

## 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: Studying the performance of academic institutional model: a case of Paris Diderot University**

**STSM start and end date: 16/06/2019 to 29/06/2019**

**Grantee name: Anatoliy Goncharuk**

### PURPOSE OF THE STSM:

Finding an effective model towards cohesive teaching, learning, research and writing development requires studying the individual cases in different countries. France is one of the developed countries that have old traditions in higher education. However, even one of the oldest universities of this country and Europe – University of Paris during the last 50 years has been reformed and reorganized in 13 universities. Moreover, its reorganization continues now. So, in 2019 the Paris Diderot University and the Paris Descartes University are to merge. Apparently, along with the reorganization, the academic institutional model is also changing. Besides, all these changes are felt first and foremost by the teachers – the driving force of education. Hence, it is wondered how the existing academic institutional model in the University of Paris is perceived by university teachers. It is also important to realize how differently teachers perceive this model at different stages of their careers. The purpose of this study was to figure out the motivation and perception of the existing centralized institutional model through the teachers' individual lens associated with the cohesion of teaching, learning, research and writing development in the Paris Diderot University.

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 by the teachers of the observed university;
- (2) studying the existing institutional model in the observed university and finding its advantages (opportunities) and challenges;
- (3) identifying the perception of the existing institutional model by teachers on the different career stages through the individual lens.

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 Paris Diderot University (UP7).

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, I had the meetings with the head and teaching staff of the laboratory (UFR EILA) of the UP7. They gave approval for three interviews that were conducted during the next three days (from Jun 19<sup>th</sup> to Jun 21<sup>st</sup>, 2019). Using the modified version of the questionnaire and preliminary developed template for the case study I personally interviewed three representatives of different categories

of the academic staff of the UP7, namely: early stage teacher (teaching assistant); experienced teacher (professor); and senior teacher (head of laboratory, professor). Thus, the deep interviews helped me to study the perception of the existing institutional model by teachers through the individual lens, and realize its advantages and challenges.

Further, the preliminary developed questionnaires were used to survey 32 teaching assistants, lecturers, and professors at the various faculties of the UP7: EILA, Chemical, Medical, etc. 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 UP7.

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 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 UP7 institutional model:

for **teaching** – good attitude and supervision by mentors, and advanced IT support for distance teaching for early-stage teachers; comfortable teaching schedule, classes, and opportunities for transfer knowledge to students for mid-stage and senior teachers;

for **research** – some grants for research mobility for early-stage teachers; enough basic funding from the university and special research grants from three main sources – university, NRA, and EU for mid-career and senior teachers;

for **writing** – workshops for French and English academic writing for PhD students, support from experienced colleagues for early-stage teachers; APC support for publications from university and NRA for mid-stage and senior teachers;

for **learning** – various workshops (anti-plagiarism, distance learning/teaching, etc.) for students and teachers from visiting speakers; special training from university for mid-career teachers.

However, the main *challenges* for early stage teachers include low information about opportunities for career development, no personal grants for research projects, no support for English writing, and not enough pedagogic programs for young teachers. For mid-stage teachers, the main challenges include not enough academic loading and no special service for English proofreading. For senior teachers, the main challenges comprise the difficulties with appropriate assessment qualitative results of teaching using standard marks (scores); no administrative and IT support for research, and too much bureaucracy; no special program for English writing and proofreading for teachers; and no special program to improve managerial skills.

The *second part* is regarded to 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 as well as interesting work, and opportunities for creativity and originality. With age the altruistic motives and also such as working closely with youth, challenging work, ability to make a strong contribution to society, awards and recognition, and responsibility in job increase. However, their motive in job opportunities with age decreases. Nevertheless, the highest motive for all the career stages is interesting work. At the same time, one of the lowest motive for all the groups of teachers is salary or future earnings potential.

Female teachers are more optimistic than male ones. However, if the females are more motivated by interesting and exciting work, the males are more passionate about the ability to make a strong contribution to society and opportunities for creativity and originality.

Evaluating the types of academic work, all the groups feel the best working conditions for teaching (74%) and the worst – for professional learning (66%). Moreover, females feel more comfortable than males in teaching. But males feel better in research, learning, and writing.

It was also found that during all a teacher's career the working conditions for academic writing are improved, and for the research, they are declined. However, for teaching and learning, they are the best for the mid-career teachers (ass. professors).

**FUTURE COLLABORATIONS (if applicable)**

Based on the results of this and previous STSMs, a comparative study of two cases (Paris Diderot University and University of Banja Luka) is planned. Comparing the studied models 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 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.