

**Estonian Business School**



**SELF-ASSESSMENT REPORT FOR  
INSTITUTIONAL ACCREDITATION**

**Tallinn, 2013**

## Introduction

This self-assessment report has been prepared for the institutional accreditation of Estonian Business School (EBS) by the Estonian Higher Education Quality Agency. On February 13, 2012 the Rector of EBS issued a Decree nr 5ü, establishing four task forces as follows:

1. Management and functioning of the organization – Rector Arno Almann (chair), Vice-rector for Administration and Finance Tõnu Küttmaa, Member of the Management Board Kristiina Kägu, Personnel Specialist Reet Talvik, Head of EBS Library Eda Pihu, student representative Risto Saaremets.
2. Studies – Vice-rector for Studies and Development Heikki Päeva (chair), Head of the Programme Development Office Monika Siiraki, Head of the Admissions and Studies Office Kadri Osula.
3. Research and development (R&D) – Vice-Rector for Research Ruth Alas (chair), Lecturer Merle Krigul, Academic Secretary Maarja Murumägi.
4. Serving society – Head of EBS Helsinki Branch Sigrid Lainevee (chair), Member of the Management Board Kristiina Kägu, Communications Officer Katrin Sonts, Head of Alumni Relations Raili Naris, Head of Client Relations at EBS Executive Training Centre Mare Tolli, student representative Anu Kerdi.

The Decree appointed the Academic Secretary Maarja Murumägi responsible for coordination of the self-assessment process and prof. Olav Aarna as editor in chief for the Self-Assessment Report (SAR).

The same Decree also established the time frame of preparing for institutional accreditation. During the period March 2012 – January 2013 Management Board of the OÜ EBS Education and the EBS Senate regularly discussed different aspects of the self-assessment process.

## General information and description

INSTITUTIONAL INFORMATION	
<b>Name of the university:</b>	Estonian Business School
<b>Name of the owner:</b>	EBS Education OÜ
<b>Legal form of the owner:</b>	Private legal entity
<b>Registration code:</b>	11329140
<b>Address:</b>	Lauteri 3, Tallinn 10114, Estonia info@ebs.ee
<b>Campus location:</b>	Main campus in central Tallinn on Lauteri 3; Smaller campus in central Helsinki on Hiilikatu 3
<b>Rector:</b>	Professor Arno Almann
<b>Contact person:</b>	Maarja Murumägi, Academic Secretary +372 665 1382 <a href="mailto:maarja.murumagi@ebs.ee">maarja.murumagi@ebs.ee</a>
<b>Areas of activity:</b>	<ul style="list-style-type: none"> <li>- Study programmes on bachelor's, master's and doctoral level in the field of business and administration (social sciences);</li> <li>- Executive training for middle and top level managers from business and public organizations;</li> <li>- Research and development in the field of organizational development with links to business community.</li> </ul>
<b>Mission:</b>	To provide enterprising people with academic knowledge, skills and values for its successful implementation.
<b>Vision:</b>	The goal of EBS is to become an internationally recognised business school through the activities of its alumni and academic staff.
<b>Core values:</b>	Partnership, competency, creativity, independence, responsibility.

QUICK FACTS AND FIGURES	
<b>Study programmes:</b>	3 bachelor's programmes, 6 master's programmes incl. 2 joint programmes, 1 doctoral programme.
<b>Students:</b>	1413 students, of whom 928 are enrolled to bachelor programmes, 449 on master level, and 36 in PhD programme; incl. 316 foreign students.
<b>Languages of instruction:</b>	English and Estonian
<b>Academic staff:</b>	47 employed full-time and approximately 50 part-time lecturers per semester
<b>Administrative and support staff:</b>	43, of whom 7 are engaged in student services

<b>Selected historical milestones:</b>	
1988:	EBS was established by Madis Habakuk, Ilmar Martens, and Marshall Fitzgerald.
1990:	MBA programme was opened.
1991:	International Business Administration bachelor's programme was opened.
1993:	EBS Library was opened.
1995:	Ministry of Education licensed EBS as a university; The first issue of EBS Review was published; EBS moved to the campus on Lauteri street.
1996:	Doctoral programme was launched in cooperation with Turku School of Economics (Finland); EBS joined European Foundation for Management Development (EFMD).
1998:	EBS Student Council and EBS Alumni Association were both registered as non-profit legal entities; EBS passed EFMD eligibility study for EQUIS accreditation.
1999:	EBS joined the Consortium of International Double Degrees (CIDD); EBS joined ESF Erasmus programme.
2000:	EBS Entrepreneurship Centre was established.
2001:	EBS got accredited by Central and Eastern European Management Development Association (CEEMAN); Successful defence of the first doctoral degree.
2002:	EBS joined European Business Ethics Network (EBEN); Ministry of Education and Research licensed EBS doctoral (PhD) programme and evaluated positively our research.
2004:	EBS joined the Public Universities' Quality Agreement.
2006:	Rector of EBS Madis Habakuk was elected to EFMD board.
2007:	Successful reaccreditation by CEEMAN; Double diploma agreement was signed with Lancaster University Management School.
2009:	EBS doctoral programme in Management was fully accredited by the Ministry of Education and Research;
2010:	EBS R&D activities were positively evaluated by the Ministry of Education and Research; EBS got licence for unlimited term to run study programmes on bachelor, master and doctoral level in the field of business administration, which made us the only private university in Estonia.
2011:	EBS hosted European Academy of Management (EURAM) annual conference; EBS opened a campus in Helsinki, Finland; EBS joined the Agreement on Good Practice in Quality.

### **Main achievements over the past four years**

- 2009 EBS doctoral programme in Management was fully accredited by the Ministry of Education and Research.
- 2010 Research and development activities of EBS were positively evaluated by the Ministry of Education and Research, and all our programmes on bachelor, master and doctoral level were licenced for unlimited term. This constituted us as the only private university in Estonia.
- 2011 EBS successfully hosted the European Academy of Management (EURAM) annual conference with more than 750 participants from over 40 countries.
- EBS opened a campus in Helsinki, Finland and admitted 70 students to the International Business Administration bachelor programme there.
- 2012 EBS closed negotiations with the European Group for Organizational Studies (EGOS) to host their annual conference in 2015.
- EBS closed negotiations with Nottingham Trent University to open a joint MSc programme in European Business and Finance in 2013.

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## Abbreviations

ACDF	– Academic Capital Development Fund
AS	– Joint-Stock Company
BMDA	– Baltic Management Development Network
CEEMAN	– Central and Eastern European Management Development Association
CIDD	– Consortium of International Double Degrees
CSR	– Corporate Social Responsibility
EBEN	– European Business Ethics Network
EBS	– Estonian Business School
EFMD	– European Foundation for Management Development
EGOS	– European Group for Organizational Studies
EHIS	– Estonian Education Information System
ETIS	– Estonian Research Information System
ESF	– European Social Fund
EURAM	– European Academy of Management
HEI	– Higher Educational Institution
ILO	– Intended Learning Outcomes
IT	– Information Technology
LUMS	– Lancaster University Management School
OÜ	– Private Limited Company
R&D	– Research and Development
RPL	– Recognition of Prior Learning
SAR	– Self-Assessment Report
SHE	– Standard of Higher Education

# 1. Organizational management and performance

## 1.1 General management

### 1.1.1 The university has determined its role in Estonian society

Estonian Business School (EBS) is one of the oldest private universities in the Baltic States. It was founded in 1988 when the first steps were taken to restore the country's independence and to build a democratic society and open market economy. The developing democracy provided relatively simple regulations to start private schools, including higher educational institutions (HEIs). Nevertheless, the society was experiencing a substantial lack of knowledge, skills and experience in market economy. EBS began filling this gap. The objective was to pass on knowledge related to market economy and offer experience to people who wanted to engage in business and entrepreneurship. Therefore it is not surprising that EBS first alumni formed Estonia's successful business elite and played an important role in the country's economic development.

In year 2013, when EBS is celebrating its 25<sup>th</sup> anniversary, one can recognize that the strategic decisions and principles the founders took formed the basis for our values and serve the university also today.

As stated in [EBS Development Plan for 2010-2015](#), EBS is a private university involved in international networks and acts in the interests of Estonian economy and society. According to the Development Plan,

**EBS mission is to provide enterprising people with academic knowledge, skills and values for its successful implementation.**

EBS vision:

**The goal of EBS is to become an internationally recognized business school through the activities of its alumni and academic staff.**

Our core values have been defined already by the founding fathers and recently revised at Senate meeting in January 2012. **EBS values are:**

- **Partnership:** partnership between EBS and society (academic staff tries to both give back and learn through participating in different networks/associations), partnership with alumni and students (we collaborate in providing good education).
- **Competency:** we develop the know-how and skills in our students that are necessary and relevant for society in a long term perspective.
- **Creativity:** we as a university and as a community (staff, students, alumni) think outside of the box, finding new ways to reach goals.
- **Independence:** we value our independence as a university and we try to pass this value to our students so they could find their place in the society.
- **Responsibility:** our independence comes with responsibility towards ourselves and other people. We take responsibility for what and how we teach and values that come along with it, we also expect our students and alumni to do the same.

EBS specialises in business and administration and conducts studies at bachelor's, master's and doctoral level and different fields of specialisation (see section 2.2). The programmes are

based on interdisciplinary research results (see section 3.1) as well as the needs of society and the corporate world (see section 4.1).

A reform in higher education took place in Estonia during 2008-2012. As a result, the legal environment for higher education became substantially more regulated and currently there are 6 public and only one private university (Estonian Business School) in Estonia (see Table 1.1). During 2010-2011, EBS successfully passed the transitional evaluation of all its study programmes and was granted the right to conduct studies and issue state recognized diplomas in business and administration for an unspecified term.

**Table 1.1 Number of students at Estonian universities 2009 – 2012<sup>1</sup>**

<i>Legal form</i>	<i>Name of university</i>	<i>10.11.2009</i>	<i>10.11.2010</i>	<i>10.11.2011</i>	<i>10.11.2012</i>
Public	Estonian Academy of Arts	1,199	1,220	1,222	1,177
	Estonian Academy of Music and Theatre	698	762	743	736
	Estonian University of Life Sciences	4,898	4,838	4,676	4,514
	Tallinn University	8,962	9,630	9,709	10,330
	Tallinn University of Technology	13,430	13,883	13,975	13,926
	University of Tartu	17,643	18,196	18,083	17,200
<b>Public universities in total</b>		<b>46,830</b>	<b>48,529</b>	<b>48,408</b>	<b>47,883</b>
Private	Estonian Business School	1,553	1,544	1,529	1,520
<b>All universities in total</b>		<b>48,383</b>	<b>50,073</b>	<b>49,937</b>	<b>49,403</b>

According to paragraph 4, section 1 in the *Universities Act*, “a university is an educational, creative, research and development institution where instruction corresponding to the Standard of Higher Education (SHE) is provided at the three levels of higher education.” [RT I 2008, 34, 208 – entered into force 01.09.2008]

The Universities Act is applied to private universities based on the specifics stipulated in the *Private Schools Act*. A private university is not a legal entity, but an institution of a private legal entity (a trading company, foundation or non-profit organization). The Private Schools Act also sets out a 630 000 Euro equity capital requirement to the owner of the private university. EBS has consistently and throughout years followed all legal requirements and administrative supervisors (the Ministry of Education and Research) have made no precepts.

Based on the law, the owner of Estonian Business School is *OÜ EBS Education*, a private limited company set up by AS Estonian Business School Group (see Figure 1.1). The effective wording of the [EBS Statute](#) has been passed by the resolution of the general meeting of OÜ EBS Education of May 5, 2011.

Based on the specifics of its private legal status, EBS can implement a model of management which enables to flexibly consider the needs of a changing society, develop cooperation and corporate relations with businesses and their umbrella organizations as well as with leading universities in respective fields abroad. EBS also develops different cooperation networks with all public universities in Estonia and participates as an equal partner in the process of the *Public Universities Quality Agreement* and *Agreement on Good Practise in Quality*.

<sup>1</sup> Source: EHIS (Estonian Educational Information System)



Figure 1.1 Organizational structure of AS Estonian Business School Group

### 1.1.2 The university's development plan is based on the university's mission, vision and values, and rely on society's expectations

In its strategic planning, EBS has taken into consideration the changes in the development of Estonia, the European Union and also global developments. *EBS Development Plan for 2004-2009* served as the basis for different sub-strategies – for research, internationalisation, personnel development, marketing, corporate relations and financing. Such long term strategic planning enabled us better coordinate development of different fields of activity and to determine the levels of responsibility within the management model more effectively (see Figure 1.2).

The *Development Plan for 2010-2015* takes into consideration the results and experience from previous periods. The Plan was confirmed by EBS Senate on February 22, 2010 and amended on November 26, 2012.

EBS Development Plan for 2010-2015 determines the following strategic goals:

- EBS is an independent, international, specialised, entrepreneurial and practice-oriented private university;
- EBS is institutionally accredited, possesses contemporary infrastructure and offers flexible study possibilities;
- EBS has at least one EFMD accreditation and remains, according to the *Eduniversal ranking*, among the 300 best-known business schools in the world;
- EBS provides programmes of a quality corresponding to the level of best international business schools;
- EBS reacts quickly to developments on the labour market;
- EBS research is integrated with doctoral studies. Research activities concentrate on applied managerial research and consider the development needs of the society;
- EBS has at least 1 500 students, 50% of whom are foreigners;
- EBS continues to develop its branch in Helsinki and will open master's programme there in 2015;

- EBS provides the students with the possibilities to study as exchange students in the best business schools in all parts of the world;
- EBS maintains and values relationships with its alumni;
- EBS develops new channels for better serving society, particularly business community.

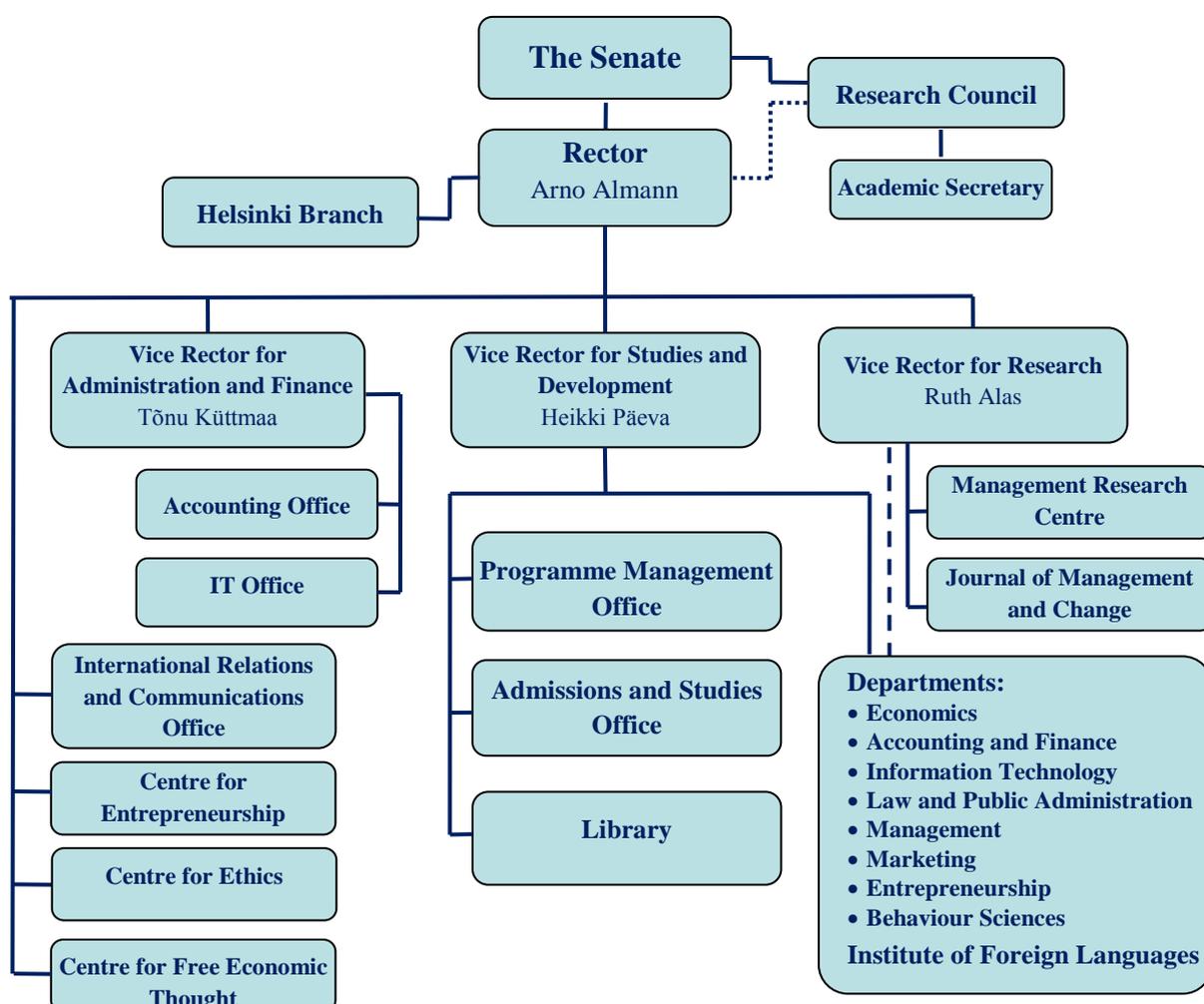


Figure 1.2 Structure of Estonian Business School

The Development Plan also sets out objectives in the main fields of activity – study, research and development, and serving the society. The [Research Strategy for years 2012-2015](#) (see section 3.1) is a sub-strategy of the Development Plan.

### 1.1.3 The university's key results have been defined

EBS key results have been defined as the strategic objectives of the Development Plan. EBS Senate confirms the key tasks for the academic year at a meeting which takes place in the beginning of a new academic year. Action plans by fields of activity define how to achieve these results.

The following are EBS key tasks for years 2010-2015:

- To continue systematic and consistent development of study programmes in cooperation with corporate partners, alumni and partner universities while taking into

consideration the needs of Estonian and international labour markets and changes in the business environment;

- To increase the number of admitted students and to raise the proportion of foreign students to 50%; to increase the proportion of foreign academic staff;
- To develop its branch in Helsinki and open master's programme there in 2015;
- To continue applied research and consulting services with the aim of doubling the R&D financing (primarily from external sources);
- To continue to organise conferences, seminars and brainstorming sessions on topical issues of economic and social development in cooperation with interested institutions.

The results are evaluated at the annual meeting of *OÜ EBS Education Supervisory Board* where the EBS' annual report is confirmed.

For the fulfilment of key tasks for years 2010-2015 EBS has performed the following during 2011-2012:

- The system for study programme management has been reorganised by establishing degree studies committees for coordinated development of bachelor's and master's programmes; more representatives of alumni and employers have been invited to participate in the programme committees. In cooperation with corporate partners new specialisations in real estate management and service economy have been developed;
- Since the academic year 2012/2013 admission to the International Business Administration bachelor's programme is open only in English; starting from the academic year 2013/2014 English will be the tuition language for the bachelor's programme in Business Administration and Languages; 45% of students admitted in the academic year 2012/2013 were foreign students;
- In the year 2012 a long-term cooperation agreement has been signed with *Technopolis OY* (Finland) to accommodate Helsinki branch of EBS. Advisory Board of the Helsinki branch has been established involving outstanding representatives of Finnish business elite and academic community; preparations are in progress to open a master's programme in Helsinki in the year 2015;
- EBS' R&D results are regularly introduced to the governmental agencies, municipalities and corporate partners with an aim to increase the practical impact for society and national economy, and to attract additional funding for R&D;
- EBS has been active in opening public discussions on different topical issues of economic and social development (alumni conferences and meetings with public opinion leaders, establishing the Centre for Free Economic Thought, publications of EBS employees in the media).

#### **1.1.4 Top management together with members of the organization and stakeholders develop and implement the university's development plan**

EBS members at different management and decision-making levels are included in the development, implementation and analysis of EBS Development Plan, sub-strategies and action plans that support it.

A systematic analysis of the development plan implementation takes place every year at the extended EBS Senate meeting where all heads of academic departments, directors of programme committees and representatives of students participate. An annual action plan for priority fields in the development plan is designed during this two-day meeting. The key areas for development in 2013 are "quality assurance", "sustainability" and "communication".

The priority tasks for the academic year are detailed in the action plans of structural units (departments and offices) and performance plans of respective members EBS management, incl. members of OÜ EBS Management Board (the Rector, Vice Rector for Administration and Finance, and Head of International and Corporate Relations). The implementation of the action plans for structural units is analysed during the academic year at regular Senate meetings.

### **1.1.5 Responsibilities at all levels of management have been defined and support the achievement of the university's goals**

EBS organizational structure is presented in Figure 1.3. The responsibilities of all levels of management and institutions are defined in the *EBS Statute* and *OÜ EBS Education Statute*. These support efficient functioning of the organization. Specific responsibilities of personnel are available in job descriptions of all employees and performance plans for an academic year of members of EBS management.

### **1.1.6 Internal and external communication have clear objectives and are managed**

EBS internal and external communication relies on the Development Plan and respective action plans. Communication related activities are determined every year in the *Communication Plan*.

With the appointment of a *Communications Officer* in 2011, EBS internal communication processes were mapped and the following main weaknesses were identified:

- Small number and irregular use of internal communication channels;
- Deficiencies in the document administration system and in the availability of documents;
- Sporadic inconsistency and duplication in the management structure;
- Lack of information on responsibilities of all employees.

Based on the analysis and employee survey, several changes have been introduced and the organization of internal communication has been improved. Weekly newspaper in the intranet communicates the most important EBS news of the past week.

A new document administration system has been designed and implemented and EBS personnel have free access to it. EBS management structure has been improved and turned into a more contemporary one, the areas of responsibility, job titles, job descriptions as well as the orders for reporting and substituting have been more clearly defined. Meetings of EBS decision-making bodies – Senate, Research Council, and Management Board – take place regularly and decisions passed are public knowledge to all members of EBS.

Communications Officer is also responsible for the external communication. The major channels of external communication are: the EBS web page <http://ebs.ee/en/>, monthly news bulletin sent to all EBS partners, press releases, advertisements, opinion articles and comments of our employees in media, EBS weekly newsletter in Facebook and public events organised at EBS (see section 4.1). Our web page is visited about 200 000 times a year. EBS news bulletin has more than 3000 readers.

To coordinate EBS communication activities, to increase its influence and competence, a *Communications Committee* has been summoned.

## **1.2 Personnel management**

### **1.2.1 The principles and procedures for recruitment and substitution rely on the university's goals and ensure academic sustainability**

The EBS personnel consist of three categories:

- 1) The management, which includes the Rector, vice rectors and heads of structural units<sup>1</sup>;
- 2) Academic staff (lecturers and researchers);
- 3) Administrative and support staff.

The structure and nomination of staff members are confirmed by the Rector.

To ensure sustainability and the achievement of objectives in the Development Plan, EBS recognises and values the issues related to motivating and organising the work of academic staff and constantly develops this field of activity. The general qualification requirements for recruitment of academic staff have been set in the Universities Act and in the SHE. Following these requirements, EBS has [\*Guidelines for Electing the Academic Staff\*](#) confirmed by the Senate.

The recruitment of core academic staff is by way of open competition once a year. Upon nomination, the opinions of expert committees as well as academic customs in the form of *venia legendi* are implemented and members of academic staff are nominated at an EBS Senate meeting. Considering EBS strategic objectives, EBS has consistently hired foreign academic staff via international mobility programmes and contracts signed with partner universities abroad. In the coming years, EBS plans to open international competitions to fill leading academic vacancies.

Over the past years, EBS has been ensuring the oncoming of new academic staff and increasing the academic qualifications of existing academic staff. Between 2005 and 2012, EBS lecturers have defended 12 doctoral theses and 11 members of academic staff are currently in their doctoral studies (see section 2.2).

Open competitions have also been used to recruit employees in support structural units.

### **1.2.2 While selecting, nominating and evaluating academic staff, the university takes into consideration the employee's earlier activities**

While selecting, nominating and evaluating academic staff, EBS considers the employee's effectiveness in teaching, individual results of research, participation in development activities and information acquired from student feedback.

While selecting a candidate, EBS has developed a template for compiling an expert opinion which ensures the comparability of evaluations and balanced view on the candidate's different activities, work experience and evaluation of results.

While re-electing a member of academic staff, the employee is evaluated based on the results of his/her activities. Participation in the open competition is only possible if the employee has passed the evaluation.

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<sup>1</sup> Considering the specifics of private university management, our top management runs OÜ EBS Education and EBS. The Rector is also the Chairman of the Board of the private limited company and executes the highest administrative power, uses the resources of the company, is responsible for its financial situation and ensures that the owner of the university performs the required tasks.

### **1.2.3 Principles for remuneration and motivation have been clearly defined, available to and followed by all members of staff**

*The Guidelines for Remuneration of Academic Staff* set out the general principles of remuneration for academic staff, basic salaries of lecturers and researchers, as well as fees and coefficients for teaching basic, core and special courses. The Guidelines are updated based on the financial resources of the university.

Different forms of motivation are implemented in individual contracts of academic staff members and are based on efficiency in teaching, research and/or development activities. For instance, lecturers teaching at EBS Helsinki have bonuses for self-development and participation in international conferences. Developers of new courses can visit partner universities using different mobility schemes.

EBS also values public recognition of academic staff. Based on student feedback at the end of each academic year we announce the best lecturer, the best language teacher, the best lecturer at EBS Helsinki branch and the best lecturer in the field of R&D.

### **1.2.4 Employee satisfaction is regularly surveyed and results are used for improvements**

To get feedback and share information EBS management arranges regular meetings with heads of academic departments and directors of programme committees, with the representatives of EBS Student Council, alumni and EBS Advisory Board, information seminars for employees.

Development interviews with lecturers are another form of feedback. As a result of the development interviews in academic departments, action plans emerge which are evaluated and analysed during development interviews in the following year. For instance, during the period 2008-2012 substantial improvements of working environment have been made (the faculty lounge, improvement of heating and ventilation, etc.), in-service training in implementing recognition of prior learning and learning outcomes based assessment.

The heads of structural units also conduct annual development interviews with their subordinates and while doing so, they follow specific manuals developed by EBS.

### **1.2.5 Employees participate in international mobility programmes, cooperation projects and networks**

During the last five years the number of EBS academic staff has been 44 to 48 persons (see section 2.2), the number of administrative and support staff has been 40 to 45 persons. In average they have been employed by EBS for 7.6 years. We have constantly contributed to in-service training of our administrative and support staff through European Social Fund (ESF) sponsored *Primus Programme* (17 training courses with 139 participants from EBS during the period 2008-2012) and in-house training courses. During the last five years 11 EBS employees have participated in international mobility programmes (e.g. Erasmus) and gained new experience in other HEIs.

### **1.2.6 Employees rely on principles of academic ethics**

In its activities members of EBS academic staff value and follow the principles of academic ethics. These principles are introduced and promoted through the activities of EBS *Centre for*

*Ethics* (see section 4.1). To react to possible violations of ethical principles, EBS has summoned an *Ethics Committee*. The principles of academic ethics rely on the *Public Universities Agreement on Good Practice* which EBS has joined.

### 1.3 Management of finances and infrastructure

To manage and develop the financial resources and infrastructure and its core activities – teaching and research – EBS has created contemporary working conditions and is constantly making an effort to ensure its sustainability.

#### 1.3.1 Management of finances

The revenues of the EBS budget comprise:

- Study-related revenue (tuition fees, fees from Open University<sup>1</sup>, support for state commissioned study places, incl. doctoral students, etc.);
- Revenue from R&D (the basic financing of research from the Ministry of Education and Research, grants from Estonian Research Agency, R&D contracts, etc.);
- Other operational revenue (fees for courses delivered by EBS academic staff in other universities, income from consultation activities etc.).

EBS revenues over the past five years are available in Table 1.2.

**Table 1.2 EBS revenues during 2008 – 2013**

Academic year	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013 <sup>2</sup>
x 1,000 EUR	2,700	2,480	2,280	2,830	3,110

In average 93-97% of EBS' revenue comes from tuition fees. The rest is support from the state budget, and R&D financing. The 2008-2010 decrease in revenue was due to the recession and the worsening demographic situation in Estonia. The last two academic years (2011/2012 and 2012/2013) have shown an increase in revenue which is primarily attributable to the internationalisation activities of EBS (in autumn 2011, EBS opened its subsidiary in Helsinki, the number of foreign student to EBS Tallinn went up suddenly) and the improving economic situation in the country.

The structure of EBS expenses during the period 2008-2012 is the following:

- Study-related expenses – 48%;
- Expenses related to research – 13%;
- The university's overheads – 37%;
- Provisions into reserve and development funds – 2%.

Based on the Private Schools Act, the owner of EBS (*OÜ EBS Education*) is required to have at least 0.64 million Euros in owners' equity. This requirement has always been met.

One of the sources of financial stability of EBS is the reserve fund of OÜ EBS Education established by *AS Estonian Business School Group*. The volume of the reserve fund is many times more than EBS' annual turnover.

<sup>1</sup> Open University at EBS is a concept targeted at learners taking individual courses from EBS degree programmes (see section 4.2).

<sup>2</sup> Estimates

EBS self-finances its research activities via the annual research grant administered by the council of the Academic Capital Development Fund (ACDF). The Fund allocates resources to R&D activities relying on the objectives in the Development Plan – remuneration for research staff, updating library stock, purchasing data processing software, covering the academic staff’s research-related travelling expenses. Over years 2008-2012, the volume of annual allocations has increased from 229,398 to 386,566 Euros (see also Table 3.2).

As stipulated in the *EBS Budget Manual*, the following serve as an input for drawing up an annual budget:

- EBS Development Plan and strategies by field of activity;
- Draft budgets of structural units;
- Revenue forecasts for the fiscal year.

The draft budget is presented to the Rector for consideration. After the Management Board of OÜ EBS Education has approved it, the budget is sent to EBS Education Supervisory Board for confirmation.

EBS must cover all its costs with revenues earned. As a rule, the university does not foresee the use of an overdraft and EBS has not used it over its 24 years of existence.

In case real revenue in a fiscal year exceeds the estimations in the budget, the owner with the Rector’s consent may direct the resources into the reserve fund or use them to improve teaching and research. If, however, real revenue stands below estimations in the budget, the Rector and the Vice Rector for Administration and Finance have the responsibility to proportionally decrease expenses. In case the owner considers it necessary, it is possible to provide additional financing from the reserve fund of AS Estonian Business School Group.

The Chief Accountant and the Vice Rector for Administration and Finance are responsible for accounting at EBS. All single, periodic and annual reports are compiled in the Accounting Office in accordance with the principles of good accounting practice of Republic of Estonia and instructions issued by Estonian Accounting Standards Board. Following the law, all annual reports have been audited by a chartered auditor.

An inventory of EBS assets is carried out annually.

### 1.3.2 Information system infrastructure

The information systems which support the core processes at EBS are available in Table 1.3.

**Table 1.3 Information systems used at EBS**

<i>Name of the information system</i>	<i>Purpose</i>	<i>Year of implementation</i>	<i>Notes</i>
Study information system ( <i>ÕIS</i> )	Administration of the study process	2001	SQL database application
Personnel and financial accounting ( <i>Joosep</i> )	Management of personnel and finances	1998	SQL database application
Registrar of documents	Document administration	2007	SQL database application
Web pages	Information sharing on EBS and students	1999	Updated every 3 <sup>rd</sup> year

CRM	Administration of potential clients (students)	2009	MS Dynamics ver. 3.0 adapted
Wi-Fi network	To ensure free internet to students everywhere in the building	2006	15 hotspots
File management	To ensure that staff, lecturers and students have a space to store their electronic files	1998	Unlimited size to store files
Mass e-mail ( <i>Postituvi</i> )	To administer mass e-mails for marketing purposes	2010	Web-based

The information system with the highest priority is the study information system *ÕIS* which was implemented in year 2001. Due to the needs which change over time, the system's functionality as well as its software and hardware are constantly being improved. The developments on *ÕIS* rely partly on EBS own and partly on outsourced expertise.

*ÕIS* includes registers on the management and administration of the study process as well as information on students, lecturers, subjects, curricula, etc. *ÕIS* is connected to state information systems SAIS (information system for those who wish to apply to a HEI in Estonia) and EHIS (information system for education in Estonia).

IT development at EBS is a systematic activity following *EBS strategy for information technology development 2011-2013* and annual IT action plans. *IT Office* is responsible for the implementation and administration of specific development projects.

Systematic development of the IT infrastructure at EBS started in year 1995. The computer network and servers available today meet our needs. Since autumn 2012, EBS outsources the accommodation and administration service of its servers from *Elion* – a company that specialises in this field and is one of the largest and best-known in Estonia. The result is a modern technical solution and a high-quality administration system.

All EBS work places are equipped with a computer and internet connection. Free wireless internet is available everywhere in the building. Additionally, students can use two computer classes and a reading room which is also equipped with computers.

Other modern technical and education technology tools (data projectors, e-learning software, etc.) are also used to conduct studies.

EBS actively participates in joint development projects of Estonian universities, including e-study information system (e-*ÕIS*), plagiarism identification system and SAIS.

### 1.3.3 EBS Library

EBS library in Estonia is an important special university library in the field of economics, management and entrepreneurship. The library develops and acquires new stock according to EBS' main fields of study and research fields – management, entrepreneurship, economics and marketing. The library serves EBS' own students and academic staff, but there are also visitors from other HEIs and companies. EBS alumni also continue to use the library services.

EBS Library's development plan for 2011-2015 has been confirmed by EBS Senate. The most important activities of EBS library are the following: development of *e-library*; conducting readers' satisfaction surveys; updating of courses for information literacy skills, development of e-learning object in *Moodle*; developing EBS Bibliography.

The library's collection holds 8,310 book titles (32,494 circulation copies) and 45 titles of periodicals. The collection is small, but adequate for the requirements of studies at EBS. 51% of the collection is in English, 46% in Estonian and 3% in other languages.

The library's e-catalogue is accessible via the Internet. Two databases - business periodicals database *ProQuest* which permits access to 3,500 foreign periodicals' full texts and EBSCO databases which permit access to 21, 000 full texts on economics, social and humanitarian sciences, are available for students and academic staff. The databases are accessible also from outside the EBS intranet, via ÖIS.

Every semester the library organises courses in information literacy for the first year students to introduce them different e-catalogues, databases, information resources and methods of information search on the internet.

The library is open according to the timetable of the lectures: 10.00 to 18.00 from Monday to Friday and the reading room is open from 9.00 to 20.00 on workdays and 11.00 to 16.00 on Saturdays.

In 2001, 2004, 2007, 2008 and 2011, the library carried out surveys among EBS academic staff and students. The purpose of the surveys was to evaluate the books and periodicals, fields of acquisition, databases and to identify the needs for improving the library's stock and necessary information resources.

The analysis helped to focus on the library's development, improve the acquisition policy and determine a marketing strategy. For instance, the library stock has been improved by acquiring more books on research methodology, research methods, corporate finance and marketing. Additionally, the access to databases outside the EBS intranet has increased their usage. The separate courses in information literacy have been organised also for students writing their final theses.

### **1.3.4 Management of EBS infrastructure**

During its 24 years of existence, EBS has created an infrastructure which enables to conduct studies at the required level.

EBS is located at A. Lauteri Street 3 in the very heart of Tallinn. The owner of the building is OÜ EBS Campus, which is owned by AS Estonian Businesses School Group (see Figure 1.2). The area of the building is 6,454 m<sup>2</sup>. In the building there are altogether 57 classrooms for core courses, language classes and computer classes. As of today, all the classrooms have been renovated. In addition to classrooms, the building also houses the library, working spaces for personnel, the Student Council, foreign academic staff apartment and many more.

The building was renovated substantially between 1996 and 2001. During this time, the 5<sup>th</sup> floor with the library's reading room (120 m<sup>2</sup>) and working spaces for the academic staff (380 m<sup>2</sup>) were refurbished. The building had a new roof built; the central heating system, windows, etc. were also changed. Renovation has been fully financed by AS Estonian Business School Group. Therefore the organization has no loan obligations to the banks.

The building also houses a student's restaurant and cafeteria which serve EBS students and employees and which is operated by an independent catering company. EBS has a parking lot for 100 cars on our premises to cater for the parking needs of students and employees.

The building also has an electronic surveillance system and a system for automatic transmission of fire alarms. In addition to the electronic surveillance system, a round-the-clock manned security also exists in the building.

Student satisfaction with the infrastructure has been regularly analysed. At the end of every semester, student feedback is conducted and it also includes questions regarding the university's infrastructure. As a rule, student satisfaction with infrastructure has been high. Feedback also highlights shortcomings and propositions which are taken into consideration in the development of the infrastructure and day-to-day management to the extent that recourses allow.

## **1.4 Conclusions**

### **Areas of good practice:**

- The management model which has been based on the laws regulating the activities of a private university ensures greater flexibility and promptness in management;
- Strong and focused international partnerships with leading business schools worldwide coupled with strong international emphasis, recognised by the market and the ERASMUS organization;
- The founding and development of the subsidiary in Helsinki into an institution providing competitive business education in Finland;
- Cooperation with public universities to develop joint curricula, joint modules in study programmes, doctoral school, etc.

### **Areas that need improvement:**

- Balanced and coherent development of different level and area management activities, and their better integration with planning and implementation processes;
- The establishing of stronger links between employees' remuneration and motivation system and development objectives;
- Diversification of sources of revenue;
- Implementation of a unified quality system to evaluate and develop different fields of activity;
- Establishing a more holistic system of internal and external communication process in the context of our continuous internationalisation.

## 2. Teaching and learning

### 2.1 Quality management of studies

The quality management system at EBS is based on the following principles:

- Teaching is based on research, best practices and the application of modern teaching methods;
- The organization of studies is flexible and open and takes account of the needs of society, the labour market and students;
- Determining the role of stakeholders in different aspects of study process EBS values also partnership relations;
- The staff and external partners mould the quality of studies at EBS;
- High quality of graduates is assured through the contemporary study environment and continuous improvement of the study processes;
- EBS follows changes in European Higher Education Area and flexibly responds to positive developments.

General quality management of studies is the responsibility of the *Vice Rector for Studies and Development*, and includes:

- Working out, developing and checking the fulfilment of the general development plan of studies;
- Allocation of tasks and resources for improving the quality of studies;
- Ensuring the balance between the quality and efficiency of studies;
- Economic analysis of studies;
- Analysis and regulation of the motivation mechanisms for quality improvement;
- Organization of regular self-assessment processes;
- Discussion of the self-assessment report with all the parties involved;
- Working out and confirming the improvement plan for the following period.

The quality management of studies at EBS includes four main processes:

- General quality management of studies;
- Programme quality management;
- Improvement of the quality of study regulations;
- Improvement of the quality of study environment.

The general structure and principles of programme quality assurance at EBS are illustrated in Figure 2.1.

Programme quality management is the responsibility of the Programme Director and the Programme Committee, and includes:

- Developing, analysing and updating the programme with respect to the requirements of the *Standard of Higher Education* (SHE): [https://www.riigiteataja.ee/aktilisa/1070/8201/2004/VV\\_178m\\_lisa3\\_uus.pdf#](https://www.riigiteataja.ee/aktilisa/1070/8201/2004/VV_178m_lisa3_uus.pdf#), internationally accepted good practices, needs of the labour market and society, and the recommendations of external evaluators;
- Formulation of the objectives of the programme, relating concrete modules and subjects (courses) to their objectives and informing the faculty and students of the objectives of the programme;
- Formulation of the ILOs and design of corresponding assessment methods (output-based assessment);

- Collection and analysis of the recommendations from EBS personnel, students, employers and alumni for the programme development;
- Standardising assessment and grading criteria for different subjects between academic departments.

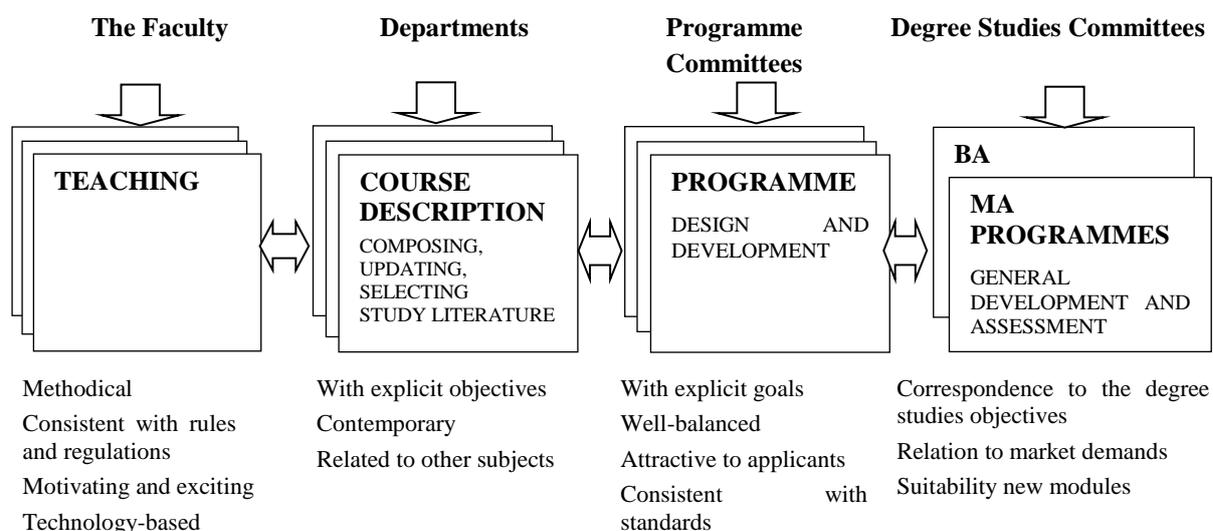


Figure 2.1 Study programme quality assurance

Improvement of the quality of the organization of studies is the responsibility of the *Admissions and Studies Office* and the *Programme Management Office*, and includes:

- Flexible adjustment of the organization of studies according to the changes in legislation and other factors;
- Improvement of the timetable in order to use student and faculty resources, and the EBS infrastructure more efficiently;
- Extensive application of contemporary active study methods, including ICT based methods;
- Better organization of independent work of students;
- Improvement of regulations on carrying out examinations and defences and formation of common assessment criteria.

Improvement of the quality of the study environment is the responsibility of *EBS Campus* and the *Programme Management Office*, and includes:

- Improvement of the infrastructure for studies, including the pool of lecture halls, computer laboratories and information technology facilities;
- Adjustment of the library stock to the needs of the programme;
- Improvement of the students' access to the EBS infrastructure.

Quality assurance of the participants includes:

- Quality assurance of the students;
- Quality assurance of the academic staff.

Quality assurance of the students includes:

- Establishment of admission conditions and selection of the students (regulated by the [Admission Regulations](#), decisions of the Examination Commissions and the Admission Commission);
- Effective advising of the students on admission and during studies (Admissions and Studies Office);

- Arrangement of student exchanges (*International Relations and Communications Office*, ERASMUS coordinator);
- Arrangement of the students' internship (*Internship Regulations* in academic departments, internship supervisors).

Quality assurance of the academic staff includes:

- Setting the qualification requirements for the academic staff positions, assessment of the applicants for the position on competitive basis (regulated by *Guidelines for Electing the Academic Staff of EBS*, Senate (for professors) or Electoral Council as decision makers);
- Involvement of the academic staff in research and a course on supervising students and final papers (responsibility of Vice Rector for Research);
- Academic mobility, self-assessment, and in service training of the academic staff, including the issues of quality management in studies (International Relations and Communications Office, ERASMUS coordinator, Institute of Foreign Languages and Departments, supported by various programmes e.g. ESF sponsored *Primus Programme* (<http://primus.archimedes.ee/en>)).

The role of the administrative and support staff in quality assurance at EBS includes:

- Administering and improving the study information system *ÕIS* (responsibility of IT Office);
- Evaluation of the effectiveness of the admission process (responsibility of Admissions and Studies Office);
- Effective advising of students and high quality backup/service processes (responsibility of Admissions and Studies Office).

Internal auditing of studies at EBS includes:

- Internal quality audits by the management of EBS;
- Self-assessment of the programme by the Programme Committee;
- Self-assessment of the programmes by the Degree Studies Committees (Bachelor's Programmes Committee and Master's Programmes Committee);
- Regular surveys of the participants on the quality of the study process;
- Analysis of the graduates' evaluations of the quality of studies;
- Analysis of the employers' evaluations of the programme and the quality of the graduates;
- Evaluation of courses according to regular surveys of the students.

Academic departments are responsible for the quality of the programme modules and the content of study courses. The *Chair* is a professor responsible for coordination of the teaching and research activities of the academic staff in the department, to ensure that the courses have clear objectives and ILOs proceeding from the general goals of the programme. The Chair together with the academic staff member reviews/revises the course description, decides on the study literature and finally approves the programme. A course description is confirmed by the Chair.

The ultimate responsibility for the quality of teaching lies with the academic staff. An academic staff member is relatively free to decide on the specific topics and methods of teaching in his/her course. Here the quality is assured through the process of academic staff recruitment, open lectures, class visits by the Chairs, student academic progress reports and the analysis of student feedback surveys. At the end of each semester the Chair reviews the performance of each lecturer and sets down targets for personal and professional development for the following semester.

The students' participation in quality assurance is guaranteed through:

- Students represented in the Senate (at least 20% of the membership);
- Students represented in the Programme Committees;
- Student feedback at the end of each course.

## **2.2 Effectiveness of studies and formation of the student body**

### **2.2.1 The university has defined study-related objectives and evaluates their achievement**

EBS study-related objectives are based on EBS mission (see section 1.1). The main **study-related strategic objectives** are the following:

- EBS programmes and quality of studies stand at the level of the best international business schools;
- EBS is quick to react to changes on the labour market;
- EBS creates versatile opportunities for its students to study in the best business schools on all continents.

To achieve the study-related strategic objectives, EBS pursues the following principles:

- Specialization on management, entrepreneurship and business;
- Relying on top level academic staff to ensure competitiveness;
- Cooperation with business schools in the EU and the rest of the world;
- Practical orientation in teaching;
- Meeting the needs of the labour market in the development of study programmes.

The processes for the achievement of these objectives are described in the internal regulations and job descriptions of the staff. The main document to regulate the studies is [EBS Academic Regulations](#) which have been confirmed in EBS Senate. *EBS Academic Regulations* is based on legislative documents which regulate higher education in Estonia and include *The Universities Act*, *Private Schools Act* and *Standard of Higher Education*.

The evaluation of the study-related objectives achieved relies on qualitative and quantitative indicators. The most important indicators are:

- National and international recognition of study programmes,
- Qualification of academic staff,
- Number of students in international student exchange,
- Number of academic staff in international exchange,
- Student feedback,
- Alumni feedback,
- Number of students who graduate within the nominal study period,
- Meeting the order for state commissioned study places.

The achievement of study-related objectives is monitored, analysed and managed at different structural levels – academic departments, programme committees, the Management, the Senate and the Management Board of EBS Education.

During 2010-2011 EBS successfully passed the national transition assessment of its study programmes and was granted the right to conduct studies and issue national diplomas in the field of business and administration for an unspecified term at all levels of higher education – bachelor, master's and doctoral. The higher education institutions and the list of qualifications awarded (diplomas and academic degrees) is available in the SHE.

The main indicator for the qualification of academic staff is the proportion of academic staff with a doctoral degree or its respective qualification. Data on EBS academic staff can be found in Table 2.1.

**Table 2.1 Proportion of EBS academic staff with a doctoral degree 2008 – 2012<sup>1</sup>**

Year	Number of core academic staff			Number of core academic staff excluding language lecturers		
	Number of academic staff	Those with a PhD	Per cent	Number of academic staff	Those with a PhD	Per cent
2008	44	15	34%	30	14	47%
2009	45	16	36%	32	15	47%
2010	46	19	41%	34	18	53%
2011	45	19	42%	33	18	55%
2012	48	23	48%	36	22	61%

EBS' policy has been to capitalise on the ERASMUS agreements with leading business schools in other countries in order to maximise exposure of EBS students to leading academic institutions, particularly in Europe. Every semester more than 25 EBS students undertake their studies in a foreign university. EBS, in turn, receives over 60 exchange students. Table 2.2 presents more detailed statistics about students and academic staff exchange at EBS.

**Table 2.2 Students and academic staff exchange at EBS**

Academic year	Outgoing		Incoming	
	Students	Lecturers	Students	Lecturers
2007/2008	36	3	67	23
2008/2009	25	6	72	24
2009/2010	42	4	64	20
2010/2011	42	4	71	18
2011/2012	43	5	85	18

Student exchange is described in more detail in section 2.5.3. Feedback from students on studies is collected at the end of every semester. Issues related to student feedback are described in more detail in section 2.5.5.

Since the majority of EBS alumni comprise entrepreneurs or employers, their feedback plays a major role in the development of study programmes and improving the competitiveness of the graduates. The last alumni survey was carried out in spring 2012. The results of the survey can be found in section 2.3.3.

Recognition by the State expressed in the form of state commissioned study places is important for EBS as a private university. Between 2007 and 2011 EBS had 3 state commissioned bachelor study places and 3 state commissioned master's study places. Additionally, two students from Byelorussia have used the state commissioned study places to

<sup>1</sup> 2012 data as of December 31, 2012

study at EBS. Starting 2010, the State has commissioned doctoral study places for the first time from a private university (EBS) – in 2010 and 2011 one doctoral study place per year and in 2012 two doctoral study places. EBS has always fully met the orders for state commissioned study places.

## 2.2.2 The university ensures its graduates’ competitiveness at national and international level

To ensure the graduates’ competitiveness at national and international level, EBS has taken the following measures:

- 1) The curricula have been designed based on the expected profile of the graduate. Input into curricula comes from employers, entrepreneurs and top specialists in the area;
- 2) While designing the curricula, EBS takes into account the best practices of internationally recognized business schools;
- 3) The curricula for bachelor studies include such courses as Business Plan and Student Enterprises which create a real link with the business world in real economic environment;
- 4) Specialized foreign language plays a major role in EBS curricula. In addition to specialised English language, students have the possibility to master a second specialized language;
- 5) Internship is a part of bachelor curricula;
- 6) The curricula include modules which are prepared and conducted in cooperation with corporate partners. An investment management module has been created and conducted in cooperation with *LHV Bank*; hotel management and conference administration module is run in cooperation with *Tallink Hotels*;
- 7) The provision of practical knowledge and skills plays a substantial role in all curricula. To ensure the passing-on of practical knowledge, recognized practitioners, including top managers, successful entrepreneurs and specialists have been involved in teaching various courses. Table 2.3 presents data on visiting academic staff;
- 8) EBS Career Centre supports the career development of students;
- 9) EBS has created the position of an Alumni and Corporate Relations Coordinator whose role is to unite EBS students and alumni into a corporate whole;
- 10) EBS supports international student exchange via Erasmus programme, thereby increasing its international competitiveness.

**Table 2.3 EBS visiting academic staff in spring semesters 2008 – 2012**

	2008		2009		2010		2011		2012	
Full-time academic staff	44	40%	45	42%	46	46%	45	49%	48	51%
Visiting academic staff	66	60%	61	58%	53	54%	47	51%	46	49%
All academic staff	110	100%	106	100%	99	100%	92	100%	94	100%

## 2.2.3 The administration of internship is clearly regulated

Internship is an obligatory part of bachelor studies at EBS. [Regulations on Internship](#) set out its administration. The curriculum determines the possible fields of internship and the Head of the respective academic department appoints the internship supervisor. As a rule, students undertake internship in summer, after the second academic year. The volume of the internship is 7.5 ECTS and its recommended duration is 4 weeks. Upon the completion of the internship, the student writes the internship report and defends it in front of the internship committee. The internship committee grades the student’s internship.

## **2.2.4 The number of study places is planned in accordance with the needs of the society and the university's possibilities and objectives**

The project for the admission plan for an academic year is prepared by The Head of Admissions and Studies Office. The project is based on labour market forecasts, budgetary restrictions and earlier admission results by study programmes and study modes. The project is discussed in the EBS management and then presented to the Management Board of EBS Education for approval. The Management Board of EBS Education presents its propositions and amendments on the admission plan project to the Advisory Board of EBS Education who makes the final decision. The admission plan and admission requirements are enacted by Rector's decree.

## **2.2.5 The admission rules are in accordance with the university's mission and objectives and support the formation of a motivated student body**

EBS mission is to provide enterprising people with academic knowledge, skills and values for its successful implementation.

The admission requirements and procedures are set down in the *EBS Admission Regulations* confirmed and amended by EBS Senate. The admission procedures are carried out by Admissions and Study Office. The admission committee is formed by Rector's decree. The admission committee makes decisions on admission and resolves all issues which cannot be settled by *EBS Admission Rules*. General admission requirements and entrance tests are listed in the description of the study programme; specific admission requirements are determined by Rector's decree every academic year.

Candidates for the bachelor's and master's programmes are expected to:

- Be interested in business and economics;
- Have the necessary social and communication skills;
- Be motivated to learn at EBS;
- Have a lively and engaging personality.

Admission criteria for the programmes are designed to select the most promising candidates to match the expected student profile.

An interview is a vital part of the admission procedure at EBS. The admission interview is quite unique in Estonia as most universities assess student candidates only based on national matriculation exams. In the course of an interview, the following aspects will be assessed:

- Communication skills;
- General knowledge of economic and business matters;
- General knowledge of current social and political events;
- Motivation to learn at EBS;
- Personal background;
- Previous work experience (master's students).

An interview with the applicant provides the admission committee with further evidence of an applicant's suitability for admission.

In accordance with the expected student profile EBS ensures that incoming students are not only academically qualified independent thinkers, but that they also are able to achieve the intended learning outcomes (ILOs) in two dimensions:

- A technical component: comprising academic rigour, comprehension of theoretical principles, analytical techniques, critical thinking and a set of generic practice-based research skills forming part of the students' academic development;
- Generic professional skills: comprising applied topics linking theory to business applications, case studies, team work, effective communication, problem solving and the awareness of social, cultural, ethical, environmental and other issues associated with the practice of business in a multi-cultural international society.

Although the intake of students has varied over the years, the profiles of the bachelor and master's students have remained relatively consistent over the programme lifespan. A general tendency has been towards lowering the average age of part-time students due to more students maintaining full-time jobs.

## **2.2.6 Students with special needs have been provided with opportunities to study**

EBS has formulated that students with special needs are students whose physical or psycho-social special need creates the necessity to change or adapt the content of studies arising from the curriculum, organization of work or study environment in order to guarantee an opportunity for maximum participation in the study process.

EBS supports students with special needs upon entering the university, participating in studies, making exams and tests, providing study materials. The objective of providing support services is to help students with special needs to cope independently, support their social integration and equal opportunities and promote efficient involvement in studies.

Since 2010 EBS special needs students can apply through the European Social Fund (ESF) sponsored *Primus Programme* for a scholarship to pay for single as well as periodic support services related to university studies. The support services include:

- Sign language interpreter;
- Transport (incl. public transport or taxi for the disabled);
- Personal assistant;
- Copying study materials;
- Other justified services or expenses.

The size of the scholarship depends on the study load. The instructions and application form for the provision of support services for students with special need are available at <http://primus.archimedes.ee/en/students>. The *Primus Programme* is administered by the Archimedes Foundation.

Information about students' special needs is usually gathered by a study consultant, who contacts lecturers and makes special agreements or finds suitable rooms for lectures or exams. All applicants are supported throughout application process in finding them individual time for admission procedure and interviews.

During the last five the student body of EBS had two students with special needs.

## 2.3 Study programme development

### 2.3.1 Study programme development relies on university's objectives, needs of the labour market and the society's expectations

Study programmes offered by EBS are listed in Table 2.4. According to the [EBS Programme Statute](#) the precondition for opening a study programme is a clearly defined need and sufficient academic and financial resources of EBS. The precondition for opening a doctoral programme is a positively evaluated respective research field. The procedure for opening a study programme is presented in Figure 2.2.

**Table 2.4 Programmes offered by EBS**

<i>Programme</i>	<i>Main study language</i>	<i>Launched</i>
<b>Undergraduate Programmes</b>		
International Business Administration (BA) <sup>1</sup>	Estonian	2002
	English	2002
Entrepreneurship and Business Administration (BA) <sup>2</sup>	Estonian	2002
	Russian	2009
Business Administration and Languages (BA) <sup>3</sup>	Estonian	2002
<b>Postgraduate Programmes</b>		
International Business Administration (MA)	Estonian	2002
	English	2005
	Russian	2011
International Business Administration (MBA)	Estonian	2002
Business Communication (MA)	Estonian	2011
Culture Management (MA) <sup>4</sup>	English	2012
European Business and Finance (MA, MSc) <sup>5</sup>	English	2013
Management (PhD)	English	2004

EBS has the right to conduct studies and issue national diplomas in the field of business and administration for an unspecified term on bachelor's, master's and doctoral level (see section 2.2.1). The observations made by the Estonian Higher Education Quality Agency assessment council during the transitional evaluation have been discussed and taken into consideration while developing and reviewing study programmes.

<sup>1</sup> The study programme enables students to obtain a double-diploma in cooperation with Lancaster University Management School or undertake a specialised module in investment management in cooperation with LHV Bank; the programme may be undertaken in Estonian or English in Tallinn or in English in Helsinki Filial

<sup>2</sup> The study programme enables students to undertake an elective module and internship in creative economy in cooperation with Estonian Academy of Arts and Estonian Academy of Music and Theatre

<sup>3</sup> The study programme enables students to undertake a module and internship on hotel management and conference administration in cooperation with Tallink Hotels

<sup>4</sup> Joint programme in collaboration with Estonian Academy of Music and Theatre

<sup>5</sup> Joint programme with Nottingham Trent University. The application to open the study programme was presented to the Ministry of Education and Research on December 1, 2012; the opening of the programme is planned for academic year 2013/2014.

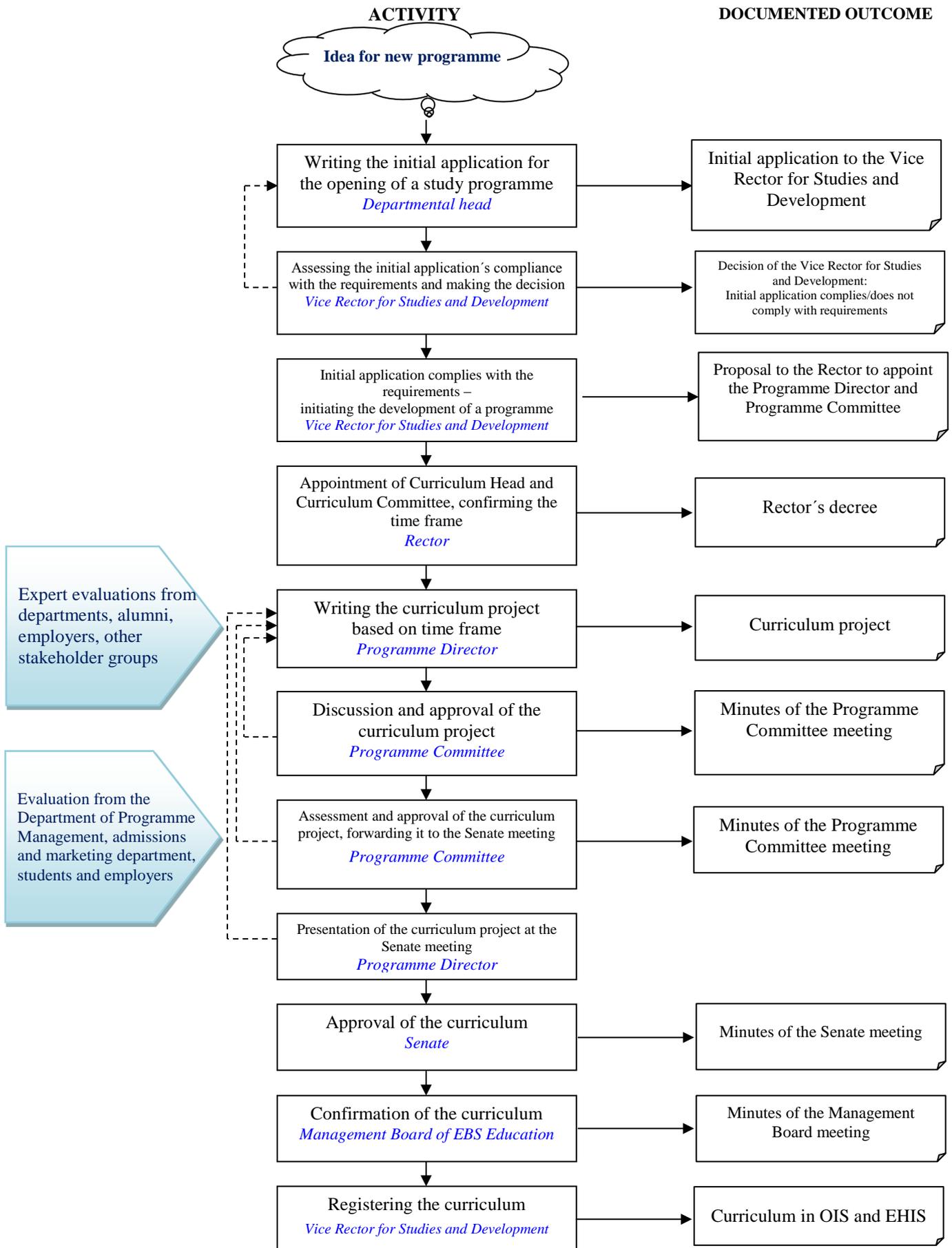


Figure 2.2 Procedure for opening a study programme

### **2.3.2 Study programme development is a systematic and regular activity and includes different stakeholders**

The document that serves as the basis for the opening and development of study programmes is [\*EBS Programme Statute\*](#). The Statute is confirmed and amended by EBS Senate. Rector's decree appoints a head to each study programme for up to 3 years. The main responsibility of a Programme Director is to manage the programme development.

A Programme Committee supports the programme development. A Programme Committee includes the representatives of academic departments involved in the study programme, representative of alumni who has completed the same or similar study programme and a student representative suggested by the Student Council. The Programme Committee is appointed by Rector's decree. The Programme Committee evaluates the programme, analyses whether the curriculum is in accordance with the programme objectives, expected learning outcomes and labour market needs, and makes propositions for amendments to the curriculum.

The Bachelor's Programmes Committee and the Master's Programmes Committee support general development of the programmes on these academic levels. The Programmes Committee include the heads of the respective Programme Committees, representatives of academic departments, representative of the Programme Management Office, representative of International Relations and Communications Office and representatives of employers. The Committee and its Director are appointed by Rector's decree. The main responsibility of the Degree Studies Committees is to assess whether the curricula are in accordance with the objectives of the programmes and learning outcomes defined in the SHE. The Programmes Committee also makes propositions for amendments to be made in the curricula.

The procedure for the programme development is described on Figure 2.3.

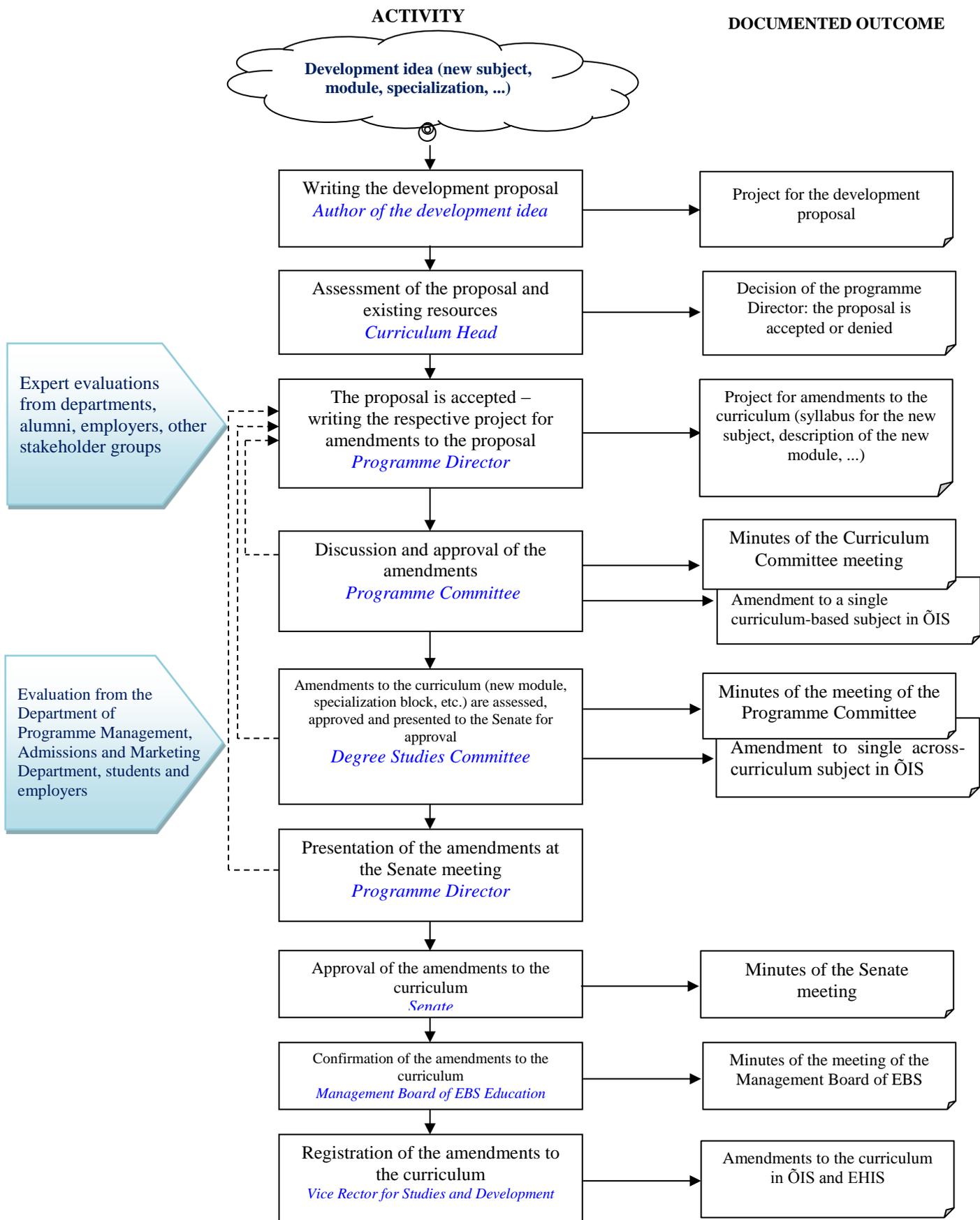


Figure 2.3 Procedure for the development of a curriculum

### 2.3.3 The university analyses the alumni and employers' satisfaction and uses the results in the curriculum development

Representatives of alumni and employers are included in curriculum development via Programme Committees and Degree Studies Committees. Additionally, EBS conducts alumni surveys and the results serve as the basis for the development of study programmes. The last alumni survey was carried out in spring, 2012. Some results of the survey are presented in Table 2.5 – Table 2.8.

**Table 2.5 Employment – EBS alumni survey 2012**

<i>Options for answers</i>	<i>Response rate</i>
Own business	15,5%
International private enterprise	45,9%
Local private enterprise	22,7%
Public service	9,4%
Others	6,5%

As follows from Table 2.5 approximately sixth of the repliers have their own business and approximately half of the repliers work in international enterprises. This evidences that EBS has fulfilled its target of promoting entrepreneurialism and internationalisation.

**Table 2.6 Occupation – EBS alumni survey 2012**

<i>Options for answers</i>	<i>Response rate</i>
Entrepreneur	10.7%
Top management	13.1%
Mid-level management	22.0%
Top specialist	20.8%
Mid-level specialist	23.8%
Official	3.6%
Others	6.0%

As follows from Table 2.6 approximately two thirds of the repliers have a position of manager or top specialist, which evidences that EBS' business administration programmes have sound output to corporate world.

**Table 2.7 Location of employment – EBS alumni survey 2012**

<i>Options for answers</i>	<i>Response rate</i>
Estonia	89.6%
Out of Estonia	10.4%

**Table 2.8 Gross income per month in EUR – EBS alumni survey 2012<sup>1</sup>**

<i>Options for answers</i>	<i>Response rate</i>
Up to 500 EUR	3.1%
500 – 1,000 EUR	14.1%
1,000 – 1,500 EUR	21.5%
1,500 – 2,000 EUR	20.2%
Over 2,000 EUR	41.1%

As follows from Table 2.8 more than four fifth of the repliers have income above national average and more than two fifth have income above double average, which evidences competitiveness of EBS' graduates.

The survey also revealed that the programmes should put more emphasis on the development of skills in oral and written communication in Estonian, in IT and in efficient time management.

## **2.4 Academic achievements and assessment of students**

### **2.4.1 Students' academic achievements are monitored and supported**

At the beginning of the academic year an introductory briefing takes place for the freshman students. Study consultants, servicing all programmes, give an overview of the organization of studies. They also help new students in practical matters, e.g. timetables, study materials, orientation in EBS. All freshmen get a "Hello" kit with all their study materials.

To prepare students for studies at EBS an introductory course for improving learning skills, time planning capacity, writing academic papers and knowledge in presentation techniques is offered at the beginning of the first academic year. Several courses (Business Communication, Methodology of Research and Studies, term paper in Psychology and one speciality, participation in a Student Enterprise) develop students' transferable skills and give them an opportunity to develop team work skills and individual work experience.

A new induction event "Smart Student" has been introduced for EBS master's students in autumn 2009. This event aims to socialize new students with peers and the academic staff in an informal learning environment. Since 2011 EBS organises similar events also for bachelor students.

A seminar for the freshman students on the organization of studies and study skills takes place during the second half of the first semester. Study consultants perform analysis of studies twice per academic year. Based on the results of the analysis, students whose average grade is low or close to the allowed minimum are invited for a discussion. From there on the students' progress is monitored more closely. The individual discussion aims at finding the study load and study mode suitable for the student and an individual study plan is designed.

Students' status (full-time or part-time) is identified once per year and is based on *Academic Regulations*. The description on the administration of exams can also be found in *Academic Regulations*; it is based on proposals made by the Admissions and Studies Office, Programme

<sup>1</sup> Estonian average monthly gross income per employee in the 3rd quarter, 2012 was 855 EUR.

Management Office and Programme Committees. Amendments in the *Academic Regulations* are confirmed by the Senate. Orientation seminars for students on the administration of the exams take place at the beginning of each semester. Students also receive reminding messages on the administration of the exams twice a year.

Approximately 20% of bachelor students and 28% of master's students graduate within the nominal study period. The average duration of studies in bachelor's programmes is 4 years and in master's programmes 3 years.

Bachelor students mostly discontinue their studies during the first academic year (about 20%). About 8% of master's students discontinue in their first year and approximately 45% discontinue after the completion of the programme, except defending the final thesis or sitting the final exam and after taking the academic leave. Therefore EBS must pay more attention to supporting this group of students. There are less of those who discontinue during the second or third year (13% and 4% respectively). Up to 7% of those who discontinue their studies return in 1-2 years.

#### **2.4.2 The assessment of students supports learning and is in accordance with the intended learning outcomes**

The assessment based on the intended learning outcomes (ILOs) has been implemented at EBS from the academic year 2009/2010. The major difference with regard to the previous grading system is that ILOs define the pass level of a student. Therefore the grades have to differentiate student performance above this level.

Careful design of assessment methods and criteria is an essential part of didactics at EBS. Selection of the most appropriate tuition and assessment methods for a particular course is an element of the academic freedom of the academic staff member. Assessment methods and criteria are reviewed in the academic departments. The Office of Programme Management monitors the implementation of [\*Criteria for the Assessment of Theses at EBS\*](#).

The purpose of the assessment is to support learning and to provide the students with reliable information about their performance. Different formative and summative assessment methods are used in all programmes.

During a course the student is assessed based on: tests and quizzes, course diary, essays, reports, individual and group projects, participation in discussions, case analysis and problem solving, and presentations. At the end of a course the student has to pass a written exam, a structured written exam or an individual oral exam, or present and defend a course project or a term paper. Particular assessment methods and related assessment criteria are described in the course syllabus.

The lecturer of every subject designs the course assignments in a way that contributes to the achievement of the ILOs. While grading the student for a particular course the lecturer is free to define the most appropriate weight for each assignment. This information is written in the course syllabus and is forwarded and explained to the students at the beginning of the course.

The total grade of the subject is formed on the basis of the level and scope of knowledge and skills acquired by the student and proved in tests, homework and the exam. The corresponding grading methods and grading criteria are explained in the syllabus. Calculations are made and entered into OIS by the respective lecturer delivering the subject.

The description of the grades is given in *EBS Academic Regulations*.

## **The assessment procedure**

The examination plans are provided at the latest within the eighth week before the semester on a notice board and in OIS. It is possible to take the examination for two times: at the main (or re-sit) and make-up examination.

The lecturer confirms the examination record in the electronic study information system OIS within seven working days after the examination has taken place. Within 10 working days after the examination, the lecturer hands in the record of examination on paper with his/her signature to the Admissions and Studies Office. Students have the right to complain about the examination results within one week after being informed of the examination results in the form of a written letter of complaint to the Head of the Admissions and Studies Office. The Head of the corresponding academic department shall arrange looking through the complaints.

The requirements to the Bachelor and Master Thesis and the defence of the thesis are stipulated in the *Manual for Compiling and Defending Final Theses*. The document that serves as the basis for the grading of the final theses is *The Criteria for the Assessment of Theses at EBS*, which states the intended learning outcomes and assessment criteria of a thesis. Final theses are assessed at two stages – during the pre-defence and the final defence. A pre-defence takes place in front of a committee of 3 members from respective academic departments. This committee evaluates the compliance of the thesis with the requirements and makes one of the following decisions: “allowed to the final defence”, “allowed to the final defence conditionally” or “not allowed to the final defence”. A thesis which has been allowed to the final defence will be defended in front of a committee and graded following a 5-point-system (A, B, C, D or F). The author of a final thesis who has received a positive grade has also obtained the respective academic degree. The defence committees are appointed by Rector’s decree. A defence committee consists of 5 members, 2 of whom must have a doctoral degree or respective qualifications, at least one member of the committee must be from outside the university and at least one member from an academic department different from the one responsible for a particular defence.

The requirements to the Final Exam are stated in the *Program of Final Exam*. In the course of two working days (since the disclosure of results of the pre-defence, final defence or the final examination results) the graduating student shall be entitled to raise disputes about the defence or final examination procedures in his/her appeal to the Rector of EBS, who shall resolve the problem within one week.

### **2.4.3 The system for Recognition of Prior Learning is effective**

In the fulfilment of the bachelor, master and doctoral programme, EBS recognises prior learning pursuant to the principles provided in the *Standard of Higher Education*. The recognition of prior learning (RPL) is carried out according to *EBS Academic Regulations*.

RPL at EBS proceeds on the basis of individual assessment. The assessment of prior learning shall be based on the relevance to the aims of the programme, study module or subject. The basis for the recognition of academic attainments at other universities is an academic certificate issued by the relevant university.

Prior learning is assessed and recognised by the *RPL Commission* chaired by the Vice Rector for Studies and Development. The Commission shall be entitled to require from the applicant explanations in writing about the academic record, acquired knowledge, skills and authenticity. Should it be necessary the Commission may organise an examination of the knowledge and skills by informing the applicant about the procedure.

Credit transfer from other HEIs is vested with the Head of the Admissions and Studies Office who shall be entitled to decide, should an additional assessment required, and involve the relevant academic department or Programme Director. In the event of well-grounded circumstances the Head of Admissions and Studies Office may apply to the RPL Commission.

It is important for the student to analyse whether prior learning or work experience is relevant for the programme. The student self-analyses the knowledge and skills previously obtained and compares with the ILOs of the subjects and modules of the curriculum. The student can ask for help from the study consultant. RPL trainings for staff members are supported by *Primus Programme*.

EBS assesses approximately 150 applications per year submitted for RPL (10% of total number of students), about 10 applications (0.6% of total number of students) for experiential learning and approximately 15 applications (1% of total number of students) for work experience. 1.3% of the applications remain invalidated. Statistics on RPL for the year 2012 is presented in Table 2.9.

**Table 2.9 Statistics on RPL for year 2012**

<i>Applications for the validation of the programme</i>			<i>Validation of applications</i>				
			<i>Fully validated</i>		<i>Partially validated</i>		<i>Invalidated</i>
<i>Topic</i>	<i>Number</i>	<i>Volume (ECTS)</i>	<i>Number of applications</i>	<i>Validated ECTS</i>	<i>Number of applications</i>	<i>Validated ECTS</i>	<i>Number of applications</i>
Prior learning at a university	150	3,170	145	3,081	5	89	0
Training courses or individually acquired material	4	20	4	20	0	0	0
Informal learning (including working experience)	23	166	17	119	5	47	1
Multi-component	1	17	1	17	0	0	0
Admission	1		1		0		0
<b>Total</b>	<b>179</b>	<b>3,373</b>	<b>168</b>	<b>3,237</b>	<b>10</b>	<b>136</b>	<b>1</b>

## **2.5 Support processes for studies**

### **2.5.1 The organization of studies provides the students with possibilities to graduate within nominal study period**

The organization of studies at EBS is set down in the *EBS Academic Regulations*. Most of the regulations are included in the *EBS Student Guide*, published annually, and distributed to students at the beginning of each academic year. Additionally, there is a separate normative document concerning writing various papers – [The EBS Manual of Writing Style](#).

The nominal study process is scheduled by the nominal study plan. Each academic year comprises two semesters (autumn and spring) of 15 to 16 weeks each. Some courses have a

fixed timetable, determining the year and semester when the course is taught. Additionally, there are courses with an undetermined year and semester of delivery.

The timetable for each semester is drawn up by the Programme Management Office on the basis of the nominal study plan. The timetable is announced 4 weeks before the start of a semester.

The nominal study plan serves as a guideline for the students to arrange their studies. The student has the right to put together his/her individual study plan, declaring different semester studies from those in the nominal study plan. The student shall declare the courses at least one month before the start of the new semester, but no later than the date determined in the *Academic Calendar*.

The list of compulsory and elective courses for each semester is announced before the beginning of each semester. The list of optional elective courses shall be available within one month before the start of the semester. In case the number of participants in a given elective course is limited, the students from senior courses shall be given the preference, ranked according to their academic achievements. It is possible for a student to withdraw from an elective course by informing the Admissions and Studies Office during the first two weeks of the course.

It is possible to study elective courses at other HEIs with which EBS has signed the corresponding agreement. In case of an elective course, a student must have written confirmation from the Head of the Admissions and Studies Office.

Courses for full-time students take place during work days between 8:30 and 17:15. Courses for part-time students take place after normal working hours between 15:45 and 20:45. Courses for master's students at distance study form take place every third week from Tuesday to Friday 10.00 till 17:15. This allows the students to attend courses while not interfering with their daily work. However, as a result of combining studies and work, it is difficult for most of the students to graduate within the nominal study period. In order to increase flexibility and shorten the study periods, the development of e-learning methods and environment has been a major direction of enhancing a learner-oriented study process at EBS.

The nominal study plan is designed so, that the last semester includes 2-3 courses and final thesis or final exam. Courses are delivered at least a month before final defence.

Nevertheless, less than 25% of bachelor level students and less than 20% of master level students in average graduate within nominal study period. The main reasons for this are high employment rate of students, financial situation, academic leaves, and very often take one or two years brake to find an interesting research topic and suitable materials for it before starting with final theses.

Statistics on students graduating within nominal study period is presented in Table 2.10.

**Table 2.10 Proportion of bachelor's and master's students graduating within nominal study period (2009-2012)**

<b>Bachelor studies</b>				
Beginning of studies	2006	2007	2008	2009
End of nominal study period	2009	2010	2011	2012
Number of matriculated students	246	282	209	214
Graduated within nominal study period	73	58	50	54
Percentage	30%	21%	24%	25%

Master's studies				
Beginning of studies	2006	2007	2008	2009
End of nominal study period	2008	2009	2010	2011
Number of matriculated students	107	127	154	151
Graduated within nominal study period	39	45	20	27
Percentage	36%	35%	13%	18%

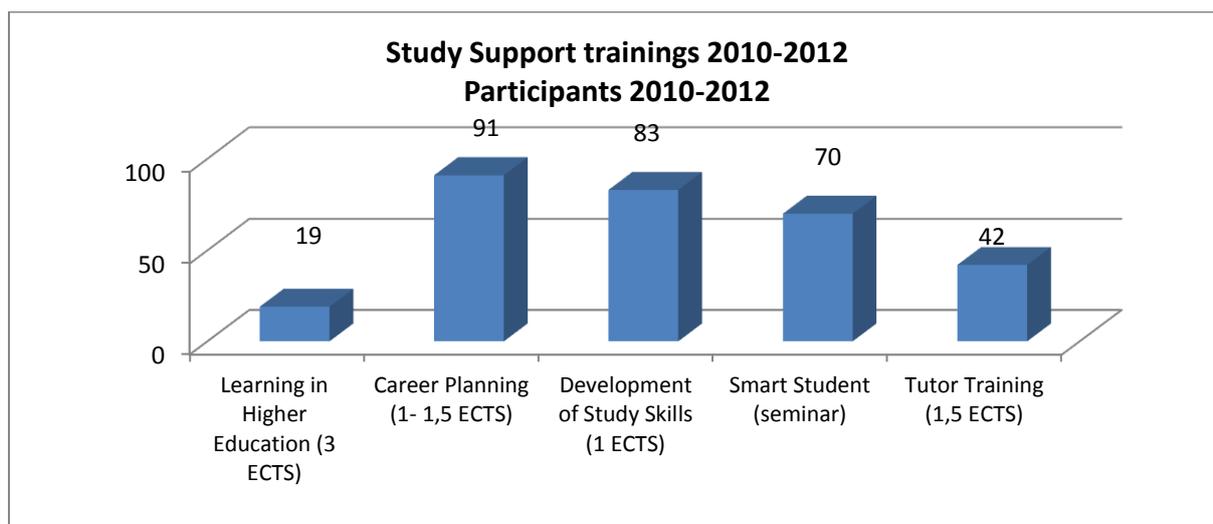
## 2.5.2 The university offers study and career counselling services

The counselling of students is mainly conducted by the study consultants in the Admissions and Studies Office. There are five study consultant positions in the Admissions and Studies Office and they counsel students in seven study programmes. There is also a native Finnish-speaking study consultant at EBS Helsinki in Finland. One study consultant counsels 300 students in average. Study consultants are mainly involved in individual academic counselling of students on a daily basis. Group counselling sessions take place twice or three times per year. Three study consultants have completed the basic counselling course supported by *Primus Programme* and conduct also the career counselling of students and student candidates. All employees of the Admissions and Studies Office act as RPL counsellors.

EBS Career Centre offers students the career counselling. The Centre was established in 1999. The aim of the Centre is activate the communication between students and their future employers. Since academic year 2010/2011, career-planning seminars take place on a regular basis and so far 91 students have participated. EBS Career Centre also organises various seminars and intermediates job offers and internship vacancies.

During an academic year about 17% of all students participate in the seminars and trainings supporting learning skills and career planning. Most of them are first year bachelor students. Figure 2.4 presents data on participation in seminars on studies and career-planning.

Surprisingly small has been the number of students who attended the course on Learning in Higher Education Institution, although the course was prepared in collaboration of several universities and supported by *Primus* programme.



**Figure 2.4 Student participation in seminars on studies and career-planning (2010 – 2012)**

### 2.5.3 The university supports students' international mobility

EBS' policy has been to capitalise on the ERASMUS agreements with leading business schools in other countries in order to maximise exposure of our students to leading academic institutions, particularly in Europe. Every semester more than 25 EBS students undertake their studies in a foreign university, most of them are bachelor programme students. EBS, in turn, receives over 60 exchange students.

EBS students at all levels irrespective of the study mode or language have the possibility to participate in international mobility. *International Relations and Communications Office* coordinates the mobility. Bilateral contracts with universities abroad serve as the basis for international mobility. In 2011/2012 EBS had 68 bilateral agreements with partner universities on student mobility where 58 of the agreements involved cooperation with universities in the EU countries (the ERASMUS Programme) and 10 with universities outside the EU.

In order to ensure quality, good academic standing is the precondition for EBS students to participate in international mobility (the student's weighed average grade has to be at least 3.0 at the moment of application).

The duration of mobility is either one or two semesters. The main basis for the choice is the suitability of courses offered by the partner university with the respective study programme at EBS and the possibility to transfer the grades according to the Lisbon convention for the recognition of periods of study. Before the transfer to the partner university a student has to sign a contract. An official transcript provided by the partner university serves as the basis for the transfer of courses to EBS. Studies successfully completed by a mobility student at a partner university are recognised as part of the studies at EBS.

Orientation seminars on mobility take place twice a year at EBS. During the orientation seminars students receive information about mobility in general, the procedures, experience of those who have participated in the mobility programme, requirements and study programmes of partner universities for exchange students. Orientation seminars on international mobility scholarship programmes (*DoRa*, *Kristjan Jaak* etc.) are also organised twice a year and conducted by experts of *Foundation Archimedes*. Students have the possibility for personal counselling on mobility at the International Relations and Communications Office on a daily basis.

EBS accepts 70-80 exchange students every year. Based on the agreement set in the contract, exchange students come to EBS for either a semester or a year. Thanks to the existence of programmes delivered in English (see section 2.2.1) it is easy to integrate exchange students into the studies. EBS exchange students have a support system which delivers adequate information already prior to arriving in Estonia. Exchange students are also provided with academic counselling and help in solving non-academic problems during their studies (an orientation course, Orientation Day, support services for finding accommodation, tutoring system, activities of student organizations, *EBS International Club* and *Erasmus Student Network Tallinn*).

The tutoring system includes a network of EBS students trained to welcome and help exchange students. The tutors are usually members of *EBS International Club* and they contact exchange student before their arrival in Estonia in order to be of help mainly in non-academic, practical issues. One tutor usually has 3-4 exchange students.

An Orientation Day for exchange students takes place just the beginning of each semester. During the Orientation Day exchange students are introduced to EBS and the building, its structural units, including the library and the computer class. On the same day all new

exchange students participate in a seminar introducing The Study Information System (ÕIS); their timetable and, if needed, make amendments to the subjects they have declared. Data on student mobility, foreign students (taking a full programme at EBS) and exchange students are presented in Table 2.11.

**Table 2.11 EBS student exchange and foreign students (2007 – 2012)**

Academic year	Outgoing EBS students			Incoming exchange students			EBS foreign students		
	No of students	% of EBS students	No of countries	No of students	% of EBS students	No of countries	No of students	% of EBS students	No of countries
2007/2008	36	2,1	14	67	4,1	13	51	3,1	9
2008/2009	25	1,6	10	72	4,5	14	50	3,2	8
2009/2010	42	2,8	15	64	4,2	16	72	4,7	6
2010/2011	42	2,8	15	71	4,7	12	88	5,8	6
2011/2012	43	2,9	17	85	5,7	12	207	13,8	8

When going abroad EBS students have several options:

- Enrol in the Double Diploma programme with LUMS;
- Take one or two semesters in a partner university as an ERASMUS student;
- Take one or two semesters in a partner university outside the European Union;
- Take one or two semesters as a so-called ‘free mover’.

With the assistance of the ERASMUS exchange programme, students have the opportunity to receive financial support for accommodation and travel in case they decide to opt for one of the universities within the EU. The ERASMUS subsidy does not apply if a student chooses to study outside the EU. However, EBS students are advised to find out whether the university or country to which they wish to apply is offering any scholarships.

If a student decides to take up studies in a university which is not a partner of EBS or a student has chosen a university where the number of vacancies for exchange students is full, the student still may go as a *free mover*. This means that the student undertakes his/her studies in the host university through the EBS Open University (see section 4.2) and therefore has to pay the tuition fee. The choice of courses and the system of credit transfer is the same but it is the student’s own responsibility to find the relevant information.

#### **2.5.4 The university uses modern educational technological resources**

Since 2002 EBS has been a member of the Estonian e-University, a consortium of HEIs engaged in developing e-learning environments and materials. In 2006 an educational technologist was hired by EBS to offer technical and methodological guidance for the academic staff.

EBS premises are described in section 1.3. The whole building is equipped with free WiFi hotspots. All the lecture rooms are equipped with the necessary study aids (different boards, overhead projectors with screens, data projectors, etc., together with the possibility to show video, and other teaching equipment). There are enough large lecture rooms to give special lectures and smaller rooms for seminars and language classes. The typical class at EBS is a

maximum of 40 students, giving the opportunity for individual care and attention, as well as interaction between the students.

The number of lecture rooms equipped with computers and data projectors covers most needs, with Internet connections, so that our academic staff and students can use interactive study methods and presentation facilities.

In 2002 a new Internet based Study Information System *ÖIS* was implemented at EBS to improve the management of study processes. *ÖIS* has proved to be the most important and efficient environment for students, academic staff and study consultants to monitor the study process and to communicate with each other.

Different groups of users have different options for interaction with *ÖIS*, depending on their status at EBS. Study programmes, course timetables, study groups, academic staff, departments and alumni can be viewed by all users, while access to details such as personal data is limited. Students have broader options than ordinary users – besides the above mentioned items, they can look for their own performance, timetables, academic staff consultation hours, previous semester's feedback summary, notices, etc. Administrators, including study consultants, have the widest spectrum of available options.

*ÖIS* is under continuous development. The latest innovation is improving the assessment process. The academic staff has an option to give feedback to students' home assignments in quicker and convenient way, in *OIS*.

Moodle (*Modular Object-Oriented Dynamic Learning Environment*), an open source online learning management system, is used as main e-learning environment at EBS since the academic year 2011/2012.

Increasing use of innovative teaching methods, such as active learning methods, e-learning and diaries, has become an essential part of EBS organization culture. Experience shows that the best solution is to combine traditional course offerings with e-learning support.

Innovation has played more and more important part in defence of Theses. On several occasions defences have taken place via Skype.

### **2.5.5 Students feedback on the effectiveness of study and support processes serves as the basis for improvement**

EBS asks for student feedback in the end of each semester for each course. The student feedback is collected via the study information system *ÖIS*. The process is voluntary and anonymous for the students. The feedback results are analysed in academic departments and, if needed, respective improvements are made. A summary of the feedback analysis is forwarded to the students. The academic staff has an option to see the feedback online.

The feedback questionnaire consists of three parts: feedback on lecturers and courses, feedback on the support system (Admissions and Studies Office, library, IT service, campus etc.) and open end questions. The results of student feedback during the period 2007-2012 are presented in Table 2.12.

**Table 2.12 Results of student feedback 2007 – 2012**

	<i>Response rate %</i>	<i>Number of academic staff</i>	<i>Average grade in 7-point scale</i>	<i>% of max</i>
Spring, 2012	62.9%	100	5.91	84.4%
Autumn, 2011	45.3%	113	5.77	82.4%
Spring, 2011	51.0%	100	5.76	82.3%
Autumn, 2010	30.4%	101	5.71	81.6%
Spring, 2010	31.0%	96	5.64	80.6%
Autumn, 2009	11.4%	112	5.69	81.3%
Spring, 2009	22.6%	96	5.57	79.6%
Autumn, 2008	23.9%	126	5.78	82.6%
Spring, 2008	30.3%	96	5.67	81.0%
Autumn, 2007	20.9%	117	5.67	81.0%

The student feedback system has been in development process since the beginning of academic year 2011/2012. The technical part of system has been changed completely making the responding more convenient and faster for student.

From the student feedback the need to improve technological aspects (computers, projectors, WiFi) of study process followed. EBS management has focused on elimination of main shortcomings, but major changes need more time and finances.

As a rule the students are very satisfied with library and the Admissions and Studies Office.

The feedback concerning academic staff is discussed with the Head of the academic department. If necessary, an improvement plan will be compiled. This may include additional in-service training courses or cooperation with the mentor at EBS. If the problems recur the labour contract with this particular academic staff member may be terminated.

Based on the results of students' feedback, EBS nominates the best academic staff member at the end of each academic year.

Once a year EBS management (Rector and Vice Rector of Studies and Development) arranges interviews with each Head of an academic department to

- Discuss the results of the previous year and implementation of the development plan;
- Evaluate progress of teaching quality;
- Analyse student feedback results;
- Discuss academic staff feedback results;
- Discuss other problems and find solutions;
- Confirm the development plan for the next academic year.

## **2.6 Conclusions**

### **Areas of good practice:**

- Student enterprises as an integral part of Bachelor's study programmes;
- Strong corporate partners (*LHV Pank, Tallink Hotels, Uus Maa*) engaged in programme development and implementation;
- High proportion of part-time lecturers with corporate links, their input to teaching and development of the programme, modules, and subjects;
- Holistic personalized support of students.

### **Areas that need improvement:**

- Increasing the proportion of international academic staff;
- Modernizing the learning environment, especially IT infrastructure;
- Preparing a reserve of academic staff;
- Attraction of talented students (scholarship funds of corporate partners).

## 3. Research and development activities

### 3.1 Efficiency of R&D

#### 3.1.1 Goals and concentration of research in EBS

The objective of research and development (R&D) at EBS as defined in the [EBS Research Strategy 2012-2015](#) is to widen the international knowledge-base on management research, contribute to the improvement of management of private, public and civil society organizations and to ensure a high-quality training of managers and specialists for organizations in Estonia. Research is an essential part of EBS mission (see section 1.1).

Research at EBS is based on the academic competence of the academic staff and effective cooperation with Estonian and foreign academics and research teams. Research is conducted and evaluated in compliance with *EBS Development Plan 2010-2015* and EBS Research Strategy 2012-2015 and is coordinated by the EBS Research Council.

The underlying field of EBS research is *The Management of Private, Public and Civil Society Organizations and Its Processes*. The following topics of research have been incorporated into this field of research:

- 1) Development of organizations and management of change.
- 2) Innovative entrepreneurship and knowledge transfer in international networks.
- 3) Legal framework of management and institutional administration.
- 4) Social break-even analysis in decision-making processes.
- 5) Institutional economics.
- 6) Social responsibility and ethical values of organizations.
- 7) Intelligent IT systems in private, public and civil society organizations.
- 8) Consumer behaviour and attitude to the Euro changeover.

EBS research activities are primarily linked with EBS doctoral study programme for management and doctoral students' research topics are linked to EBS fields of research (see section 3.3). Research activities are closely linked to bachelor's and master's studies: research is conducted by involving students via homework, term-papers and final theses. Research results find their way back to studies via the curriculum development and teaching methods. Research results also serve as the basis for developing management training programmes at the EBS Executive Training Centre (see section 4.2).

#### 3.1.2 Integration of research activities and needs of society

Research at EBS concentrates on the needs of Estonian society and economy, and is carried out in cooperation with different government agencies, as well EBS corporate partners and public organizations. An important aspect of research undertaken at EBS is the application of theoretical knowledge gained from Estonia in countries that are creating free market oriented societies (see section 4.1).

Input for defining research problems often comes directly from our corporate partners and through our doctoral students (see Annex), approximately 60% of whom work outside academia and do not plan to have a career in the academia. For that reason EBS tries to be flexible in not forcing incoming doctoral students into pre-chosen research topics and prefers to integrate their real-life problems into the research model of EBS.

### 3.1.3 External evaluation of R&D activities and quality of doctoral studies

An international committee evaluated R&D activities at EBS in 2010. The evaluation was positive in all categories and had only one comment pointing out that the number of externally funded projects is quite small.

Ever since, EBS goal has been to raise the number of externally funded projects. EBS has not been very successful due to the on-going changes in state research financing mechanisms. Rather than focusing on pure state research grants, EBS is currently mapping the needs of its corporate partners and the capability of EBS research staff. EBS is planning to develop a new model of industrial research over the year 2013.

EBS Doctoral Programme in Management, which is the only management oriented doctoral programme in Estonia, was launched in 1996 and fully accredited in 2009. The intake of doctoral students and the rate of graduations have been stable ever since: 11/0 in 2008, 7/2 in 2009, 11/4 in 2010, 4/1 in 2011, 7/3 in 2012.

Statistics of publishing according to *Estonian Research Information System* (ETIS) classification (1.1<sup>1</sup>, 1.2<sup>2</sup> and 3.1<sup>3</sup> papers per full-time equivalent of academic employee (academic staff, excl. lecturers of the Institute of Languages) and full-time equivalent researcher<sup>4</sup>) is presented on Table 3.1.

**Table 3.1 Publications per academic employee and researcher in the period of 2008-2012**

	2008	2009	2010	2011	2012
Publications per academic employee	4.10	4.17	3.00	2.77	2.36
Publications per researcher	16.37	16.23	10.93	10.27	9.33
1.1 publications per academic employee	0.44	0.34	0.23	0.16	0.32
1.1 publications per researcher	1.76	1.32	0.82	0.58	1.27
1.2 publications per academic employee	0.92	0.47	0.48	0.38	0.29
1.2 publications per researcher	3.65	1.85	1.76	1.40	1.15
3.1 publications per academic employee	0.14	0.20	0.23	0.22	0.32
3.1 publications per researcher	0.54	0.79	0.82	0.82	1.27

<sup>1</sup> Scholarly articles indexed by Thomson Reuters Web of Science and/or published in journals indexed by ERIH (European Reference Index of the Humanities) categories INT1 and INT2.

<sup>2</sup> Peer-reviewed articles in other international research journals with an ISSN code and international editorial board, which are circulated internationally and open to international contributions; articles of ERIH category NAT.

<sup>3</sup> Articles/chapters in books published by the publishers listed in Annex (including collections indexed by the Thomson Reuters Conference Proceedings Citation Index).

<sup>4</sup> EBS does not have researcher positions. Certain categories of academic staff have research obligations. Full-time equivalent number of researchers takes account of the time allocated for R&D in the labour contracts of these employees.

## **3.2 R&D resources and processes**

### **3.2.1 R&D support system**

In accordance with the *EBS Statute*, *EBS Development Plan for 2010-2015* and *Research Strategy 2012-2015* create a uniform and organized foundation for the administration of R&D at EBS. In compliance with the above, the Senate confirms the strategy for research and approves the annual reports on scientific research.

The Vice Rector for Research, who is a member of the Senate and Research Council, is responsible for the development and state of research. The Research Council (see Figure 1.2) is responsible for strategic management of R&D at EBS performs the role of programme committee for the Doctoral Programme in Management. Members of the Research Council are appointed by the Rector. The Council prepares the research strategy, annual research plans, analyses the results, and decides on research partnerships and topics. The daily administration of R&D, incl. academic organization of the doctoral programme and the preparation of defence of doctoral theses, is performed by the Academic Secretary.

R&D at EBS is conducted by academic departments (see Figure 1.2). The support structure for carrying out research is EBS Centre for Management Research (established in 2010). The tasks of the Centre are: coordination of research projects, supporting academic departments in writing research grant applications, finding foreign project partners and publishing opportunities, and providing other assistance to individual researchers and teams together with the Academic Secretary.

### **3.2.2 Financing of R&D**

According to the *Guidelines for Electing the Academic Staff of EBS* set down by OÜ EBS Education (see section 1.1) a member of the academic staff who has been elected to the position of a professor or associate professor, has the obligation to undertake research. The share of research activities within total working hours is set out by individual contracts of employment and is approximately 1/3 of the total workload. Research may also be set out in other lecturers' employment contracts, regulated by the Terms and Conditions of Public Competition and mutual agreement of the parties.

Since 2002 EBS has annually allocated a research grant to the *Academic Capital Development Fund* (ACDF) for the development of R&D, assurance of continuity, and motivation of researchers (see Table 3.2). This allocation is managed by the *Council of the ACDF*.

Upon application, an academic staff member is entitled to one free semester every 5 years, whilst retaining his or her salary. As stipulated in the Universities Act from the academic year 2009/2010, the latter is applicable to core academic staff with research responsibility.

The principles of quality management in R&D are settled in the *Quality Agreement of Public Universities*. EBS is also a party to this agreement since 2004.

**Table 3.2 R&D funding in EUR**

		2008/2009	2009/2010	2010/2011	2011/2012	2012/2013 <sup>1</sup>
1.	Turnover	2,703,062	2,477,945	2,275,856	2,832,537	3,105,000
2.	Number of academic staff with research responsibility	23	28	31	30	34
3.	EBS research grant	229,398	268,845	313,854	343,043	386,566
3.1	Proportion of research grant in EBS budget	8.5%	10.8%	13.8%	12.1%	12.4%
3.2	Remuneration of staff with research responsibility	180,252	229,630	267,072	297,916	335,531
3.3	Research grant per academic staff member with research responsibility	9,974	9,602	10,124	11,435	11,370
4.	R&D costs on infrastructure	49,146	39,215	46,782	45,127	51,035
4.1	Library	25,095	24,147	24,061	23,326	31,035
4.2	Data processing software	-	-	2,828	2,150	-
4.3	Participation in conferences	24,051	15,068	19,893	19,651	20,000

### 3.2.3 Participation in R&D networks

Researchers and doctoral students at EBS participate in international research networks and groups, thereby contributing to internationally acknowledged management research. The main output of this form of cooperation is the publishing of joint articles with researchers and doctoral students from other countries and participation in international scientific conferences.

The EBS academic staff members actively participate in the following international research networks: *Globe Society* (leadership studies), *Cranet Network* (strategic HRM surveys), *IMSS Network* (manufacturing strategy survey), *EBEN Network* (business ethics), *EABIS Network on Business and Society* (corporate social responsibility) and *Nordplus Network* (development of environmental and ethical competence in leadership and management). EBS is also part of *E-World research group* (study of the characteristic features of successful entrepreneurs); and the *Network around the European Knowledge Management Conference* (study of the trends in knowledge management development) and others.

EBS has organized scientific conferences, including EURAM conference in 2011 and is going to organise EGOS 2015. Several members of the academic staff have been involved in boards and committees of international scientific organizations. EBS academic staff is also engaged in editing of research journals as associate editors and belong to the editorial boards of international scientific journals.

In 2002, the *EBS Review* (ISSN-1406-0264), which has been published since 1995, became a peer-reviewed journal and is included in EBSCO databases. Since 2012 the journal is published under the name *Journal of Management and Change*.

<sup>1</sup> Estimates

Several EBS academic staff members have got research awards, for instance:

- CEEMAN Champions' Award 2011 for Academic Research on the topic "*How to prevent Crisis by means of Organizational Change Management*" (prof. Ruth Alas);
- Emerald/BMDA Management Research Fund Award 2011 for the paper "The impact of country-level changes on consumer behaviour and the development of conversion strategies based on the euro changes in Estonia" (Mr. Toomas Danneberg and Prof. Katri Kerem);
- Outstanding Paper Award 2007 of *Chinese Management Studies* for the paper "Organizational Changes in Chinese Companies: A Resource-based View" (prof. Ruth Alas and Dr. Wei Sun);
- Best paper award for the paper "Organizational Change from Learning Perspective" on 2nd International Strategic Management Conference "Strategies for Navigating through national, regional and global challenges & crises", June 08-10, 2006 Istanbul, Turkey (prof. Ruth Alas).

EBS is an active member of the following organizations: *European Foundation for Management Development* (EFMD), *Central and Eastern European Management Development Association* (CEEMAN) and *Baltic Management Development Network* (BMDA) with several members of EBS management involved in governing boards of these organizations.

### **3.2.4 Management of R&D infrastructure**

General description of EBS infrastructure has been presented in section 1.3. Modernizing the infrastructure follows the guidelines of EBS Development Plan 2010-2015 and annual plans of investments.

EBS has cooperation agreements with several Estonian public universities (University of Tartu, Tallinn University, Estonian Academy of Music and Theatre), international partner universities and corporate partners. These agreements also stipulate the principles of cooperative use of resources.

## **3.3 Student involvement in research and PhD studies**

### **3.3.1 Student involvement in research and quality of student supervision**

EBS actively includes students of all levels in different research and development activities. Independent research experience is already gained in the first bachelor's year when students have to write and present their first term paper. A speciality related course paper is due in the second or third bachelor's year depending on the programme. At the end of their studies, bachelor students can choose either to write a final thesis or take a final exam. Master's and PhD studies end with a successful defence of a final thesis.

The volume, objectives, requirements and intended learning outcomes of each individual research (term paper, bachelor, master and doctoral thesis) are set out in the *EBS Academic Regulations*.

In addition to obligatory research assignments, academic staff members often involve bachelor's and master's students in their research projects, primarily for data acquisition and processing. This enables students to gain new knowledge and better understanding of academic research.

EBS has been collecting student feedback on the quality of student supervision twice a year (at the end of each academic semester) since 2006. The feedback invites students to evaluate the following criteria:

- Availability and sufficiency of information necessary for compiling and defending the final thesis;
- Evaluation of the supervisor and the style of supervision;
- Evaluation of the defence process and the defence committee;
- Evaluation of the management of graduation processes.

On average, 58% of the students give feedback. All results are filtered by the Graduation Administrator of the *Programme Management Office* and forwarded to the Rector, the Vice-Rector for Studies and Development, to the heads of academic departments, and the heads of defence committees.

The average feedback grade to supervisors has been relatively high throughout the years: 4.4 points on a 5-point scale. The main problems that have been highlighted and also addressed by EBS management are:

- Criteria for evaluating the final theses seem to vary across academic departments;
- Bachelor's students would like to have more seminars to support the academic writing process;
- The level and rigour of reviewers varies substantially;
- *EBS Manual of Writing Style* needs updating;
- Some supervisors are under excessive work load and therefore can't give quick feedback to students.

### **3.3.2 Efficiency, professionalism and work load of supervisors**

In general, the efficiency, professionalism and workload of supervisors are reasonably balanced and guarantee the quality of research papers and efficiency of graduation, especially at bachelor and master's level. Depending on a semester 18% – 23% of the academic staff working hours is spent on supervising bachelor's, master's and doctoral students. We are also engaging part-time and visiting academic staff in the supervision of bachelor's and master's students.

The average duration of doctoral studies<sup>1</sup> over the last years has been: in 2009 – 2 years<sup>2</sup>; in 2010 – 3.5 years, in 2011 – 6 years, in 2012 – 2.7 years.

The requirements for a supervisor of a doctoral student are provided in the *Agreement on Good Practice in Quality*. To guarantee a balanced workload of supervisors and involve the students to engage in research as early as possible, the master's students are supervising bachelor theses, and the doctoral students are supervising master's and bachelor's theses.

The quality of PhD theses, including publications and the defence process, meet the requirements set by the Quality Agreement of Public Universities (see section 3.2.2). Since 2006, internationally recognised specialists in their field have been invited to participate as foreign opponents in the defence of PhD theses at EBS.

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<sup>1</sup> Based on data of the Doctoral Programme graduates

<sup>2</sup> Low average duration of doctoral studies at EBS is explained by the fact that 3 out of 4 doctoral students have performed part of their studies in another university.

### 3.3.3 Research ethics

Study programmes of all levels at EBS include a course on research methodology (initial or advanced) during which the principles of research ethics and intellectual property rights are also introduced to students. EBS has developed a thorough *Manual of Writing Style* that includes instructions how to quote published and unpublished sources. In addition to that, all supervisors emphasize the importance of academic ethics on a daily basis and check the compliance of different submitted student works.

All PhD theses defended at EBS are available in the web page <http://ebs.ee/ee/teadustoo-2/ebs-doktori/>. Bachelor and master theses are submitted for defence both in the form of a printed file and MS Word file and can therefore be run through plagiarism discovery software. The cases of academic cheating are handled according to the *Students' Code of Conduct*.

### 3.3.4 Doctoral students' exchange

EBS has 36 students enrolled in the Doctoral Programme in Management. Until year 2009, all doctoral students at EBS had to pay the tuition fee. In 2009 the programme was fully accredited (see section 2.1). Since academic year 2010/2011, EBS has also state commissioned study places for doctoral students (one in 2010 and 2011, two in 2012).

Three foreign students have been admitted to the programme during years 2010 and 2012. With the help of the ESF sponsored programme *DoRa*, EBS has also hosted four short-term visiting doctoral students from Prague University of Economics, Rotterdam School of Management, Institute of Sociology in Russian Academy of Sciences and Technical University of Braunschweig. Engaging visiting doctoral students gives our researches and students the possibility to expand their research network.

As 60% of our doctoral students work outside the academia (see section 3.1.1), the number of outgoing students has been moderate, although the *DoRa* and *Kristjan Jaak* scholarship programmes provide reasonable financial support for up to six months. Until now EBS doctoral students have enjoyed short term visits (2-3 months) to Aalto University, Finland and the University of Sorbonne, France. Recently one doctoral student received *Kristjan Jaak* scholarship to go on an exchange to Turkey in the beginning of 2013.

EBS strongly encourages doctoral students to spend a semester abroad and given the number of inquirers to the Academic Secretary, this promises to be a rising trend.

### 3.3.5 Engagement of foreign researchers

Regular involvement of internationally recognised foreign researchers has been a top priority for EBS since the launch of the doctoral programme in Management. During the period of 2009-2012 EBS had 11 visiting foreign academics teaching in EBS doctoral programme. Our aim has been to involve at least one foreign researcher to deliver a course for doctoral students per academic year.

Most PhD theses (more than 95%) are presented in English and therefore also have at least one foreign opponent. During the period of 2009-2012 seven foreign opponents participated in the defence of doctoral theses at EBS. This is to ensure the quality of the theses defended at EBS. It also helps us to widen the network of possible foreign co-supervisors.

According to the EBS Academic Regulations, every doctoral student has to have an internal supervisor but is also encouraged to use external supervisor (either from academia or

corporate world). It is a custom to involve co-supervisors from other Estonian universities. Co-supervision by foreign academics and business practitioners has not been so widely used, but EBS hopes to increase this via its academic and corporate co-operation networks.

Since 2012, EBS can also use the *DoRa* programme funds to finance visiting foreign academic staff through joint Doctoral School with the University of Tartu and Tallinn University of Technology.

### **3.4 Conclusions**

#### **Areas of good practice:**

- Unique international doctoral programme in Management with solid links to society and business community;
- Cooperation with other universities within the framework of Doctoral School in Economics and Innovation;
- Capacity to arrange large scale international conferences etc.

#### **Areas that need improvement:**

- Increase the number of externally funded R&D projects;
- Enlarge and internationalise the pool of qualified supervisors;
- The launching of a postdoctoral students programme for PhDs from other countries;
- Integration of topics for doctoral theses more tightly with EBS research priorities;
- Increase the rating of EBS scientific journal – *Journal of Management and Change* from ETIS 1.2 to ETIS 1.1.

## 4. Service to society

### 4.1 *Popularisation of core activities and the involvement in social development*

EBS has always considered contribution to the society as part of its mission and carries it out through teaching, research, consulting and by offering different public services.

#### 4.1.1 **The system for popularizing core activities and serving society**

To popularize core activities and better serve the society:

- EBS has developed a strategy targeting all sectors of society (public sector, business sector, non-governmental sector);
- EBS has established several structural units (the Centre for Entrepreneurship, The Centre of Ethics, the Centre for Free Economic Thought) to serve different needs of society and promote our values;
- EBS coordinates and supports implementation of the related activities through administrative units.

R&D promotion and serving society by the members of EBS staff is accomplished by the following structural units of EBS.

The **Centre for Entrepreneurship** has been established in the year 2002. The Centre performs the following functions: mapping the needs of business community, consulting different organizations of business community, offering services of business incubator. The team of consultants includes specialists from all fields of business and management. In some cases (e.g. sectoral studies) the Centre also involves students. The Centre is also the heart for new student enterprises. As integral part of the BBA programme, students have to start and run a company. In this respect the Centre instructs students and offers incubator services (see section 4.1.3). Since 2012 the Centre has been mapping the fields of expertise of EBS academic staff and matching this with the needs of corporate partners. The Academic Secretary and the Corporate Relations Coordinator communicate the expertise to EBS corporate partners.

**The Centre for Ethics** has been established in 2001. Its main functions are: research, teaching and training in the field of Business Ethics, and increasingly corporate social responsibility (CSR) and sustainability. The Centre has played a pioneering role in introducing the concept of business ethics and CSR to the management profession in Estonia. The significance of this concept for Estonia and other Central and Eastern European countries is much wider than just a component of undergraduate and graduate curricula or research agenda. This is a question of developing a new value system for a society in transition. The Centre is cooperating with various governmental and business institutions in Estonia. In co-operation with the Estonian Chamber of Commerce, CSR Forum Estonia and the Ministry of Social Affairs, there have been different initiatives targeted at public and business sector organizations with the aim of raising awareness of the need for more ethical and responsible business and leadership. The Centre has also been actively involved in several international projects.

In 2012, the **Centre for Free Economic Thought** was created in connection with the EBS' strategic objective to maintain and initiate topical discussions related to economic and social

development of society. This Centre initiates brainstorming sessions on the following topics: demographics; energy; security; green industries; entrepreneurship; economic sustainability; international networking and other.

An important element of our mission in serving society is EBS Education *Advisory Board* which serves as an interface between EBS and society. Members of the Advisory Board are outstanding leaders in the fields of Estonian education, international education, and business.

#### **4.1.2 EBS participation in the development of public sector**

EBS representatives have participated as experts and consultants in preparing legal acts, strategies, development plans, action plans and national programmes for Estonian Parliament (*Riigikogu*), different ministries, government agencies and institutions, e.g. Estonian Development Fund. The contribution still relies rather on individual experts than on EBS as an institution.

In the context of local community, EBS has offered its expertise and support in the preparation of strategic development plans to the Harju County Government and to the City of Tallinn. Together with the city government, EBS has been a co-organizer of several conferences which aim at long-term development of the city of Tallinn. Together with the County Governor, parties have mapped the fields of cooperation between corporate and academic networks in the region.

At the local community level, EBS systematically contributes to educational cooperation projects targeted at upper secondary school students.

EBS academics have been much in demand to advise the governments of the so called new democracies in Central and Eastern Europe and the former Soviet Union in developing legislation and institutions. This can be considered as transfer of knowledge and expertise gained in Estonia developing local governance, qualifications systems and quality assurance in education to countries with similar historical background. Particular projects in Azerbaijan, the Ukraine, Tajikistan and Romania have been financed by the UNDP, the World Bank, European Training Foundation and other international agencies.

#### **4.1.3 EBS participation in the development of business community**

Since its foundation in 1988, EBS has had extensive and productive relations with business community in Estonia. The role of EBS has been to facilitate the development of entrepreneurship in Estonia and in this respect, offering consultations has been an important activity of EBS. These activities are coordinated by EBS Centre for Entrepreneurship as well as EBS Executive Training Centre (see section 4.2).

To recognize achievements in business, one of EBS annual public traditions is the handing-out of the award to the best entrepreneur or business manager of the year and to promote and honour local businesses in their activities in different fields, be it an outstanding innovation in management or multiple expansions to foreign markets.

EBS Centre for Entrepreneurship has contributed to the opening of many student enterprises. The business incubator is a hub of the Centre, which supports student enterprises in their start-up period. On average, there are annually 12-24 students working on their start-up ideas. The incubator provides its services also to students of EBS partner universities.

In order to carry out the ideas born within the incubator, the Centre helps to find interested cooperation partners and investors among EBS alumni and other EBS partners. Since 2012,

fundraising activities are supported also by EBS Corporate and Alumni Relations Coordinator.

R&D activities at EBS are closely connected with the corporate world (see also section 3.3). The final theses, course papers and case studies developed by our students can be considered as contributions to the business community. The requests from the corporate world are forwarded to the respective Heads of Academic Departments who suggest the problems to be studied and solved to the students. During the self-assessment process, the need to establish a transparent system for academic staff to inform the administrative units of all the corporate relations contributing to the society was identified.

In the year 2002 EBS established a **Career Centre**, the mission of which is to strengthen the relations between EBS and business community, and help EBS students to plan their career by organizing different training courses, seminars and company presentations. In cooperation with Admissions and Studies Office, the Career Centre also has a counselling function. The events and services offered by the Centre are open to other interested parties outside EBS.

Together with Estonian Development Fund, Junior Chamber International Estonia and *Baltikell AS*, EBS has annually been organizing student research competitions in business, entrepreneurship and management that are open for students of other universities. The aim is to popularize research and recognize outstanding work performed by students and supervisors. Academic Departments go through and suggest outstanding theses to be presented at the competitions. Such systematic popularization in the form of special courses, additional seminars and information delivery campaigns has resulted in many of EBS students winning the national prize. To honour the theses forwarded from pre-defence to the final defence, the names of theses-writers and their supervisors together with the topics are publicly communicated. Because the theses themes are topical for particular segments of the society, EBS student research has attracted interest of the wider public. It must be also noted that all A-level theses are publicly available at EBS library. The abstracts of all the defended theses can be found in EBS' study information system (OIS) and are accessible to all interested users.

EBS academic staff has published more than 30 textbooks in business, entrepreneurship and management (in Estonian) that are widely recognized and appreciated in the business community and by other HEIs. EBS has also actively participated in compiling a series of handbooks *Äripäeva käsiraamat* (Daily Business Handbook). This series is published since 1998. Two volumes of this series - *The Handbook of Entrepreneur* and *IT Management Handbook* – have been compiled and edited by EBS.

#### 4.1.4 Activities targeted at secondary and vocational school students

EBS has established a separate unit, **EBS High School** (see Figure 1.2), for upper secondary school students who are interested in economics, entrepreneurship, and European or Asian studies. The number of pupils is presented in the Table 4.1.

**Table 4.1 Number of pupils in EBS High School**

2007	2008	2009	2010	2011	2012
161	159	118	75	77	60

The nominal three-year upper secondary school programme is based on Estonian national curriculum and offers extra courses on economics, entrepreneurship, and European or Asian

studies. It also provides additional courses in other subjects, such as math, and Estonian and English languages which are offered to groups or as individual study sessions.

In cooperation with Junior Achievement (JA) Estonia, EBS High School is organizing an interactive online orientation game *Creatlon*. The game was designed to acquire entrepreneurial skills and learn fundamentals of economics. Within three years the number of participants has increased from 45 to 1500 upper secondary school students all over Estonia. The project has attracted numerous co-sponsors from local entrepreneurs to Estonian President's Council.

In cooperation with JA, EBS has published a textbook in economics for students of vocational schools and upper secondary schools. EBS lecturers conduct practical trainings for students of the same group who aim to establish a student enterprise.

Students from upper secondary schools and vocational schools can approach Admissions and Studies Office that offers consultations in career planning as well as introduces the study opportunities at EBS and abroad. For the same purpose, EBS participates in educational fairs (*Teeviit, Intellektika*), co-organizes conferences (*Lahe koolipäev, Sinu võimalused*) and student seminars (Marketing Academy, Investment Academy).

Since 2004, EBS offers special courses and seminars in finance, marketing, management, and public administration to upper secondary school students. They provide the possibility to become more familiar with life at the university, to feel more confident in making career choices and to introduce the students the related study programmes at EBS.

EBS lecturers and alumni are regularly lecturing in different upper secondary schools around Estonia. During the period 2007-2011 EBS academic staff in cooperation with JA also trained economics teachers at winter seminar and conducted training sessions (see section 4.2) for schools managers.

#### **4.1.5 Members of EBS staff participate as experts in the professional associations, advisory and decision-making bodies**

EBS academic staff is involved in several national and international organizations such as NATO Cooperative Cyber Defence Centre of Excellence (Peeter Lorents), European Central Bank (Andres Tupits), Enterprise Estonia Foundation (Peep Aaviksoo, Toomas Danneberg), Estonian Chamber of Commerce and Industry (Madis Habakuk, Kristiina Kägu), Estonian Association of SME (Madis Habakuk), Estonian Service Industry Association (Toomas Danneberg, Kristiina Kägu), Best Marketing (Katri Kerem, Kerstin Sonts), Association of Private Schools (Kristiina Kägu), Estonian Association of Consultants (Ülle Pihlak, Peeter Kross, Tiit Elenurm), Student Science Association (Peeter Lorents), SFEDI (Ülle Pihlak), Estonian Public Broadcasting (Agu Uudelepp), Estonian Public Relations Office (Tiina Tšatšua, Kerstin Sonts), Estonian Logistics Cluster (Toomas Danneberg), Junior Chamber International Estonia (Raili Naris, Anto Liivat), Association of Estonian Accountants (Ülle Päril, Alar Kein), *Lahe koolipäev* (Tiina Tšatšua), *Hea Eeskuju* (Tiina Tšatšua), European Business Ethics Network (Mari Kooskora), Transparency International Estonia (Mari Kooskora), Open World Initiative (Mari Kooskora), Estonian Association of Sociologists (Kati Tillemann). Additionally, EBS academic staff participates in other organizations for the research community, edit research journals and participate in the management and teams of professional organizations. These activities have been discussed in more detail in chapter three.

Serving European and global business community mainly takes place in cooperation with international partners, such as embassies of other countries in Estonia or associations business

schools, where EBS' contribution relies on personal expertise of its academic staff as well as the regional position. During the last five years EBS was represented in the Boards of EFMD, CEEMAN and BMDA.

#### 4.1.6 EBS academic staff publishes articles that promote core activities

EBS staff publishes opinion articles and provides general public with comments concerning different aspects of economic and social development (see table 4.2). EBS does not have exact data on the articles published between 2007 and 2010, which is why data relies on bibliography and press releases in the news archive. Since spring 2011, EBS systematically monitors media, including online media for coverage.

**Table 4.2 The number of publications in media**

	2007	2008	2009	2010	2011	2012
Total number of coverage	191	149	151	199	257	227
Number of opinion articles published in media by EBS academic staff	7	3	7	19	15	19
Number of opinion articles per member of EBS academic staff	0,18	0,1	0,16	0,4	0,34	0,4
Press releases	13	12	7	10	11	10

#### 4.2 In-service training and other educational activities for the general public

Based on EBS Development Plan for 2010-2015, opportunities for lifelong learning are offered through the Open University and by EBS Executive Training Centre.

**EBS Open University** offers an opportunity to take courses following an individually designed study plan. If one wishes to attend single courses, it is possible to choose those from different study programmes, which do not require the passing of a prior subject(s). Those who pass the course will be issued respective certificate which shows the grade, number of credits and content (learning outcomes) of studies. In cooperation with Estonian Unemployment Insurance Fund, EBS is offering training courses in the respective competences and inviting the registered unemployed persons to participate in courses offered by Open University. Table 4.3 characterises participants in different courses offered by the EBS Open University.

**Table 4.3 Participation in courses offered by EBS Open University**

	2008	2009	2010	2011
Total	164	129	114	90
EBS former students	91	67	63	29
EBS alumni	16	16	6	7
Pupils of EBS high school	0	2	0	2
EBS staff	9	12	13	15
Learners from outside EBS	48	32	32	37

In 2010 the Management Board of EBS Education decided that all members of staff are entitled to take up to 6 ECTS Open University courses per year for free. With a decision made by EBS High School Study Council, talented pupils may participate in the Open University courses that do not require the passing of prior subjects. EBS former students are those who have decided to move from EBS study programme to Open University and also those who have an individual study plan and follow it via Open University.

Those taking courses via Open University attend lectures and take exams and preliminary exams together with students of EBS and are treated as regular students.

In 1993 EBS established **Executive Training Centre (ETC)**, offering development programmes to top and middle managers in different areas of management. ETC uses over 300 EBS academics and practitioners in public administration and business as trainers.

The ETC has defined its mission as follows:

**To offer the best experience based knowledge to the partners, who have recognized the importance of continuous development and lifelong learning as a prerequisite for sustainable success in rapidly changing economic environment.**

Strategic management programme Executive MBA (EMBA) is aimed at top managers. The two-year programme contains lectures, group work, individual studies and a final thesis. The graduates will receive EBS EMBA diploma. The number of EBS EMBA diplomas issued during the period 2007-2012 is available in the Table 4.4.

**Table 4.4 The number of EBS EMBA graduates**

<i>2007/2008</i>	<i>2008/2009</i>	<i>2009/2010</i>	<i>2010/2011</i>	<i>2011/2012</i>
19	14	-	10	8

ETC offers also short and long in-house training programmes. The areas covered include management, marketing, sales and customer service. Average short training programme duration is 2-5 days. A long training programme lasts throughout several months. In-house trainings are developed in close cooperation with the client.

During the last five years the ETC has conducted in-house trainings for several ministries and governmental agencies as well as for leading enterprises. Long in-house training programmes were conducted at the Ministry of Finance, The State Chancellery and for managers at PKC Group AS. The total number of training programmes offered by ETC is presented in Table 4.5.

Consulting services were added to the ETC product portfolio in year 2011. In 2012 ETC entered the Finnish market and is currently offering introductory training programmes and consulting services to companies in Finland who are showing interest in starting their activities in Estonia.

Feedback has an immediate bearing on all services offered by ETC. The customers feedback at ETC is analysed in the end of each training programme following the model described in section 2.5.5. ETC revenue compared to EBS study-related revenue is presented in Table 4.6.

**Table 4.5 The number of training programmes offered by ETC**

	2007	2008	2009	2010	2011	Average 2007 - 2011
Number of training days	233	221	160	162	186	192
In-house training programmes	88	111	70	48	64	76
Open courses	145	110	90	114	122	116
Number of participants in training programmes	690	648	667	479	547	606
Number of different training programmes	115	99	61	68	86	86
Number of lecturers	127	118	76	78	105	101
Number of academic hours	1,880	1,714	1,280	1,296	1,412	1,516

**Table 4.6 ETC revenue compared to EBS study-related revenue**

2007	2008	2009	2010	2011	2012
16,8%	16,8%	12,2%	13,3%	11,6%	12,8%

### 4.3 Other public aimed activities

In addition to activities described in sections 4.1 and 4.2 EBS serves society through its students and alumni. These activities are supported by EBS Student Council and Alumni Association Council.

#### 4.3.1 EBS contribution by sharing its resources

**EBS alumni** include about 4000 members. In 2011 the position for Alumni and Corporate Relations Coordinator was created at EBS. The position involves the coordination of relations between EBS and its alumni and a systematic maintenance and development of contacts with the business community and the public sector. In cooperation with the Alumni Association Council, the Coordinator organises public morning-café seminars to discuss issues topical in the society. The Coordinator is also responsible for the activities of EBS Alumni Fund, the main aim of which is to collect donations paid out in the form of scholarships. EBS has created the EBS Scholarship to support active young people in pursuit of their interests in the community, particularly through EBS Student Council.

**The Student Council** has an autonomous budget and besides representing students' interests in the Senate and other decision-making bodies, organises events and conferences for students. From 2007 to 2012, a student journal *EBS Business Spirit* was published monthly and covering popular topics in economics, entrepreneurship and management. The public events in 2007-2012 concentrated mainly on career-related issues and those aimed at integrating foreign students. Since 2010, the Student Council also systematically intermediates entrepreneurship-related knowledge and supports the activities of the Business Incubator (see section 4.1).

One of the structural units of Student Council is EBS Chamber Choir, established in 1998. The Chamber Choir has participated in different choir song festivals in Estonia and abroad. Their performances are public and free of charge. Christmas concert has become the most popular of their performances.

Many public events take place in the main building of EBS. Different associations can rent rooms either permanently or temporarily from EBS Campus. The aim of EBS Campus is to support EBS' activities contributing to the community and based on the values of the university.

Since 2011, EBS also houses the *BeWise* series of lectures in cooperation with Junior Chamber International Estonia where the best practitioners in their field support theoretical lectures with practical experiences and viewpoints. This series of lectures has also been advertised in public channels and attract people from outside EBS.

The EBS Library (see section 1.3.3) serves also EBS High School's pupils and teachers. The Library is also open to readers outside EBS, even though some of the services are not free of charge for them.

Since year 2006, EBS library has opened a number of electronic subject gateways. The subject gateway which is constantly being updated provides free access to web-based resources – information portals, virtual libraries, reference books, specialized dictionaries, journals' full text databases, homepages, e-books, etc. These channels can be publicly used by all members of the society and as of 2012 include information sources on the following topics: entrepreneurship, philosophy, education, e-learning, informatics, management, linguistics, literary science, culture, natural sciences, economics, financial accounting, bookkeeping, mathematics, statistics, politics, public administration, psychology, ethics, finance, banking, sociology, scientific research, marketing, public relations, law, general reference books. The library also organizes exhibitions on issues topical for the society.

### **4.3.2 Activities aimed at the public are determined in EBS development plan**

Strategic guidelines for serving different target groups of the society are defined in the EBS Development Plan for 2010-2015. The operational aspects are covered in the annual action plans. The procedure for assessing the implementation process is described in section 1.1.4.

## **4.4 Conclusions**

### **Areas of good practice:**

- systematic activities aimed at different pre-university target groups;
- involving various umbrella organization influencing the community in the development activities of the university;
- conducting training programmes to organizations.

### **Areas that need improvement:**

- to create a system that maps cooperation with the community within the study processes;
- the initiation of discussions on management and economics in the society;
- a wider publicising of scientific research results in media and their possible implementation in private and public sector;
- cooperation with other universities and organizations in organising joint public events.

## **Annex. Research topics of the enrolled doctoral students**

1. Consumer Behaviour and Attitudes in the Euro Changeover Process in Estonia (Estonia)
2. A Study on Factors behind Customer Loyalty & Awareness among Customers of Islamic Bank (Pakistan)
3. A Cost Optimizing Model for IT Security (Estonia)
4. Open Innovation Networks of Small and Medium Size Enterprises in Economies of Small States (Estonia)
5. Perception of Financial Accounting Process by the Conceptual Accounting Model (Estonia)
6. Sustainable Entrepreneurship Models and Implementation in Estonian Context (Estonia)
7. The Effectiveness of EU Anti-Cartel Law through Economic Indicators (Estonia)
8. Development of Support System for Unemployed Young People Oriented on Entrepreneurial Career. Comparative Analysis of France and Estonia (France)
9. An Empirical Analysis of Intercultural Communication: Dynamics of the Modern Development in Estonian Organizations (Estonia)
10. Requirements for Leaders in Institutional Context: the Case of Estonia (Estonia)
11. Implementation of Contemporary Management Directions in Estonian Organizations (Estonia)
12. Strategy-as-Practice in Estonian Internal Security Sector (Estonia)
13. Change Management from Team Supervision Perspective (Estonia)
14. Place Marketing (Estonia)
15. The Implementation of Creative Economy in Estonia: the Example of Music Industry (Estonia)
16. The Impact of Creative Economy on the Management of Innovation Policy in the Context of Small Countries (Estonia)
17. Transformational Changes and Their Impact on Organizational Culture and Readiness to Change (Estonia)
18. Government as a Change Management Environment for Business Organizations (Estonia)
19. The Impact of Financial Accounting on Profit Numbers (Estonia)
20. Legal Regulation of Decentralisation in Public Administration Organization (Estonia)
21. Changing the Ownership of Cultural Organizations and Public Private Partnership in Cultural Field (Estonia)
22. Empirical Analysis of Manufacturing Strategy (Estonia)
23. Possibilities of Achieving Competitive Advantage in Estonian Small Businesses (Estonia)
24. Integration of Defence Strategic Decision-Making with Capacity Based Resource Analysis (Estonia)
25. Europeanization of Governmental Institutions in the Baltic States (Estonia)
26. Service Management and Marketing. Value Creation on Service Process (Estonia)
27. Contemporary and Results-based Approach to Museum Administration and Management (Estonia)
28. Innovation Influencers in Knowledge Intensive Business Services Enterprises (Estonia)
29. Management and Participatory Democracy of Territorial Corporation (the Case of Estonia) (Estonia)
30. Effectiveness of Government Organization Management (Estonia)
31. Sustainability in the Management Information of Estonian Local Governments (Estonia)

32. Entrepreneur's Success Factors – People's Understanding of Entrepreneurship and Leadership in Estonia 1991-2010 (Estonia)
33. The Historical Development of the Governmental Accounting in Estonia. Past, Present and Perspectives (Estonia)
34. Legal Basis of Organizational Forms and Management in Provision of Professional Services (Estonia)
35. Developing an Intelligent Decision-Making Model for Management Game Suitable for Use in Higher Education Programs (Estonia)