



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto
SOCIOLOGIJOS PROGRAMOS (612L30002, 61205S104)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *SOCIOLOGY* (612L30002, 61205S104)
STUDY PROGRAMME
at Kaunas University of Technology

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Sociologija</i>
Valstybinis kodas	612L30002, 61205S104
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Sociologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4), iššęstinė (6)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Sociologijos bakalauras
Studijų programos įregistravimo data	2006-03-28, Nr. ISAK-583

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Sociology</i>
State code	612L30002, 61205S104
Study area	Social Sciences
Study field	Sociology
Kind of the study programme	University studies
Level of studies	first
Study mode (length in years)	Full-time (4), part-time (6)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Sociology
Date of registration of the study programme	28th of March, 2006, the order of the Minister of the Ministry of Education and Science of the Republic of Lithuania No. ISAK-583

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I. INTRODUCTION

Kaunas University of Technology provides services and education at all levels of higher education in a variety of study modes and for a variety of academic, vocational and professional needs. The university consists of 13 faculties, International studies centre, 12 institutes, 6 centres (including 4 research centres), and the library. Academic staff consists of 1266 employees (1045 teachers, 106 research fellows, 116 hourly teachers), 811 of them have a doctoral degree (732 PhDs, 79 Habilitated doctors). There are almost 17000 students in the University (undergraduate students – almost 13000; graduate students – almost 3000 and doctoral students – almost 400).

The first-level study programme “Sociology” is one of the Bachelor degree study programmes at the Faculty of Social Sciences, Department of Sociology. The Faculty was established in 1990 as the Faculty of Administration. In 2000, it was re-organized into the Faculty of Social Sciences. The Department implements study programmes in Sociology at three levels – bachelor, master and doctoral degree studies.

The study programme “Sociology” at Kaunas University of Technology started in 2006. There are full-time and part-time modes of studies. Graduates of the programme “Sociology” acquire bachelor’s degree in Sociology.

The self-evaluation report, which was presented for the international group of experts in advance, was prepared by:

- Eglė Butkevičienė, Head of Department, Associate professor, Department of Sociology, Kaunas University of Technology;
- Edita Štuopytė, Vice-dean of Faculty of Social Sciences, Kaunas University of Technology;
- Irena Luobikienė, Associate professor, Department of Sociology, Kaunas University of Technology;
- Audronė Telešienė, Associate professor, Department of Sociology, Kaunas University of Technology;
- Marius Baltrušaitis, Project Manager, “Factus Dominus” Ltd;
- Simona Šatrauskaitė, Bachelor student, Department of Sociology, Kaunas University of Technology.

The site visit was undertaken on 9th of October 2012. The expert team was led by Prof. Jukka Gronow and the other expert team members comprised of Ass.Prof. Viktoriya Sereda, Dr. Vladislavs Volkovs, Ms. Monika Kavaliauskė, Prof. Vida Kanopienė and Mr. Saulius Olencevičius. A later meeting was held to discuss the programme further and write the report.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The self-evaluation report (further – SER) does not give a clear and well-reasoned answer why the programme is needful. The discussions with the administrative and teaching staff during the site visit did help to clarify the issue to some extent but the given answer was not fully satisfactory.

The validity and appropriateness of the programme is grounded by the “... the need of specialists that are able to analyze and interpret development of new forms of community, the issues of democracy, knowledge society, science and technology development, processes of globalization and migration” and etc. On the one hand, such specialist with very broad competences in different areas can hardly be prepared by one study programme, especially on BA level. On the other hand, neither the programme’s objectives nor its curriculum give any evidence regarding the provision of knowledge and competences in such areas as globalisation and migration (The programme does not have courses, e.g., on Globalisation sociology, Migration sociology, or Demography).

As is seen from the description of Programme's aims and objectives, it focuses more on legal requirements than on practical labour market demands. According to the SER "The aim of the study programme "Sociology" is to acquire basic knowledge of sociological concepts, theories, and methods; understanding of processes and changes in contemporary societies, organizations and social groups; abilities to identify social problems and project their possible solutions applying central ideas of social sciences". These settled aims are very high for a bachelor programme, especially regarding the abilities of graduates to project possible solutions of social ideas, applying central ideas of a broad scope of social sciences. The same is true in respect of some objectives of the Programme, e.g. it seeks to give "*general and specific theoretical knowledge in sociology and social sciences and develop abilities to apply this knowledge in various situations of practical activities (2.1.)*".

In the opinion of the expert team, specific knowledge in particular science fields can hardly be provided by only introductory courses, as is the case at KTU BA sociology program. And the expert team has not found any evidence during the site visit on positive results in this respect.

As is indicated in SER, "*KTU bachelors of Sociology acquire deep training in the field of sociology of science and technology, environmental sociology, organizational sociology, quantitative and qualitative research methods*", and this is considered a distinctive feature of a Programme. It should be pointed out, that the other national Sociology BA programmes (at Vytautas Magnus university, Vilnius university, Mykolas Romeris university) also include the courses on Quantitative and qualitative research methodology and methods and also courses on above indicated particular fields, e.g. sociology of organisations. The expert team found no clear differences about specifics of the programme related to the similar programmes offered by the other higher educational institutions in Lithuania. From the staff and administration was highlighted focus on technology, but students and social partners were not able to demonstrate it. Further, the lack of practical SPSS knowledge was mentioned.

The name of the programme, its learning outcomes, content and the qualifications offered meet legal requirements and are in general in line with mission, vision and aims of KTU and Faculty of Social Sciences.

As a response to the experts' committee warning about the expected consequences of the diminishing number of students the Faculty administration stressed the future importance of cross disciplinary studies in the program. This principle is however not at present visibly recognizable in the programme. Interdisciplinary elements should also be introduced very carefully and only to a limited degree at the BA level because otherwise they might jeopardize the sociological identity of the programme.

2. Curriculum design

The curriculum design generally meets national and European legal requirements, constantly reviewed. The scope of the Sociology programme is 240 credits, during one semester students usually study 5 subjects, but, as indicated in SER, there are semesters with 2 or 7 different subjects. Thus, study subjects are not spread evenly (although SER states the opposite). There are subjects with small credits (3ECTS) and a wide total amount of subjects, that are to a bigger or smaller degree repetitive is observed - despite that in SER it is stated that they are not (although later it is confirmed that repetition to some extent exists). This was also admitted by the participants (students) during the site visit meetings. Some explanations for that issue were presented by the teaching staff of a Programme, referring to the existence of different analytical depth of the subject. However, these explanations are more relevant to the comparison of the BA and MA Sociology programmes.

The Curriculum of a Programme includes several introductory courses on specific topics of Sociology, e.g., Introduction to Social Stratification, Introduction to Sociology of Organizations, Introduction to Sociology of Culture, Introduction to Political Sociology, Introduction to Economic Sociology. The introductory knowledge on particular themes is usually

given by the course „Introduction to Sociology.“ These themes should be further elaborated by appropriate **deepening** courses. The logic is not clear, if looking only at BA level Programme. The comparison of this Programme with KTU MA Programme in Sociology sheds a light on situation and gives an answer - the same courses (only without a word „Introduction“) are in Curriculum of Master’s programme.

Thus, by opinion of experts’ team, the two KTU Sociology programmes (at BA and MA level) do not avoid “mirroring”, both in terms of its structure (study subjects) as well as contents several modules. This raises again the issue of repetition.

The logic behind the distinction of courses into obligatory and optional is not always quite clear. The number of elective courses follows the Ministry’s requirement of minimum 5% but it is advisable to increase their number in the future. Elective subjects are present, but experts’ team found evidences that students not always can select them. This is due to the small total number of students. This prevents students from adjusting their studies flexibly according to their interests and needs.

The content of the subjects is, in overall, consistent with the type and level of the studies. The programme is structured to give its graduates “general and specific theoretical knowledge in sociology and social sciences and abilities to apply this knowledge in various situations of practical activities”. The Programme also has an in-built teaching component, which gives its graduates additional knowledge in such spheres as Business Communication, Innovative Information Technologies, etc.

The scope of the programme is sufficient to ensure learning outcomes. Unfortunately this is not providing any competitive advantage to the graduates. Only few graduates are working according the received qualification.

The Sociology programme constantly reviewed by the academic staff, but social partners has limited influence on curriculum design. In 2011 the “Faculty decided to develop a system of Major and Minor study programmes. The idea is that a student might acquire not just the qualification degree in his main study programme, but, if desired, could acquire a complementary degree. Thus the Department of Sociology not only developed the Minor study programme “Sociology”, but also adapted the curriculum design of the Major study programme “Sociology” so as to give it’s students the possibility to study and acquire complementary degrees in other study fields”.

The teaching/learning methods and forms are modern. Considering that this is a BA-level programme aimed at giving basic knowledge about the newest theories, research results and methodological approaches the content of the programme can be said to reflect the relatively well the latest achievements of science.

Some more specific comments on particular courses:

According to the course description of the course on Qualitative methods in sociological research focuses more on research strategies and does not give all that much information about concrete research methods.

Courses on sociological methods should include more intensive reading of the sources. When the expert team asked about the latest book of a classical sociologist the students had read they had difficulties in recalling any. Students had also difficulties in recalling the names of important contemporary sociological thinkers.

3. Staff

All of the teaching staff of the Department of Sociology (3 professors, 5 associate professors and 1 lecturer with a doctor’s degree) participates in teaching in the Sociology programme. The Department of Sociology has 15 PhD students. Some of them are on maternity leave and therefore do not participate in the study process; the others serve as teaching assistants

teaching at the seminars. However, their specific role in provisioning of different courses is not specified in SER, therefore the expert team is not sure about total quality and quantity of lecturers.

The Department of Sociology uses in teaching the potential of the other structural subdivisions of KTU and the Faculty of Social Sciences: some courses, other hand than in Sociology study fields, are taught by the teaching staff of other departments / other faculties.

The Programme is implemented by an adequately qualified teaching staff. Its teachers are active researchers, have quite extended list of publications and participate actively in various scientific conferences, seminars as well as carry out research projects. Some are members in the European Sociological Association (ESA), the International Sociological Association (ISA), the Lithuanian Sociological Association, or in other international Research Associations [European Survey Research Association (ESRA), etc.]. They have served as experts in international and national institutions and Research networks. However, most of the publications of the teaching staff are in national and/or local scientific journals (books, etc.) They have not published any scientific monographs. The Department of Sociology provides teaching of social sciences methodology for all the other departments of KTU and participates in EU projects related with social data collection (e.g., LIDA). The teachers should be encouraged to be more active in international cooperation in teaching and research. Their teaching courses could also be more directly related to their research activities and fields of interest.

KTU administration pays much attention to the professional development of its teachers, among the measures the Young teachers' training program, the internal training of Research methodology and Educational technologies can be named. The teachers of the Programme are provided with opportunities to improve their professional qualifications in various forms, however, international focus on personal skills development is quite limited. The most common forms are participation in international sociological conferences (organised by ESA or ISA etc) and (quite rare) participation in ERASMUS exchange programmes that is teaching abroad. Good point is, that financial support from the university, as well as the Lithuanian Research Council, is possible and used by lecturers.

Involvement of practitioners is very limited. The age average of the academic staff of the Department in 2012 is 45 and according to this indicator the Department is among those with youngest average staff age in the University.

Academic workload for staff is very uneven, especially in the latest period. Few years ago it was more equal number of academic hours dedicated. University has settled internal rules, that the annual volume of pedagogical work of a full-time teacher (as recommended) should make 720 hours. Pedagogical work constitutes 75% of the workload and researching or other scientific activities constitute 25% of the workload. In reality workload of the teaching staff of Sociology programme varies from 399 up to 2254 hours per year in the evaluated period.

The size of the academic teaching staff is not sufficient enough, if their other activities (implemented by the department study programmes at MA and Phd level) are taken into account, also considering the fact that two former full-time teachers (one professor and one associate professor) of the department of Sociology have since 2011 taken full-time positions at other academic institutions, and no new persons have been employed to replace them. Practically every lecturer had had to take over courses earlier thought by those who had left the department which might easily overburden the teachers. It could also have a negative influence on the courses taught. Judging from the lecturers' CV's, we could deduce that almost everyone has to develop and possibly even teach too many subjects.

4. Facilities and learning resources

In SER facilities and learning resources are described very well. Experts' team noticed sufficient number of the facilities for lectures, reading and team work. Small issues regarding classes' ventilation exist, but this is minor issue.

Library is well equipped; number of books and pedagogical material is enough for the students. Students and teaching staff have access to literature stored in the department of Sociology. The department constantly upgrades the literature: now it has 177 books (100 of them are in foreign languages: English, German). Undergraduate students use literature available at the University Library. Some students also use Kaunas County Public Library as well as the libraries of other Kaunas universities. The library reading room has 174 work places (32 are computerised).

E-learning is introduced based on Moodle environment, where relevant learning material is present. The computers of the University has the access to the following international electronic databases: Emerald Fulltext; ScienceDirect; EBSCO Publishing, ERIC, Oxford Journals Online, SAGE, Wiley InterScience, SAGE, Oxford English Dictionary, e-books of the DB EBRARY, etc.

Students and teachers after lectures are communicating via e-mail or via internal electronic system.

5. Study process and student assessment

The admission to the first-level study programme "Sociology" implemented at the Faculty of Social Sciences is performed according to General Regulations for General Admission to the First-Level and Continuous Studies at Lithuanian Higher Education Institutions: Rules for 2012 year admission were confirmed by the President of the Association of Lithuanian Higher Education Institutions – General Admission Organization (LAMA BPO). There is state funded places and privately funded places. Admission requirements are well-founded, but the entrance level requirements are quite low. Visible dramatic decline in the Sociology programme interest and number of students. The administration did not seem to have any clear plan of measures how to guarantee the future survival of the programme.

Studies include 16 weeks both in autumn and spring semesters according to an academic calendar considering individual plans and a timetable. That is announced on the University website and the book of study programmes. The proportion of students' time allocated to contact hours / practice / independent work is 32/32/96 per one study subject for full-time studies and 16/16/128 for part-time studies.

During the visit meetings with various stakeholders the experts' team were informed that there is not enough dedicated time for internship. Very critical moment is that only for a few students internship university can offer places. Very limited cooperation with the social partners exists in this area. The major amount of students must find places on their own, and usually they are not related to study subject at all.

On bachelor level students' research participation is very limited. Mostly they are involved in sociological data collection in the field as well as in some elementary data analysis using SPSS programme. There were however complains about students capabilities to operate the SPSS. Research component continuously appears as problematic and probably is the weakest point of the Sociology programme. It should on the other hand be reminded that the BA level of the programme sets its natural limits to the extension of the research component in the studies.

Students are encouraged to participate in scientific conferences but most of them are local. Bachelor students actively participate in competitions and exhibitions. For example,

Department of Sociology prepared five projects (two of them were joint with other Departments) for the exhibition – competition for young scientists of KTU “Technorama”.

International student mobility is very low. Possibility to use Erasmus exchange programme exists, but due to various reasons number of outgoing students is limited. Implementation of ECTS helps a lot for exchange quality evaluation and calculation of gained credits.

Sociology programme administration supports students in academic affairs, but when it comes to social issues some conflicts arise. Due to economic situation number of students not just studying, but also working. Therefore they need some flexibility in the timetable. Administration is not willing to support students in this area. Therefore some students have decided to quit their studies. There are several forms of social scholarships at KTU: starting from state granted and ending by scholarships of supporters (mecenates). Some of them are one time and some are monthly based.

The assessment system of students’ performance is clear and adequate, publicly available on university webpage.

The departmental self assessment report lists the names of the organizations in which students conduct their practice but does not give much information about the contents and the quality of the practice. The expert team also got acquainted with the students practice reports and found that an important part is missing in them: concrete description of what the students were really doing during their practice and how it was related to their studies of sociology. The organization of students practice certainly needs to be made more systematic and sociologically more relevant to the students.

The worse situation is with the employment of graduates of the Sociology programme. Only few, the best, students can get a job, related to their education. The greater numbers of graduates work in various businesses and organizations not according their expectations at all. Therefore some students plan to continue their education to get a Master's degree, but not necessarily in the field of sociology. It looks like the Department does not pay enough attention to this burning problem. Some of the senior-year students expressed a wish that the Department should pay more attention to various career-development activities and to the cooperation with potential employers.

6. Programme management

In SER we can read that “Kaunas University of Technology strives to be a student-centred and quality-focused university (from University’s main Strategic Objectives)”. As experts’ team noticed during the site visit it is not the case yet. Students are involved in various evaluation quests of the teachers and subjects, but their practical impact is not quite clear. Results of the students’ surveys are presented on the KTU website.

We noticed, that responsibilities for decisions and monitoring of the implementation of the Sociology programme are clear mostly only for the administration. The official process exists, but not all relevant stakeholders are aware of it.

There is very little involvement of social partners, but they would like to be more involved in programme management and provide their view what is needed, related to the graduates’ competencies, on the market.

In the SER the experts’ team found very clearly described concept of the KTU programmes management and decision making procedures (formal and informal meetings, discussions, committees and etc.). According to this concept, the management structure is very centralised. However it is quite bureaucratic and taking long process.

III. RECOMMENDATIONS

1. Programme aims and learning outcomes should be more grounded and targeted to the Bachelor educational level. We recommend structural changes in the Sociology programme related to integration of studies and/ or co-operation with other universities.
2. To elaborate more precisely the identity of the sociology programme and to tune to it learning outcomes and programme content
3. To elaborate the students' competences and tune them to stakeholders needs.
4. A redesign of curriculum is highly recommended. Overlapping subjects must be avoided. Higher and more systematic involvement of social partners in the programme planning and evaluation is recommended.
5. To take measures and make it possible for students to choose elective courses regardless of their number.
6. To take measures to increase the number of students.
7. To reconsider the allocation of courses to core or elective parts of the programme respectively.
8. Higher focus on staff international cooperation is highly recommended, especially in research and scientific publications areas.
9. To develop further students' foreign language proficiency, especially their ability to communicate and write academic texts.
10. Students' internships quality development is needed. Also international exchange must be supported more actively.
11. To involve more actively stakeholders into the process of programme assessment and alteration.
12. To improve the contents and teaching of theoretical subjects.
13. Implementation of a faster decision making process on the Departmental and a Faculty level is needed.

IV. SUMMARY

1. The programme aims and outcomes:

The programme has excellent aims in integrating theory and practice even though its implementation is somewhat lacking. The same is true about the specific profile of the programme in relation to other departments and universities: on the level of general declarations they are clear but their more concise practical realization is needed. The lack of a clear identity of the programme is one of its basic shortcomings which might partly explain why students find their career prospects problematic.

2. Curriculum design:

The whole structure of the study programme is in need of systematization and clarification. The study programme consists of too many relatively small study subjects or components. The elective subjects are not always in reality accessible to the students. Students' internship and practice are not adequately organized and its results controlled.

3. Staff:

The main positive areas of the Sociology programme are good contacts between the teachers and students as well as a loyal and competent staff. The staff with full time employment in the programme is however quite small. The workload of the teachers is unevenly distributed and in some cases obviously too heavy to leave any time and energy to personal development and scientific activities. There are serious shortcomings in the internationalization of both the academic staff and the students. There is a need to encourage and improve both the quality and the quantity of the scientific publications of the academic staff and to tune their teaching better to correspond to their research activities and interests.

4. Facilities and learning resources:

The learning facilities are well established and adequately equipped. This is true in particular about the university library and data archives as well as the accessibility to and use of modern data technology.

5. Study process and student assessment:

The admission requirements are well-founded but the entrance level requirements are quite low. Students are encouraged to participate in scientific conferences. The international student mobility is very low. For various reasons students do not make use of the Erasmus exchange

programme to a satisfying degree. The integration of the practice periods in the whole study programme is not adequately implemented and monitored.

6. Programme management:

The involvement of the social partners is weakly developed and their formal role rather unclear. The structure of the management is very centralized and not very clear to many of those, like social partners and students, involved in it.

V. GENERAL ASSESSMENT

The study programme Sociology (state code – 612L30002, 61205S104) at Kaunas University of Technology is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Staff	2
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	2
	Total:	14

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

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<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technologijos universiteto studijų programa *Sociologija* (valstybinis kodas – 612L30002, 61205S104) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	14

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

IV. SANTRAUKA

1. Programos tikslai ir numatomi studijų rezultatai

Programoje numatyti puikūs teorijos ir praktikos integracijos tikslai, nors įgyvendinimas dar turi trūkumų. Tas pats pasakytina apie specifinį studijų programos profilį, lyginant su kitomis katedromis ir universitetais: bendra formuluotė aiški, tačiau reikia aiškesnio praktinio realizavimo. Aiškaus programos tapatumo nebuvimas yra vienas iš pagrindinių jos trūkumų, o tai iš dalies paaiškina, kodėl studentams jų karjeros galimybės atrodo problematiškos.

2. Programos sandara

Visą studijų programos struktūrą reikia susisteminti ir išdėstyti aiškiau. Programoje yra per daug santykinai nedidelės apimties studijų dalykų ar komponentų. Studentai ne visada iš tiesų gali rinktis pasirenkamuosius dalykus. Studentų praktika organizuojama netinkamai, o jos rezultatų kontrolė nepakankama.

3. Personalas

Pagrindinės Sociologijos studijų programos stiprybės yra puikūs dėstytojų ir studentų santykiai bei lojalūs ir kompetentingi darbuotojai. Tačiau programoje pilnu etatu dirbančių dėstytojų skaičius gana mažas. Dėstytojų darbo krūvis paskirstytas nevienodai, o kai kuriais atvejais akivaizdžiai per didelis, kad jie galėtų skirti laiko ir jėgų asmeniniam tobulinimuisi ir mokslinei veiklai. Tiek dėstytojų, tiek studentų internacionalizavimas turi didelių trūkumų. Reikėtų skatinti ir didinti dėstytojų mokslinių publikacijų kokybę ir kiekybę ir koreguoti dėstymą, kad jis geriau atitiktų jų tiriamąją veiklą ir interesus.

4. Materialieji ištekliai

Materialioji bazė yra gera ir tinkamai įrengta. Tai ypač pažymėtina kalbant apie universiteto biblioteką ir duomenų archyvus, taip pat galimybę naudotis šiuolaikinėmis technologijomis.

5. Studijų eiga ir jos vertinimas

Priėmimo reikalavimai yra pagrįsti, tačiau stojimo reikalavimai gana žemi. Studentai skatinami dalyvauti mokslinėse konferencijose. Tarptautinis studentų judumas labai mažas. Dėl įvairių priežasčių studentai nepakankamai dalyvauja Erasmus mainų programoje. Praktikos laikotarpių įtraukimas į studijų programą nepakankamai įgyvendinamas ir kontroliuojamas.

6. Programos vadyba

Socialiniai dalininkai mažai dalyvauja programos procesuose; jų formalus vaidmuo gana neaiškus. Valdymo struktūra ypač centralizuota ir nelabai aiški kitiems programoje dalyvaujantiems asmenims, t. y. socialiniams dalininkams ir studentams.

III. REKOMENDACIJOS

1. Programos tikslai ir numatomi studijų rezultatai turėtų būti labiau pagrįsti ir orientuoti į bakalauro studijų pakopą. Rekomenduojami struktūriniai Sociologijos studijų programos pokyčiai, susiję su studijų integracija ir (arba) bendradarbiavimu su kitais universitetais.
2. Tiksliau suformuluoti Sociologijos studijų programos tapatumą ir atitinkamai pakoreguoti numatomus studijų rezultatus ir programos turinį.
3. Detalizuoti studentų kompetencijas, kad jos atitiktų socialinių dalininkų poreikius.
4. Ypač rekomenduojama peržiūrėti programos sandarą. Reikėtų vengti dalykų dubliavimosi. Rekomenduojama labiau ir sistemingiau įtraukti socialinius dalininkus į programos planavimo ir vertinimo procesą.
5. Imtis priemonių ir leisti studentams rinktis pasirenkamuosius dalykus, nepaisant studentų skaičiaus.
6. Imtis priemonių studentų skaičiui didinti.
7. Apsvarstyti programos dalykų skirstymą į studijų pagrindų ir pasirenkamuosius dalykus.
8. Labai rekomenduojama atkreipti didesnę dėmesį į tarptautinį darbuotojų bendradarbiavimą, ypač tyrimų ir mokslinių publikacijų srityse.
9. Toliau tobulinti studentų užsienio kalbų įgūdžius, ypač jų gebėjimą bendrauti ir rašyti akademinis tekstus.
10. Gerinti studentų praktikos kokybę. Taip pat reikėtų aktyviau remti tarptautinius mainus.
11. Aktyviau įtraukti socialinius dalininkus į programos vertinimo ir keitimo procesą.
12. Tobulinti teorinių dalykų turinį ir dėstymą.
13. Reikia įdiegti spartesnio sprendimų priėmimo procesą katedros ir fakulteto lygmenyse.

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