

SHORT TERM SCIENTIFIC MISSION (STSM) SCIENTIFIC REPORT

This report is submitted for approval by the STSM applicant to the STSM coordinator

Action number: CA15221

STSM title: Exploring the performance of academic institutional model: a case of Banja Luka

STSM start and end date: 21/01/2019 to 28/01/2019

Grantee name: Anatoliy Goncharuk

PURPOSE OF THE STSM:

Finding an effective model towards cohesive teaching, learning, research and writing development requires studying individual cases in different countries. Bosnia and Herzegovina is one of the emerging EU candidate countries. Its academic institutional model is in the process of formation. In such circumstances, teachers are usually optimistic and ready for changes. So, the purpose of this STSM was to figure out the expectations and contentment of teachers associated with the cohesion of teaching, learning, research and writing in the University of Banja Luka (UBL) that was a host for this STSM.

The STSM was expected to give specific results characterizing one of the European institutional models, namely:

(1) identifying the true motives for teaching, learning, research and writing of the teachers of the observed university (country);

(2) studying the existing institutional model in the observed university (country) and finding its advantages and challenges;

(3) identifying the compliance of the existing model with the expectations of teachers – evaluating the effectiveness of the institutional model.

It was expected that the study of this case would determine the positive and negative aspects of forming the emerging academic institutional model.

DESCRIPTION OF WORK CARRIED OUT DURING THE STSMS

During the STSM, a modified version of the questionnaire developed by CA15221 members was used to conduct a survey of teachers of the UBL.

Thanks to the host supervisor, I could find enough number of appropriate academic staff for a survey and interviews.

At the beginning of my STSM (at Jan 21st 2019) I had meetings with the dean and vice-rector of the UBL. They gave approval of my visit to the scientific council meeting (at Jan 23rd 2019) and organized a special meeting with academic staff (at Jan 24th 2019), whose opinions were observed during the STSM.

Preliminary developed questionnaires were used to survey 36 teaching assistants and professors at the faculty of agriculture of the University of Banja Luka. These questionnaires helped me to reveal the true motives for teaching, learning, research and writing by academic staff of the UBL. Also, they enabled me to observe a self-evaluation of working conditions for teaching, learning, research and writing by academic staff of the UBL.

Besides, using the modified version of the questionnaire and preliminary developed template for the case study I personally interviewed three representatives of different categories of academic staff of the UBL, namely: early stage teacher (teaching assistant); experienced teacher (associate professor - docent); and

senior teacher (full professor). Thus, the deep interviews helped me to study perception of the existing institutional model by teachers through the individual lens, and realize its advantages and challenges. At the final stage of the STSM, I have consolidated and systematized the collected data and information. Also, initial data analysis was performed.

DESCRIPTION OF THE MAIN RESULTS OBTAINED

All the main results obtained during the STSM can be divided into two parts: individual and group. The *first part* is related to the personal interview results. It helped to realize a perception of the existing institutional model by teachers through the individual lens, and determine the opportunities and challenges of this model for academic staff.

It was determined the following main *opportunities (advantages)* of the UBL institutional model:

for **teaching** - good attitude and supervision by mentors for early and mid-stage teachers; and competitive funding from the government and teaching mobility with Erasmus+ for senior teachers;

for **research** - assistance in data and team support, and competition for research grants from the government for early and mid-stage teachers; and high level of freedom in research and cooperation with business (for applied research) and academia (for international research) for senior teachers;

for **writing** - good project team and cooperation (co-authors) for writing, and competitive grant support for books and papers publishing from the university and government;

for **learning** - Erasmus+ opportunities for international mobility in learning abroad, and workshops inside the university and abroad, as well as free English language training course in the university.

However, the main *challenges* include a high number of teaching hours (300+), low grant support for travelling and publishing, no support for English editing, and a lot of administrative duties.

The *second part* is regarded with motivation for teaching, learning, research and writing by the teachers of the UBL. Here all observed teachers were divided into several groups by age, career stage, and gender. Common to all the groups, it turned out that the vast majority of the teachers of the UBL is led in their work primarily by altruistic motives, i.e. the working to help others, and these motives increase with their age. Also with age their interests to the social benefits, ability to make a strong contribution to society, and professional prestige (high status) grow. However, the highest motive for all the career stages is working closely with youth.

At the same time, the lowest motive for all the groups of teachers is awards and recognition. It should also be noted the falling interest in mobility (opportunities for travel) as teachers move up the career ladder.

Female teachers are a little more optimistic than male ones. Besides, each higher position gives more optimism to teachers of any gender. However, if the females are more motivated by responsibility in job and opportunities for creativity and originality, the males are more passionate about challenging work and opportunities for travel (mobility).

Evaluating the types of academic work, all the groups feel the best working conditions for teaching (82%) and the worst – for research (60%). Moreover, females feel more comfortable than males in teaching and writing. But males feel better in research, learning, and administrative work.

It was also found that during all a teacher's career the working conditions of teaching, research and training are improved. However, for writing and administrative work, they are the best for the mid-career teachers (docents).

FUTURE COLLABORATIONS (if applicable)

Based on a preliminary agreement and taking into account the experience and results of this STSM, a similar study is planned at my home university in February, which will be conducted by a representative of the UBL that is a member of CA15221. Comparing the studied model with the model applied in my home university will help to find a set of relative advantages and challenges of both institutional models. Besides, it will help to adopt the best practices and improve institutional models for supporting teaching, research, writing and learning in both (host and home) universities. The joint research paper with the results of the inter-institutional comparison is planned to be written and published in the referred international journal. Moreover, all the members of CA15221 are invited to implement the case study with the same template to explore the institutional models of their home universities. This will help CA15221 to find and advance effective institutional models towards cohesive teaching, learning, research and writing development.