staff](#) the employees undergo evaluation every five years. In addition, development interviews take place each year with the direct supervisor. For the purposes of evaluation, the Rector forms in the faculty an eight-member evaluation committee, which sets the timetable and notifies the evaluatees thereof at least one month in advance.

In evaluating teaching and research staff, their productivity, internationality, quality of teaching activity and their participation in developing and popularising the curriculum are assessed. Student feedback regarding teaching activity is also considered important. Evaluatees submit an activity report on the last five years. Simple majority shall make the committee's decision.

At the end of the evaluation process, the committee draws up an evaluation report on the evaluatee. It includes a justified assessment on their conformity or lack thereof of their qualifications and performance to the requirements of the position and recommendations for work and self-improvement. If the qualification and/or performance of the teaching/research staff member being evaluated do not meet the requirements

applicable to their position and the evaluatee has not eliminated the deficiencies by the term set by the committee, the Rector has the right to cancel the employment contract with the teaching/research staff member extraordinarily.

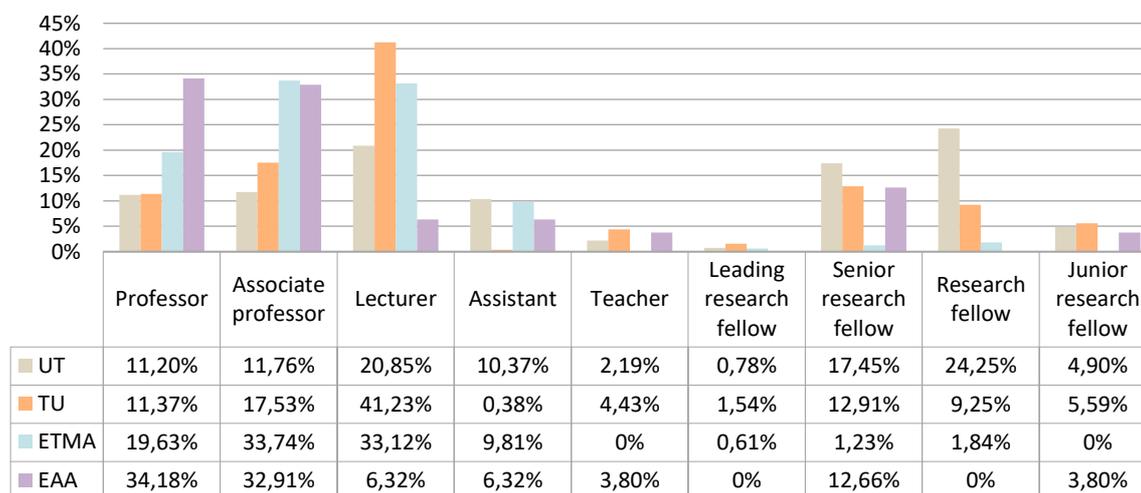
In 2011-2015, 10 professors underwent the evaluation process. Of them, six passed the evaluation, three passed conditionally, and one did not pass.

Elections of deans proceed from the [Procedures for Election of EAA Deans](#), which describe the qualification requirements and election procedures applicable to the candidate.

The head of the structural unit decides the recruitment of non-academic employees. The Rector's Office member responsible for that sector decides the recruitment of the head of structural unit.

The number of academic staff at the EAA has been relatively stable over the last five years. Taking into account the total numbers of academic staff in relation to other universities, the EAA has the highest percentage of professor positions: 34.18% (the indicator is 11.2% for UT, 11.37% for TU and 19.63% for EAMT). The high share of professors can be attributed to the fact that departments and curricula are mainly headed by professors, and in some cases by associate professors. In spite of the latter, the number of professors is disproportionately high compared to other universities. The share of lecturers and teaching assistants is somewhat lower than it is at other universities. Each of these positions makes up about 6.32% of positions at the EAA. This contrasts to other universities, where lecturer positions are most plentiful: 20.85%, at UT, 41.23% at TU and 33.12% at EAMT (see Figure 4).

In 2015, 30 curricula were open for admissions.



**Figure 4. Percentages of EAA academic staff compared to other Estonian universities in 2015**

The breakdown of academic and non-academic staff was different in each of the years compared. Among academic staff, the share of women was 48.7% in 2013 (40 of 83 academic staff were female), 54% in 2014 (40 out of 74) and 55.7% in 2015 (44 of 79). As to non-academic staff, women made up 60% in 2013 (72 of 120), 65.5% in 2014 (78 of 119) and 64.1% in 2015 (765 of 117 – i.e. a stable 2/3 share).

The average age of academic staff in 2015 was 44.4 and non-academic staff, 45.5.

### 1.2.2 Development, Remuneration and Motivation of Employees

According to the current Development Plan, the function of the EAA is to educate and develop teaching staff on the topics of changes in approaches to learning, teaching skillsets and modern learning methods. 2016 saw digital information briefings held on the possibilities of using software and web environments for academic purposes, higher education institution training and discussions on educational topics.

From 2008 to 2015, the EAA was a partner in the Primus programme funded from European Structural Funds with the purpose of supporting academic quality and increasing the competitiveness of graduates. The programme provided support for teaching skills, implementation of the Recognition of Prior Learning and Work Experience programme (Estonian abbreviation: VÕTA) and development of educational technology skillsets. Seventy-six trainings were held for teaching staff with 509 participants.

The EAA is a partner in the entrepreneurship programme launched in January 2016 at the initiative of the Ministry of Education and Research, Edu Tegu (“Success Action”) and “Systematic Development of Enterprise and Entrepreneurship Studies at all Levels of Education”. The goal of the programme is to disseminate entrepreneurial attitudes and train teaching staff at institutions of higher education. The training programme is planned for the programme period 2016-2018.

By agreement with their direct supervisor, employees have the possibility to use, for self-development, in-service trainings organised by the Department of Personnel and Quality Assurance or the Open Academy. They also have the opportunity to participate in in-service training and professional conferences and seminars outside the EAA. To organise in-house trainings, the personnel specialist receives information on the proposals on training needs from employee reviews, with an eye to the objectives set in the EAA’s Development Plan.

Information system trainings are held for new employees starting work – for example, use of the document management system WebDesktop, the EIS study information system (Estonian abbreviation: ÕIS) and Google’s Gmail service and related applications.

Implementation of the employee review system in 2013 brought out the need to centrally plan the budget for general trainings (foreign language, teaching skills and other management trainings etc.). Up until 2016, funds for employee development were distributed in a structural-unit-based manner.

The basis for remuneration of employees is the [Rules for Remuneration of Work](#), which sets forth the principles and pay rules, remuneration, bonuses and support. The conditions for remuneration are agreed with the employee by the head of the area of responsibility of person authorised by them, who is the direct organiser of the work. Besides the remuneration, the employee can be paid additional remuneration for performing employment duties and management duties. A bonus can be paid for performing extraordinary functions or for performing them effectively. The proposal to pay the bonus specifies the indicator for which the employee is being rewarded.

Additional management duties may be placed on academic staff that perform functions on the basis of the academic personnel’s job description. Remuneration is assessed in this case for teaching work as well as for fulfilment of managing of academic departments, curricula and areas of study. Compared to other universities, the base salary makes up an average of 50-80% of the total remuneration for academic staff at the EAA (see Table 6). In 2015, 63% of the EAA’s 27 professors and 1% of the 26 associate professors performed management duties. In the same year, the share of the remuneration paid from funds outside state activity support was 5%.

**Table 6. Total salary earned by academic staff, in euros, along with the share of the basic salary, compared to other universities in 2015. Source: Academy of Arts reports for the non-profit MTÜ Rektorate Nõukogu (Council of Rectors).**

Position	EAA		EAMT		TU		UT	
	Total remuneration	Share of the basic salary out of the total remuneration	Total remuneration	Share of The basic salary out of the total remuneration	Total remuneration	Share of the basic salary out of the total remuneration	Total remuneration	Share of the basic salary out of the total remuneration
<b>Professor</b>	1549	80%	1941	76%	2367	70%	2867	71%
<b>Associate professor</b>	1288	72%	1488	76%	1496	73%	1883	73%
<b>Lecturer</b>	1219	62%	1117	80%	1145	73%	1317	72%
<b>Teaching assistant</b>	990	71%	1086	80%	0	0%	1199	73%
<b>Teacher</b>	1223	60%	0	0%	1150	72%	1001	78%
<b>Leading research fellow</b>	0	0%	1904	90%	2235	78%	3319	81%
<b>Senior research fellow</b>	1318	73%	1428	87%	1486	74%	1930	84%
<b>Research fellow</b>	0	0%	1096	79%	1419	72%	1451	83%
<b>Junior research fellow</b>	991	50%	0	0%	1169	84%	1228	71%
<b>Total</b>	<b>1368</b>	<b>74%</b>	<b>1438</b>	<b>77%</b>	<b>1427</b>	<b>73%</b>	<b>1729</b>	<b>76%</b>

According to the data submitted to the Council of Rectors, the remuneration paid to EAA academic staff was the lowest of all universities (see Table 7). The gap stems from the expenditures made on the unsuccessful EAA academic building construction, operating on rental spaces with high utility costs, small class sizes, disproportionately high number of professors and the low grant and commission agreement possibilities in the art field compared to science. Salaries were raised by 15-20% in 2016, in some instances even 30%.

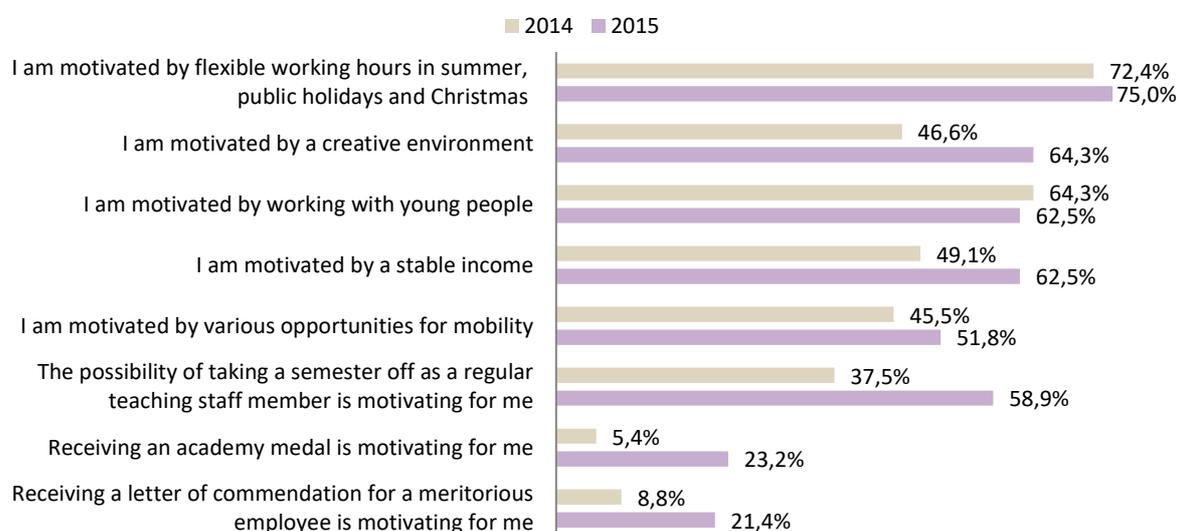
Academy employees did not give a high rating to the statement in the satisfaction survey that employees' remuneration depends on the fulfilment of the Academy's goals, personal effort and the performance of the work. In the open answers, respondents mentioned the lower pay rate compared to other universities and need to establish a clearer salary system.

**Table 7. Average basic salary earned by academic staff working full-time, in euros, compared to other universities in 2015.**  
Source: Academy of Arts reports to the non-profit MTÜ Rektorite Nõukogu.

Job title	EAA	EAMT	TU	UT
Professor	1505	1804	2098	2514
Associate professor	1188	1397	1357	1728
Lecturer	1093	1087	1047	1216
Teaching assistant	885	1056	0	1145
Teacher	926	0	1043	944
Leading research fellow	0	1889	2154	3086
Senior research fellow	1231	1401	1409	1871
Research fellow	0	1085	1303	1414
Junior research fellow	909	0	1137	1197
<b>Total/average</b>	<b>1280</b>	<b>1438</b>	<b>1427</b>	<b>1729</b>

Principles have been developed for [motivating and recognising employees](#), according to which recognition consists of several components. It is considered important to recognise employees who are engaged in creative and/or research activity and who have made a noteworthy contribution to achieving the statutory objectives of the Academy. Ways of recognising employees include monetary prizes, letter of commendation, honorary titles, a personalised cap and the Academy medal. Employees deemed the recognition from the management in 2015 (53.5% responded "Very good" and "Good", combined) to be better than the year before (44.9%).

The employee satisfaction survey conducted in 2015 revealed that employees are most motivated by the flexible working hours, arrangements for working time in summer and during public holidays, stable income and work with young people (see Figure 5). The possibility of receiving a letter of commendation or Academy medal is considered only a slight motivator. In open answers, the opposition between academic and non-academic units was mentioned. Respondents also said the work of every employee had to be considered important.



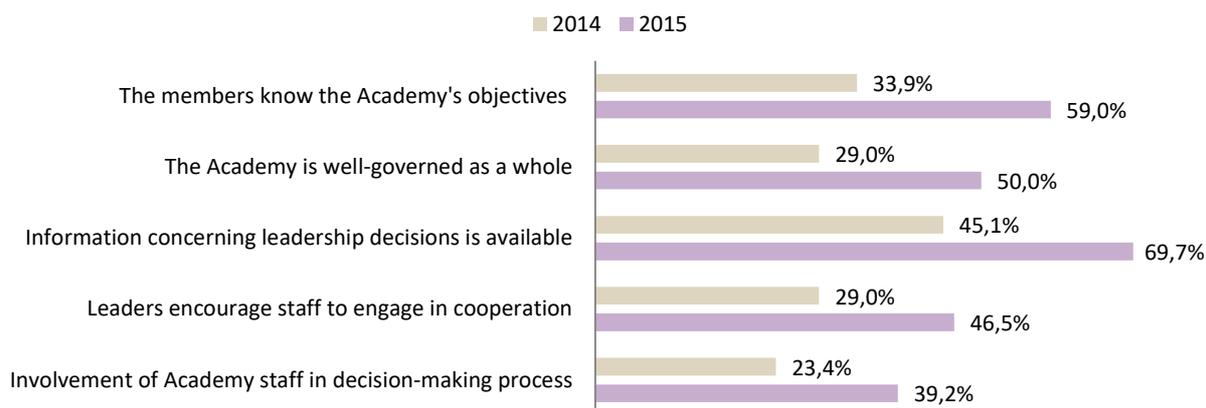
**Figure 5. Employee satisfaction with incentives provided by the employer, 2014 and 2015**

### 1.2.3. Staff Satisfaction

Employee satisfaction has been gauged regularly since 2014. The same basic questions appear in the questionnaire each year. They provide a way to evaluate change in satisfaction with management, the working environment and remuneration, one's own work and movement of information etc. The questionnaire is corrected by the head of quality assurance in cooperation with the Rector's Office and Quality Committee as needed. The results of the satisfaction survey are published as a consolidated summary at information meetings.

The survey gauges satisfaction with management and remuneration, organisation of work and the work environment, motivation and recognition. Employees have an opportunity to make proposals for making the academy better and to otherwise express their opinion. The study results are analysed by the EAA administration and structural units and taken into account in planning managerial decisions and development activities. About half of employees respond to the survey.

Employee satisfaction with management has been gauged with the satisfaction survey since 2014. A total of 31.4% of employees took part in the satisfaction survey for 2014 and 28.7% of employees in the one for 2015. Comparing 2014 (29% content) and 2015 (50%) (See Figure 6) we see that satisfaction has increased. The survey investigated employees' awareness of the Academy's objectives, satisfaction with management, availability of information pertaining to management decisions, how managers encourage employees to work together and other activities related to management and satisfaction with them. In the open answers, activity aimed at shaping the EAA's image is mentioned. So is the assertion that the new Rector has helped create a peaceful workplace climate and that in the last year the administration's instructions have been clear, understandable and reasonable; the work of the new Rector's Office is modern, progressive and transparent. Also mentioned by respondents: the solid, systematic management of the academics field and the improved communication between leadership and departments. Discontentment was expressed in the claim that academic staff is valued more than support staff.

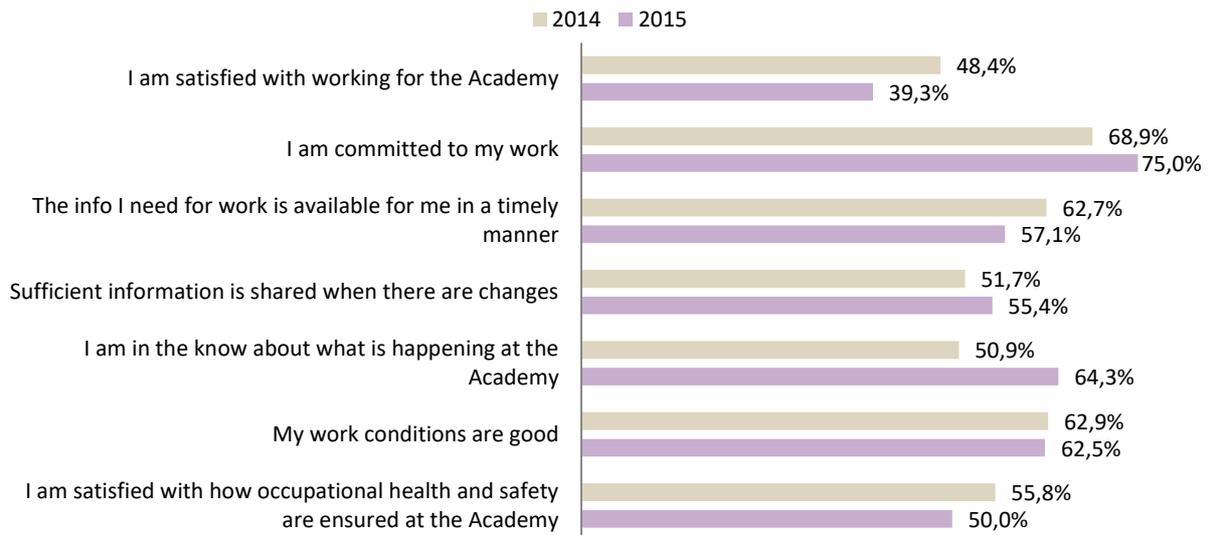


**Figure 6. Employee satisfaction with administration of the EAA, 2014 and 2015**

According to the 2015 survey, employee satisfaction with working at the EAA has decreased somewhat (see Figure 7). It may have been caused by the uncertainty regarding steps planned by the Rector who took his post in 2015 and the new administration. Another reason may have been the lack of the new academic building. At the same time, commitment to the work was deemed higher than in 2014.

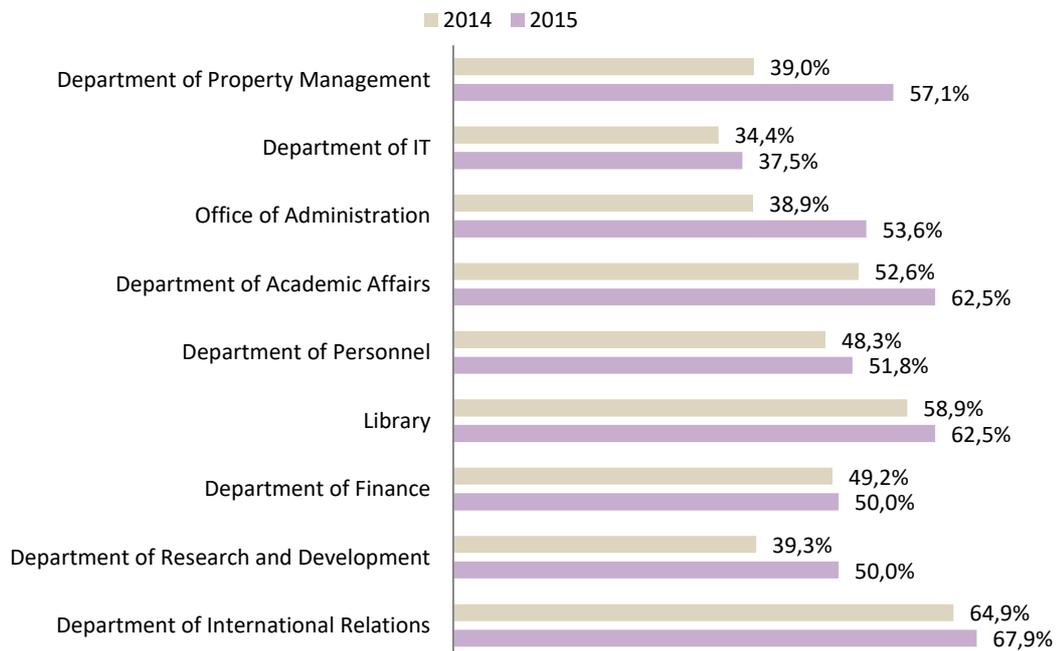
Satisfaction with movement of information decreased somewhat compared to the previous study. One reason for this may be the implementation of the WebDesktop document management system in 2015 and hindrances seen during the transition period. But awareness regarding the development in the EAA has improved somewhat. The reason may be the more open management style and more effective internal communication channels. In the open answers, respondents noted a need to organize better provision of instructions for new employees as far as finding information is concerned.

Satisfaction with the working environment and organisation of work has decreased. In the open answers, respondents said they had a high regard for the flexible approach to working time and said they understood the inconveniences caused by operating from rental space with rooms not customised for teaching purposes.



**Figure 7. Satisfaction of employees with their work, movement of information, and the working environment in 2014 and 2015**

Satisfaction with support structure units has grown in the comparable years (see Figure 8). In the open answers, respondents mention satisfaction with the work of the Department of International Relations and the Department of Administrative Affairs, but also note problems with the Web and management of the web, as well as the high administrative load on the Department of Personnel.



**Figure 8. Employee satisfaction with support structural units, 2014 and 2015**

#### 1.2.4. Participation of Staff in International Cooperation Projects

Compared to other Estonian universities, the EAA has been one of the leaders in Estonia in furthering international relations in the framework of mobility programmes. The EAA is leading Estonia in terms of ratios when it comes to using the possibilities afforded by the Erasmus+ programme. In addition, the EAA provides opportunities to take part in the [EEA and Norway Grants programme](#) in the Erasmus+

International Credit Mobility programme and coordinates and participates in the [Nordplus](#) (NP Higher Education and NP Horizontal) networks.

The EAA is a leading partner in coordinating the fashion and textile working group in the international association of universities and colleges of art and design, [CUMULUS](#). The EAA has had numerous short-term international workshops and internships in cooperation with companies ([Camper](#), H&M, etc.). The academy's teaching staff and employees have served on the steering bodies of international working groups and networks and have enjoyed success in the course of these activities. A majority of the staff teach or take part in short trainings abroad. The EAA is home to the secretariat of the [CIRRUS](#) network, which unites Nordic and Baltic design universities and colleges.

**Table 8. Travel assignments, 2013–2015**

	2013	2014	2015
<b>Number of assignments abroad</b>	155	160	142
<b>Employees on assignments abroad</b>	77	77	77
<b>Number of assignments within Estonia</b>	82	71	79
<b>Total number of assignments in Estonia and other countries</b>	237	231	221
<b>Assignment costs in euros</b>	86 887	94 267	94 296

The Archimedes Foundation has performed system audits of the EAA a number of times and the results have been good or excellent. Archimedes has rated the activity level of the EAA as well as its initiative in implementing international programmes highly.

The academic staff has been actively engaged in teaching abroad and has had training in the framework of the networks and exchange programmes.

Many teachers regularly use the opportunities offered by the EAA to teach and pursue additional education. The number of mobile academic staff has grown with each year.

**Table 9. Participation by academic staff in international academic mobility programmes, 2011–2015**

International academic migration	2011	2012	2013	2014	2015
<b>Total number of employees</b>	71	69	78	76	79
<b>Mobile employees</b>	59	67	78	88	90
<b>Ratio</b>	0.83	0.97	1	1.16	1.14

### 1.2.5. Principles of Academic Ethics

The EAA's positions on ethics are based on Estonian legal acts, general values in society and traditional academic practices. The EAA's ethics covers ethical values and is based on the view that all EAA members have equal rights regardless of gender, origin, ethnicity, age, religion, sexual orientation, views, and abilities. If anyone feels their rights have been violated, they may turn to the Quality Committee. The administration of the EAA favours an empathetic academic culture that is mindful of people's needs.

Adherence to academic practices is set forth in the [Rules of Organisation of Study](#). The [Procedure for Preparing and Defending Master's Theses](#) set forth the use of the plagiarism detection system KRATT since 2014 (no incidents have been found).

## 1.3. Management of Funds and Infrastructure

### 1.3.1. The EAA's Financial Management System

The EAA's accounting and financial activity is governed by the [statutes](#), [budget rules](#), [Budget Strategy for 2013–2018](#), and legal standards in force. The principles for accounting and financial reporting are set forth in the accounting policies and procedures.

Under the statutes, the Council approves the budget and annual report. Also within the remit of the Council is the taking of loans, transfer of real estate and founding and dissolving legal persons. The Head of Administrative Affairs and Finance is responsible for preparing the draft project. The director first introduces the draft to the members of the Government and then reports to the Council on the budget. The Department of Finance in conjunction with the Head of Administrative Affairs and Finance are responsible

for budgetary compliance and availability of reporting as well as for developing and effecting financial regulations.

The Department of Finance organises the EAA’s accounting, budgetary drafting and budgetary compliance reporting as well as the creation of an environment conducive to the more effective and purposeful use of funds.

In 2016, the Department of Finance analysed the cost of curricula to determine their financial status. As a result of the analysis, the cost of the average student place at the EAA and the cost of student places in various curricula were determined.

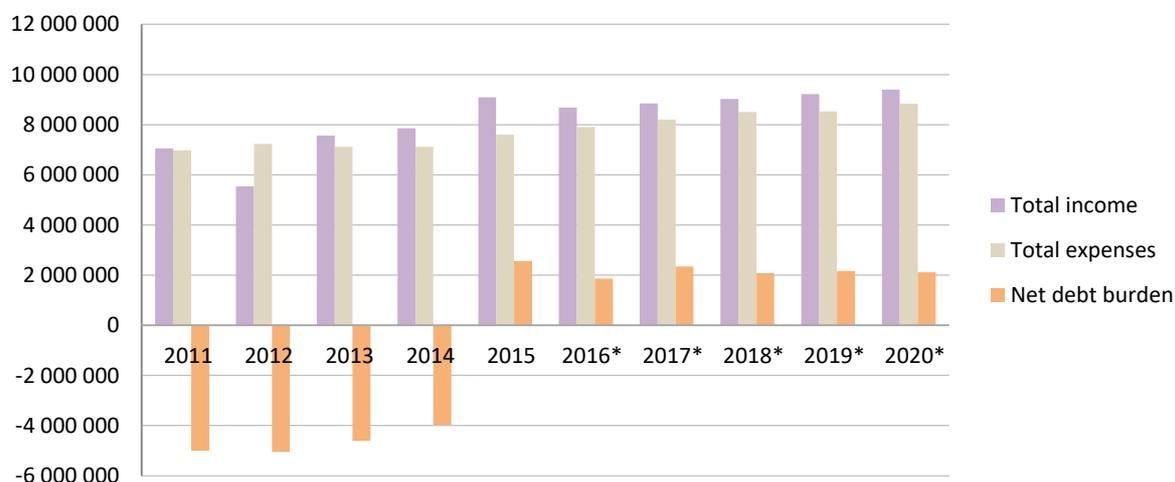
The EAA budget has grown markedly over the last five years. From 2011 to 2015, income increased by 22% and the state operating subsidy by 59%. The growth partially stemmed from the higher education reform that started in 2013.

**Table 10. Income and operating subsidy in 2011-2015, in millions of euros**

	2011	2012	2013	2014	2015
<b>Total income, including:</b>	7.06	5.97	7.64	7.91	8.6
<b>State operating subsidies</b>	4.15	4.31	4.75	5.17	6.6
<b>Percentage of operating subsidy in total income</b>	59%	72%	62%	65%	77%

The net debt burden indicator characterises the financial standing aptly. The EAA’s net debt burden changed significantly in 2015, as the EAA-owned properties in Tallinn at Gonsiori 9, Tartu mnt 1 and Suur-Kloostri 11 were sold for a total 13.543 million euros.

The income forecast as set forth in the EAA’s financial plan is 2% per year (see Figure 9). The costs of construction of the new academic building or the EU assistance received in the framework of ASTRA are not included in the financial plan.



\* Forecast.

**Figure 9. Financial plan 2011–2020, change in net debt burden in euros**

### Structure of Income

The increase in income from academic activities comes from the growth in the share of the state-operating subsidy; other income categories have instead decreased in recent years. The decrease in income from R&D activities was due to the end of the EU financing programmes, the continuing decrease of R&D money distributed in the arts and humanities field and spending on local R&D grants and subsidies. The income from administrative activity in 2015 was higher as a one-off event thanks to sale of real estate.

**Table 11. Structure of income, in euros, 2014 and 2015**

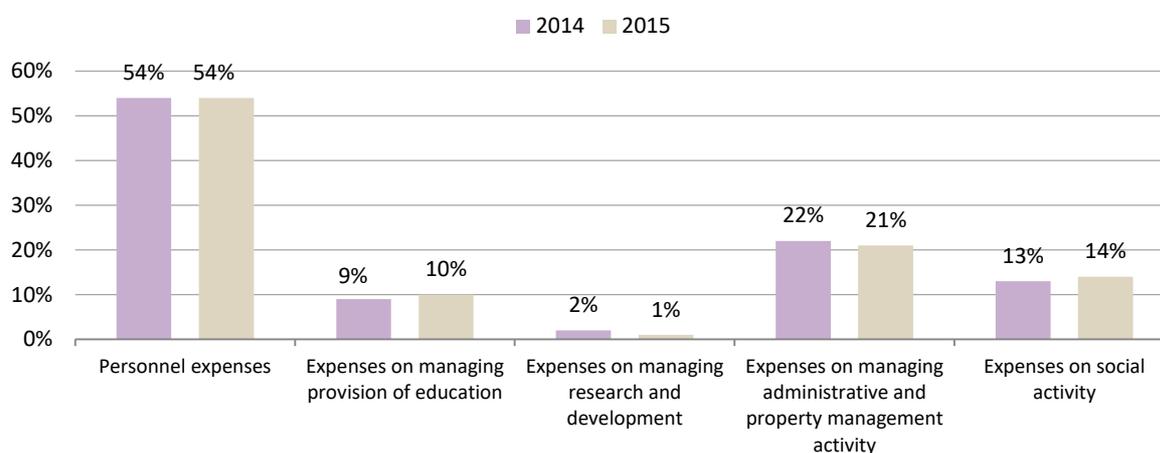
Type of income	2014		2015	
	Total	Percentage	Total	Percentage
Income from academic activity	6 321 590	77%	7 248 724	32%
Income from research and development activity	765 387	9%	676 682	3%
Income from administrative activity	550 160	7%	13 804 533	61%
Subsidies for social activity	527 323	7%	832 475	4%
<b>Total income</b>	<b>8 164 460</b>		<b>22 562 414</b>	

### Structure of Expenses

The EAA’s biggest expense article is personnel, making up an average of 54% of the budget. It is followed by administrative expenses (21%), expenses on social activity (14%), and expenses on managing teaching activity and R&D (a total of 11%) (See Figure 10). The 2015 administrative activity expenses also include investments into the new academic building.

**Table 12. Structure of expenses, in euros, 2014 and 2015**

Cost	2014		2015	
	Total	Percentage	Total	Weight:
Personnel expenses	3 819 717	46%	3 988 160	23%
Teaching activity management expenses	665 495	8%	728 457	4%
Research and development activity management expenses	134 841	2%	59 801	0%
Administrative activity management expenses	2 646 411	32%	11 274 250	67%
Expenses on social activity	946 666	12%	1 058 828	6 %
<b>Total expenses</b>	<b>7 094 864</b>		<b>17 109 497</b>	



**Figure 10. Distribution of operating expenses, not including capital budget expenses, 2014 and 2015**

### Information Systems

The academy uses databases and information systems for provision of education and support activity. The EIS is the academic affairs information exchange environment that ensures better availability of teaching information and information on the curricula, lesson plan and results of study. A number of support units are connected with the EIS through different functions: the finance department gathers personal data and the Department of Academic Affairs administers aspects related to teaching information. The EAA uses the WebDesktop document management system with the goal of changing over to paper-free administration in the future.

The EAA uses 18 information systems for fulfilling various functions. The main fields where the information systems are most needed are academic affairs, personnel and finance, and the library as well.

### 1.3.2. Conditions for Work and Study

Teaching and work conditions are the domain of the Department of Administrative Affairs, the Rector's Office and the EAA Government. The Head of Administrative Affairs and Finance lead the work of the Department of Administrative Affairs.

#### Temporary Academic Buildings

The EAA has leased nine properties for its main activity, as the old academic building environment was obsolete and out-dated. Efforts to find a better location were made for the last several decades. During the first period of EU financing, the planning of the construction of the new building began, a temporary location was found for all structural units on leased premises and the old building was demolished.

The planned temporary solution has become a protracted process and the EAA has had to repeatedly move the departments. The rental spaces currently in use are not meant for teaching activity and have been customised for that purpose with minimal resources. This situation leads to many logistical and technical problems. As the rental spaces are temporary, the EAA cannot permit larger investments to be made into them. The external environment is not meant for the kind of logistics or functioning that the EAA needs.

#### The New EAA Building

In June 2016, the Government of the Republic made a positive financing decision on the Academy Creative Hive project: the new EAA building would be built in the Kalamaja neighbourhood of Tallinn. Construction at Kotzebue 1/Põhja pst 7 is planned to start in January or February 2017. The building should be completed in summer 2018

In 2016, the EAA had 11,368 m<sup>2</sup> of rental space. The building to be constructed will have 12,293 m<sup>2</sup> of useful space.

**Table 13. The cost of the new EAA building and furnishings in euros and financing sources, 2014–2018**

	ASTRA measure	EAA budget	MER/MF Financing	Total
<b>Purchase of land and building at Kotzebue 1</b>	,	6,900,000	,	6 900 000
<b>Architecture competition</b>	14 603	,	,	14 603
<b>Engineering and design</b>	780000	,	,	780 000
<b>Construction and owner's oversight and construction procurement</b>	75 769	,	,	75 769
<b>Construction</b>	13 438 910	,	,	13 438 910
<b>Non-place-specific furniture and technology</b>	1 409 601	,	,	1 409 601
<b>Moving</b>	22 500	,	,	22 500
<b>Workshop infrastructure</b>	976 700	,	,	976 700
<b>VAT expenses on building and fittings</b>	,	,	2 990 000	2 990 000
<b>Total budget</b>	16 718 083	6 900 000	2 990 000	26 608 083

The new research and academic building will bring together all four faculties, the Open Academy, workshops, and the administration. Operating from rental spaces has fragmented the EAA's integrity, proved to be an obstacle to teaching synergy and development of curricula and has led to many additional expenditures, both material expenditures and from the standpoint of efficiency of processes.

An effective relationship has been achieved between the users and the building's floor space. According to the 2015 analysis by the MER, Estonian institutions of higher education use an average of 15 m<sup>2</sup> of space per student, yet the figure is 10 m<sup>2</sup> in the new building. The savings are due to the fact that cross-use and interdisciplinarity and avoidance of redundancy have been planned into the use of space. The cost-effectiveness allows the EAA to use resources for developing its core activities. In this manner, the EAA contributes to the sustainability of the EAA's teaching and research and that of the Estonian creative industries.

The building complex to be renovated was established in the years 1926 to 1932 as the Rauaniit textile factory. In the Soviet era, when the sock factory Punane Koit (later Suva) was based there, a larger wing was added. The latter is now being partly replaced by a new central tract.

After the renovation of the building parts and the construction of the new part, all EAA workshops will be renovated, but a large part of the fittings are technically superannuated, energy-inefficient, or do not meet modern teaching and research needs.

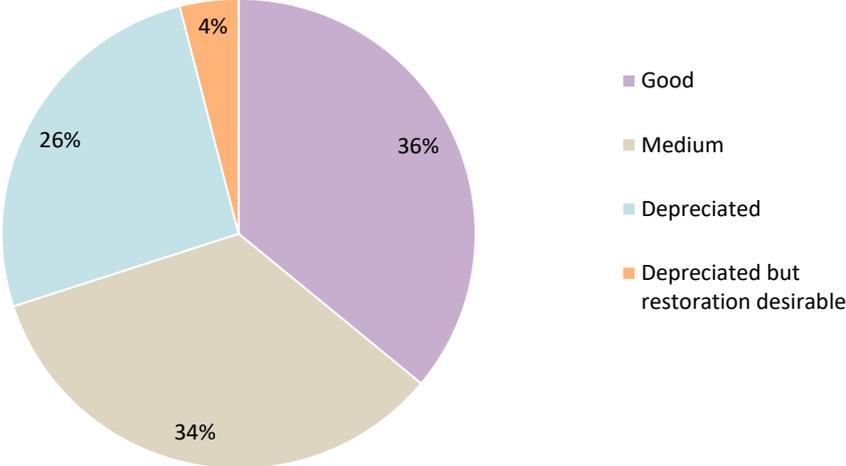
The keywords for the new building are well-equipped workshops, synergy of curricula and an increasingly shared identity (preserving the particularities of the sector) and cross-use of the building's parts. The building has rooms with three different purposes for teaching and research: rooms for general study, university-wide workshops and faculty rooms. Based on needs and abilities, all workshops are open to all EAA students, with the rules for use and safety rules as the basis. All general auditoriums are in cross-use for both university-wide general subjects and for teaching speciality-based theoretical and practical subjects. In the faculties, easily convertible studios are provided for students' independent work and creative projects.

Besides the study facilities, there are areas open to the general public: the research library, gallery, café/cafeteria and auditorium with sloped seating for holding conferences. These rooms are open to all every day and create synergy and a place for discussion between members and the public, students and alumni as well as artists and business people. The rest of the academic building (including the support structures) are for study and research and are also opened up for continuing education courses, cooperation projects, excursions, open houses and other events for the business sector and public sector partners and the general public.

The new building will allow the EAA to fulfil the statutory objective of being a centre of excellence for visual culture, investing into the development of art, design, architecture and other disciplines, offering top-flight academics, ensuring international competitiveness in research and development activity and offering Estonia's most modern, open workshops in each discipline.

**Equipment and Technology**

The EAA has 261 items of equipment it can use in its studies, such as a printing press, sewing machine, laboratory microscopes, glass-blowing kiln, 3D ceramic printer, woodworking ribbon saw, metal lathe, welding machines and a laser cutter. A questionnaire was organised to determine the state of the equipment (see Figure 11). The Creative Hive project allocates investments into new equipment.



**Figure 11. Condition of equipment used for provision of education, 2016**

## 1.4. Strengths and Areas for Improvement for the Chapter on ORGANIZATIONAL MANAGEMENT AND FUNCTIONING

### STRENGTHS

1. The EAA has a superb reputation as a provider of education and a developer of art, design, and architecture, and art culture.
2. The management structure is sustainable and conforms to the EAA's development strategies.
3. The open management style has improved employee satisfaction with academy governance.
4. A procedure for recognising employees has been developed and implemented as well as a system of satisfaction surveys and development interviews, which employees gave positive feedback to in the satisfaction survey and the results of which are factored into the making of management decisions on various levels.
5. Introducing mobility programmes to employees and involving employees in academic migration programmes is also more than satisfactory.
6. State financing is stable and sustainable in connection with the national higher education programme decision for 2016-2019.
7. In 2016, the Estonian government made a positive decision regarding financing of construction of the new academic building, paving the way for the construction process.
8. The EAA has modern information systems and employees know how to use them.

### AREAS FOR IMPROVEMENT

1. Development of the quality management system and linking it to strategic management of the organisation. Developing of an action plan for faculties and departments and target levels for the Development Plan's key indicators.
2. Optimising the management structure within each faculty and unifying the academic structure of faculties taking into account the proposals of the deans.
3. Improvement of management capability (started in 2016 with a management training for EAA Government members).
4. Analysis and optimisation of web-based information management platforms.
5. International marketing and communication and development of English-language internal communication.
6. Implementation of a computerised accounting programme with the aim of improving the management and services of the personnel and quality department.
7. Developing principles for remuneration of work based on analysis of remuneration systems.
8. Developing principles for personnel development in conformity with the EAA's general objectives and the Development Plan, taking into account the proposals by employees, the direct work supervisor and the management.
9. Developing the new-employee orientation programme. Developing and consolidating the existing best practices. Implementing the mentor system more effectively.
10. Making changes in the principles for preparing the budget regarding number of subjects and classification, result units and indicators as well as non-current assets.
11. Constant enforcement and organising of procurement policy.
12. Developing principles for financial oversight.
13. Developing financial information systems and adoption of new business software.
14. Developing interoperability between various databases and systems.

## 2. PROVISION OF EDUCATION

Development of the academic affairs division is based on fulfilling the objectives in the EAA's Development Plan and the performance agreement with the MER, based on statistics, studies and analyses and learning from best practices.

The Vice-Rector for Academic Affairs heads the academic affairs division. Curriculum heads, department heads, professors and teaching staff are responsible for developing the curriculum and the quality of academics. They are supported in organising academics by deans of the faculties, coordinators and other employees. The Department of Academic Affairs is tasked with coordinating general management of formal education and development activities related to it, including developing and updating regulatory documents and enforcing them.

In autumn 2016, the academic affairs council went into operation on a trial basis, made up of the Vice Rector for Academic Affairs, the deans, the Department of Academic Affairs and the heads of the Open Academy. It was created out of the need for a cooperation format that would purposefully develop the academic affairs division, including resolving academic affairs issues that affect the entire EAA.

To ensure teaching and learning quality, the EAA launched cooperation in 2015 with other institutions of higher art education in the Nordics and Baltics. The outcome was the creation of the qARTED network that exchanges best practices and experiences in developing with speciality-specific quality processes.

The organisation of academic affairs is based on national legal acts and intra-Academy guidelines for teaching activity. The most important national legal acts are the [Universities Act](#) and the [Higher Education Standard](#) and the key [internal EAA legal acts](#) are the [Rules of Organization of Study, Curriculum Statutes](#) and the [EAA's Statutes of Doctoral Studies](#).

### 2.1. Performance with Regard to Provision of Education and Development of the Student Body

#### 2.1.1. Objectives for Provision of Education

The three-year administration agreement between the MER and the EAA sets forth, among other things, the agreement that the EAA, being an institution for academics, creative activity and R&D, offers creative, research and knowledge-based study at three levels of higher education. In doing so, the EAA proceeds from the provisions of the Universities Act, the EAA Development Plan and other strategic documents, taking into account the outcomes of external evaluations of the quality of teaching and research activity. The EAA is responsible for providing education that is of a high calibre and conforms to the needs of society as well as for the quality of the education and developing education, in the arts curriculum group and in the architecture and urban design curriculum.

The development milestones for the previous [Development Plan \(2011–2015\)](#) were as follows:

- 1) Motivated and competent teaching staff and employees.
- 2) Socially conscious, proactive and creative students.
- 3) New, inspiring and functional academic building and modern study environment.
- 4) Internationally recognised curricula that meet the requirements and preconditions of society and the area of activity.
- 5) High-performing and internationally competitive graduate school.
- 6) Cooperation between universities.

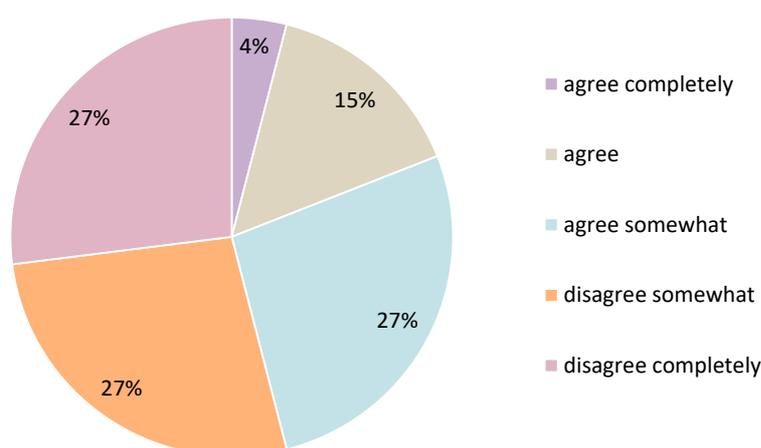
The fulfilment of the system of criteria in the annex to the same Development Plan was assessed regularly, the results were analysed and based on that, improvement activities were planned. Table 14 provides an overview of the fulfilment of criteria related to academic quality over the last five years.

Of the objectives set for academic quality, the only one achieved in 2015 was the share of those who graduate in the standard period of study at the BA level; with regard to the other indicators, additional action was needed. The share of those discontinuing their studies in general in Estonian institutions of higher education in 2015 was 16% and the EAA indicator was lower.

**Table 14 Overview of the fulfilment of criteria related to academic quality over the last five years**

Criterion	2011 Outcome (objective)	2012 Outcome (objective)	2013 Outcome (objective)	2014 Outcome (objective)	2015 Outcome (objective)
Average competitiveness for admissions	3.7 (4.5)	3.0 (4.5)	2.8 (4.5)	2.9 (4.0)	3.0 (4.0)
Percentage graduating within standard period of study	– (68%)	– (69%)	59.7% (67%)	52.3% (68%)	72.8% (69%)
Percentage graduating within standard period of study, MA	– (80%)	– (80%)	70.9% (80%)	56.2% (85%)	64.8% (85%)
Percentage graduating within standard period of study, doctoral study			15.7%	18.2%	14.3%
Percentage who discontinue studies	10% (8.1%)	9.9% (8.0%)	12.2% (7.9%)	12.1% (7.5%)	12.2% (7.0%)

To fulfil the objectives of the Development Plan, student satisfaction with quality of education and the education environment was gauged. Alumni were polled on their satisfaction with business and career counselling. Figure 12 shows the alumni ratings, given in the 2014 survey, as to their own entrepreneurial knowledge and skills. Alumni were asked to evaluate to what extent their business knowledge and skills acquired during their studies and career counselling contributed to getting their current job. Since the admissions in 2015/2016 academic year, a subject that supports entrepreneurship has been added to the general subjects module of the curricula (see also 2.1.2).



**Figure 12. Alumni opinions regarding role of entrepreneurial skills and knowledge in their hiring at their current job, 2014**

In 2015 and 2016, a satisfaction survey was conducted among students at the EAA to determine satisfaction with the quality of education and the physical learning environment. Table 15 shows the comparison between the two years in regard to how many students agreed with the statement. In 2016, satisfaction with all aspects grew. The most participants in the survey claimed they were satisfied with their choice of university. There was less satisfaction with the physical environment where education was provided.

**Table 15. Students' satisfaction with quality of education and the study environment, 2015 and 2016**

Please rate to what degree you agree with the following statements	2015	2016
I am satisfied with my choice of university	92.8%	92.9%
I am satisfied with the curriculum I have completed thus far (structure, options etc.)	74.2%	81.5%
I am satisfied with the calibre of the teaching staff	81.9%	92.1%
I am satisfied with my supervisor	76.8%	90%
I am satisfied with the organisation of study (study formats, lectures, seminars, independent study, planning of study, EIS)	65.6%	82.2%
I am satisfied with the physical environment of the study	59.3%	63.1%

In February 2016, the EAA Council approved the new [Development Plan](#) for 2016-2020. It sets out three strategic objectives.

- 1) Operate in the new modern building in an interdisciplinary, international and networked fashion.
- 2) Contribute to society's development academically and creatively, being a student-centred and sustainable teaching and research institution;
- 3) Be Estonia's leading centre of excellence and an internationally recognised centre in the primary academic areas of responsibility.

Thirteen directions of activity, activities for attaining the objectives, and key performance indicators were set forth in the Development Plan's Implementation Plan to achieve these objectives. The key study-related results for the EAA are:

- 1) Graduation efficiency (including average term of study by academic levels, dropout rate)
- 2) Student mobility (including the ratio of students in international curricula to the total number of students; share of foreign students and visiting teaching staff; number of students in student exchange and international internships and share among students and graduates);
- 3) Results of students' satisfaction surveys (satisfaction with supervisor, academic and RDC conditions, assessment, academic affairs and quality of education);
- 4) Alumni satisfaction with quality of education and employment;
- 5) Employers' satisfaction with graduates' education and quality of education.

Fulfilment of study-related objectives is assessed regularly by way of feedback surveys, focus group interviews with BA graduates, activity reports and in-house evaluations of curricula and ad hoc – upon emergence of problems. An activity report is prepared each year. With the goal of obtaining feedback regarding the functioning of the curriculum as a whole, focus interviews are conducted with BA graduates; in 2016, in-house assessment of curricula was started on uniform principles, satisfaction of students and graduates is also examined. Criteria have been set for key results of the Development Plan, with an assessment provided as to the achievements in the annual activity reports.

### 2.1.2. Ensuring the Competitiveness of Graduates

The competitiveness of graduates is ensured by the quality of curricula (including international ones), which should be in conformity with developments in society; and by flexibility and individual approach in the study process, availability of internships, and supporting student mobility. Competitiveness is promoted by transfer of abilities (including recognition of prior learning and work experience) and entrepreneurship studies. Throughout the term of study, students are supported in the process of becoming entrepreneurial persons who think creatively, initiate boldly, act wisely and who demonstrate a compassionate and responsible ethos. Studies are largely based on practice, creative and art projects and study in workshops. Teaching staff (including non-regular staff) are high-calibre, internationally recognised practitioners.

Practicum study and internships allow theory to be fused with practice, and strengthen and supplement academic study and to develop key competences. Students also have the possibility to gain real work experience. In the 2015 satisfaction survey, students were asked to assess whether the curriculum includes sufficient practice (including in the work environment). The number of respondents who did not agree with the statement was high (37.7%), as a result of which the goal for 2016 was to review organisation of practical work throughout the academy and to restructure and unify this sphere (practicum goals and study outputs in the curricula, descriptions of practicum work, aspects related to supervision and financing, requirements for completing practicum work, assessment of practicum work, documentation and aspects related to feedback). The Academy's rules for organising internships are being drafted.

The improvement of the quality of internationalisation of study has been one of the priorities for the EAA in the last five years. There were four key development areas in the internationalisation plan compiled for 2011-2015: developing international teaching and research activity, creating an environment supportive of internationalisation and increasing competence, international relations and cooperation and international marketing. A list of indicators and criteria were set forth for assessing compliance with the activity plan. Subchapter 2.4.3 discusses supporting international mobility of students.

In 2014, development of subjects/modules that supported enterprise and entrepreneurial attitudes was launched. As the curricula were developed, in the three most recent academic years, a subject supporting enterprise was added to the general subjects module of all BA and MA curricula (3 ECP). On the BA level, the subject is Creativity and the Economy and on the MA level, Creative Enterprise. In 2016, the EAA joined a MER and ESF programme called EETA, the goal of which is to implement a pro-entrepreneurial approach to learning and entrepreneurship study systematically at all levels and in all types of education and to create

a possibility for every student to study entrepreneurship. Concurrently with integration of entrepreneurship study into curricula, students and EAA members are provided with counselling in the field of entrepreneurship and intellectual property. Among other things, support is provided for developing entrepreneurship-related training programmes and the creation of new research and development projects.

### 2.1.3. Planning Student Places

Student places are confirmed by the EAA Council on the basis of proposals from the faculties, based on analysis of the previous round of admissions – compiled in the Department of Academic Affairs. The results of the analysis are discussed in the Rector’s Office, Government and Council and used in curricular development and marketing activity. In light of the demographic situations, the number of EAA students has declined, but not overly so.

The biggest decrease in recent years (4%) in the total number of students could be seen in comparing the 2012 and 2013 results. 2013. As a result of the higher education reform that started in 2013, all students starting with those admitted that year were equally eligible for free higher education, which could have resulted in a drop in the number accepted in autumn 2014. The number of students accepted in 2016 was the largest ever, as two new MA curricula were opened (design and applied art, interaction design) and the MA programme in scenography was once again accepting students for the first time in several years. The numbers of students accepted at each educational level and the total number of students in the last five years can be seen in figure 13.

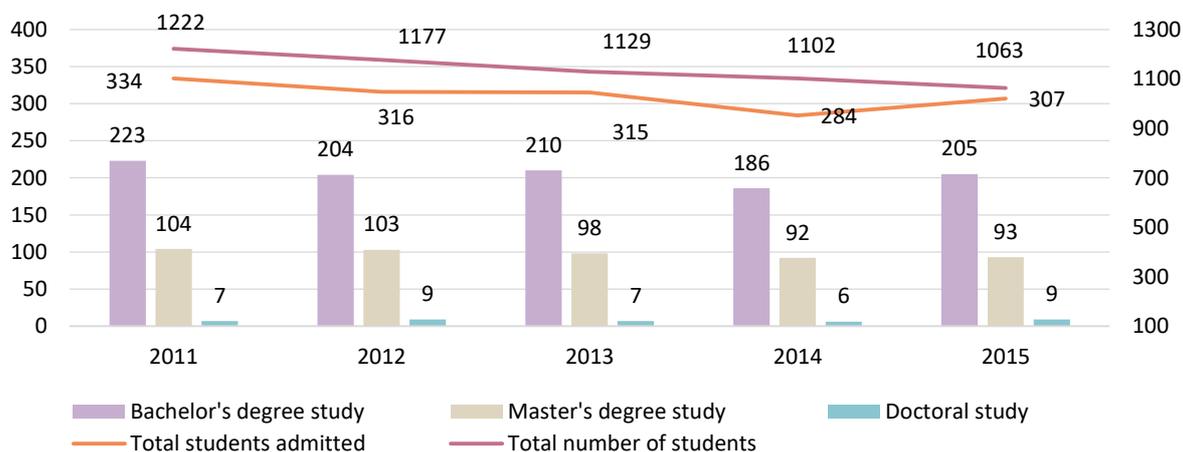


Figure 13. Number of students accepted and total number of students, 2011–2015. Source: Haridusilm

The competition of admissions is also analysed each year. The basis for calculating competition is the number of entrance applications and the number of student places in the curricula approved by the Council for admission. Regardless of the impact of higher education reform and demographic trends, competition in the EAA has been relatively stable in the last three years (see Figure 14).

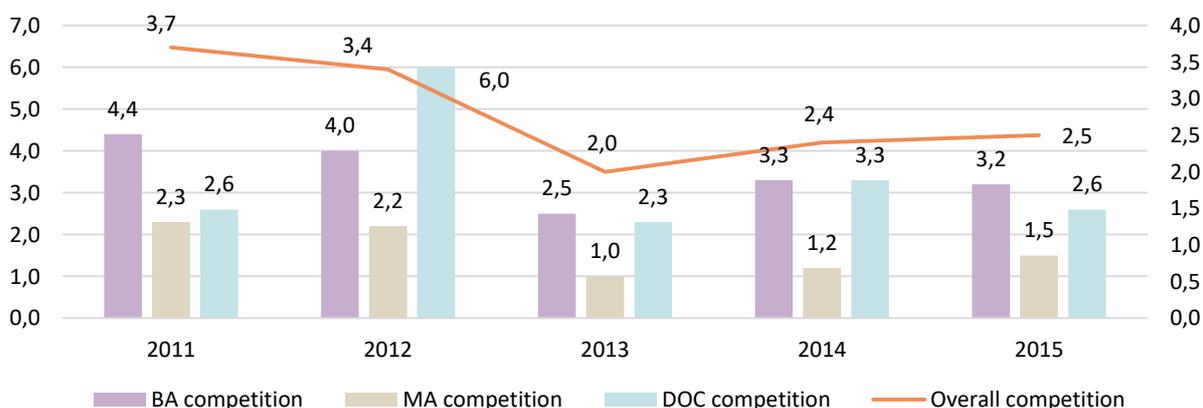


Figure 14. Admissions competition by each educational level and total, 2011-2015

At the BA level, the most popular curricula are the same (photography, fashion design, graphic design and interior architecture) and competition has remained stable at a high level over the three years examined (see Table 16).

**Table 16. Admissions competition for the most popular BA curricula, 2013-2015**

BA curriculum	2013	2014	2015
Photography	5.5	5.8	6.1
Fashion Design	5.7	4.7	6.0
Graphic Design	3.9	6.4	6.5
Interior Architecture:	3.9	7.6	7.2

The admissions competition statistics are based on the number of applications submitted, but not all applicants appear for the examinations. The reason is the ever-closer competition between universities – many people apply to more than one university at the same time. The drop in the number of upper secondary school graduates also impacts admissions and the fact should not be underestimated that society still does not put sufficient value on being engaged in art.

While the student satisfaction survey examined the reasons for selection of institutions of higher education and speciality, the 2015 survey showed that the most important thing in starting studies was an interesting speciality – 83% of respondents considered it “very important.” That means that the students entering the EAA are motivated youth who have made a conscious decision. In addition, they considered important the possibility of free tuition (57%), the reputation of speciality and school (44%) and future work (27%).

On the basis of the performance agreement from 2015 between the EAA and MER, EAA will have to increase the share of students from different Estonian counties. For this reason, each year the origin of BA first-years by county is analysed (see Table 17). In 2016, the share of those from outside Harju County has grown. To ensure better availability of higher education from one region to the next, the Academy has broadened marketing activities aimed at the public and organised short-term seminars introducing the EAA in different regions of the country, focusing above all on the Russophone population of northeastern Estonia. Because regional coverage is low in the counties of Jõgeva, Valga and Võru, an ad campaign was held on Facebook geared at people aged 18-24 and admissions to the EAA were also advertised in Tartu, Haapsalu, Narva and Viljandi. The marketing activity in Narva (Narva Art School visit, participation in the Orientiir trade fair, introduction to the University of Tartu’s Narva College, development of the Narva residency) has brought more students from Ida-Viru and Lääne-Viru counties to the EAA. In this way, the EAA can significantly improve the integration of youth who are native speakers of Russian.

**Table 17. Origin of first-year BA students by county, 2011-2015**

County	2011	2012	2013	2014	2015
Harju County	65.1%	64.8%	68.3%	62.7%	65.0%
Hiiu County	0.5%	0.6%	1.0%	2.2%	0%
Ida-Viru County	1.0%	2.8%	1.0%	2.7%	4.5%
Jõgeva County	1.5%	0%	0.5%	2.2%	1.0%
Järva County	1.0%	0.6%	2.0%	0.5%	0%
Lääne-Viru County	1.5%	3.9%	2.0%	2.2%	5.5%
Lääne County	1.5%	2.8%	1.5%	0%	2.5%
Põlva County	1.0%	2.2%	1.5%	0.5%	1.0%
Pärnu County	7.5%	5.0%	2.0%	4.3%	4.5%
Rapla County	3.0%	3.4%	1.5%	3.8%	0%
Saare County	2.0%	3.4%	2.0%	3.2%	2.5%
Tartu County	10.9%	6.7%	14.1%	14.1%	11.5%
Valga County	0.5%	0%	0%	0%	0.5%
Viljandi County	3.0%	2.2%	2.0%	1.6%	0.5%
Võru County	0%	1.7%	1.0%	0%	1.0%

## 2.1.4. Admission Rules

The EAA's [admissions rules](#) were approved by Estonian Academy of Arts Council regulation. There are no threshold-based admissions to BA programmes. The prerequisite is the scores on the state examinations. They are taken into account in only three curricula: art history and visual culture studies, cultural heritage and conservation, and architecture and urban design. The first two take into account the score on the Estonian language (or Estonian as a second language) state examination, and architecture and urban design considers the Estonian language (or Estonian as a second language) state examination result or math and physics state examination. Each curriculum has specialised entrance examinations allowing the EAA verify that the candidate is suitable.

After admissions, the requirements of the state examinations and the state examination results of accepted students are analysed (the lowest, highest and average result). Table 18 shows that although the minimum requirements for state exam results are quite low, the average results are well above average, showing the orientation and motivation for studies.

**Table 18. Minimum requirements of prerequisites for entrance exams to BA programmes and accepted students' results on state examinations, 2015-2016**

Prerequisites	State exam results 2015			State exam results 2016		
	Lowest	Highest	Average	Lowest	Highest	Average
1) Estonian (min 30 points) or Estonian as a second language (min 51 points)	30	99	67.1	30	100	69.2
1) Foreign language (min 30 or 51 points);	35	100	76.4	36	98	73.0
3) Broad maths or physics (min 50 points)	54	89	69.8	52	95	72.5

When the MER started renewing administration contracts with institutions of higher education in 2016, the Federation of Estonian Student Unions pointed out that many specialities had a very high dropout rate in the first year in particular. Studies performed in European countries show that the main reason is the wrong impression of the speciality and studying in a curriculum that was not the student's first preference. The latter leads to low motivation on the part of the student. According to HaridusSilm, the share of those who dropped out in EAA in the first year in 2015 was 8%, which is relatively low compared to the result for all of Estonia (21.3%).

**Table 19. Share of dropouts in the first year of higher education studies in Estonia as a total and in the EAA, 2012-2015. Source: HaridusSilm**

	2012	2013	2014	2015
Dropouts in Estonia	21.3%	22.5%	23.1%	21.3%
Dropouts in the EAA	12%	10.1%	11.1%	8.1%

The admissions system that has developed in the EAA supports the making of a more conscious decision, for example an interview is part of the entrance exams in all BA programmes to determine motivation for study. Most people entering the specialities fill in a form before the interview, giving the committee a preliminary look at the candidate and their views and their motivation. The stages in the admissions process are assignments, to be completed at home and on the spot, and the interview. The curricula have a varying amount of speciality assignments.

## 2.1.5. Special Needs and Non-Traditional Study Possibilities

The EAA supports the success of special-needs students at university, offering them flexible study formats and methods that enable different social groups (such as HEV and adult students, students switching to a different speciality, students resuming their studies, the unemployed) to be accommodated. For example, the Academy has experience with deaf students who took part in lectures through an interpreter, and the

building's lift has been adapted for wheelchair use. In 2017, it is planned to hold training for teaching staff to support the success of HEV students.

Aspects related to adult education have been consolidated into the Open Academy, which has possibilities for lifelong continuing education (including for work-related in-service and re-training). For example, the goal of the project "[Loovalt ettevõtjaks](#)" (translation: Becoming an entrepreneur – creatively) (2011–2013) was to help those not participating in the labour market return to it as small business operators, doing personally and financially rewarding work.

The fine arts curriculum is open to part-time study. This is a cyclical study form and is meant for adult students who wish to combine studying with working and/or study while raising a family. As the study takes place on weekends, it takes into account the needs and possibilities of those from more distant areas.

In supporting study among different target groups, the focus is on such areas as supporting Estonian language study among students who speak Estonian as a foreign language, the tutor system, and offering study opportunities that take into account students' special needs.

The 2015 performance agreement agrees that in cooperation with other universities, the EAA will provide intensified teaching of the official language for up to one year to students studying in an Estonian-language curriculum and whose native language is not Estonian, taking into account the curriculum admissions conditions and the volume of study that is to be fulfilled in accordance with the Estonian language intensified study module. The EAA has had lengthy cooperation with EAMT in the field of teaching Estonian on the basis of Russian. Estonian proficiency is tested in new students whose language of instruction in general education was other than Estonian. Poor proficiency in Estonian also becomes evident in the admissions interview. All students whose proficiency is in need of improvement are advised to start studying Estonian right away. In 2014, the EAA and Tallinn University entered into an agreement on provision of intensified training in the official language, with the goal of enabling intensified official language instruction at Tallinn University, but only a few students have availed themselves of this opportunity.

All students have the opportunity to serve as tutors at the end of the spring semester, filling in a form where they provide a reason for their interest. A psychologist is also one of the trainers in the tutor trainings held in August. The demand for tutors usually comes from foreign students (both full-time and exchange students). The students communicate with the tutors during the semester as needed by e-mail via the tutors' mailing list, and they also attend counselling sessions. Sometimes they meet all tutors at once. At the end of the semester, the tutors fill in a feedback survey and the information is taken into account when the tutors for the next academic year are trained, for the purpose of making their work more effective. Feedback also helps the tutors' activity to be improved on a running basis. Tutors receive 2 ECP for their work in the autumn semester and 1 ECP in the spring semester. In 2016, the EAA had 13 tutors, which is more than in the previous years (9 in 2015 and 8 in 2014). In the satisfaction survey, foreign students had to answer questions about the counselling system, including tutors, as to whether they had received enough support and counselling from tutors. In the 2015 survey, 58% agreed with the statement; 68% did so in 2016.

## 2.2. Curriculum Development

The EAA strives toward developing creative output and research in different art and culture fields. The priorities are contemporary, output-based curricula, educational quality and a creative academic environment, which is why the EAA proceeds from international trends and changes taking place in society, including in opening and modifying curricula. Partners in these activities span the public and private sector. It is considered essential to involve professionals in the academic process. To do so, the EAA cooperates with specialists and artists from other universities and other institutions (museums, galleries etc.) both in Estonia and elsewhere. The legal acts governing academic activity and curricular development can be found on the EAA's [website](#).

### 2.2.1 Opening of Curricula

Curricula at the EAA can be opened in a curriculum group in which the EAA has been awarded the right to provide education as a result of quality evaluation. Currently only two curricula (the doctoral programme in architecture and urban design and the MA programme in art education) have the right to provide education within a specified term. These curricula will undergo repeat evaluation in spring 2017.

The following principles serve as the basis for opening and developing curricula: It is important to:

- 1) Increase the amount of international and joint curricula;
- 2) Reduce fragmentation of curricula and review the curriculum financing system.

The bases for opening a curriculum are sufficient academic and material resources and a clear underlying reason why society needs the curriculum. The principles and stages for opening the curriculum are described in the statutes. If opening a curriculum means that the right to provide education must be applied for, the preliminary application is submitted in the spring semester. In general, though, the preliminary application is filed by 1 November. After the preliminary application for opening the curriculum is approved by the EAA Government, the faculty puts together the application for opening the curriculum, consisting of the curriculum and notes explaining the opening, which includes letters of recommendation from the target groups and stakeholders, financial calculation, data on the qualifications of the teaching staff who will be teaching in the curriculum, and a comparison of study outputs in the curriculum with those for the relevant level in the higher education standard. The application is submitted for approval to the Department of Academic Affairs and thereafter to the Council for approval.

The curriculum is managed and developed by the head of curriculum who is appointed upon approval of the curriculum in the Council. The function of the head of curriculum is to prepare curricula and initiate changes in them, in cooperation with the working group formed of representatives of interest groups. The head of curriculum proceeds in its activity from the curriculum statute and the decisions of the curriculum development committee. In spring 2016, the academic personnel's job descriptions were updated in spring 2016. Among other things, the employment duties of the head of curriculum were supplemented and refined when it comes to curriculum development and ensuring quality of education (including organising practicum/internships in the curriculum).

According to the administration agreement signed for 2013 to 2015, during this period, the number of curricula opened for admissions had to be reduced by at least 15%, the sustainability expedience of the curricula had to be analysed, merging curricula with similar study outputs. In addition, it was agreed that during this period, the EAA, along with TU, would analyse the possibilities of dividing duties in the arts curriculum group and the art teachers' curriculum. Whereas in 2012, 40 curricula were open for admissions in the EAA, in 2015, the number was 30 (see Table 20) – a decrease.

**Table 20. Curricula open for admissions, 2012-2015**

Admissions year	Integrated study (3+2 years)	BA study (3 years)	MA study (2 years)	Doctoral study (4 years)	Total
2012	1	23	13	3	40
2013	1	19	9	3	32
2014	1	16	9	4	30
2015	1	17	8	4	30

In February 2014, the EAA, in cooperation with TU, began creating the art teacher joint curriculum. The curriculum was ready in 2015/2016 academic year and the first admissions were held in autumn 2016.

### 2.2.2. Development of Curricula

According to the Development Plan, the EAA proceeds in developing the curricula from top-level competences and areas of responsibility and the needs of the labour market, involving students, alumni, international specialists and employers and taking into account population forecasts. To ensure that development work is systematic and regular, curriculum development committees operate at faculties, involving students and employers. The committee members include the dean or head of the structural unit, faculties' heads of curricula, teaching staff, at least one student, employers' representative and alumna/alumnus. Once an academic year, the committee shall analyse the activity to date and results, submit proposals for developing and modifying the curriculum and approve the changes to the curriculum. The committee also initiates the opening of the new curriculum, approves the preliminary application needed for it and provides consultation to the head of curriculum in the field of provision of education in the curriculum.

Best practitioners in the respective fields, including employers, are involved on a running basis in the development of the curriculum, in a natural manner, which is occasioned by the particularities of teaching at the EAA. Namely, the EAA has a relatively low number of regular teaching staff (79 positions) and a large number of non-regular teaching staff (about 300). The non-regular teaching staff are top-level specialists, employers and alumni, among others. For instance, use of specialists from museums, art institutions and heritage conservation system specialists has ensured that graduates can make a smoother transition into working life and the involvement of curators has made presentations by EAA students unusually significant. The development of curricula is also supported by the participation of teaching staff in networks and

experiences gained through mobility. Many teaching staff belong to professional associations, creative unions and cooperation councils, and committees in Estonia and on an international level.

The EAA has close cooperative ties with the primary employers (e.g. Heritage Board, the Kanut conservation and digitisation centre, the Estonian Artists Union, local governments, private companies), museums (Art Museum of Estonia, Estonian Museum of Applied Art and Design, Estonian Museum of Architecture, Estonian Open Air Museum, Tartu Art Museum, Contemporary Art Museum of Estonia, centres (CCC-Estonia, Estonian Contemporary Art Development Centre) and other key partners (Estonian Film Archive, *Sirp*, the art history journal *Kunstiteaduslikke Uurimusi*, Kunst.ee and *Teater.Muusika.Kino*, and *Maja*).

The EAA is an important partner in developing professional standards. In developing curricula, the requirements applicable to the field are followed (e.g. the cultural heritage and conservation curriculum have been brought into conformity with the professional standard). In 2015, the EAA sought and was granted the right to award architectural heritage speciality (level 7) and diploma architect (level 7) professional certification.

With regard to provision of education, the EAA seeks to offer as much practice-based education as possible (including creative projects whose supervisors rotate), organise study trips, and involve employers in the teaching. In the curricula, subjects aimed at practical output are developed – e.g. in the art history curriculum, gallery operator training, curator education, criticism seminar, editor (MA) and museum internships, history of Estonian art and foreign art internship (BA) are offered. Development work is in conformity with research projects that support the speciality and which have mainly a practical output.

An effort is made to organise teaching in as practical a working environment as possible to allow the students to carry out and observe work in various institutions (e.g. general education schools, museums, government institutions and local governments). The internship locations can be state-funded or private institutions. The goal is to continually build and add to the internship community continuously. Long-term cooperative ties and well-established networks have promoted the fulfilment of the goal.

According to the Development Plan, an EAA-wide internal curriculum assessment system is being developed, which will support the curriculum group quality assessment. In 2016, a self-evaluation had to be carried out in all curricula, which was also necessary for preparing the institutional accreditation and curriculum group self-evaluation report. Feedback was obtained for the functioning of the curriculum as a whole in the following thematic fields: the curriculum and curriculum development, resources, teaching process, teaching staff and students. In preparing the self-evaluation, the focus had to be placed on the strengths of the curriculum and fields that required development. The self-evaluation working group included key persons in the curriculum (curriculum directors and teaching staff). The cost-effectiveness of the curricula was also evaluated so that their development and opening would be sustainable in the long term and supported and funded in a well-thought-out manner. Each curriculum self-analysis report was discussed at joint meetings of the departments and Rector's Office, as a result of which improvement fields for the next reporting period were agreed and the curriculum's sustainability was discussed.

For the purpose of improving education quality and developing curricula, the EAA has consistently analysed the feedback from students and employers. In connection with feedback from students, curriculum development processes etc. in subjects was initiated in 2016 to assess whether the organisation of general subjects was effective and met the needs of the interest groups. Another aim was to gather proposals for more effectively organising general subjects. The need for the audit stemmed from the fact that most general subjects had previously been taught by the Institute of Art History, as the content of these subjects had thus far best corresponded to the expertise of this institution. General subjects have grown more diverse in the course of curricular development: subjects related to enterprise and digital competences and language studies have been added. At the same time, the financing model for teaching general subjects has not changed and coordination is not sufficiently flexible. As a result of the audit, proposals were made for better organisation of general subjects and restructuring of development activities, and expectations regarding the content of general subjects were ascertained. For instance, a proposal was made to start a discussion as to which general subjects at the BA and MA level and how they are linked to specialised subjects should support study outputs. It must be decided whether to create a general subjects centre subordinate to the Vice Rector for Academic Affairs or to leave it up to the faculties to arrange. The suggestions have been considered, and now thematic discussions are continuing at the management level in cooperation with interest groups. The objective is to start in autumn 2017 with a more effective model for organising general subjects, which would result in a qualitative change in the content of the education provided.

Due to the need of obtaining information for development of curricula, the Academy started conducting focus interviews with BA graduates in the 2014/2015 academic year to get feedback on the functioning of the curriculum as a whole (study outputs, volume and progression of subjects, sufficiency of electives, internship and mobility opportunities, resources supporting the curriculum and supporting students. In the subsequent academic year, the student feedback questionnaire was amended at the proposal of the Student

Council, increasing the number of questions for which short answers were desired. In selecting the “teaching staff of the year”, the feedback given to teaching staff was taken into account. It was also used in re-electing the teaching staff. Students’ satisfaction surveys examine satisfaction with the curriculum taken thus far, the level of teaching staff and the organisation of teaching (results are covered in table 15, subchapter 2.1.1).

### 2.2.3. Feedback from Graduates

Besides the fact that alumni are included in the EAA’s decision-making bodies (e.g. the faculty’s curriculum development committee, evaluation committee, defences of final theses, the Board of Governors), the results of nationwide and in-house alumni surveys are used to determine their satisfaction and satisfaction is also examined by speciality (curriculum-based alumni studies). In addition, feedback is received from employers and alumni through direct communication, because the alumni are mainly active practitioners and belong to professional associations. Teaching staff has contact with colleagues, who are often EAA alumni. Alumni are also interested in the professional in-service training offered by the EAA.

The survey of graduates of Estonian institutions of higher education was conducted in 2012, and in the EAA in 2014 and 2016. Alumni were asked to assess to what degree they agree with the following statements about whether the curriculum you most recently completed served its intended purpose and how well it met the requirements of the job market. Comparing the results of the two studies, satisfaction was about the same in the case of the following statement: “The education met my expectations as to the curriculum” (in both years, 82% of respondents said they agreed with the statement). The number of those who agreed with the following statements has decreased: “I often use the skills and knowledge acquired in the course of my studies” (from 92% to 68%) and “Curriculum included sufficient practice in the work environment” (from 61% to 47%). In the surveys, alumni were asked to look back on their studies and assess how well their statements held up from the standpoint of their current work. From table 21, we see in the comparison of two years that the ratings have improved in the case of most of the statements. The number of those in agreement decreased only in the case of practicum/internship opportunities, satisfaction with current work and choice of speciality.

**Table 21. Trends in satisfaction of alumni, 2014 and 2016**

Statement	2014	2016
1. I am satisfied with my choice of curriculum/speciality	98%	78%
2. I am satisfied with my choice of university	92%	92%
3. I am satisfied with the curriculum I have completed thus far (structure, options etc.)	76%	85%
4. I am satisfied with internship opportunities	66%	65%
5. I am satisfied with the calibre of the teaching staff and the teaching	82%	85%
6. I am satisfied with my supervision	80%	86%
7. I am satisfied with the organisation of studies	66%	76%
8. I am satisfied with the physical environment of the studies	58%	63%
9. I am satisfied with the counselling service provided by the university	48%	71%
10. I am satisfied with my current work	96%	78%
11. I cope well professionally in my current place of work	96%	97%
12. I feel that I am competitive on the job market	83%	85%
13. I am content with the entrepreneurial knowledge and skills acquired during my studies	46%	49%

## 2.3. Academic Progress and Grading of Students

### 2.3.1 Monitoring and Supporting Academic Progress Made by Students

The academic progress of students is monitored by the EAA by way of the EIS information system, which allows the effectiveness of graduation to be analysed each year and student surveys to be conducted. The progress of international students is tracked and supported by the academic coordinators and tutors as well (see 2.1.5). The results of the 2015 survey revealed that the international students’ satisfaction with teaching staff and academic coordinators is high. Each academic year, the dropout rate is analysed, and this indicator

is also one of the criteria set for the development key indicators. The indicator is also tracked by the MER and the results can be found in the HaridusSilm database. Table 22 shows that the share of those discontinuing their studies in general in Estonian institutions of higher education was 16% but the EAA indicator was lower.

**Table 22. Dropout rate for Estonian higher education as a whole, at the EAA and at EAMT, 2012-2015. Source: HaridusSilm.**

	2012	2013	2014	2015
<b>Dropout rate in Estonian higher education on average</b>	13.8%	15.6%	15.4%	16.2%
<b>Dropout rate in the EAA</b>	10.6%	12.6%	10.5%	11.4%
<b>Dropout rate in the EAMT</b>	11.7%	11.2%	11.2%	9.8%
<b>Dropout rate in Tartu Art College</b>	8.0%	6.5%	9.1%	4.5%

The reasons for dropping out are failure to make academic progress (including missing studies, not fulfilling the curriculum, end of the standard period of study), tuition debts, and voluntary discontinuation of studies. A number of specialities have a subject called Introduction to the Speciality to support progress, and the entrepreneurship module also deals with topics of self-development. The preparation of the portfolio is supported by the EAA with a subject devoted to it. The

EAA also applied an increasing amount of group work methods. Students who discontinue studies have an opportunity to seek re-matriculation (on condition that any tuition debts are paid off) or external student status so that they can continue and graduate from the EAA.

### 2.3.2. Grading and Other Forms of Assessment of Students' Academic Performance

The EAA's curricula are output-based and assessment of study results is compatible with the principle of output-based assessment. The subject data entered into the EIS is prepared by the teaching staff members responsible for the subject, using the subject's study outputs from the curriculum as the basis. The subject data in the EIS must also specify the assessment criteria and methods, (graded, pass/fail) and conditions for eligibility to take examinations and re-examinations. The Rules of Organisation of Study describes the grading scale and the procedure for administering examinations and tests. In the 2015/2016 academic year, the Department of Academic Affairs verified the conformity of the subject data to the requirements and, where a need was evident, the heads of curriculum were asked to supplement the syllabi. In general, the teaching staff member responsible for the subject assesses the achievement of the study outputs. A committee approved by order of the dean assesses creative works in specialised subjects on display by the student at the required time at the behest of the head of curriculum. A committee approved by the Vice Rector for Academic Affairs assesses Final theses' defences (including portfolios).

In the 2015 and 2016 satisfaction survey, students were also asked for feedback on how they were graded or assessed. Table 23 shows that satisfaction has risen in all aspects, particularly with regard to involvement of students in the grading/assessment process.

**Table 23. Student satisfaction with grading, 2015 and 2016**

Please rate to what degree you agree with the following statements	2015	2016
<b>1. The conditions for passing the subject (including grading criteria) are understandable for me</b>	87.8%	92.1%
<b>2. I am satisfied with the grading of general subjects</b>	82.3%	96.4%
<b>3. I am satisfied with the grading of the specialised project</b>	82.9%	88.6%
<b>4. Grading is characterised by reasonable time outlay</b>	73.2%	84.3%
<b>5. Grading is characterised by constructive criticism</b>	78.6%	90.7%
<b>6. Grading is characterised by sufficient feedback regarding the development of the student</b>	64.4%	79.4%
<b>7. Grading is characterised by mutual respect between teaching staff and student</b>	83.5%	95.0%
<b>8. Grading is characterised by objectivity</b>	71.3%	90.0%
<b>9. Grading is characterised by engagement of students in the assessment process</b>	59.7%	81.5%
<b>10. Grading is characterised by engagement of outside experts in the assessment process</b>	67.0%	79.4%
<b>11. Grading supports the student's creativity</b>	71.1%	81.5%
<b>12. Information about the organisation of teaching is available</b>	79.1%	92.9%
<b>13. Information about changes in the organisation of teaching is available to me in a timely manner</b>	74.8%	82.9%

Grading has been discussed on several occasions in the Quality Committee. In 2015, the Faculty of Design held a seminar on the topic for teaching staff, called “Are you satisfied with grading/assessment?” and a year later, the same topic was discussed at the EAA-wide seminar to mark the start of the academic year.

### 2.3.3. Recognition of Prior Learning and Work Experience (VÖTA)

At the Academy, information on VÖTA can be found in the Rules of Organisation of Study and it is governed also by the relevant [procedure](#). VÖTA helps make all knowledge and skills visible and allow them to be recognised no matter where they were acquired. Earlier studies at educational institutions, continuing education and independent study, and knowledge and skills from employment can be taken into account.

The EAA’s students have made active use of the possibilities afforded by VÖTA. Table 24 shows that students’ activity in connection with VÖTA started increasing again in 2015.

**Table 24. Overview of submission and recognition of VÖTA applications in 2011–2015**

	2011	2012	2013	2014	2015
<b>Number of applications for recognition of VÖTA</b>	145	102	74	80	112
<b>Volume of applications in ECP</b>	4673,5	1685,75	1185	977,50	1592,75
<b>Number of applications satisfied in full or in part</b>	143	99	66	71	102
<b>Volume of applications satisfied in ECP</b>	4673,5	1685,75	937	729	1405
<b>Number of applications rejected</b>	2	3	8	7	10

In 2015, student satisfaction with VÖTA counselling was also studied. The opinions split into two camps: some 51% of respondents agreed that students had received enough counselling and support on the topic of VÖTA and 49% disagreed.

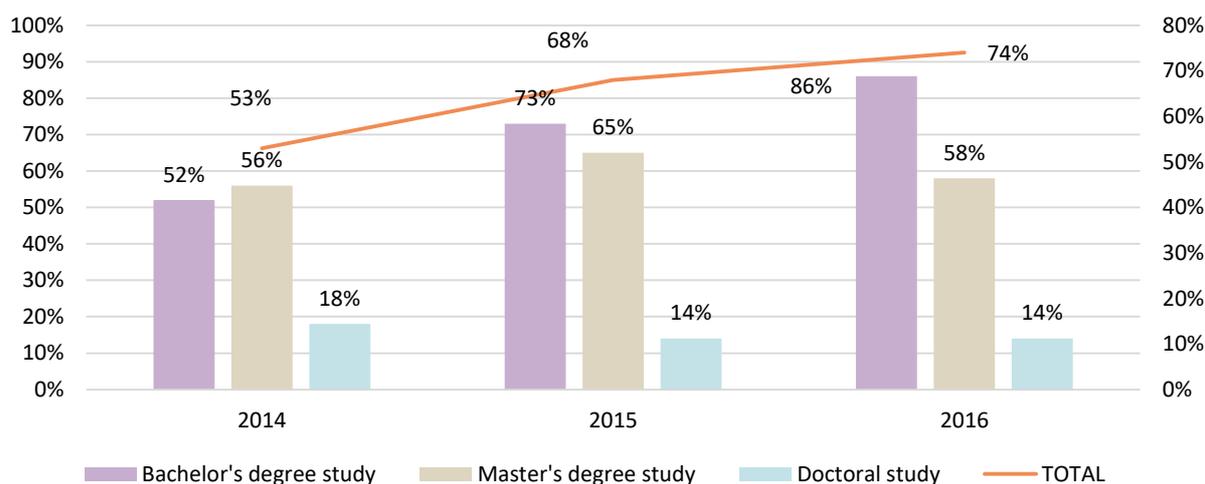
In the framework of the Primus programme, VÖTA-themed trainings and seminars were held at the EAA from 2009-2012 to increase awareness of evaluators and consultants; 34 employees participated.

## 2.4. Learning Support Processes

### 2.4.1. Graduation within the Standard Period of Study

Planning of study ensures a situation where students can graduate within the standard period of study. The curriculum’s implementation document is the curriculum table, where subjects are divided into semesters based on the sequence in which the content is to be taught. Efforts are made to make sure load is distributed evenly throughout the provision of education. The lesson plan is prepared in the EIS and published at least two weeks before the start of class. The first-level supporters of students are the academic coordinators in the faculties, whose task is to provide counselling, prepare lesson plans, support teaching staff and keep accounting regarding academic performance. Ninety-one percent of the 2016 satisfaction survey respondents said they agreed with the statement that they have received enough support and advice from academic coordinators.

Figure 15 shows that in the last three years, the percentage of students who graduate within the standard period of study has increased continuously, from 53% to 74%. The overall indicator is strongly influenced by the share of BA graduates. The basis for the calculations in the case of BA curricula, for example, is the number of students who started three plus one (n+1) years ago and the number of graduates in 2016. The same logic has been used for MA and doctoral study.



**Figure 15. Percentage of students who graduate, by each level of study, and total, 2014-2016**

The number of cum laude graduates has also been high: In 2014, 7.5 percent of all graduates received a commendation, 8% in 2015 and 9% in 2016.

In the last three years, the number of students who are on academic leave has dropped (26% in 2014, 23% in 2015, and 16% in 2016). Both the growth in the number of students graduating in the standard period of study and the decrease in the share of those on academic leave can be explained by the favourable influence of higher education reform, as students who enrolled starting in 2013/2014 academic year cannot eliminate indebtedness during academic leave (except for case specified in the Universities Act). Thus it can be said that the Estonian state's decision to allow students to study in a free student place as long as the student meets full-time requirements (at least 75% of the curriculum's volume in ECP is fulfilled by the end of the semester) supports graduation within the standard period of study.

#### 2.4.2. Education and Career Counselling

The EAA has not developed a uniform counselling system. In autumn 2016, a psychologist/career counsellor was hired in the Department of Academic Affairs. One of the duties of this position is to unify counselling activities Academy-wide, and to develop and implement a system for doing so. To ascertain the situation, the satisfaction of students in both 2015 and 2016 was studied and it turned out that students get the most support and counselling from teaching staff and study coordinators (91% agreed with the statement) and less from tutors and entrepreneurship counsellors. Table 25 shows the comparison between the two years in regard to how many students agreed with the statement.

**Table 25. Student satisfaction with counselling, 2015 and 2016**

Statement: I have received enough support and counselling ...	2015	2016
1. From teaching staff	79.4%	91.4%
2. From study coordinators in the faculty	53.6%	90.7%
3. From the academic affairs department	80.2%	89.3%
4. From tutors, as a foreign student	58.2%	68.0%
5. From entrepreneurship counsellor	44.0%	59.5%

The practice is that the counsellor is above all the teaching staff member (including master artists), study coordinators in faculties and the Department of Academic Affairs. In the last year, entrepreneurship counsellor and psychologist/career counsellor positions have been added. Tutors who in turn are counselled and trained by the Department of Academic Affairs and the Department of International Relations support international students. Different counselling methods are used (individual, problem-centred aka needs-based, individual development reviews, feedback meetings, unscheduled and planned counselling, department meetings, consultations, Erasmus counselling etc. and information channels (e-mail, Facebook).

Employees who are involved in counselling receive training regularly, using the possibilities of the Primus programme, among others. For example, from 2010-2014, seven different counselling trainings were held, with a total 22 employees participating (including tutor test students).

At the start of the academic year, first-year students receive a student day planner, which includes the essential information about studying and other aspects of life at the EAA. The orientation week taking place in the end of August helps them get used to university life. During the week, lectures introduce the culture and students meet EAA staff and places that they will need in the years ahead.

### 2.4.3. Supporting International Mobility of Students

The improvement of the quality of internationalisation of study has been one of the priorities for the EAA in the last five years. There were four key development areas in the internationalisation plan compiled for 2011-2015: developing international teaching and research activity, creating an environment supportive of internationalisation and increasing competence, international relations and cooperation and international marketing. A list of indicators and criteria were set forth for assessing compliance with the activity plan.

No new activity plan was drawn up in 2015; activities were integrated into the EAA's new Development Plan. Activities to support internationalisation include increasing student mobility (including academic exchange programmes, foreign internships, short-term mobility) by way of scholarship programmes, active participation of teachers and employees in international mobility and in-service training, to develop international competence of faculty members, among other things. To support mobility, the coordination of scholarship programmes was made more effective and additional funding possibilities were sought. A goal is also to increase the number of international teaching staff among regular teaching staff. Active participation takes place in the work of international networks and organisations; new international partnership relations and activity areas are created and sought, along with participation in international study and cooperation projects. PR activities will be expanded through various communication channels and new international marketing channels will be adopted.

In the last five years, effort has been invested into activities that above all support an increase in the quality of internationalisation. In the years 2012-2016, there has been consistent effort put into development of foreign-language curricula so as to increase the number of foreigners who are studying in foreign-language curricula. In 2016, the EAA offers seven international curricula (including one Russian-language curriculum on the BA level and one joint curriculum with TUT). Table 26 lists international curricula and the number of students in each for 2012-2016.

**Table 26. International curricula and the number of students in each, 2012-2016**

Curriculum	Level of study	Language	2012	2013	2014	2015	2016
Media Graphics	BA	Russian	27	24	28	33	39
Animation	MA	English	17	17	20	18	24
Urban Studies	MA	English	26	19	15	16	12
Interior Architecture	MA	English	–	–	–	8	7
Interaction Design	MA	English	–	–	–	–	16
Design and Applied Art	MA	English	–	–	–	–	6
Design and Product Development (Jointly with TUT)	MA	English	39	52	51	45	45

The number of international curricula has increased by four in the years from 2012 to 2016. By 2015, an English-language general subjects module (15 ECP) will be developed, covering five subjects (each 3 ECP): Introduction to Philosophy, Estonian Art in Context, Cultural Theory, Academic Writing and Creative Industries.

As there is a fee for studying in most foreign-language curricula, the EAA will enable students to apply for a social subsidy, which is equal to the size of the tuition established in the scholarship recipient's speciality. The application for the scholarship is governed by the [Procedure for Awarding Social Scholarships for Students Studying in Paid Student Places](#). For the 2016/2017 academic year, the EAA applied for a study scholarship that the Ministry of Foreign Affairs awards to students from development cooperation target countries to help them cope better with studies in Estonia. The EAA was awarded four scholarships, of

which two cover the tuition in full, and include a monthly stipend that covers cost of living. The other two only include monthly cost of living.

Academy students have scholarship opportunities to study and perform internships abroad in the framework of various international programmes: Erasmus+, NordPlus, the city of Tallinn's St. Petersburg scholarship etc. The EAA takes part in the Erasmus Mundus Email III consortium in order to engage in cooperation with universities in Israel. Under Erasmus programme rules, the minimum duration of foreign practicum work is two months. In addition, EAA students can take part in the Nordplus higher education programme networks CIRRUS, Nordic Academy of Architecture, KUNO, EDDA and DAMA (which are short – as little as one week in length) and summer schools as well as short-term internships.

Student mobility has been the highest in the framework of the Erasmus programme, through which foreign students' studies at EAA and EAA student studies abroad have been supported. Table 27 shows that in 2014/2015 academic year, 11.6% of EAA students studied abroad, which is a significantly high percentage. The number of students who have come to the EAA to study from abroad has remained fairly stable.

**Table 27. Overview of student mobility, 2011–2015**

	2011	2012	2013	2014	2015
<b>Number of students at the EAA</b>	1222	1177	1129	1102	1063
<b>of which the number and percentage of foreign students</b>	34 (2.8%)	31 (2.6%)	29 (2.6%)	28 (2.5%)	35 (3.3%)
<b>of which the number and percentage of EAA students who are studying abroad</b>	86 (7.0%)	114 (9.7%)	95 (8.4%)	128 (11.6%)	105 (9.9%)
<b>Visiting foreign students</b>	85	84	90	93	96

#### 2.4.4. Use of Educational Technology in Provision of Education

The Development Plan mandates that support activities are to be developed to advance digital competences. The EIS is used to send out information to students on lesson plans, study materials and grading results, the student can also get an overview of academic performance and respond to feedback surveys (the Connect.ee environment was used to generate the surveys). Besides the EIS, teachers have the possibility to create and carry out e-courses in the Moodle environment. In 2011-2013, content for 31 e-courses was developed in Moodle (a total 83 ECP) and Moodle currently has over 20 active e-courses. There are no subjects currently that have 100% e-study support, but the idea to create an e-course to those participating in preliminary study has been developed.

In 2010, the EAA joined the Estonian e-University Consortium. A great deal of web-based study materials were developed in 2011–2013 with support from the BeSt e-study programme with the goal being to develop internationally recognised e-study content using e-courses taught in Estonian and other languages and interactive study projects. Besides the aforementioned e-courses, 45 learning objects were prepared in the framework of the BeSt programme and about 40 teaching staff participated in developing the content; many of them compiled more than one text. All of the learning objects and e-courses prepared at the EAA can be found in the e-Study Development Centre [repository](#).

The IT department and education technology specialist support the teaching staff in their use of modern educational technology. To increase the digital competence of teaching staff, a series of in-house trainings called Digi infotund (Digital information hour) was developed. As of September 2016, the EAA had 194 computers, of which 28 were in teaching staff use, 65 were in use by students and other staff used the rest. The [Vimeo environment](#) is used for video lectures and [Issuu](#) is used for PDF files.

To identify instances of plagiarism, the KRATT software programme is used to verify all final theses. Under the Rules of Organisation of Study, the EAA has the right to issue a written reprimand or expel a student. The [repository of final theses](#) is located in the ENTU environment.

In the 2016-2020 period, the goal is to offer educational technology support and advice to improve digital competences (including competence in creating digital teaching resources), use more open education resources in teaching (creation of digital courses, learning objects, MOOCs etc.) and upgrade the hardware and software needed for academics, creative work and research, improve availability of digital services and expand the library's e-services and the span of network-based research information.

#### **2.4.5. Feedback from Students**

One criterion for academic quality is student feedback regarding academic activity. Students at EAA have been asked for feedback ever since the EIS was established in 2012, but response rate has been low. Students allegedly avoid giving feedback because the lack of anonymity as a result of small class size. In 2013, students had the option to respond on paper as well as electronically, which increased the number of responses that came in. The feedback survey, part of the EIS subject monitoring module, consists of three parts: the student's self-evaluation, rating as to whether the goal of the subject and learning outcomes were achieved and rating as to the expertise of the teaching staff member. In the 2015/2016 academic year, the questionnaire was adapted, with possibilities of giving short answers added.

Every year, exchange students are also asked to give feedback on their experience studying at the EAA. In the autumn semester of the 2015/2016 academic year, 28 students (65% of the exchange students) responded; ratings could be assigned on a five-point scale. Satisfaction was greatest with the Department of International Relations and the academic professional quality of education; the lowest ratings were given to the dormitory and tutors.

Starting in 2015, a student satisfaction survey is conducted every year, where feedback is requested on the functioning of education and support processes. The results of the study are covered in different parts of the teaching activity chapter of this report. With the goal of obtaining feedback regarding the functioning of the curriculum as a whole, focus interviews are conducted with BA graduates; feedback meetings are held at the end of the semester between students and department heads in a number of departments.

The Department of Academic Affairs compiles an overview of the basic results and submits proposals for improvement to the leadership. The feedback is taken into account in improving the quality of education and in selecting teaching staff; they also serve as information in preparing for performance reviews. All aspects related to feedback would still need to be unified and brought into a unified system, EAA-wide. It is important to give students information on what has been changed as a result of their feedback, and to do so, a feedback seminar could be organised. It is also important to make sure the Student Council is represented in decision-making bodies and to create additional opportunities for representing the interests of students, including participation in working groups.

## 2.5. Strengths and Areas for Improvement for the Chapter on PROVISION OF EDUCATION

### STRENGTHS

1. Admissions conditions support the shaping of a motivated student body.
2. Demand for admissions has been stable despite the major drop in population.
3. Curricula are in conformity with development of society, flexibility and individual approach to the education process.
4. Highly qualified teaching staff teach at the Academy.
5. To develop curricula, alumni satisfaction with education quality is analysed regularly (including coping on the job market) as well as employers' satisfaction with the calibre of graduates and its conformity to the needs of the labour market and society.
6. To improve quality and effectiveness, audits are conducted (general subjects, feasibility analysis of curricula and self-evaluation) and the results are applied.
7. A grading system that supports the students' individual development is consistently developed: student satisfaction with grading is studied and teaching staff is trained (students, too, are involved in the grading process and possibilities for receiving supervision experience are established).
8. International mobility of students receives a very good level of support.

### AREAS FOR IMPROVEMENT

1. Develop the internship system further, broaden the opportunities for students and alumni to participate in internships abroad, and train internship supervisors.
2. Raise employees' awareness of educational special needs students' expectations as to the learning environment and teaching methods.
3. Develop principles of quality assessment of teaching, consistently monitoring self-evaluation of curricula.
4. In opening new curricula and developing existing ones (including international curricula), proceed from areas of responsibility and needs of the labour market, involving students, alumni, foreign specialists and employers and taking into account projected population trends.
5. Monitor and analyse the reasons for dropout rate and develop counselling activities to reduce it.
6. Develop a career counselling system that supports the student.
7. Develop a grading system that supports the student's individual development, including involving students in the grading process and creating possibilities for receiving supervision experience.
8. Offer education technology support and counselling for improving digital competencies (including creating digital educational resources) so that the use of open educational resources in teaching work would increase (creating digital courses, learning object, MOOCs etc.)
9. Offer more flexible study formats and methods that allow different social groups to be accommodated in study.
10. Create, in cooperation with other higher education institutions, an integral system for gathering and considering feedback acquired throughout the EAA regarding provision of education.
11. Develop the alumni relations strategy and activity plan, make alumni relations and alumni surveys more systematic.

### 3. RESEARCH, DEVELOPMENT AND CREATIVE ACTIVITY

The research and development (R&D) division is led by the Vice Rector for Research who also heads the graduate school and organises the research funds. Subordinate to the vice Rector are the Department of Research and Development, the publishing house and gallery. The [EAA research council](#) advises and provides feedback regarding the functioning of the EAA research policy, prepares the Strategy for Research, Development and Creative Activity (RDC) and monitors fulfilment thereof, discusses the candidacy of research fellows funded by the EAA for regular posts, and organises cooperation in the research division.

Besides the research fund, the Academy of Arts Foundation has been established for promoting RDC. It awards scholarships, prizes and grants in the RDC field. The EAA's system for RDC is based on [sector](#) and state [regulations](#) and [strategies](#). The main internal EAA documents are the [Procedure for executing R&D projects and providing services](#) and the [Procedure for Administering Intellectual Property](#).

Development of creative activity is one of the primary job duties of academic personnel at the EAA, alongside teaching, and it is monitored in the evaluation process. Data on student creative work in the faculties and on the creative work of academic personnel is consolidated into the WebDesktop database. The data in Table 1 and Figure 27 are based on the CVs submitted in WebDesktop.

#### 3.1. R&D Objectives and Effectiveness

The RDC priorities are set forth in the [EAA Development Plan 2016–2020](#) and the [EAA Strategy for Research, Development and Creative Activity 2016–2020](#). The strategy proceeds from the Development Plan objective of being Estonia's leading centre of excellence and an internationally recognised centre in the primary academic areas of responsibility. The strategy sets forth sub-objectives for the five-year period: (1) The Academy is the primary centre of excellence for research by design in Estonia, and a key regional and internationally important centre; (2) The Academy's RDC is closely tied to the innovation chain and contributes to the creation and development of high value-added services, products, business processes and model; (3) The Academy's RDC is of a high calibre and is internationally recognised. We offer innovative solutions for the priority challenges facing society; the results of RDC at the Academy are visible and accessible for society; (4) The doctoral study offered by the Academy is productive, high in quality and at a high international level.

Alongside art and visual culture, the EAA has adopted the aim of developing artistic research, which allows the key areas of society and culture to be analysed, reflecting them through the creative processes. Artistic research at the Academy encompasses different means and methods in each field for creating knowledge: artistic research, design research, design practice research in architecture and urban design and practice-based research in conservation and cultural heritage.

In the Estonian research space, artistic research is still relatively little-known, and that is why the first step of promoting the field would be to initiate a discussion on the nature of the discipline and how it relates to the research world. To develop content in this field, the EAA has established artistic research fellow positions since 2012. The conditions for recognising artistic research are set forth in the qualification requirements for EAA research staff.

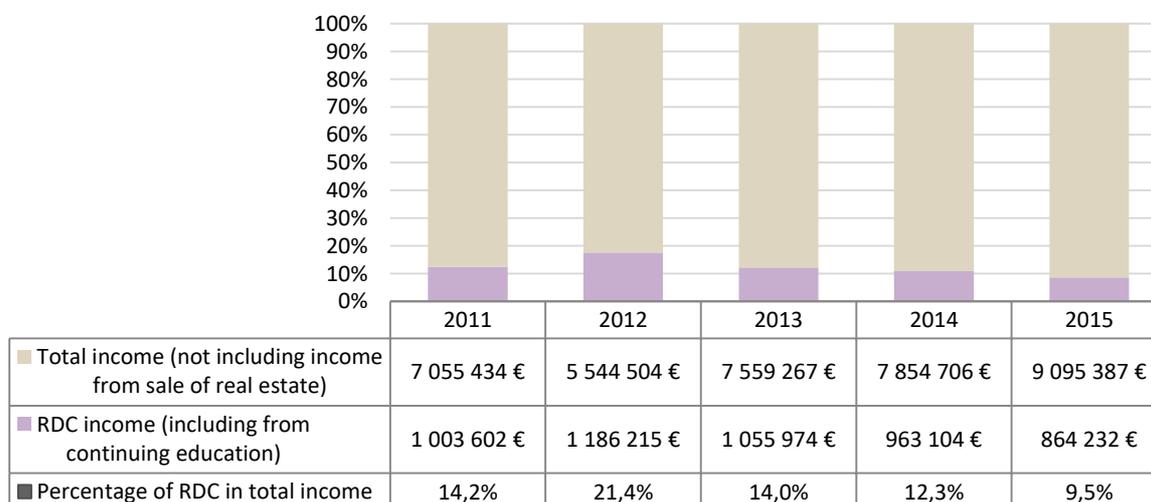


Figure 16. Share of EAA's revenue generated by RDC, 2011-2015

The performance indicator in the EAA's R&D strategy for 2011-2015 is the percentage of the total EAA revenue that comes from the RDC sector. On average, revenue from RDC makes up 14.28% of the EAA' revenue in the last five years, which exceeds the target in the strategy, even though there has been decreasing trend in the last few years. The objective in 2016 is to increase the revenue from RDC back to 11% of total revenue.

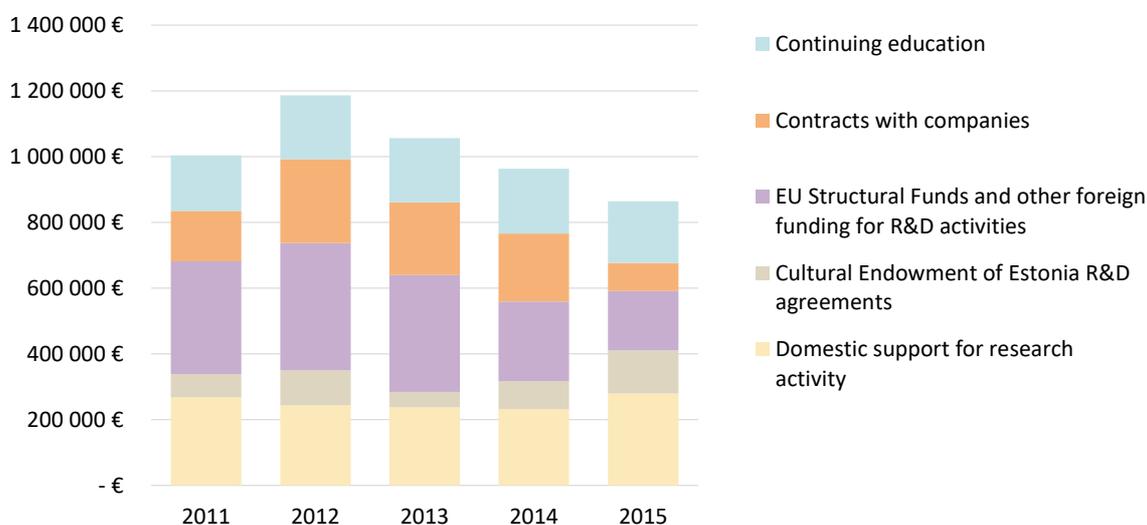
### 3.1.1. Research Trends and Funding Model

R&D activity takes place in the following research areas in the framework of the disciplines prioritised in the Development Plan: Art historiography and visual culture studies, Soviet studies, innovation in the living environment, parametric architecture, sustainable design and product development, technical art history and cultural heritage studies, digital culture and visual communication (see Table 28).

**Table 28. Overview of high-calibre research projects, 2011-2015**

Project name	Beginning and end of project	Period funding	Funding source	Measure
Experimental practices and theories in 20th and 21st century Estonian visual and spatial culture	01.01.2015–31.12.2020	67,000 € per year	MER	IUT
Historicising art: art history related knowledge creation in Estonia in the common context of changing ideologies and disciplinary developments	01.01.2015–31.12.2018	44,600 € per year	MER	PUT
Visualising nationality: Institutional analysis of 20th century Estonian art and architecture	01.01.2009–31.12.2014	406,764.59 €	MER	SF
Recuperating the invisible past	01.05.2010–01.04.2012	25,000€	European Commission	Culture Programme
Adapt-R (Architecture, Design and Art Practice Training–research)	01.01.2013–31.12.2016	278,459.50 €	European Commission	FP7 - People

Fundamental research is funded mainly from domestic research grants and foreign funding (including EU structural funds), and to a lower extent from domestic Estonian agreements. Applied research is funded from both domestic contracts and contracts signed with companies and international financing. In the last two years, the drop in revenue from the RDC sector has been largely because of the change in the EU financial framework, and the closures of several programmes (international funding) and the unexpected temporary suspension in 2015 of the innovation unit measure aimed at cooperation between enterprise and R&D institutes (the “Contracts with companies” component, Figure 17).



**Figure 17. Components in income from R&D, 2011-2015**

State-funded research grants have remained stable in recent years and they have grown since 2015: Instead of the research topic that received targeted funding in the 2014 academic year, the ECA has been allocated one institutional research grant in the field of the humanities and one personal research grant (PUT). The indicators for domestic research support have been rising constantly over the last five years at the EAA, with the amount of state base financing rising significantly (see Figure 18).

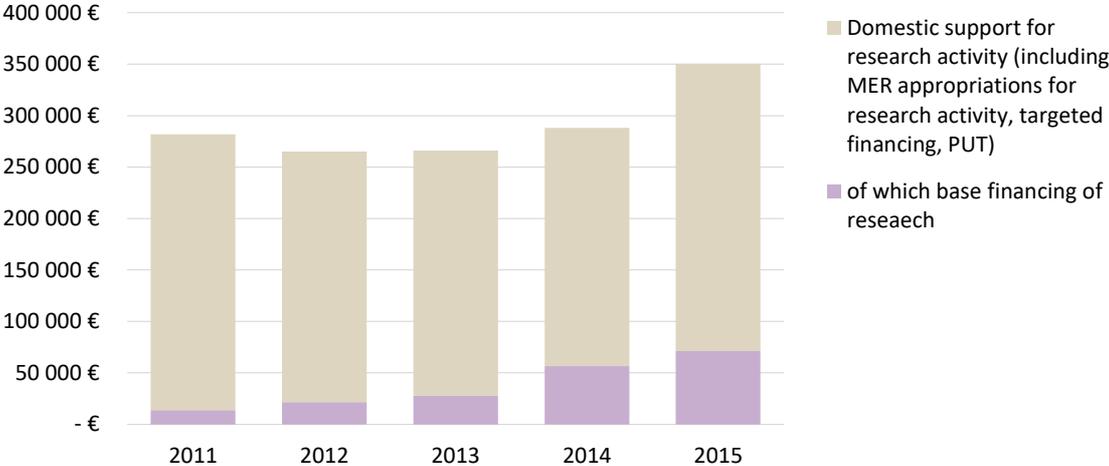


Figure 18. Share of EAA research activity base funding in the domestic support, 2011-2015

The increase is based on both the share of international and entrepreneurship contracts and the increasingly important agreements with the Cultural Endowment of Estonia, which has supported an increasing amount of R&D (alongside the teaching projects that were previously predominant). The majority of the support applied for from the Cultural Endowment is support for R&D projects /see Figure 19).



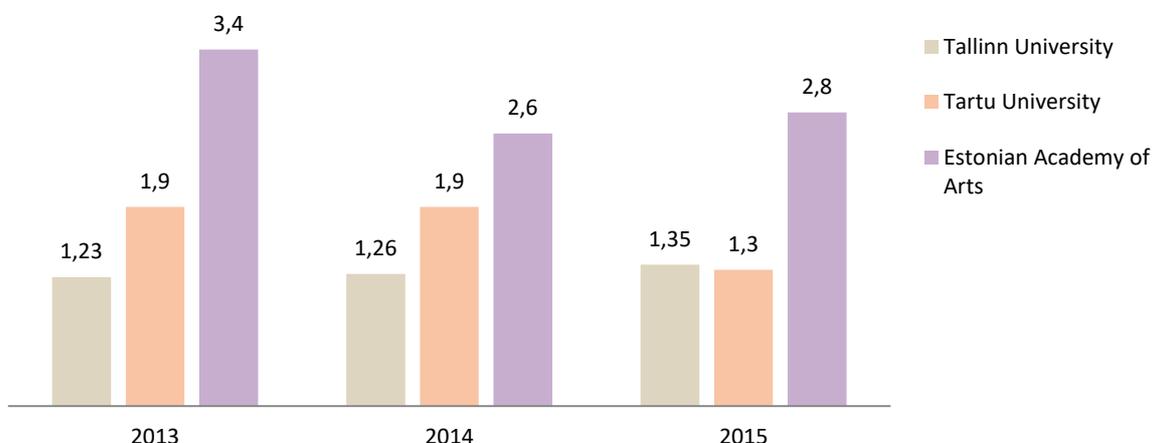
Figure 19. Distribution of EAA projects supported from the Cultural Endowment, in 2011-2015.

A large part of the base funding is the EAA research fund, which has been used to fund the activities of artistic researchers and development of their research topics that are not covered by IUT or PUT. The research fund also supports such research activities such as research expeditions, project self-financing, (laboratory) testing, popularising science, organising research conferences, translating research texts, academy stake in international artistic research organisations and networks and awarding a research publication prize.

In 2015, a framework for more coherent founding of research groups and laboratories began to be established. In the field of architecture, the [EAA 3D laboratory](#) is engaged in testing experimental architectural solutions. In 2016, the [EAA Sustainable Design Lab](#) was added, integrating sustainability research, applied development projects and provision of education. The [New Materials Lab](#) is in the preparatory phase.

Unlike many other European countries, Estonia has not developed criteria (classifier of high-level international creative performances) for complete and comparable measurement of publications of results of research specific to the EAA (artistic research papers) The performance of the EAA’s research is thus

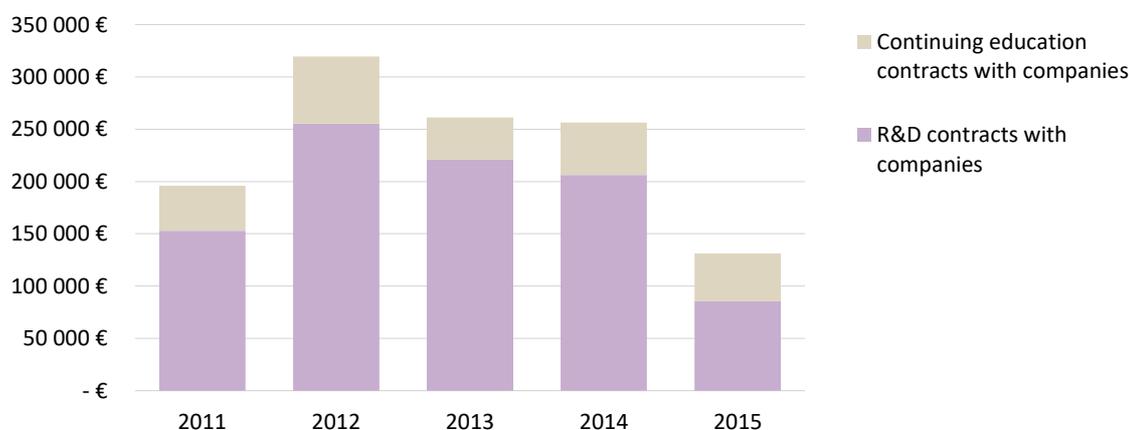
partly comparable perhaps only on the basis of high-level research publications. High-level publications – the ERIS classifiers – are 1.1, 1.2, 2.1 and 3.1. In terms of this indicator as well, performance can be deemed very good, it is more than double the level of TU (see Figure 20). In the case of the EAA, publications by all persons who have an employment contact with the EAA during the relevant period (including a contract for services) or who studied in doctoral programme as either an internal or external student.



**Figure 20.** Number of high-level publications at EAA per academic staff member with research obligation in 2013–2015 compared to Tallinn University and University of Tartu. Source: ERIS, TU and [UT annual reports](#)

### 3.1.2 RDC Cooperation with Companies

The EAA’s departments have developed good cooperative ties with key associations and companies, including companies in which the state has a holding (such as Baltika Grupp, Eesti Post, Forestry and Timber Association, State Real Estate AS, the Kanut conservation and digitisation centre). To make it as convenient as possible for companies, the EAA has joined the [Adapter](#) network that joins Estonia’s R&D institutions. Through Adapter’s virtual platform, companies can send queries or cooperation proposals to any public university in Estonia. The EAA’s departments have been partners on commissioned development projects, including for the Enterprise Estonia innovation unit measure. The temporary halting and later changes in conditions was caused by cuts in the 2015 volume (see Figure 22). In 2016, volumes are expected to grow.



**Figure 21.** Contractual cooperation with companies, 2011–2015

Especially in the field of design and architecture, development projects are integrated with teaching and learning. The connections between teaching and R&D are reinforced by hackathons that support the education process. The EAA has been the co-organiser of [Garage 48 Hardware&Arts](#) hackathon and has taken part in the [Loomehäkk](#) hackathon as a cooperation partner. To make EAA members more

entrepreneurial and increase knowledge transfer, it is planned to create a framework for spin-off companies and a support system for student start-ups. Already now, EAA students can receive mentorship from professionals in the field and pre-incubation for business ideas through the [STARTER creative programme](#) in the EETA entrepreneurial education programme.



**Figure 22.** Volume of innovation unit projects carried out in 2011-2015, in euros.

## 3.2. RDC Resources and Support Processes

### 3.2.1. The RDC Support System

TAO administers and coordinates the EAA's R&D support, advises EAA members with regard to organising commercialisation of knowledge and technologies, entrepreneurship-related cooperation projects, project management in the intellectual and industrial property and organises marketing activities in the field of R&D services. In addition, TAO coordinates the preparation of project applications that are strategically important for the EAA, intermediates information about the R&D legal framework and funding measures and advises students in matters concerning business.

The Academy of Arts library's collections in the arts, architecture, design and art culture make it the largest research and education information centre in Estonia. The library promotes art and humanities through a large book collection and electronic and online resources. Scholarly literature makes up 38% of the collection. The library also keeps the EAA's doctoral and master's degree theses in the digital repository, which are accessible for reading for anyone with an internet connection.

**Table 29.** The library in figures, 2011–2015

	2011	2012	2013	2014	2015
<b>Total size of collections</b>	89951	91375	92813	94126	95536
<b>Annual sets of periodicals</b>	3644	4657	4701	4736	4766
<b>Audio-visual volumes</b>	1273	1819	1924	2118	2258
<b>Research papers</b>	857	939	1018	1088	1138
<b>Number of readers</b>	4452	4787	5000	5284	5366
<b>Number of readers who are students</b>	1222	1177	1129	1102	1063
<b>Number of visits</b>	104890	90700	119800	118201	124800
<b>Volumes borrowed for home use</b>	24675	27051	28740	26315	22176

The EAA publishing house is part of the library's structure and the publishing committee leads its activity. The objective of the publishing house is to broaden the Estonian art culture heritage and to support academics at the EAA. Academic literature in translation, original art history thought, including texts commissioned from specialists, peer-reviewed research and educational literature, textbooks compiled by EAA teaching staff, collections of articles, and methodological and other materials.

**Table 30. Overview of publishing activity, 2011–2015**

Publishing activity	2011	2012	2013	2014	2015	Total
Amount of research literature published (number of works)	8	12	9	9	6	44
Number of the above works that are doctoral dissertations	1	4	3	2	2	12
Income from publishing activity, in euros	17 468	22 486	18 647	19 532	25 745	78 132

The EAA gallery has served as an internship base for students' and departments' creative activity in the RDC support system. Since 2014, the main gallery hall, named EAA gallery, is located in the courtyard of the [Tallinn Art Hall](#), in addition, student final thesis works are displayed in the 100 m<sup>2</sup> lobby of the Estonia pst 7 academic building, called the EKA G Gallery. In 2014, the [EAA project space](#) innovation and entrepreneurship centre [Mektory](#) was also opened. It serves as a space for presenting design and architecture projects.

The exhibition programme is prepared by the gallery manager and a committee of specialists from different art disciplines. The selection is made based on the principle that socially relevant, strong projects from different specialities are represented. Increasingly, artists from other countries are involved. The works displayed – term and final thesis works, group and solo exhibitions and experimental projects by students – give a good overview of the EAA's specialities, the calibre of teaching and the EAA's philosophies.

**Table 31. Exhibitions in the EAA gallery in 2014-2016**

Exhibition category	Quantity
Solo exhibition	9
Group exhibition	16
Artists who took part in exhibitions	94, including 3 foreign artists
Visitors per exhibition	150–200
Total visitors	About 5000

Employee satisfaction with the units in the RDC support system has been studied in the annual employee satisfaction surveys. Satisfaction with the units is good and shows a tendency toward growth. In 2015, 79% of respondents said they felt the work of the units in the RDC support system was good or very good.

### 3.2.2. Strategy Supporting Procurement of RDC Funds

RDC funding in future will depend on whether the EAA is able to be more successful than in the past in applying for larger R&D projects and foreign funding, as well as the growth of creative academic capability to apply for competition-based grants and the R&D funding concept that is due to change in the years ahead.

The OECD's research field classification codes to be adopted in the new state research funding scheme allow artistic researchers to compete better for research grants, as it takes into account "humanities and arts" alongside each other (the previous classifier did not include artistic practice under humanities). When the new financing model comes into effect, the EAA will develop a research fellow career model. On the basis of the operating subsidy, it will be possible to maintain development of research areas of sectors important also for periods in which the competition-based research grants have expired or where an application has been (temporarily) unsuccessful.

2016 marked the start of the [EAA's Creative Hive project](#), which will run five years. Its goal is to 1) create in Tallinn a world-class centre of excellence for visual culture that will also contribute to the development of smart specialisation growth areas; 2) assume the coordinating role in provision of education and R&D in the field of visual and spatial culture in Estonia, which will also ensure international competitiveness for creative fields and closely related R&D institutes and institutions of higher education; 3) based on society's needs and new infrastructure, turn the EAA into an interdisciplinary and effective institution through carrying out the necessary development activities in the field of structure and support activities, curriculum development and research activity.

In the field of R&D, the project's main operating fields are furthering cooperation between companies and other R&D institutions, increasing enterprising attitudes among EAA members and support for EAA research groups, with the aim of increasing effectiveness of applying for R&D projects. The activities in the Creative Hive project will increase the EAA's capability to earn additional income from business cooperation and also raise the share of competition-based research funding.

### 3.2.3. RDC Networks and Infrastructure

The EAA's membership of international RDC and speciality networks

- [Society for Artistic Research](#) (see also [Journal for Artistic Research](#))
- [CUMULUS](#)– international association of universities and colleges of art and design
- [EAAE](#)– European architecture education association
- [KUNO](#)– Nordic and Baltic network of fine arts
- [CIRRUS](#)– Network of Nordic and Baltic design universities and colleges (network secretariat located at the EAA)
- [DAMA](#)– network of Nordic and Baltic performing arts
- [Adapt-R](#)– Architecture, Design and Art Practice Training-research
- [Nordic Architecture Association](#)
- [Second World Urbanity: Between Capitalist and Communist Utopias](#)
- Network of Baltic art historians (see [joint conferences](#) and [special issues of scholarly journals](#))
- [Estronics](#) – smart electronics export cluster

A large part of the EAA's academic personnel takes part in the activities and events of international organisations through the creative associations in the speciality as well.

RDC infrastructure resources have been developed mainly with the aim of testing experimental solutions and details (special software at 3D Lab, digital environment outputs in physical space and vice versa) and apply contemporary solutions in provision of education and the research process (modern, high-tech micro stratigraphic research instruments, and microscopes). Noteworthy investments into infrastructure development are made in the framework of the EAA Creative Hive project, among other things a comprehensive and efficacious workshop system will be started, also supporting the more voluminous implementation of development projects as well.

Infrastructure and investments into infrastructure are dealt with in sub-chapter 1.3.1, “Conditions for work and study.”

**Table 32. Procurement of research instruments, in euros, 2014-2016**

	2011	2012	2013	2014	2015
<b>Procuring research instruments and resources</b>	24 741	61 285	60 726	17 374	63 028

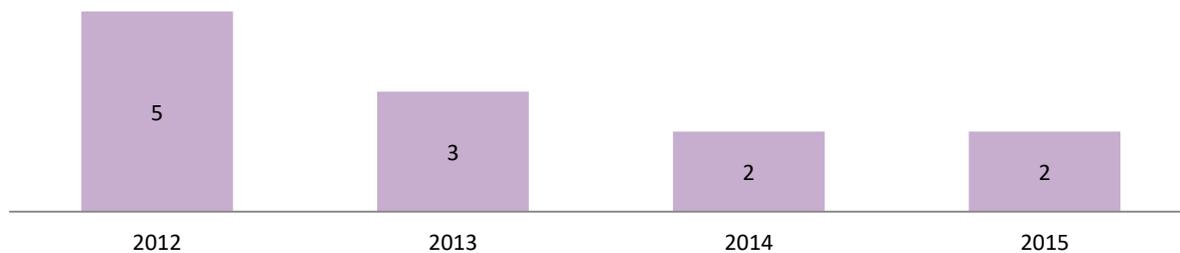
## 3.3. Doctoral Studies

### 3.3.1. Involvement of Students in RDC Activity

Students are involved in RDC activities already before they enter doctoral studies. In several curricula, development projects are an organic part of the study process, and work on projects takes place as part of speciality subjects. Students on all levels can take part in a competition for applied research papers organised by TAO and state competition for student research papers. Ten awards have been handed out to EAA at these competitions in the last five years.

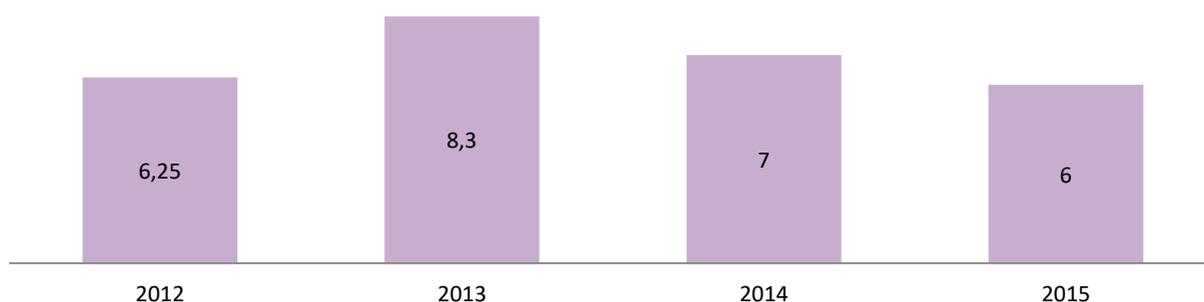
In the EAA's doctoral curricula, students can defend their doctorate as either artistic research, practice-based research, design practice research) or as a theory-based dissertation in four curricula: art and design, architecture and urban design, art history and visual culture studies, cultural heritage and conservation. In 2015, the [Statute of Doctoral Studies](#) was updated, setting forth the requirements of artistic and text-based dissertations and the grounds for promoting doctoral students' academic, research and creative work for assessment of such work in the evaluation process.

A total of eight doctoral students are accepted each year in the four doctoral curricula. Of these, four are state-funded and the EAA funds four of them. With project funding (Adapt-r), two foreign doctoral students were accepted in 2015 in the architecture and urban planning doctoral programme. In 2012–2005, 12 doctorates have been defended at the Academy (see Figure 23) and the trend has been in a slight decline; with three defences by the end of 2016, an improvement in the situation can be expected.



**Figure 23. Number of PhDs defended, 2012-2015.**

The average length of doctoral studies was 7.5 years during the same period (half of the graduates defended their dissertation as an external student, and the period of study is becoming shorter (see Figure 24).



**Figure 24. Average duration of doctoral study, 2012-2015**

To raise the level of doctoral dissertations, and to develop theoretical knowledge and contacts with doctoral students in other art and culture disciplines and obtain high quality international feedback, the EAA participates in the inter-university [culture and arts graduate school](#). In the framework of support activities, the EAA press continues publishing dissertations. One of EAA's trademarks is the doctoral dissertations published in an attractively designed book in the series *Dissertationes*.

### 3.3.2. Supervision in Doctoral Studies

In 2016, a study was conducted to determine satisfaction with supervision in doctoral studies and it turned out that the predominant share of doctoral students was more or less satisfied with supervisors. Less than one-quarter of doctoral students are involved in the supervisor's research topic, yet the particularity of artistic curricula plays a role in the case of the EAA. Artistic doctoral students are mainly artists who work in an individual manner and the involvement in the research project - a characteristic of scientific specialities – does not take place yet in the creative curricula, because the artistic research field is not covered by state research grant (PUT, IUT) possibilities.

The requirements of supervisors are set forth in the Statute of Doctoral Studies. Supervisors are active international scholars, creative figures or practitioners with a doctorate or the equivalent qualification. The EAA graduate school enjoys good cooperation with other Estonian universities. The art and design curriculum and the cultural heritage and conservation curriculum have the most interdisciplinary topics where a researcher from another university serves as a second supervisor. The abilities of supervisors have been developed in previous years at the EAA mainly through trainings organised through the Primus programme from 2008-2015.

### 3.3.3. International Dimension of Doctoral Studies

Since doctoral programmes opened in 1995, the international dimension has been considered important. Opponents have been invited to defences from abroad, doctoral students' mobility has been promoted, and scholars and creative figures have acted as supervisors. Doctoral students in the architecture curriculum

take part in regular joint symposia in the Adapt-R project, where they get feedback on progress of the doctoral dissertation from international sources. Besides this, all curricula are expected to take part actively in international conferences and creative projects. On the art history and visual culture studies curriculum, students are required to organise a scientific event on the topic or in the field of their doctoral dissertation. The event must push the doctoral student to develop their international network.

In 2016, 19 of the 41 supervisors in the graduate school are from outside the EAA. Nine of them are scholars and artists residing in foreign countries and two are foreign researchers working permanently in Estonia. Foreign opponents have been predominant in the case of doctorates defended in 2012-2015. Foreign researchers served as opponents on nine of 12 doctorates. The share of foreign doctoral students has increased in 2011-2016 and in 2016 stands at 10% of total number of doctoral students, which can be compared to the indicators for Estonia's largest universities (such as the UT and TUT).

The greatest contributor to doctoral students' mobility has been the DoRa programme, which has been used more actively to support short-term academic migration to take part in international scientific events. In the period 2012-2015, 59 young researchers took part in international knowledge exchange (14 a year on average, receiving a total of 70,496.87 euros in support for this from the programme). The percentage of doctoral students who go to study in a foreign university for at least one semester has been less than 2%. For instance, three doctoral students went abroad in the 2015/2016 academic year.

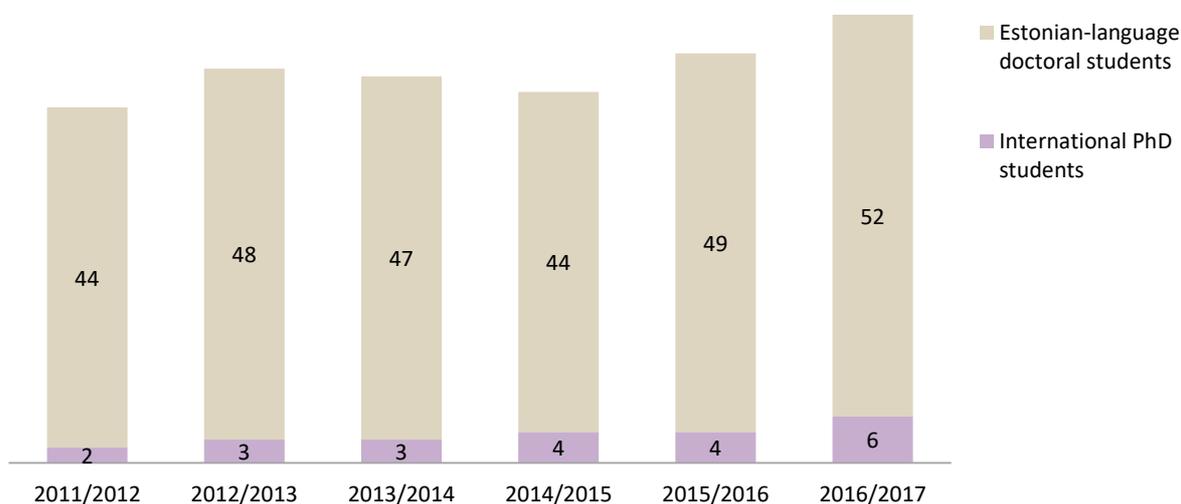


Figure 25. Share of doctoral students who are from foreign countries, 2011/2012 to 2016/2017 academic year

### 3.3.4. Plagiarism and Prevention

The EAA takes intellectual property theft and protection for intellectual property seriously and raises awareness on the subject. The issue is dealt with in the [Rules of Organisation of Study](#) and the [Procedure for Administration of Intellectual Property Rights](#). The EAA also follows the Estonian researchers' [Code of Ethics](#) and in 2016 acceded to the European Charter for Researchers. The topics of intellectual property theft, intellectual property and ethical research are treated at all levels of study as part of compulsory general subjects. Furthermore, the necessity of and the principles for avoiding plagiarism, correct citation and reference are discussed in the EAA's style guide for written work. In 2016, the EAA joined the Information Technology Foundation for Education's (HITSA) plagiarism detection system, KRATT. Starting from 2014, the master's theses and doctoral dissertations in the electronic repository have been checked and no plagiarism has been detected. Yet it should be noted that the EAA's system still lacks capability to process material in image form and in this regard it looks to HITSA for software updates.

### 3.4. Strengths and Areas for Improvement for the Chapter on RESEARCH, DEVELOPMENT AND CREATIVE ACTIVITY

#### STRENGTHS

1. The Academy of Arts has good prospects of becoming the Baltic States' most important centre of excellence for artistic research. The EAA is the leading university in Estonia that awards doctoral degrees in the arts.
2. The EAA is a recognised and trusted cooperation partner for small to mid-sized product and service development projects. The EAA is able to offer development projects in the field of design and architecture that are flexible and aimed at adapting to market changes and innovation.
3. In the case of a number of curricula with practical orientations, applied development projects are integrated into the EAA academic process. This ensures close mesh between R&D and teaching.
4. The number of spinoffs from student projects has seen stable growth over the years.
5. In spite of its small size, the RDC support structure is of a good calibre. The library's support for research is very good, and it is open to working with academic personnel. The publishing house has a firm toehold on the publishing landscape as a strong art house. The gallery is a good platform for art students and fresh graduates, allowing them to gain their first experience exhibiting their works.
6. In the art history and visual culture studies curriculum, doctoral studies are tied to research, taking place at a high level; doctoral students are involved in research projects (IUT, PUT).
7. Satisfaction with supervision in the doctoral programme is good. Supervisors are valued in the field as active scholars and/or creative personnel

#### AREAS FOR IMPROVEMENT

1. Consolidate the volumes of research grants and state base level financing for recognising results of artistic research, by assigning artistic research-based doctoral studies more to other institutions of higher education.
2. Develop strong research groups in the field of artistic research whose close creative and publishing activity would be good basis for applying for international (and domestic) project funding.
3. Develop a framework for financing and development support within the Academy of Arts to support the needs of research groups, and promote cooperation within the EAA.
4. Using private funding, involve international scholars and teaching staff, set development goals in the field in conjunction with companies.
5. Create a support system for innovative and knowledge based spin-offs and start-ups arising from the EAA.
6. Make an investment into infrastructure development, including RDC infrastructure, as a result of which a comprehensive and efficacious workshop system is used that supports RDC activity that is more technology-intensive and knowledge-intensive than in the past.
7. Create financial support for specific consultations and trainings for RDC projects with foreign financing and cooperation with other R&D institutions.
8. Create a Web-based sales channel for better and more flexible spread of printed matter from the EAA publishing house.
9. Plan, in the event of an increase in numbers of foreign doctoral students, regular provision of education with English as the language of instruction.
10. Should fields prioritised for development at EAA receive more R&D operating subsidy and in the event of increased research grants, it is possible to set up doctoral student places that are tied to a specific topic at research groups.
11. Increase the mobility of doctoral students through promoting longer-term academic migration. Direct supervisors to engage more doctoral students in the networks of researchers or creative figures in their field.
12. Systematically develop support and core activities meant for doctoral students doing artistic research to allow them to go from creative projects to the writing of a dissertation more rapidly, including offering the support of a research coordinator in the field of working with research texts (launched in autumn 2016) and to make the conference format in the graduate school a higher-quality scientific event to ensure better feedback for doctoral students.

## 4. SERVING SOCIETY

### 4.1. Serving Society and Popularising the Main Activities of the EAA

The EAA serves society above all through creative, research and academic activity. [Assessment and measurement indicators](#) have been developed for this increasingly important field at universities, and they are also followed by the EAA. The goals of serving society and popularising the main activities are also set forth in the EAA [Development Plan](#), which considers national strategies and priorities, including internationalisation and regionalism.

#### Objectives and Activities Related to Serving Society

- Enriching Estonian and international art and cultural life through the creative work of the members of the academic community, i.e. public art exhibitions, films and presentations, design solutions, architectural projects and plans, scholarly texts and criticism, making the quality of the living environment even better.
- The popularisation of primary activities and the field through honest and open communication that is the precondition for the EAA's good reputation and in turn, finding new (international) students and increasing the numbers of students entering the EAA.
- Social cohesiveness – participating in cultural, educational and economic councils, juries, committees, think tanks and shaping policy in these fields (including bringing out problems and engaging in criticism).
- Promoting lifelong learning.
- Actively initiating art, design and architecture discussions in society, popularising research and development activity (including publishing and research library).

Nearly every year, the EAA organises event series with a specific focus in order to popularise its main activities. In the European Capital of Culture programme, Tallinn 2011, the Art Bus project was carried out. In the course of the year, participants were taken on tours to art, design or architecture enterprises in and near Tallinn. Twenty-six EAA specialities and over 2,000 participants took part in the programme. In 2012, EAA focused on the campaign for a new EAA building. A special website was set up, public exhibitions were organised, and close media communications took place. In 2014/2015 academic year, the EAA celebrated its 100<sup>th</sup> anniversary with a number of prestigious events. The large hall of the Kumu Art Museum hosted the exhibition “From Art Industry School to the Academy of Arts. 100 years of art education in Tallinn”, which was accompanied by a public programme, conference, TV broadcast and a large anniversary publication was released. In the 2015/2016 academic year, the most successful project was the Ruup wooden forest megaphones, created by interior architecture students; it received [international media coverage](#) and won several awards in 2015, including the one for [cultural action of the year](#).

To attract new and capable students, regular workshops and lectures are held in Estonian schools. The EAA participates in the nationwide Teeviit education fair and county fairs. The EAA hosts career specialists, hobby group leaders, school groups and others. The EAA believes that its activity in Narva, Narva (Narva Art School visit, participation in the Orienttir trade fair, introducing the EAA at the University of Tartu's Narva Narva College) has brought more students from Ida-Viru and Lääne-Viru counties to the EAA. In this way, the EAA can contribute to integration of younger Estonian inhabitants who speak Russian as their native language. Starting in 2015/2016 academic year, we launched the Student Academy to give pupils a chance to take a closer look at the specialities offered by the Academy of Arts, and visit studios, companies and museums as well as lectures and workshops.

In March of each year, the EAA has an Open Doors Day, which is prepared cooperatively by all departments and which is accompanied by an extensive advertising and PR campaign. In 2015, the Department of Interior Architecture organised an adventurous “intervention” in urban space, in the course of which an open doors programme was held in the pedestrian [tunnel](#) of Tallinn's central rail station. The event drew extensive media coverage. For the first time for the open doors, in 2016 a [live broadcast was intermediated by the biggest Estonian daily, Postimees](#), consisting of a virtual tour (see [social media campaign](#) and the [2016 programme](#)). Up to 1000 people take part in the open house and surveys show that visitors come from all over Estonia and their age ranges from 14 to 40.

In spite of the major demographic drop in the upper secondary school graduate age group, the number of students entering the EAA has remained relatively stable, which is due to well-aimed marketing.

One of the national priorities for the EAA is internationalisation. Marketing aimed at the international audiences is supported by the Estonian Research Agency and the Archimedes Foundation's Study in Estonia programme. Besides targeted central marketing activity, departments take part in worldwide [festivals](#), fairs, [exhibitions](#), [competitions](#) and conferences and often receive [first prizes](#), which increases the EAA's renown

and reputation internationally. The animation department can be highlighted, where student films are invited each year to [major festivals](#), where they often come in first. A good experience also came from the multinational footwear manufacturer Camper, which in January 2016 organised its first [Nordic master class](#) at the EAA's leather art department.

For the first time, in 2016 the Department of Interior Architecture held the international summer school Wilderness, where a number of applications were submitted. The summer school will continue in 2017 to find foreign MA students for the EAA. Each year, an increasing number of foreign students apply for a place in the MA programme at the EAA. 2016 brought a record number of applications from abroad (91 applications for 6 curricula), which shows that the international marketing is bearing fruit.

The representatives of the EAA have been invited to serve on committees in MC, the Ministry of Economic Affairs and Communications and the MER, and they also take part in the councils of the Cultural Endowment, juries for creative competitions, among other postings. When Estonia was a member of the UNESCO committee on world heritage from 2009 to 2013, the delegation was primarily made up of EAA teaching staff. The heads of the principal Estonian art, design and architecture museums are from various generations of EAA alumni.

A large part of the teaching staff and university students belong to decision-making bodies, professional associations and creative unions (Estonian Union of Interior Architects, the EAL, Estonian Designers' Union, Estonian Artists' Union), through which they act as leaders in political discussions and stand up for preservation and development of the cultural heritage, considering the example of significant cultural establishments (including [Linnahall](#), [Seaplane Harbour](#), [Creative Hub](#), [Tallinn TV Tower](#)). They speak up in the media and decision-making bodies, organise exhibitions, symposia and actions that have been awarded [state cultural prizes](#).

The [Estonian Design Centre](#) and the [Estonian Centre for Architecture](#), which the Academy founded with its partners, have become organisations to be reckoned with in society when it comes to promoting and improving these fields.

Besides taking part in public and state institutions, students and teachers have established self-initiated art practices, institutions and communities ([Rundum Artist-Run-Space](#), [Lugemik](#), [ISFAG – Installation, Sculpture and Photography Department Autonomous Gallery](#), [Linnalabor](#), [Arhitektuurikool](#), [Uus Maailm Society](#), [Flo Kasearu House-Museum](#) and many others).

## 4.2. Lifelong Learning Opportunities at the EAA

One way of serving society is to offer the public lifelong learning – continuing education – opportunities. This activity is coordinated by the Open Academy (founded in 1997), the biggest centre for lifelong learning in Estonia. The activities are tied to the [Estonian Lifelong Learning Strategy](#).

### Objectives Related to Lifelong Learning

The mission of the Open Academy is to offer a high level of lifelong learning opportunities, above all in the northern part of Estonia as well as more broadly, including internationally. The objectives of lifelong learning are set forth in the [Development Plan](#) and the [RDC strategy](#) and the objectives are measured.

According to the 2016–2020 Development Plan, the aim to shape lifelong and flexible study – the continuing education system encompasses not just training meant for professionals but general visual literacy competencies and hobby education and helps people re-train or change profession. Flexible study formats are used to create the best conditions for students who are acquiring a higher education while working, and take into account the educational needs of special-needs people and at-risk groups. The EAA is shaping a central Estonian centre for continuing education and support that offers contemporary enrichment education, re-training and informal education, broadening the possibilities of access to higher education.

The RDC strategy for 2016-2020 specifies that the number of participants in in-service training is to grow by 32% over four years (by 200 students) and that income is to grow 32%.

The Development Plan provides targets that are related to addition and diversification of focuses to the existing programme (e.g. in-service training for professionals, teaching staff training, training for trainers, more diverse target groups, e-study, and hobby education), improving quality and internationalisation. There is a need to develop a lifelong learning strategy at the EAA that would enable defining how to attain the goals more precisely. The achievement of the objectives of lifelong learning has been analysed each year mainly on the basis of figures and income volumes. The Development Plan for 2016-2020 has resulted in, besides numbers, more substantive objectives that allow the fulfilment of objectives to be better analysed

starting in 2016. As of autumn 2016, degree studies are no longer part of the Open Academy, and so the role of the Open Academy must be reconceptualised.

The management and organisation of lifelong learning is characterised by the specific nature of the objectives, the well-developed training programme, cooperation partners (EAA departments, Estonian Unemployment Fund, Innove etc.) target groups and sustainability.

### **Quality of Continuing Education**

At the EAA, lifelong learning is governed by the [Open Academy statutes](#) and the [Rules on Continuing Education](#). In connection with amendments to the [Adult Education Act](#) in 2015 the underlying documents for organisation of continuing education and quality documents have been updated; the Open Academy statutes are being amended.

There is a consistent need to plan lifelong learning opportunities in a manner that is inclusive of stakeholders. The target groups for provision of education are from different stakeholder groups and their needs and experiences vary. As a result, new study opportunities must be planned in a consistent, flexible and diverse manner. One possibility for engagement is to establish an advisory board consisting of stakeholder representatives.

Educational opportunities are developed systematically. For example, constantly developing web design training has ensured an influential student body for the curricula, a good reputation and profitability and influence.

In developing lifelong learning opportunities, the EAA proceeds from its possibilities and objectives, students' needs, demand from stakeholders, training needs, which are highlighted in feedback and other factors. Based on the feedback, well-functioning curricula have been developed, and where necessary, some have been closed. The reason for closures may be the desire of the competence unit not to continue providing education.

Quality of training also depends on the trainers and the personnel who support the system. For promoting development, the EAA takes part in networks, including the Estonian academic continuing education cooperative network and international networking in the field can still be developed further.

Feedback has been gathered from students and as of 2016 it is done systematically. Feedback is the basis for further improvements. Training needs have also been analysed and the expectations of people interested in studying have been determined. An integral quality system still needs to be developed.

**The possibilities for lifelong learning** include [continuing education](#), including professional in-service training and retraining, [preparatory education](#) (called Prep Academy as of 2017), the [Children's Academy](#), in-house trainings commissioned for organisations, international [Summer Academy](#) from 2017 and various kinds of [projects](#).

Educational opportunities are developed and stable. The number of lifelong learning opportunities has been around 50 courses per year from 2013-2015 and the volume around 2,700 to 3,400 academic hours per year. The educational opportunities are classified as computer, art and design courses. The volume of a course is an average 62 credit hours per student. With regard to organising courses, longer-term opportunities are preferred, yet class size is small (8 students on average) because of the nature of the subject.

The objective of the Open Academy is to find new possibilities for education with a long-term and significant influence both before and after degree studies. Besides the opening of the supplementary art teacher speciality and the international Summer Academy, courses are designed for school-age children, allowing the sustainable development of Estonian art and the next generation of EAA members to be supported; continuing education offerings for the alumni are also designed. The EAA is developing a system for supporting the professional development of teaching staff.

The teachers are experienced professionals: EAA teaching staff and alumni. Over three years, there have been 81 educators, of whom 11 are regular teaching staff at the EAA and the rest are non-regular teachers. Thus lifelong learning serves as a bridge between the practitioners and artists in the field, society and the EAA and generates value.

### **Students in Continuing Education**

Continuing education is meant mainly for northern Estonian and art aficionados, but it is also planned to reach international communities.

**Table 33. Number of students in Open Academy, 2013–2015**

	2013	2014	2015
Participants in in-service trainings, long-term and short-term courses	352	358	340
Participants in preparatory courses	137	116	125
<b>TOTAL</b>	<b>489</b>	<b>474</b>	<b>465</b>

Due to the specifics of the art field, EAA classes are smaller than in other universities, the average is 8 students (10-25 in other universities) and students generally take about 64 academic hours.

Besides Open Academy, there is project-based study, shorter in duration, in other EAA units, which makes it hard to track the organisation of lifelong learning.

Income related to the EAA's continuing education remains between 184,000-196,000 euros per year. In the years from 2013 to 2015, they made up 2-3% of the academy's income from provision of education, more precisely 195,485 euros; 195,765 euros in 2014 and 184,213 euros in 2015.

Over 20 years, AA has developed a reputation and students. The main information channel for lifelong learning opportunities is the EAA web and over time, a database of customers has developed. The third information channel is social media (Facebook, Instagram and Twitter).

### 4.3. Participation in Shaping Society Through Study, Research and Creative Activity

The EAA's students are socially conscious and motivated and they consider it important to take part in society's cultural, economic and educational life. Artistic and exhibition activity paves the way for 1) initiating social critical and forward-leading discussions, 2) popularising one's activities, 3) offering educational content, 4) shaping the living environment and developing culture. This has been a dominant and natural part of the EAA's academics and research activity in all specialities, and thus serves all objectives at the same time.

#### Popularising Research and Creative Activity

The EAA's RDC strategy prioritises communication of artistic research projects, highlighting them, and organising events that introduce the artistic research field and carrying out projects to [popularise them](#).

A series of events that is significant and has drawn much positive attention are the [EAA's open lectures](#), where visiting top scholars and practitioners from Estonia and other countries are invited. The faculties hold lectures in this series regularly and about 8,500 people per year attend them. Lectures are promoted in various media, and they take place in the EAA, the Estonian Academy of Sciences and other public institutions. They are free of charge.

In 2016, the first EAA [research cafe](#) was held, which focused on artistic research topics. The EAA's doctoral students also took part in a competition popularising the field among young scientists with "3-minute lectures".

The EAA's art and architecture historians have contributed their research and practice to creating content for a number of exhibitions as well as on the level of philosophising in the field. The cultural heritage and conservation department has carried out [projects](#) and excursions in Tallinn and elsewhere in Estonia. A number of radio and TV programmes on topics related to art culture have been developed.

The EAA awards [research and artistic prizes](#) to its members. From 2004, students in the fine arts are awarded the young artist's prize, the first art prize supported by private capital in Estonia. In 2016, a young applied artist prize was instituted. The installation and sculpture department awards a young sculptor prize, while art students have the Eduard Wiiralt Prize and graphic art students have the Edmund Valtman cash prize. Architecture, art history and urban studies students are awarded the Anton Uesson Prize, created by the city of Tallinn. All of the prizes help to popularise these fields. In addition, the Board of Governors awards a teaching staff prize for supervisors of student research.

Popularisation of research and the specialities at the EAA is supported by the EAA's publishing [activity](#), which from 2001-2016 has resulted in the publication of 110 works in Estonian and other languages. A unique public research library also operates with a selection of printed matter in the field.

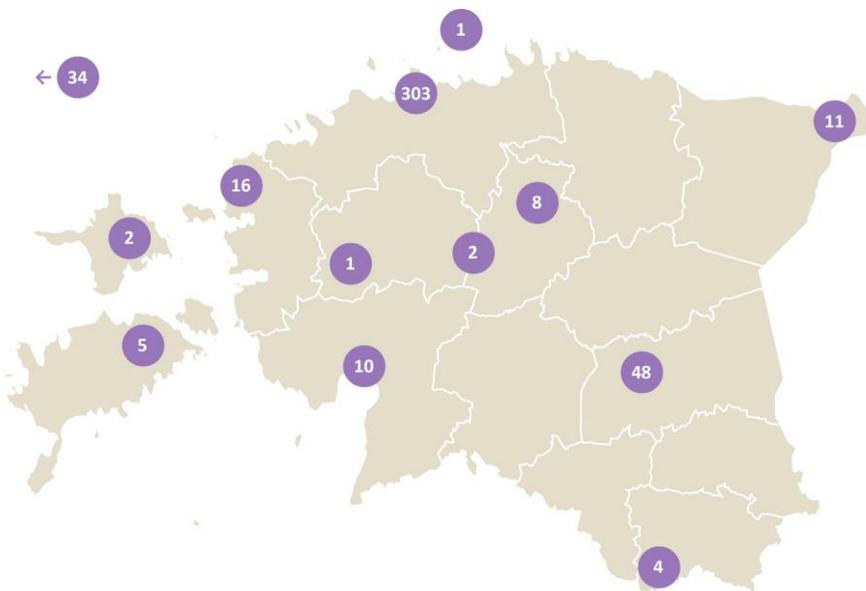
Exhibition and artistic activity is one of the most distinctive of the EAA's core activities, both abroad and in Estonia. The EAA's [TASE](#) festival, held every spring, brings exhibitions of thesis works, the EAA's fashion show, public defences of final theses, student exhibitions and screenings of student films, TASE Film. A Portfolio Café is organised, where local and international art and design experts give student portfolios feedback. The goal of the entire festival is to introduce student works to the public and popularise the EAA's activities both among the public and prospective students. In addition, TASE helps establish contacts between students and art experts and employers, which is important for laying local and international ties. Each year, about 5,000 people visit the festival from Estonia and abroad.

The [ERKI fashion show](#) serves as the festival opener – the biggest public one-night fashion event in Estonia; it will be held for the 30<sup>th</sup> time in 2017. Past participants include many distinctive young fashion designers from art universities and colleges in Estonia and partner universities in the Baltics, Nordics and Germany. The event draws over 1,000 spectators and gets major media attention.

The master's thesis works exhibited at the 2016 TASE festival competed in the first [Best Young Talent of the Baltics](#) competition, which is organised in cooperation with the EAA, the Latvian Academy of Arts, the Vilnius Academy of Arts, Noar.eu and the Latvian Museum of Contemporary Art Fund. The Estonian Contemporary Art Development Centre, too, is an Estonian partner. The first prize went to an EAA master's degree student in new media, Juhan Soomets.

In 2015, the EAA Foundation, in cooperation with Narva Gate OÜ and MC, founded the international [Narva Art Residency](#) in a villa located in the historical Kreenholm industrial quarter. It is a meeting place and a platform that promotes synergy and trans-disciplinary collaboration. Outstanding artists from Estonia and other parts of the world work and exhibit their works there. For EAA students, it is an internship location where they can exhibit their works to the local community and visitors to the city. A number of [exhibitions and student internships](#) have already taken place.

Students' exhibition activity is organised centrally by the [EAA Gallery](#); in addition there is self-initiated exhibition and artistic activity organised by the EAA's specialities. Each year, the speciality departments hold exhibitions featuring the best term works. During their studies, students exhibit at the main contemporary art, design and architectural galleries, being featured at both solo and group exhibitions.



**Figure 26. Joint exhibitions by students and their number by location, 2013-2016.**  
**Note: Of the exhibitions, 34 were organised outside Estonia.**

Large shares of the student exhibitions have taken place in Tallinn (303), Tartu (48) and abroad (34) (see Figure 26), but most of Estonia is only sparsely covered. Exhibition and artistic activity should be more purposefully targeted at different county seats and larger towns. The EAA's teaching staffs are internationally recognised professionals in their field, who take part in solo and group exhibitions, festivals and conferences both in Estonia and abroad.

Academy members have appeared at key events in the field worldwide. Examples include the Venice Biennales of art and architecture, the Frieze fair, Brussels Art Fair, [London Fashion Week](#), Milan EXPO etc. Nearly all projects that have [represented Estonia in Venice](#) were carried out by people connected in some way to the EAA (alumni, teaching staff and students) and it has become common for EAA students to participate in biennials in cooperation with the Centre for Contemporary Arts Estonia, the Estonian Centre for Architecture and the EAL.



**Figure 27. Participation of EAA personnel at exhibitions, by location, 2011-2016 (2016 data up to October)**

In the period from 2011–2016, teaching staff have taken part in close to 1,000 solo and group exhibitions around the world (see Figure 27), of which 50% have taken place in Estonia, 22.1% in Western Europe, 8.7% in Eastern Europe and the rest in Australia, North and South America, Central Asia and the Nordics. The data are based on the information gathered from 50 academic staff members, representing about 50% of the full-time employees (the total number could be estimated as double).

## 4.4. Strengths and Areas for Improvement for the Chapter on SERVING SOCIETY

### STRENGTHS

1. The EAA has competitive and internationally recognised artistic and research activity that, thanks to good media relations and interest from the public, is easy to popularise.
2. The EAA's artistic and research staffs are internationally recognised professionals with a broad specialised network and contacts that also support progress of students into professional activity.
3. The EAA's students often intervene in society in a creative manner during the time of their studies, which helps them acquire specialised experiences and create ties with the professional world and ease the transition to the job market.
4. The EAA has good ties with key state and public institutions. The EAA is a respected and important centre for artistic expertise and is involved in public discussions and development of national strategies.
5. The EAA develops a socially critical and analytical mindset in students as well as independent and entrepreneurial attitudes, through which they develop into a creative force of citizens who contribute to the community already during studies.
6. The EAA's communication activities are productive: the amount of media coverage is good, specialty departments are motivated to popularise their field, including students, teaching staff and alumni in their efforts.
7. Interest from prospective students has been stable in spite of demographic decline.
8. Goals have been set for the lifelong learning field and the compliance with objectives is analysed each year.
9. Activities for ensuring the quality of lifelong learning have been developed.
10. Diverse opportunities for lifelong learning have been taken shape and are developed further.
11. Various teaching staff of a high professional calibre are involved in the academic process.
12. A stable number of students take part in lifelong learning.
13. Income from continuing education trainings is stable.
14. The reputation of the continuing education trainings and other educational opportunities is strongly tied to the EAA; target group based information channels are used to send out information on the opportunities for study.

### AREAS FOR IMPROVEMENT

1. Develop a system for participation of staff and students in decision-making bodies, associations and other societal councils and for gathering information on artistic activity.
2. Expand the geographic reach of exhibition activity.
3. Ensure regular English-language internal communication for foreign staff and students.
4. Develop ties with the foreign media and engage in more active communication work in foreign countries.
5. Make the organisation of alumni relations and surveys more systematic.
6. Prepare a lifelong learning strategy.
7. Engage in strategic cooperation with lifelong learning stakeholders, including through the Board of Governors.
8. Develop lifelong learning programmes for the main target groups for taking part in both before and after degree studies.
9. Conduct analysis and studies regarding the quality of lifelong learning activities and develop these activities systematically.
10. Increase numbers of lifelong learning students and income related to providing education.
11. Develop, in systematic fashion, lifelong learning marketing activities. Develop an EAA marketing communication strategy to reach students in different age groups (including the best students and international students).

# PART III



Illustrations

## The new building of the Estonian Academy of Arts



*Illustration 1. The EAA's future building at the intersection of Kotzebue street and Põhja puiestee in Kalamaja, Tallinn. Project: KUU Architects. Completion date: spring/summer 2018*



*Illustration 2. The main entrance of the EAA's future building on Põhja puiestee. KUU Architects*

## The new building of the Estonian Academy of Arts



**Illustration 3.** The new building of the EAA is an historic textile factory, which is now under national heritage protection and will thus be partly renovated and partly reconstructed. Project: KUU Architects. View from Suurtüki street



**Illustration 4.** View of the café in the future academy building. KUU Architects

## EAA Faculty of Architecture



**Photos 1 and 2.** The EAA's first-year architecture and urban design students' pavilion project "Silhouette" was opened in August 2016 in the Harju street park in Tallinn. The experimental structure was then transported to Pedaşpea in Lahemaa National Park, where pavilions from the previous 10 years are situated. Concept: Elina Liiva. Project creators: Elina Liiva, Markus Puidak, Helena Rummo, Gregor Jürna. Constructed by: Birgit Vider, Andrea Ainjärv, Taavet Malkov, Lisette Eriste, Janeli Voll, Liisi Voll, Markus Puidak, Gregor Jürna, Elina Liiva, Helena Rummo, Anastassia Sirelpuu. Project supervisors: Andres Alver and Indrek Rünkla. Construction supervisor: Jaan Tiideman. Photos by Paco Ulman



**Photo 3.** The “Ruup” forest library in Võru County, 2015. The oversize megaphones echoed worldwide and received unforeseen media coverage on all continents. The attention brought customers from Denmark, Spain, France and other countries where the wooden sculptures draw in big and small visitors. Concept: Birgit Õigus, executed by first-year students of EAA Department of Interior Architecture: Mariann Drell, Ardo Hiiuväin, Lennart Lind, Henri Kaarel Luht, Mariette Nõmm, Johanna Sepp, Kertti Soots, Sabine Suuster and Birgit Õigus. Supervisors: Avo Tragel (EAA woodworking shop), Aet Ader, Karin Tõugu, Kadri Klementi and Mari Hunt (b210 architects) and Tõnis Kalve and Ahti Grünberg (Derelict Furniture). Consultants: Valdur Mikita, Hannes Praks and Tõnu Peipman. Commissioned by: State Forest Management Centre (RMK). Photo by Tõnu Tunnel



**Photo 4.** WatchYourself, a smart nutrition adviser. Concept by student of EAA Department of Product Design, Hannes Lung. Electrolux Ideas Lab International Grand Prix winner for 2016



**Photo 5.** Electric sauna heater HUUM, concept by student of EAA Department of Product Design, Mihkel Masso. Supervisor Lauri Hirvesaar. Estonian Design Prize, 2014 in the industrial design category. Honourable Mention at the International Red Dot Design Awards, 2015. Photo by Erik Riikoja

## EAA Faculty of Design



**Photo 6.** Design and Engineering, a joint multi-disciplinary masters' programme of the EAA and Tallinn University of Technology, deals with strategic design. Designers and engineers study together to solve complex problems by using design- and systems-thinking. Left: Neriman Asli Atalay is studying the future ways of working (WORK 2.0). Photo by Ruth Melioranski. Right: an innovative hospital furniture solution. Photo by Matthew McCallum



**Photo 7.** The focus of the EAA's newest curriculum, Interaction Design, lies where humans and machines meet. In cooperation with local and international companies, students with a multidisciplinary background develop product and service concepts based on new technologies. One of the students, Roland Arnoldt experiments with Artificial Intelligence to interpret and transmit environmental signals. Photo by Mariin Petoffer

## EAA Faculty of Design



**Photo 9.** Posters by Viktor Gurov, student of EAA Department of Graphic Design, at the 26th Brno Graphic Design Biennial in Czech Republic. In 2014, a record number of 27 projects by EAA graphic design students was selected for this prestigious exhibition. That year, the biennial displayed the works by students of the world's best design schools. Photo by Indrek Sirkel



**Photo 8.** Third-year BA students of EAA Department of Graphic Design, Loore Sundja and Else Lagerspetz, present their final thesis – “Knock! Knock! Books. Notes Memories and Fictional Accounts of Published Works” – at the New York Art Book Fair, the world's largest art and design book fair, in 2016. Supervisors: Indrek Sirkel, Kerli Virk, Nora Särak. Photo by Indrek Sirkel

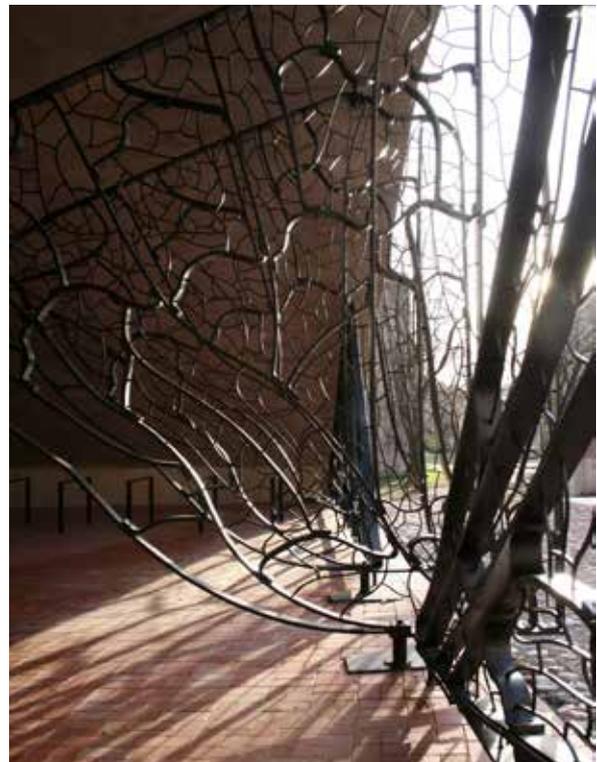
## EAA Faculty of Design



**Photo 10.** "KAΦEDRA", an exhibition of the EAA Department of Jewellery and Blacksmithing in the Narva art residency, 2016. Concept and execution: Kadri Mälk, Sofia Hallik, Piret Hirv, Eve Margus-Villems, Nils Hint, department's workshop supervisors and students



**Photo 11.** Brooch, steel. Artist: Merlin Meremaa, 2015



**Photo 12.** University of Tartu Narva College gates. Wrought iron, laser cutting, 2012. Artists: Risto Tali, Rait Siska



**Photo 13.** The EAA Department of Ceramics is developing a novel 3D clay printing technology and researching its possibilities. The results are introduced to colleagues from design colleges and universities of nearby countries. The project leaders are EAA workshop supervisor Lauri Kilusk and engineer Madis Kaasik (OÜ Protointvent). Photo by Urmas Puhkan



**Photo 14.** In 2011, Tallinn was European Capital of Culture. The EAA took part in the programme with various projects all through the year, among them "World of Glass", for which Norwegian musicians Arve Henriksen and Terje Isungset commissioned unique glass instruments from students and faculty of the EAA Glass Art and Design Department. The music project has since toured Scandinavia and other parts of the world



**Photo 15.** The ethno-collection "Gemma", 2016. Designer: Kertu Kivisik, second-year BA student of EAA Department of Fashion. Supervisors: Piret Pupart (collection), Agne Talu-Vürmer (patterns), Margarita Teeääre (sewing), Marit Ahven (stylization). Model: Morris. Makeup & hair: Mari-Ly Kapp. Photo by Mark Raidpere

## EAA Faculty of Design



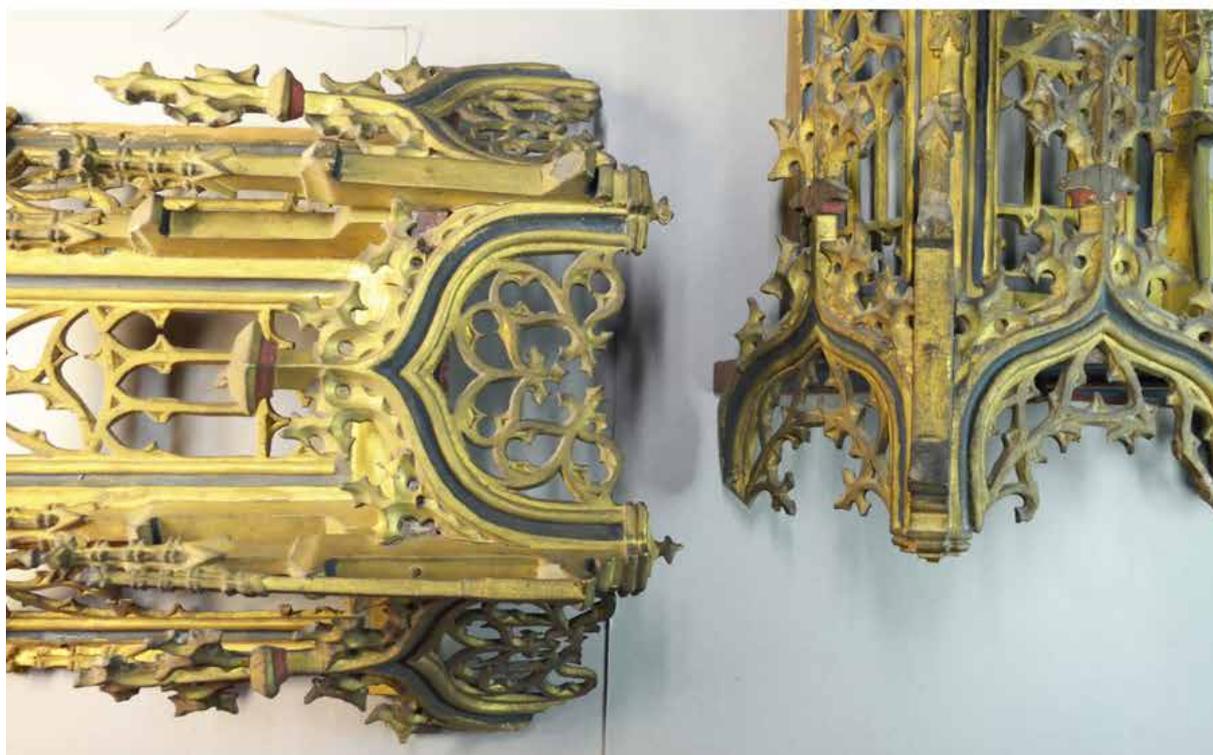
**Photo 16.** The international footwear and accessory brand Camper held its first Northern European workshop, “Wearables”, at the EAA Department of Leather Art and Accessories Design. A dozen students from the top design colleges and universities in the CIRBUS network were selected to take part in the workshop. The event was supervised by Camper lead designers Adriana Rodriguez and Jumpei Ushijama. The results of the workshop were on display at the EKA G Gallery. Photo by Henno Luts



**Photo 17.** Educational bed linen for pre-schoolers on a ladybird theme “Lepatriinulised”. Part of the master’s thesis of the student of EAA Department of Textile Design, Irina Gross. Supervisor: Kadi Pajupuu 2016. The design solution embodies an approach of imparting science facts for kids in a fun way



**Photo 18.** A wood structure made by students of the EAA's Departments of Interior Architecture, Graphic Design and Cultural Heritage. It frames the Tallinn Cathedral's Baroque altar permitting researchers and visitors led by a guide to climb to a height of almost 10 metres. Supervisors: Hilikka Hiiop (EAA Department of Cultural Heritage and Conservation), Hannes Praks (EAA Department of Interior Architecture), Tiina-Mall Kreem (Art Museum of Estonia) Kristjan Holm (EAA Department of Interior Architecture), Juhan Kilumets (Rändmeister OÜ) Students: Johanna Sepp, Ardo Hiiuväin, Elin-Harriet Helemae, Ellen Sepp, Kaia Tungal, Martin Siplane, Maria Kesküla, Tiina Sakernmaa, Taavi Tiidor, Aimur Takk, 2016. Photo by Peeter Säre



**Photo 19.** Conservation of an altar made in the workshop of 15th century German master Hermen Rode currently housed in St. Nicholas' Church in Tallinn. The work is performed by EAA Department of Cultural Heritage and Conservation associate professor Hilikka Hiiop. Photos by Stanislav Stepashko, Villu Plink, Hedi Kard



**Photo 20.** Summer internship for EAA Department of Cultural Heritage and Conservation students: investigations of the finishing layer in Haljala Church. Photo by Peeter Säre



**Photo 21.** EAA master's student in art education Ivo Visak at a museum internship at Kumu Art Museum. Photo by Anu Purre



**Photo 22, 23.** EAA doctoral student Jaanus Samma's exhibition project "NSFW. A Chairman's Tale" represented Estonia at the 2015 Venice Biennale. This was an investigative multimedia installation about the discrimination of gays in the Soviet era, presented as a fictitious opera incorporating videos, archive photos and found objects. Photos by Reimo Vösa-Tangsoo, Johannes Säre

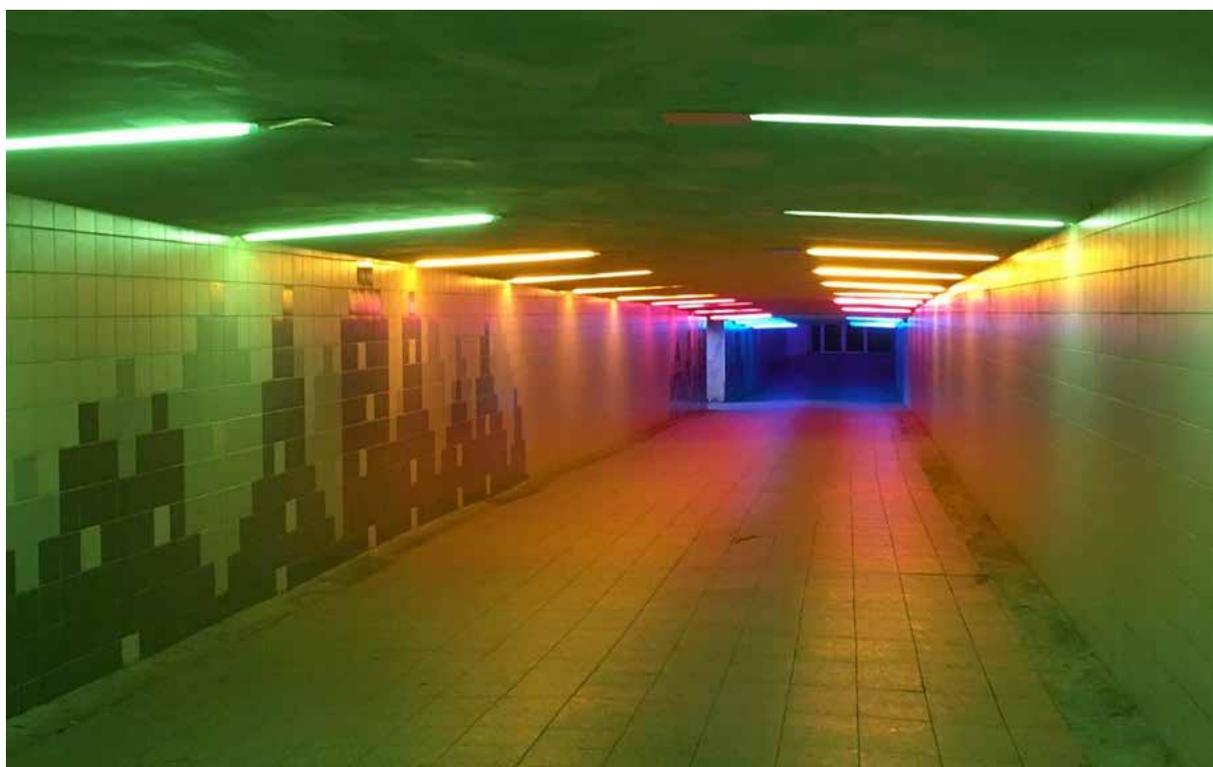


**Photo 24.** View of Kristina Õllek's exhibition "When you have the object itself in front of your eyes", TASE 2016. The work was graded Cum laude and was awarded the Estonian Young Artist's Prize. Photo by Kristina Õllek

## EAA Faculty of Fine Arts

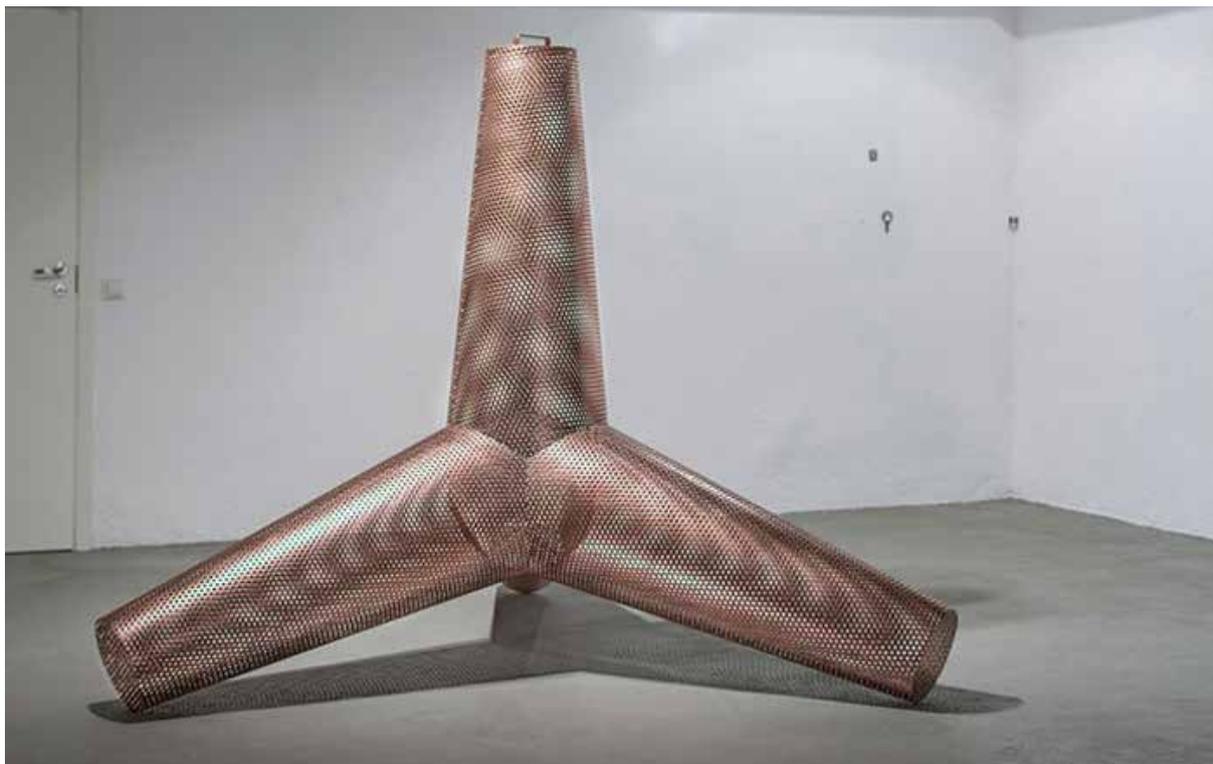


**Photo 25.** "Artist's Room", a work by EAA new media student Juhan Soomets, which earned him the Baltic Young Artist Award, 2015 in Latvian National Museum of Art. Touch-sensitive metal strips trigger the musical composition in the room



**Photo 26.** Eksprompt 2016. Light installation in Tallinn's Central Rail Station pedestrian tunnel. Solution for an assignment of colour theory and composition. Artist: first-year animation student Cristo Madissoo. Supervision and photo by Kristi Kongi

## EAA Faculty of Fine Arts



**Photo 27.** Installation/sculpture "Wave-Breaker" at the EAA Gallery. Artist: third year BA student of fine arts, Sten Saarits, 2014. A perforated copper-coated iron plate deflecting cell phone waves. Photo by Sten Saarits



**Photo 28.** The studio of EAA Department of Installation and Sculpture, on Raja street, Tallinn. Photo by Art Allmägi