



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus dailės akademijos
***KULTŪROS VADYBOS IR KULTŪROS POLITIKOS
(621N20016) PROGRAMOS
VERTINIMO IŠVADOS***

**EVALUATION REPORT
OF CULTURAL MANAGEMENT AND CULTURAL
POLICY (621N20016) PROGRAMME**
at Vilnius Art Academy

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Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Kultūros vadyba ir kultūros politika</i>
Valstybinis kodas	621N20016
Studijų sritis	socialiniai mokslai
Studijų kryptis	vadyba
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	nuolatinės
Studijų forma (trukmė metais)	2
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	vadybos magistras
Studijų programos įregistravimo data	2003 05 13

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>CULTURAL MANAGEMENT AND CULTURAL POLICY</i>
State code	621N20016
Study area	Social Sciences
Study field	Management
Kind of the study programme	university studies
Cycle of studies	full time
Study mode (length in years)	2
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Management
Date of registration of the study programme	13 05 2003

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I. INTRODUCTION

The study programme in Cultural Management and Cultural Policy of the Vilnius Art Academy (VAA), launched in 2003, was the first one of the kind in the Baltic countries. 234 graduates had completed the programme by 2012. Most of them filled in the deficiency for professional cultural managers with diverse national cultural institutions, municipal culture departments, museums, theatres and so on. Quite a number of the graduates became initiators and founders of new cultural establishments and periodic cultural events.

The study programme is intended to equip its graduates with broad based knowledge and skills adaptable to the public, state and private sectors, in the fields of professional culture, creative industries, social, political and entrepreneurship domains. It responds to trends in Lithuanian society, the growing economic potential of the so called Creative Industries and the consequent need for trained specialists. It is intended to open wide opportunities to pursue careers in already existing institutions and to supply knowledge for the creation of new jobs.

The programme is one of two from the overall offer focussing on management issues. It reflects the growing role of creative industries which are worldwide recognized as a source of creativity influencing the entire economy. The programme aims and learning outcomes and the curriculum were changed in the year 2012 after intensive reflection.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The Self Evaluation Report (SER) describes the development of the Lithuanian economy and the role of the Author Rights and the Subsidiary Rights (ARSR) activities. As is the case worldwide (partly after readjusting statistic data) the new role of the creative industries appears clearly. The background and the rise of cultural and creative activities and industries are well presented. The share of the creative industries in the national economy is quite high in Lithuania. A general definition of those industries would help all protagonists to develop a common understanding of its size and structure. On the basis of that analysis public needs and the needs of the labour market are documented comprehensively. (SER, p. 6 ff.)

The programme is designed to develop competencies in the field either of management or of policy or of both. The curriculum offers modules in a combination of those general competencies with a specialisation in one or more areas of culture such as visual arts, film or creative cities.

The list describing the purpose of the programme emphasizes interdisciplinary knowledge, assimilation of different sectors, need for innovation and growing global and international activity. Interdisciplinarity is a very demanding way of working and requires special training (theoretical input and practical team based training). Strong emphasis on international business is another demanding issue and requires formal input and practical training in foreign cultures, societal systems, market conditions and commercial completion. The experts accept this ambitious approach but they doubt that these aims are achievable through the current curriculum or with the current staff.

The aims “are targeted at educating a modern cultural manager and cultural policy specialist, not only a scholar of high academic ethics, responsible for the quality and reliability of research, but someone actively involved in, and an organizer of creative processes. A professional, capable to provide a theoretical foundation and generalize the processes of cultural management through research and to offer solutions for the problems of cultural management and cultural policy, and having the potential to establish and run creative enterprises, is supplied with knowledge and skills to initiate and implement cultural events and projects in Lithuania and internationally.” (SER p. 9)

And

“The aim of the study programme and its learning outcomes is to educate cultural managers, visionaries of new cultural initiatives, capable to act creatively, independently and with responsibility in different fields of cultural management and cultural policy, to influence them in a purposeful manner, locally and internationally, encourage innovation; initiate scientific and applied research, to use them in the constantly changing social and economic environment; to perform different roles of cultural management and policy maker in the state, non-governmental and private cultural institutions.” (SER, p. 10)

On the one hand the visiting experts recognise that these programme aims combine academic and professional requirements and are consistent with the master level. On the other hand the aims are considered to be too broadly based. The experts advise the VAA to identify more precisely the skills and professional background required of their students and to define more exactly and narrowly the intended role of the graduates. The learning outcomes are very ambitious. They are developed in detail, include many different aspects and are divided into many sub paragraphs. It is not easy to distinguish general aspirations from achievable tasks.

The expected learning outcomes reflect the rather unfocused purpose and aim of the programme. As discussed under section two, Curriculum, the complexity of the learning outcomes leads to a complex and scattered program structure where the focus is hard to see. The experts acknowledge that the learning outcomes statement is more focused than the aims statement. But the list of learning outcomes is too all-embracing to be realistic.

It is very long and detailed. The experts doubt whether all expectations can be met, especially, when most modules are said to contribute to most defined learning outcomes (the table in the report is really difficult to follow, for teachers and students). A stronger focus in both expected outcomes and course objectives is needed. Otherwise the information is too general and does not offer to the graduates the specific skills needed and promised to be achieved.

A few examples, from a list of twenty, will illustrate the point.

“1 A. Graduates should know theoretical and practical principles of strategic cultural management, international culture marketing and audience development, integrated communication management; innovation management and leadership, international business and international cultural policy; should be able to initiate and conduct scientific and applied research in these fields, develop new concepts and implement their innovative practical solutions.”

(SER, p. 10)

Even allowing for the fact that this is a portmanteau learning outcome, the details of which are picked up in later more detailed learning outcomes, this is a formidable list of attributes to be achieved within four semesters.

According to the learning outcomes, the graduate

„should initiate and conduct independently scientific and applied research in the fields of cultural marketing, cultural sociology, cultural policy and interdisciplinary field ...“

Clearly a cultural manager should understand the importance of research, but the experts are not convinced that it is reasonable to expect the level of expertise implied by this learning outcome, given that this is one in a list of substantial outcomes anticipated.

The experts advise that the programme team, in responding to this report, would be helped by adopting the discipline of a more thorough going implementation of the learning outcomes philosophy, identifying a limited number of learning outcomes, each clearly articulated in a statement of what the graduate will be able to do.

The institution should reconsider those aims especially taking into account that some of them are achievable not until after some years of professional experience and not at the end of the study (esp. some of category C). The overall learning outcomes should be shortened, concentrated and restated in a manner which focusses on really accessible management skills in the field of cultural management and policy. The same is to be true of many of the module learning outcomes considering the – compared to standard management programmes – small foundation in the programme of the four recognised management areas (human resources, marketing, finance and management itself).

The Academy offers two sister programs: Culture Management and Design Management. They are offered partly by the same teachers and have overlapping curriculums. Some modules having the same denomination offer different programme content to the two student groups. In principle, this is an excellent strategy. It enables a diversity of programmes to be offered economically, making the best use of the staff available. It makes a broader range of staff expertise available to students on each programme. It gives the Faculty the facility to distribute student numbers between the programmes according to short and long term fluctuations in demand and it enables the Faculty to respond smoothly to changes in the teaching team.

All this is a good approach, and the visiting experts can confirm that programme specific inputs are available as necessary.

It is noted that the two programmes are offered by the Department of UNESCO Cultural Management and Cultural Policy within the Vilnius Academy of Arts (VAA). This might suggest that culture and art, rather than management, are at the core of the offering faculty. Most of the staff available for the two programmes are experienced in art, design or culture as opposed to management. Few of them have taught before in management programmes of a business or economic faculty at another university.

The overall learning outcomes are publicly accessible (published e.g. on the website of the programme)

Main strengths and weaknesses

Strengths

- Modern programme with an interesting double focus on cultural management and cultural policy by which students are able to understand the challenges in both areas and in their interdependencies

Weaknesses

- Aim and purpose of the programme too broad.
- learning outcomes too complex, broad and too ambitious

2. Curriculum design

The programme complies with the national legal acts and the regulations for the Master study programmes. The total volume of the study programme is 120 ECTS credits. The study subjects of the field of studies are awarded 78 credits, whereof modules of 48 credits are compulsory. Optional study subjects in the field of study are awarded 48 credits, whereof students have to earn 24 credits. So the legal requirement of 60 credits minimum from subjects of the study field is met. The general university education consists of 90 credits, whereof students have to earn 18 credits. Practical placement consists of 9 credits and the final Graduation Project resp. the Master's thesis has 30 obligatory credits. (Practical placement is part of the options). So in conclusion: 48+24+18+30=120 credits. The programme fulfils the requirement of the law.

The compulsory modules include management topics less in terms of business administration as of a general access to management issues with a strong focus on culture. Admittedly students may have taken some management modules as part of their former Bachelor programmes but this is too little for realising the big step to modules such as "Strategic Cultural Management", "International Marketing and Audience development" and "International Business". The latter offers 14 topics from e.g. "international finance markets" to "integration of international enterprise" which only touch upon the themes than give the possibility to develop an adequate understanding or even the ability to master practical challenges. Additionally this is combined with the simultaneous delivery of basic business understanding. Requests for information as to which modules (in former Bachelor programmes or in this Master programme) provide basic business knowledge have not been answered consistently.

So it is recommended to fill the gap by three to four compulsory modules deepening the entrance management knowledge with modules on human resources, marketing, finance and service management relevant for the cultural sector and according to restated learning outcomes. On the other hand some other modules, e.g. those mentioned above, could concentrate on international topics concerning different business functions – for example in a new module „international cultural management“. As the students that the experts met have plans to develop their own businesses after graduation some more emphasis could be placed on entrepreneurship.

The programme should persist with its international orientation, which is important for the cultural sector of Lithuania. This has been discussed with the stakeholders who set strong relevance on this issue.

In general, as mentioned above, the module descriptions offer useful learning outcomes from general orientation through to practical application. The module description

form follows legal requirements but the manner it is designed could be improved. Too much information up to organisational details is given, so it seems overloaded and not user-friendly.

The newly offered Practical Applied Graduation Project is a good addition to the programme offering students interested in commercial careers an opportunity to get training for that environment.

In general the scope of the programme is sufficient to ensure the learning outcomes. A clear structure – compulsory modules separated from electives, general management issues separated from such of cultural areas – will improve the understanding of the concept.

The themes and the recommended literature demonstrate the consideration of the latest findings in science and art. The scientific level of the Master's theses is adequate but a restructured curriculum could lead to more essential management themes which can produce further attention.

Since the Program is offered mostly in Lithuanian, foreign applicants cannot enrol, which limits the international dimension. In the future, the share of English inputs should be increased. According to the student interview, the level of students' spoken English is quite high. In the first two semesters English classes 2 hours/week are offered.

Main strengths and weaknesses

Strengths

- good mix of compulsory modules and electives, good mix of theoretical and practical orientation
- Practical Applied Graduation Project

Weaknesses

- lack of general introduction modules in general management
- some central business and management related topics are missing from the curriculum or receive too little attention
- some business and management related modules have too much art and culture related content and at the expense of business and management related content
- insufficient use of English for a programme with aspirations to internationalism

3. Teaching staff

The composition of the teaching staff on the study programme Cultural Management and Cultural Policy fully complies with the requirements set by Lithuanian regulations for second cycle study programmes. (SER p. 18 ff.)

Most of them are employed full time by the university and are selected and hired in accordance with the general requirements of VAA, following public and open calls for job openings, while their work is assessed in attesting procedures every five years. Some subjects are taught by highly qualified practitioners, who have professional careers in cultural institutions.

One area that needs additional attention in terms of staff development is the integration of the subject learning outcomes into the plan of teaching activities and the assessment methods and assessment criteria, where there seems to be plenty of room for improvements that must happen from bottom –up.

The research activity over the last years shows that individual members of staff have their own research interest and pursue research activities accordingly. Publications published by the lecturers of the department are numerous and helpful.

The staffing is adequate to ensure implementation of the learning outcomes of the programme. Without any doubt, the teaching staff represents high competence in the field of cultural management and cultural policy .More than 20 percent of the study field area subjects are taught by professors, as is required by national laws.

Nearly all members of the staff are in possession of a doctorate or are professors, the others have expertise and experience in their special field of teaching. The speciality subject teachers have practical experience of a minimum of 3 years. The staff turnover is not very intense so a constant teaching process is guaranteed.

The teachers are expected to have practical experience in cultural sector related to their study subject. The report doesn't reveal what kind of practical experience they have. The visit showed management practice in fundraising for and organizing e.g. of exhibitions. This is important since the teachers are supposed to train the graduates for practical positions in the labour market. In some modules many practitioners are invited to give an insight in their strategic and daily business world.

The teachers are expected to publish yearly in Lithuanian and international reviewed journals and participate in local and international scientific conferences. Teachers are also active on expert status in activities of state institutions and research and development projects. Artistic activity in form of international artistic and design processes, exhibitions, publications and critics is part of teachers' work (SER 22-23).

For the teachers' professional development the university offers diverse possibilities, e.g. internal trainings and external conference or workshop participation. The report offers details with regard to three teachers and mentions that all full time teachers took part in corresponding activities, e.g. for short term professional exchange on basis of Erasmus agreement (as shown in SER p. 21 f.)

The visiting experts are not convinced that the programme director and the teachers act as a team. The teachers' familiarity with the link between programme structure, overall learning outcomes, specific learning outcomes of the particular module and his/her individual teaching should be strengthened. This became obvious in discussions of a teachers' freedom to vary module content or assessment types. There is a strong need for discipline in modifying modules; bigger changes cannot be made at an individual level. The experts see there is a programme committee which normally is the place to discuss those issues. But as they learned this is used more to discuss problems as they arise and less for planning changes.

Main strength and weaknesses

Strengths

- A teaching team with solid professional, teaching and research experience, high academic credentials, which also includes cultural practitioners and provides a good mix of theoretical and practical skills.
- The low turnover gives a sense of stability and allows for longer term planning regarding the improvements in the curriculum.

Weaknesses

- Most teachers have art and culture as their core competence rather than business and management
- Lack of a team spirit could jeopardise the quality of the programme.

4. Facilities and learning resources

Facilities and equipment are adequate, for the aims and volume of the program, both qualitatively and quantitatively. Facilities offer creative environments for class learning, team working and individual studies (modern building, 3 auditoriums, conference room, reading rooms, exhibition space, etc.). Additional VAA infrastructure offers facilities for individual and team working, intensive modules and exhibiting project and art results.

While there is no direct curriculum need for the students to have access to facilities for practical production, access to such facilities enriches the opportunities available to them for relevant broadening experience. The workshop facilities for design are superb, both in terms of accommodation and facilities but these facilities are perhaps of little direct relevance to the programme under discussion. Photography equipment, film and video cameras, microphone and audio recorders, which can be of real value to students of cultural management, are available to students, but the provision of studios is not so lavish as the provision of design workshops.

There is some uncertainty concerning the regulation and procedures of the library. On the day of the visit the experts were given to understand that students have no direct access to books, no opportunity to browse. They have subsequently been informed that this constraint applies only in the archive section of the Library. The clarification is reassuring. Even in the days of electronic catalogues, direct access to books is essential.

The permission to borrow is indeed very generous, both in terms of the number of books that can be borrowed and in terms of the period of time for which they can be borrowed, but this would not compensate for a lack of direct access. This is particularly true on a programme such as Cultural Management. A student needs to be able to consult a number of illustrated books, each one perhaps very briefly, in order to familiarise him or her self with the cultural artefacts that they will be dealing with in the profession.

The experts advise the Institution to re-examine the procedures of the Library to ensure that they are as open and generous as possible.

For the purpose of management studies the library provision should be improved. The study module descriptions of the main management modules reveal that the management literature available in library or internet is quite limited in terms of books, journals and data bases. This limits the students' access to necessary management sources critically.

Main strengths and weaknesses

Strengths

- Modern facilities and equipment, creative atmosphere
- Excellent workshop facilities

Weaknesses

- Insufficient holding of relevant management literature is limited and should be improved
- Systemically restricted access to library facilities

5. Study process and students' performance assessment

The admission policy of the programme is clear, well defined and published on the VAA website. The target group is diverse; applicants are expected from university graduates in humanitarian, social sciences, arts and holders of a professional bachelor's non-university degree in cultural management and/or cultural policy.

If there are more applicants than places, a mathematical model is used taking into account former grades (normally of the Bachelor graduation) and interview results. The applicants are arranged into a line, the best are elected.

In 2012 the test of language abilities was abandoned, relying on improved general language skills of the students. During a specialty interview candidates answer commissions' questions; their motivation is discussed, as well as the knowledge of current cultural situation and experience in the management field. Data provided shows that applicants have good to very good grades from their former HE institution.

The number of enrolled full time students varies from year to year and has been decreasing in 2010 and 2011. The drop out rate (report p. 28) shows strongly declining ratios of successful graduates of two cohorts (enrolment 2008 and 2009), few of the initially unsuccessful students seem to have finished later (success ration 123 % in 2010).

Students have diverse possibilities to participate in domestic or international research, artistic and applied research activities, e.g. International "Synaxis Baltica" summer Academy initiated by the Department and networking cultural management programmes of 9 universities, or the International Art Fair Art Vilnius (2009, 2011, 2012), with 10 students involved each year. Or the attendance of three postgraduate students at International Cultural Management Seminar in Giorlitz, Germany.

The best graduation papers are published in a scientific publication. Consulting on career possibilities is offered by the university and students can work out an individual study programme.

The programme answers well to the labour market demand; all graduates seem to have found work in quite high variety of positions, most of them even during their studies (which decreases the graduation rate).

The principles of students' assessment are clear. To fulfill requirements of a competence oriented assessment system the programme offers a broad range of examination types and there are adequate possibilities to repeat. With a stronger focus on theoretical

evaluations and generalization by applying contemporary methodologies it meets the requirements of a masters' level.

Data is delivered to show how the workload is distributed. The figures show good results. The programme management checks students' workload more informally, esp. by strong attendance in the phase of writing the Master's thesis. Besides the regular evaluation (analysis of questionnaire results) a kind of informal complaint management is installed which makes sense taking into account the less number of (currently 9 resp. 10) students. But if there will be more students in the future more formal feedback procedures should be implemented.

Main strengths and weaknesses

Strengths

- There are solid procedures for student admission, progress monitoring and teaching and assessment of subjects.
- Possibilities for students to attend conferences and similar academic events
- Broad range of assessment types.

Weaknesses

- Regulation concerning feedback from the students are too informal
- The number of students is too small to guarantee any student a completion date within two years

6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. The core of it is a Committee of the Cultural Management and Cultural Policy study programme consisting of teachers, one graduate and one stakeholder, completed by students invited. The committee discusses all issues of the programme. Proposals for improvement are delivered to the Faculty Board which approves new study plans. At the end the Senate decides. This hierarchical structure meets academic use.

Following general rules of VAA the committee analyses feedbacks from students (mostly results of questionnaires) yearly, findings of graduate surveys and stakeholder interviews and uses the results for programme improvement.

Besides this and in the report mentioned as the "highest decision making institution" is a joint meeting of the Department's members. Of course such assemblies are useful to create ideas from a common discussion process, and the visit experts encourage VAA to continue. But besides as a "bottom-up"-instrument to develop and collect ideas for programme improvement it could and should be used as a "top-down"-instrument to implement a deeper understanding of learning outcomes and their relevance for realizing the aims of the programme, the relevance of the curriculum and the assessment regulations. This is to avoid too individualistic changes decided by teachers.

Comprehensive internal quality assurance measures are presented in the report. The experts consider that these are wide and deep enough to ensure the effectiveness of the programme. On the other hand, a strong community of interest involving all stakeholders

(administration, teachers, students, graduates, and employers), ensures the rapid informal transmission of ideas, providing a more thorough picture of the student mind set than the formal questionnaires.

The small size of the student body and of the teaching staff makes the programme manageable without the need for much formality but such an approach makes the quality of the programme vulnerable to changes in management, in personnel, in stakeholders' behaviour and other internal or external changes. The experts advise the programme team to maintain the formal consultation and information procedures even if, for the moment, informal person to person contact appears to be more effective.

As mentioned in chapter 3 the visiting experts are not convinced that the programme director and the teachers act as a team in that way it is healthy for the programme (link between programme structure, overall and specific module learning outcomes; need for discipline in modifying modules etc., see above). There is a real need for staff development. The experts would like to advise that little can be gained from staff development exercises in which the concept of teamwork is discussed exhaustively to no clear end. Teamwork is enhanced by asking colleagues to do something real in teams, such as devising a coherent assessment strategy.

Main strengths and weaknesses

Strengths

- Sound procedures for quality assurance and enhancement
- A strong community of interest involving all stakeholders

Weaknesses

- Too little management engagement in teaching and learning processes of changing modules,
- Too much individual freedom to change e.g. assessment types

III. RECOMMENDATIONS

3.1. The programme's aims and should be made clearer, stating explicitly potential job prospect and career paths for its graduates in Lithuania and abroad, reveal its orientation in management issues may help in achieving this goal.

3.2. The learning outcomes should be revisited to make them focused and realistic

3.3. Steps should be taken to build a team spirit among teaching staff integrating the groups of teaching staff (cultural management and policy professional teachers and practitioners) by sharing and exchanging experiences, joint research and other projects.

3.4. Increase the focus on the management dimension of the programme

IV. SUMMARY

The programme is innovative and timely, given the increasing role of the creative industries in national economies. There are qualities in the program but it is limited by statements of aims and learning outcomes that are vague and too ambitious. The curriculum built around these aims is itself, in consequence, too broad and ill thought out. The programme team should work together to clarify the programme focus and expected learning outcomes and revise the curriculum and content of modules accordingly

There is quality in the teaching staff but there are too many who are peripheral. The lack of a team spirit, and the lack, in the case of some of the staff, of a clear mental picture of the structure of the programme, leads to colleagues working in isolation.

The facilities for teaching and learning practical skills are superb. However, the library maintains a constraint in respect of student access to the book stock which is inappropriate at Master level and there is inadequate printed material relevant to Management available to students.

Recruitment of students follows sound practice. Teaching and assessment schemes are meticulously planned, perhaps too meticulously planned for Master level, without much evidence of a shared understanding, a philosophy, of teaching and learning and, in particular, of assessment,

Management processes, personnel and committees, are well thought out and delivered. For the moment, informal processes are quicker and more effective, but the formal processes will be wanted as students become more numerous. The programme is supported, for the moment, by the quality of its extended family of graduates and employer; the programme team should both foster and cherish these relationships and seek to establish a more balanced teaching body to ensure that the core subjects can be effectively taught by internal members of staff.

V. GENERAL ASSESSMENT

The study programme *Cultural Management and Cultural Policy* (state code - 621N20016) of Vilnius Art Academy is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	16

*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.

Grupės vadovas:

Team leader:

Prof. Roger Hilyer

Grupės nariai:

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<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniau dailės akademijos studijų programa *Kultūros vadyba ir kultūros politika* (valstybinis kodas – 621N20016) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	16

* 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

Programa yra novatoriška ir savalaikė, atsižvelgiant į didėjantį kūrybinių industrijų vaidmenį nacionalinėje ekonomikoje. Kai kurios programos savybės yra apribojamos tikslų ir studijų rezultatų formuluočių, kurios yra neaiškios ir pernelyg ambicingos. Studijų programos sandara, kuri yra sukurta atitinkamai šiems tikslams, yra pernelyg plati ir netinkamai apgalvota. Programos grupė turėtų dirbti kartu, siekdama paaiškinti programos tikslus ir numatomus studijų rezultatus bei atitinkamai peržiūrėti studijų programos sandarą ir modulių turinį.

Yra kompetentingų dėstytojų, bet pernelyg daug iš jų yra ne tos mokslinės krypties. Kai kurie darbuotojai stokoja komandinės dvasios ir nemato aiškaus programos struktūros vaizdo, todėl jie yra linkę dirbti atskirai.

Patalpos studijoms ir praktinių įgūdžių tobulinimui yra puikios. Tačiau biblioteka taiko apribojimą dėl studentų prieigos prie knygų, kas yra nepateisinama pasiekus magistrantūros lygį. Taip pat yra nepakankamai spausdintos medžiagos, kuri yra ypatingai svarbi vadybą studijuojantiems studentams.

Studentų priėmimas yra tinkamas. Dėstymas ir vertinimas yra kruopščiai planuojamas, galbūt net pernelyg kruopščiai planuojama magistrantūros lygmenyje, kuomet nepakanka bendro supratimo, mokymo ir mokymosi filosofijos.

Vadybos procesai, darbuotojai ir komitetai yra gerai apgalvoti ir pristatyti. Šiuo metu neformalūs procesai yra greitesni ir veiksmingesni, bet bus reikalingi formalūs procesai, kai padidės studentų skaičius. Programa šiuo metu yra remiama dėka padidėjusios absolventų ir darbdavių darbo kokybės; programos komanda turi skatinti ir puoselėti šiuos santykius ir siekti sukurti geriau subalansuotą studijų instituciją, kuri užtikrintų, kad studijų krypties dalykus veiksmingai dėstytojų savi dėstytojai.

III. REKOMENDACIJOS

3.1. Programos tikslai turėtų būti patikslinti, aiškiai išdėstant galimas darbo perspektyvas ir karjeros galimybes absolventams Lietuvoje ir užsienyje; programos orientacijos atskleidimas, sprendžiant vadybos klausimus, gali padėti pasiekti šį tikslą.

3.2. Studijų rezultatus reikėtų persvarstyti, kad jie taptų labiau orientuoti ir realūs.

3.3. Reikėtų imtis priemonių, siekiant sukurti komandinę dviasį tarp dėstytojų, integruojant dėstytojų grupes (kultūros vadybos ir politikos profesionalius dėstytojus ir praktikus), dalijantis patirtimi, bendrais moksliniais tyrimais ir kitais projektais.

3.4. Sutelkti didesnę dėmesį į programos valdymo aspektą.

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