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Digital Object Identifier: <https://doi.org/10.13023/etd.2021.067>

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THE LIVES OF OTHERS: DESCRIBING AND PREDICTING JOB SATISFACTION
AMONG FACULTY WORKING AT THE UNIVERSITY OF SARAJEVO

DISSERTATION

A dissertation submitted in partial fulfillment of the
requirements for the degree of Doctor of Philosophy in the
College of Education
at the University of Kentucky

By
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Lexington, Kentucky
Director: Dr. Jeffery P. Bieber, Associate Professor of Educational Policy Studies &
Evaluation
Lexington, Kentucky
2021

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ABSTRACT OF DISSERTATION

THE LIVES OF OTHERS: DESCRIBING AND PREDICTING JOB SATISFACTION AMONG FACULTY WORKING AT THE UNIVERSITY OF SARAJEVO

This study examined the topic of faculty satisfaction among faculty employed at the University of Sarajevo (UNSA) in Bosnia and Hercegovina (BiH). BiH has endured a difficult transition from a socialist regime to a market economy following the disintegration of Yugoslavia in the early 1990's and its higher education sector has been particularly affected by this transition. Scholarly research has focused mostly on the impact of discrimination of certain groups at the primary and secondary levels (Pašalic-Krešo, 2008). Research into issues affecting tertiary education is still an emerging field, and research on faculty is especially sparse.

Utilizing survey methodology, this study described the demographic and professional profile of the average faculty member, their satisfaction and/or agreement with various aspects of their work and working conditions and tested which variables within Hagedorn's (2000) conceptual framework of faculty satisfaction significantly predicted their job satisfaction. The results revealed that faculty were not involved in major decision-making and that external politics heavily influenced university operations. They were dissatisfied with their overall working conditions, but especially with library offerings and administrative support. The work itself, recognition, and being single were the only variables from Hagedorn's model that significantly predicted their overall satisfaction.

KEYWORDS: Higher Education, Faculty Job Satisfaction, Western Balkans,
Transitional Nation

Nina Marijanović
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May 7, 2021
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THE LIVES OF OTHERS: DESCRIBING AND PREDICTING JOB SATISFACTION
AMONG FACULTY WORKING AT THE UNIVERSITY OF SARAJEVO

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DEDICATION

To my parents – whose path in life has been a winding one, complete with once-in-a-lifetime challenges and experiences, but who never gave up, and who left everything behind in Bosnia in August 1997 to take a chance on America so that their two children could have a different life. This dissertation is in honor of the hard choices and sacrifices you've had to make.

ACKNOWLEDGMENTS

While I've always been a person who enjoyed school and learning, it never occurred to me to pursue to a doctorate. However, my first supervisor, Dr. Trisha Clement-Montgomery, would not take no for an answer and she kept encouraging me to take the next step. With her support, I applied for admission in Fall 2014, not knowing what would happen and if I would ever make this far. Now, in Spring 2021, I'm so proud of having completed this milestone and having had this experience, but it would not have been possible without supportive supervisors, coworkers, faculty, family, and friends. A huge thank you to the following individuals:

To my former University of Kentucky coworkers – Dr. Trisha Clement Montgomery, Assistant Dean Meg Marquis, and Ms. Shonta Phelps – who gave me space to attend class while working full-time, who checked in on me during this journey, let me sneak out of the office a little early on some days to go and run my frustrations out at Alumni Gym, and who always listened when I needed to talk things through.

To Dr. Willis Jones – who helped me make the leap from just mildly interested in applying, to being fully in my corner and point blank telling me to apply, who always had time for impromptu meetings with me, and for his trendy fashion sense that I attempt to emulate each day I come into the office.

To Dr. Jungmin Lee – who gave me opportunities to grow and publish as a scholar, who always laughed at my wry observations, and who challenged me to think broadly and outside of the box.

To Drs. Jeffery Bieber and Beth Goldstein – whose seniority and experience always brought an increased sense of gravitas to the classroom and discussions which motivated me to prepare more, read more, and discuss more. Getting an inquisitive tilt of Dr. Goldstein’s head at your comment or a steely-eyed gaze from Dr. Bieber meant you were onto to something. In all my time with this program, I think each have happened only once. I’d like to thank you both for stepping in and seeing me through the end of this journey as some members of this committee departed for other opportunities and others moved into retirement.

To Drs. Dženan Bećirović and Aleksandra Nikolić – my supportive collaborators from the University of Sarajevo, who helped me get this study of the ground, and who read and translated *a lot* of English materials into Bosnian. When we meet again in Sarajevo, we will have a proper sit-down complete with Bosnian coffee and Turkish delight.

To Thomas W. Teague, Jr. – a soon-to-be fellow PhD! Your remarkable kindness and support have been invaluable. I know we’ve both faced different challenges in our doctoral journeys, but you always took time to check-in, offer feedback (and wine), and help me past roadblocks. You are a wonderful person, and I cannot thank you enough.

To Sean M. Chandler – my exceptionally supportive husband who always politely listened to my topic, who put up with far too many conversations that were dissertation related, who read this dissertation many times over and edited out a lot of needless commas, who watched me sob in frustration when SPSS, IRB, and mental exhaustion caught up with me, and who always told me that I was brilliant and would figure it out.

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CHAPTER 1. INTRODUCTION

The working environment of faculty around the world has changed considerably in recent decades as an increasing number of countries' higher education systems have grown and differentiated (Galaz-Fontes et al., 2016). National and regional differences in academics' (dis)satisfaction have been attributed to the severity of change to system-specific traditions, including the academic role (Bentley et al., 2012b). The impact of these changes on the academic profession around the world, including on faculty satisfaction, have been well documented and researchers have noted rising dissatisfaction with increased workloads, discrimination, unequal balance between work and family life, collegiality, and efficiency-based management (Bentley et al., 2012b; Galaz-Fontes et al., 2016; Machado-Taylor et al., 2017; Shin & Jung, 2014; Teichler et al., 2013).

Shin and Jung (2014), using data obtained from the Changing Academic Professions (CAP) survey from 2007, which surveyed faculty from 19 different countries, noted that the professoriate as a whole was:

“declining [in] job security, and [receiving] lower salaries compared to other professional jobs in their country. Academic jobs are increasingly insecure, more accountable, more entrepreneurial, and less well paid while also losing autonomy, power, and social reputation” (p. 617).

Faculty are an essential piece of the higher education infrastructure. First, faculty are a permanent fixture of their institutions and they bear the most responsibility for educating the next generation. Secondly, faculty render a public service by engaging in teaching, research, and service duties whose results manifest well beyond their institutions. Thirdly, faculty are essential participants to any efforts intended to improve

the value and worth of higher education and satisfied faculty are more likely to engage in such initiatives because they buy-in to the institutional mission (Galaz-Fontes, 2002). Lastly, for the academic profession to survive the disruptions currently underway, it needs to remain capable of evolving to attract new talent. Therefore, it is pertinent for us to be concerned about faculty job satisfaction.

Current findings suggest that perceptions of faculty job satisfaction are influenced by demographic, environmental and work-dependent variables (Spector, 1997). But, the present snapshot of satisfaction among academics also lacks perspectives of those living in transitional nations, which have witnessed monumental reorganizations of their higher education systems, due to shifts from planned to market-based economies (Huisman et al., 2018). Consequently, researchers have called for more diverse data to be collected from these nations to provide nuance and balance to the literature, which leans heavily toward faculty experiences in developed nations and particular systems of higher education (Bentley et al., 2012b). The current imbalance calls into question the generalizability and comparability of findings we presently have and leaves us ill-informed about the lives of experiences of other faculty, whom we call professional peers.

1.1 Problem Area

While faculty around the world share some underlying commonalities by virtue of sharing a profession, we cannot draw informed parallels because culture, style and history of higher education, and faculty socialization play a significant role in how the faculty life is lived and experienced. This in turn also affects how faculty formalize perceptions

of their own job satisfaction. Issues that are affecting the professoriate and their perceptions of satisfaction in more developed nations are not likely to be the same as those affecting the professoriate in transitional or developing nations. Gathering data from these understudied nations, particularly transitional nations, could expand our understanding of how variables associated with faculty demographics, work conditions, and environmental and institutional conditions interact to shape perceptions of job satisfaction.

Gathering such information is essential since these lesser-investigated systems are amid a significant transformation as access to tertiary education continues to expand and their higher education systems differentiate (Teichler et al., 2013). The consequences of expansion and differentiation will certainly alter the professoriate as a whole, the nature of their work, and their perceptions of job satisfaction, which will have an impact on their professional output, commitment, and quality (Bentley et al., 2012b). Similarly, it will also challenge these nations' abilities to attract, train, and support these professionals. Therefore, understanding levels and causes of job satisfaction among these lesser-studied higher education systems takes on greater importance for the good of the faculty, students, and administrators alike.

1.2 Purpose of the Study

The purpose of this study was to describe the extent of job satisfaction among faculty working at the University of Sarajevo [Univerzitet u Sarajevu] (UNSA) – a large, public national university located in Sarajevo, Bosnia and Herzegovina – and to what

extent their perceptions of job satisfaction could be predicted by Hagedorn's (2000) faculty satisfaction framework.

This study had three primary objectives:

1. Describe the profile of the average UNSA faculty member and their academic trajectory as measured by employment and sociodemographic characteristics.
2. Describe the general attitudes UNSA faculty have toward higher education and identify the extent of satisfaction and/or agreement among UNSA faculty members on select job-related facets.
3. Determine which mediators and triggers within Hagedorn's (2000) faculty satisfaction framework could significantly predict overall job satisfaction among UNSA faculty.

1.3 Rationale and Significance

Bosnia and Herzegovina (BiH) has endured a difficult transition from a socialist regime to a market economy following the disintegration of Yugoslavia in the early 1990's. Brajković (2017) succinctly encapsulated the conundrum facing the nation and its higher education system, stating:

“The political and structural weaknesses (namely, inefficient bureaucratic structures, weak governmental accountability and corruption) have continuously affected the countries' academic sector, especially because their respective governments oversee them. The higher education systems in the region also have been influenced by successive and often contradictory policies that result from

changes of the political parties in power (i.e., conservative governments often resorted to changing previous liberal legislations, and vice versa)” (p. 3).

A study like this presents an opportunity to understand how personal characteristics, local environment, and institutional culture mediate faculty engagement with their occupation and what degree of satisfaction they draw from it. While there are numerous studies examining faculty job satisfaction around the world, there have been no studies examining this topic among Bosnian faculty. Identification of job satisfaction levels among UNSA faculty can then reveal the extent of faculty (non)participation in their institutions, which is crucial if BiH’s higher education system is to continue engaging in meaningful reform to meet the challenges facing the nation and the region.

Furthermore, studying job satisfaction among UNSA academics is highly relevant since they can provide a unique perspective regarding the success and failures of reform to date. Such feedback can be very useful in identifying opportunities, deficiencies, and possible solutions as reforms continue. Moreover, while education in contemporary BiH has been an object of scholarly research, the bulk of these investigations have focused on the impact of unequal positions of certain groups at the primary and secondary levels (Pašalic-Krešo, 2008). Scholarly research into tertiary education has focused largely on policy improvements, which makes this study and its focus on faculty a unique contribution to this field.

1.4 Review of Literature

Job satisfaction has been studied since the early 1930’s with the goal of understanding behavior in work environments (Judge & Ilies, 2004). Research on job

satisfaction remains an active line of research because it is related to worker training and development, quality of life, and degree of engagement with one's place of work, which can result in increased happiness, productivity, attachment, and sense of purpose (Unanue et al., 2017). Inquiry into job satisfaction is also practical because it can identify areas of need and, since satisfied workers tend to be more engaged with their work and their employer, they are likelier to cooperate and bring about change needed to address workplace deficiencies (Cullen et al., 2013; Galaz-Fontes, 2002). In a time of significant changes in terms of workplace dynamics and the nature of work itself, organizations are required to adapt, and by fostering a working environment that promotes job satisfaction, such organizations are likelier to experience economic gains (Freeman, 1978).

Often included under the broader theoretical construct of motivation, early research focused on how improvements in physical and working conditions, workplace relationships, and work complexity could result in an increase of job satisfaction (Locke, 1976). However, the problem with these early approaches was the underlying assumption that only a particular set of variables predicted job satisfaction and that *all* individuals could be motivated in the same way. Unsurprisingly, this perspective did not go unchallenged, and as a result there are many theories, models, and definitions of job satisfaction available, for example the two-factor theory of Herzberg et al. (1959), Vroom's (1964) expectancy theory, Adams' (1963) equity theory, and Locke's (1968) goal setting theory, to name a few (Abdulla et al., 2011).

Locke (1976) has often been credited with the most apt definition of job satisfaction, which he defined as “a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences” (p. 316). The extent of perceived

satisfaction or dissatisfaction could be calculated as “a function of the perceived relationship between what one wants from one’s job and what one perceives it as offering or entailing” (Locke, 1976, p. 316). This definition has been supported by the work of contemporary scholars who view job satisfaction as an attitudinal variable affected by the complex interaction of job characteristics, organizational characteristics, and worker characteristics (including their emotional, cognitive, and behavioral attitudes) (Judge & Ilies, 2004).

To accurately measure the effect of these diverse factors, researchers have favored a multidimensional approach, oftentimes called a faceted approach, because it creates a descriptive diagnostic profile that captures to what extent a variety of work characteristics, personal attitudes and perceptions individually contribute to one’s evaluation of satisfaction (Judge et al., 2012; Highhouse & Becker, 1993). There are several well-known multidimensional job satisfaction scales, for example, the Job Descriptive Index (JDI), the Minnesota Satisfaction Questionnaire (MSQ), or the Job in General (JIG) (McCullough, 2013). These instruments measure universal characteristics across various occupations known to be important contributors to job satisfaction.

Some of these universal characteristics are autonomy, work itself, working conditions, supervision, stress, skill identity, promotional opportunities, social relationship, skill variety, pay, workload, feedback, and co-worker relationships (Hackman & Oldham, 1980; Smith et al., 1969). A multidimensional approach can also be used to determine a person’s overall degree of satisfaction either by summing the averages of the scores across the various facets into one global assessment or by using a

nested composite variable to quickly calculate overall job satisfaction (Aamodt, 2013; Judge & Klinger, 2008; Song et al., 2013).

Faculty job satisfaction, specifically, has been studied with steady regularity since the 1950's in the United States (Blackburn & Lawrence, 1995). The adoption of a custom study approach to this population was a logical decision because many constructs that lead to satisfaction are occupationally specific (Hagedorn, 2000). Studying job satisfaction among faculty is a way to understand and improve higher education and faculty's primary commitments to teaching, research, and service. Professors work in environments that are "high-pressured, multifaceted, and without clear borders. Stress abounds..." (Hagedorn, 2000, p. 6). Yet, by studying job satisfaction among faculty, we can expand our knowledge of academics and their profession, and use that knowledge to improve recruitment, retention, and professional development of faculty, which in turn has positive effects on student outcomes like student success, retention, and graduation (Anderson & Carta-Falsa, 2002; Ceja & Rivas, 2010; Gordon et al., 2008).

Over the last 40 years, faculty in the United States have been surveyed on a variety of aspects about their work for researchers to better grasp changes in academia and how these changes have affected faculty. Between 1988 and 2004, on a quadrennial basis, the National Study of Postsecondary Faculty (NSOPF) collected data on job satisfaction, attitudes toward work and the working environment, demographic information, and intentions to quit (NCES, n.d.). Since 2003, Harvard's Collaborative on Academic Careers in Higher Education (COACHE) has gathered faculty satisfaction data on a variety of facets from its participating institutions in the United States (COACHE, n.d.). Large-scale international surveys like 2007's Changing Academic Professions

(CAP) survey and the Carnegie Foundation for the Advancement of Teaching, conducted in 1992, captured a range of useful information about faculty and their experiences from a variety of countries.

However, all the above-mentioned examples are of proprietary surveys, which means that their use by external researchers is restricted. Furthermore, the population and countries selected to participate in these surveys have generally been developed nations who can pay to participate and who have educational experts who can implement large-scale surveys and analyze the collected data. This is not always the case with poorer nations, and this leaves them understudied and off the radar. Therefore, for researchers who are interested in studying faculty from less developed nations, they have generally had two options: (a) rely on publicly available instruments and theories/frameworks and modify them for the target population and environment (Spector, 1997) or (b) create an original instrument and conceptual framework to study the novel population (Blackburn & Lawrence, 1995).

1.5 Research Design

1.5.1 Theoretical Framework and Rationale

This study relied on an existing conceptual framework and survey instrument. Specifically, this study utilized Hagedorn's (2000) faculty satisfaction framework, which posits that perceptions of faculty satisfaction are based on the unique relationship between mediators and triggers. Motivators and hygienes, demographics, and environmental conditions, constitute the first construct – mediators; and changes in life stage, family-related or personal circumstances, rank or tenure, the institutional location,

perceived justice, and change in mood or emotional state, constitute the second construct – triggers. Based on her model, faculty satisfaction can vary from disengagement to tolerance to active engagement with the job, although for the purposes of this study, job satisfaction was quantified only as either high or low.

This model was selected because of its reputation and because it is well suited to studying faculty members and their profession (August & Waltman, 2004). Hagedorn's model has been extensively tested within the United States and it has been shown as adaptable, reliable, and valid in variety of institutional settings (Conner, 2019; Markus, 2011; Moore, 2016; McCullough, 2013). International uses of this framework have been limited, but in instances where it has been used, researchers have reported adequate reliability and validity (Bentley et al., 2012a; Sutherland & Wilson, 2018). More replication in various international environments is needed given the newness of her framework, and the use of this model on the intended study population is another contribution to the wider literature.

1.5.2 Instrument

In general, cross-sectional multidimensional questionnaires are preferred so that job satisfaction can be measured as accurately as possible and from a variety of perspectives (McCullough, 2013; van Saane et al., 2003). Cross-sectional surveys are useful because they allow the researcher to gather the same information from a pool of demographically diverse participants. Surveys, in general, are particularly useful in “identifying and measuring people's current attitudes, such as those about their job, and making comparisons and testing relationships among variables or groups” (McCullough, 2013, p. 28). For the purposes of this study, a faculty satisfaction survey developed by

Galaz-Fontes (2002) was selected because the survey is quite comprehensive and it asks a variety of questions “regarding various work aspects and with respect to the job overall, the identification of potential predictor variables and, at the same time, the measurement of a variety of faculty personal characteristics” (Galaz-Fontes, 2002, p. 109-110).

Although the survey instrument was designed to examine job satisfaction among faculty in Mexico, his survey was modeled on other faculty satisfaction instruments in circulation (e.g., Carnegie Foundation for the Advancement of Teaching and the National Study of Postsecondary Faculty [NSOPF] survey, 1998-2004) which are considered high-quality instruments in terms of their validity and reliability. This design approach is an alternative to creating and testing an original survey instrument, which can be labor-intensive and cost-prohibitive (McCullough, 2013). The adapted instrument is very comprehensive, and it includes several variables that have been previously shown as important predictors of job satisfaction among faculty, e.g., demographic information, career and academic background, attitudinal and job-related opinions, and organizational setting.

Additionally, a few questions were reworded and/or added by this researcher to adapt the instrument for use with the target population and cultural context, for instance questions regarding the extent of nepotism and political connections in hiring and in promotion opportunities and questions about the likelihood of key higher education reforms being addressed were added to capture the current mood surrounding these priorities. Other questions were adopted from previous versions of faculty satisfaction surveys carried out by COACHE and CAP, which are publicly available. The modified survey asked faculty participants the following: demographic information, information on

and description of their working conditions and activities, levels of satisfaction and/or agreement concerning different characteristics of their work, judgments of specific characteristics of their work, and opinions about their occupation and occupational environment.

1.5.3 Cultural Consultants

Two cultural consultants were secured to strengthen the comprehensiveness of the instrument and to increase the accuracy of the translation. Although the primary investigator is from this region and speaks the language fluently, it was decided that having two impartial consultants would reduce any bias and instrument error. The survey was initially forward translated by Dr. Marko Dumančić, who is an Assistant Professor of History at Western Kentucky University, in Bowling Green, Kentucky. A forward translation is the initial translation of the instrument from the original language (English) to the target language (Bosnian) (Tsang et al., 2017). Because of his teaching experiences in the Balkans, Dr. Dumančić also provided some additional feedback and revisions that were incorporated into the survey instrument.

A secondary cultural consultant was recruited from the College of Forestry at the University of Sarajevo. Dr. Đženan Bećirović, Assistant Professor of Forestry, served as the on-site consultant and he conducted the backward translation of the survey instrument. A backward translation translates the instrument from the target language back to the original language (Tsang et al., 2017). Dr. Bećirović also provided additional feedback regarding the survey instrument and its contents. Any discrepancies in the translations were resolved by group discussion among the three of us. While Dr.

Bećirović was employed at the study site during data collection, he was not contacted to participate or to be involved in any way with the study during the data collection period.

1.5.4 Instrument Pilot

The survey instrument was pilot tested among a sample of domestic U.S. faculty in late May 2020. A secondary survey pilot was conducted among a sample of 25 Bosnian faculty in July and August 2020. These 25 beta testers were drawn from several other public universities in BiH. The purpose of both pilots was to identify items that were poorly written or ambiguous, to ascertain if all applicable satisfaction domains were represented, to gather initial impressions about the layout and flow of the survey, and to obtain estimates of the time required to complete the survey. Survey reliability was established during the secondary beta test among Bosnian faculty. Reliability was established using the test-retest method. The researcher debriefed with each set of pilot testers via electronic means (e.g., email, Skype or Zoom) due to the COVID-19 pandemic that was in effect during this time.

1.5.5 Sample & Data Collection

The overall population for this study were faculty employed at the University of Sarajevo (UNSA) in the 2020-2021 academic year. UNSA provided the researcher with an Excel file containing the primary and secondary emails of eligible participants. Faculty were considered eligible to participate if they met the following criteria: (a) the faculty member was at the rank of *Docent* (Assistant Professor) or higher at the time of the study, (b) the faculty member was not exclusively engaged in administrative duties at the time of the study, (c) the faculty member was a citizen of Bosnia and Hercegovina at the time of the study, and (d) the faculty member appeared only once in the reference

frame (this was just a precaution so that dual-appointment faculty were not contacted twice). After securing approval by the Institutional Review Board at the University of Kentucky in early October 2020, the survey was distributed via Qualtrics to eligible faculty on October 28, 2020 and it remained available until November 28, 2020. The participants were sent one email reminder on November 21, 2020 to complete and/or submit their survey if they had begun and paused.

The survey did not gather any identifying information that could have potentially identified the respondent in accordance with the European Union's General Data Protection Regulation (GDPR) (GDPR.EU, 2021). Although Bosnia and Herzegovina is not a member state of the European Union, they are signatories of the GDPR agreement. The survey was also programmed to not collect any geotagging or "cookies" information so that the participants could be further protected. In total, 77 participants completed the survey out of a total of 888 eligible participants representing an 8% response rate. All communications, including the survey instrument (in English and Bosnian) are included in the appendices.

1.5.6 Variables and Data Analysis

The first research objective sought to describe the profile and academic trajectory of the average UNSA faculty member by capturing data related to their employment and sociodemographic characteristics. These data included time in current position, academic rank, time in current academic rank, academic disciplinary field, type of employment (full-time; part-time; per class), highest degree completed, location of where highest degree was completed, salary, age, gender, marital status, and number of dependents. The researcher utilized basic descriptive statistics to answer this objective.

The second research objective sought to describe the general levels of satisfaction of UNSA faculty members on select job-related facets and their opinions about higher education purpose and reform goals. Descriptive statistics were used to summarize UNSA faculty's levels of satisfaction with work-related resources, responsibility (extent of autonomy and participation in governance), usage of time, and productivity. These evaluations of satisfaction were then further analyzed via descriptive statistics to see if any variations in satisfaction existed due to gender, academic disciplinary field, and academic rank.

The third research objective sought to determine which mediators and triggers within Hagedorn's conceptual model significantly predicted overall job satisfaction among UNSA faculty. Multiple regression was utilized as the method of analysis in relation to this research objective. Job satisfaction, the dependent variable, was an index variable of four Likert-scale items assessing satisfaction with different elements of academic work (Bentley et al., 2012a). The independent variables were operationalized to adhere to Hagedorn's model by consulting existing literature and faculty job satisfaction surveys. Chapter 3 further describes the operationalization of these variables in greater detail.

1.6 Delimitations and Limitations

For the purposes of his study, the sample was delimited to only include faculty members employed in any of the 31 colleges or academies (e.g., music, art, or religious academies) that constitute the University of Sarajevo (UNSA). Any faculty member with a rank of *Docent* (Assistant Professor) or higher was eligible to participate. It was

decided to not further delimit the sample so that a sufficient response rate could be reached given that the overall reference frame included a little over 880 faculty members. This study has several limitations.

First, since data collection occurred via an electronic survey, the motivation and interest of the faculty to answer all the questions, to complete the survey within the established timeline, and to respond accurately and honestly could not be controlled by the researcher (Markus, 2011). These concerns were further amplified by the extraordinary effects of the global COVID-19 pandemic, which officially began in January 2020. In March 2020, most nations declared a lockdown and citizens were placed in quarantine for weeks and months, in some cases. Higher education institutions pivoted their instruction to 100% online learning and sent their students back home to quarantine or to permanently quarantine on-campus if they had no stable home to which to return. Most institutions around the world continued with online learning into the 2020-2021 academic year.

Bosnia and Hercegovina was especially vulnerable during this time because its national infrastructure is weak. While Bosnian universities also moved to 100% online instruction, there was a lot of variation from canton to canton in relation to technical access, digital competence, and political willingness to react to the novel situation (Y.Z., 2020a). Domestic crowdfunding and support by international aid organizations was needed to purchase tablets, high speed internet, hotspots, and training for teachers. Bosnia's dilapidated healthcare infrastructure was overrun and anxiety among the populace was, and remains, high (Dervišbegović, 2020).

To curb the spread of the COVID-19 virus in the course of 2020, Bosnia implemented three separate curfews punishable with a fine of up to 1,000 Euros if any citizen was out after 7:00pm. It also enacted a short-lived total ban on all outdoor movement for citizens older than 60 years of age and younger than 18 years of age. Presently, the government is embroiled in several scandals related to financial mismanagement around COVID-19 and that has further incensed the populace and escalated their general fear and concern about their wellbeing (N1 BiH News, 2020). Therefore, the low response rate could be connected to the respondents' general anxiety provoked by COVID-19, lack of stable access to internet, and fatigue with online commitments (Lee, 2020).

Secondly, since the research instrument was translated from English to Bosnian, there is concern whether the intent of the questions remained the same through the translation process (Temple, 1997). The use of two cultural consultants was an earnest attempt to remedy this potential deficiency because it is vital for the translated instrument to maintain semantic, conceptual, and normative equivalency (Harkness, 2003; Harkness et al., 2004). Semantic equivalence requires that the translated sentence structure and word choice convey the same meaning as the source language. Conceptual equivalence requires that the concept being assessed is the same across cultural groups. Lastly, normative equivalence requires that the translation address social norms as practiced and understood in the target culture.

Thirdly, the use of an adapted survey instrument also presents the possibility that not all relevant contextual factors were addressed and so results need to be interpreted with caution. The Galaz-Fontes (2002) survey instrument was selected as the starting

foundation because of its breadth, and additional questions were added and/or eliminated based on the researcher's personal knowledge of Bosnia and Hercegovina as a nation, and its higher education system, including its historical and contemporary problems. But, possessing such knowledge does not mean that every single aspect was captured in the final survey, so there is room for future adaptation and revision as others study this topic among this population.

Finally, the survey design relied heavily on Likert-scale items and studies have found that there is a cultural component in how respondents assign intensity and meaning to interval distances on a scale. For example, Riordan and Vandenberg (1994) reported that Korean respondents assumed that the midpoint value on a five-point Likert scale indicated no judgment, whereas American respondents assumed the midpoint value indicated some presence of judgement. The use of midpoint option has also been linked to satisficing behavior, wherein respondents with extreme or unpopular views select the midpoint rather than honestly providing an answer in order to appear more agreeable, which can lead to a skew in the data and imprecision (Liu et al., 2017; Presser & Schuman, 1980).

Taken all together, these limitations are critical to the study because of their impact on data analysis and interpretation. The results presented in this study are just a snapshot of the reality in which these individuals operate, rather than a portrayal of their true state of affairs.

1.7 Organization of the Dissertation

This chapter introduced the research objectives galvanizing this study as well as the theoretical rationale for pursuing them. Chapter 2 presents the theoretical framework for how to study the stated research objectives and it is organized into two sections. The first section provides a thorough literature review of job satisfaction, including its measurement, theoretical perspectives, the conceptual model, antecedents, and consequences. The second section presents information on Bosnian higher education to further situate this study, and it provides information on the historical background, nature of academic work and academic career trajectory, and contemporary issues facing Bosnian faculty and higher education (e.g., pedagogical reform, administrative reform, and political landscape).

Chapter 3 describes the employed methodology, including study site selection, a description of the adapted survey instrument, a discussion on survey translation and its reliability and validity testing, communication and recruitment of eligible faculty, recruitment and collaboration with the cultural consultant, operationalization of independent variables, and data analysis. Chapter 4 addresses and discusses the findings related the three research objectives. Chapter 5 presents conclusions and recommendations for future study and suggestions for policy improvements.

CHAPTER 2. LITERATURE REVIEW

This chapter provides a review of literature on faculty job satisfaction and a synopsis of the historical and contemporary state of Bosnian higher education and its professoriate. The first part of this chapter addresses the topic of job satisfaction and the selected conceptual framework that guided this study. The second part of this chapter focuses on the history of Bosnia's higher education, the contemporary status of its higher education system and professoriate, and the acute issues affecting the academy.

2.1 Job Satisfaction

Job satisfaction is among the most studied work-related attitudes and consolidating decades of research and findings is no easy task (Judge et al, 2001; Spector, 1997). To present and discuss these numerous studies and findings, this section is divided into four subsections followed by a summary. The first subsection addresses preferred methods of how to study job satisfaction, and it introduces the theoretical perspectives that have (re)shaped job satisfaction as a concept. The second subsection provides an overview Hagedorn's (2000) conceptual framework of faculty job satisfaction, which was used in this study. The third subsection addresses the characteristics that researchers have found to be significant predictors of faculty job satisfaction, e.g., demographics, working environment, nature of work itself, and changes/experiences in one's personal and professional lifespan. The last subsection addresses the effects of job satisfaction on faculty work-related behaviors like productivity, turnover, and absenteeism.

2.1.1 Job Satisfaction Measurement

Job satisfaction is typically measured using a multidimensional or faceted approach (Spector, 1997). In such an approach, the respondent is asked several judgment questions for each aspect related to work (i.e., pay/salary, recognition, or collegiality facets) and they provide a score for each area. These scores are summed to create an overall measure for each facet, and the average score for each facet can be further summed and averaged, to calculate an overall value of one's job satisfaction. So not only do we attain data on how satisfied employees are on a range work-related aspect, but we can also get a more stable measure of overall job satisfaction. Another option for assessing overall satisfaction relies on the use of short job satisfaction scales introduced into the design of the multidimensional instrument. Judge and Klinger (2008) have found this approach to be reliable and valid in predicting job satisfaction and the use of a dedicated scale can address issues of multicollinearity in regression analysis.

Researchers studying faculty job satisfaction have relied on one of two approaches to design their instruments. The first, and most often utilized, is the direct usage of an existing instrument either in its entirety or by borrowing certain scales or questions within the instrument (Spector, 1997). Researchers may amend the borrowed instrument by adding or removing questions and conducting survey validation techniques to ensure that the new version retains its reliability and validity (McCullough, 2013). This approach can be a cost-saving way to build a survey because other researchers have already vetted the validity and reliability of the instrument and/or scales. The second approach is to create a novel instrument by consulting existing instruments and accompanying literature, which is time-intensive process that can take several years

(Judge et al., 2001). There is no consensus among researchers on which of the two approaches mentioned above are the best – it depends on the goals of the study and the questions of interest therein (Harrison et al., 2006).

2.1.2 Theoretical Perspectives of Job Satisfaction

The concept of job satisfaction is also difficult to parse because it has been studied in various conceptual ways (Galaz-Fontes, 2002). Researchers have examined the causes of job satisfaction, the theoretical nature of job satisfaction, and outcomes associated with job satisfaction (Judge et al., 2001). Locke (1976) suggested that there were three schools of thought regarding the causes of job satisfaction: physical-economic, social/human relations, and the work itself. The physical-economic school of thought argued that job satisfaction was the result of physical conditions surrounding the working environment including the system of rewards. The social/human relations school of thought maintained that social relationships between workers themselves and with their supervisors were the most important causes of job satisfaction. Lastly, the work itself school of thought that skill, challenging work, and efficacy were the most important causes of job satisfaction (Galaz-Fontes, 2002).

However, a major assumption shared by all three groups was that job satisfaction was influenced by certain variables and that there were no other exogenous variables that played a mediating role. Decades of research has found that the relationship between these three schools of thought and job satisfaction is not this linear. For instance, improvements in salary do not result in a commensurate increase in job satisfaction in all workers (Mabaso & Dlamini, 2017). Researchers have acknowledged that all three perspectives play a role because job characteristics, organizational characteristics, and

worker characteristics are intertwined, and all have an impact on employee attitudes and outcomes related to work (Jex, 2002).

The theoretical nature of job satisfaction has also been examined in a myriad of ways. A major obstacle in conceptualizing the theoretical nature of job satisfaction has been the weakness of attempts to deal with it as an independent theoretical construct rather than subsuming it within the larger construct of motivation. This has led many researchers to operationalize job satisfaction through their instrumentation rather than as an independent construct (Ilies & Judge, 2007). As a result, there are three dominant theoretical perspectives: (a) job satisfaction as a basic physical and physiological human need (content theories), (b) job satisfaction as a fulfillment of values (process theories), and (c) job satisfaction as a result of personality and affect (dispositional theories) (Spector, 1997). These perspectives are described below.

2.1.2.1 Content Theories

Content-based theories and theorists are concerned with discovering what needs and motivations cause individuals to act a certain way within an organization. These theories are not concerned with the processes used to fulfill these needs, but rather with identifying the variables that led to need fulfillment. They also disregard the impact of job characteristics and the working environment on individual motivation and instead focused on needs (Sahito & Vaisanen, 2017). Maslow's hierarchy of needs is "the most widely mentioned theory of motivation and satisfaction" and it is the foundational theory of job satisfaction (Wehrich & Kootnz, 1999, p. 468). While this early theory has had a significant impact on organizational behavior and management, it is no longer accepted within academic circles due to some major assumptions and scant empirical data to

support its conclusions (Judge et al., 2017; Wahba & Bridwell, 1976). Other examples of content theories include ERG theory by Alderfer (1969), achievement motivation theory by Murray (1938), two-factor theory by Herzberg et al. (1959), and role-motivation theory by Miner (1993).

According to Maslow (1943), a person achieved job satisfaction by engaging in activities that satisfied that person's needs. Per his theory, an individual strives to fulfill biological, safety, social, esteem, and self-actualization needs and one's job can provide such opportunities. However, individual needs are "influenced by both the importance attached to various needs and the level to which an individual wants to fulfill these needs" (Saif et al., 2012, p. 1386). It is also worth mentioning that one's culture also plays a role in determining the saliency of one's needs. Oishi et al. (1999) tested Maslow's theory by examining how respondents in 39 different countries ranked their needs and how strongly these needs predicted job and life satisfaction. They found that among respondents in developing nations, financial safety was a stronger predictor of job satisfaction, while among respondents in industrialized nations, esteem needs were a stronger predictor.

Herzberg et al. (1959) designed their two-factor theory of job satisfaction from Maslow's foundational work. They proposed that job satisfaction was an attitudinal state rather than need state, and that job satisfaction was best understood as two separate variables: job satisfaction and job dissatisfaction. Job satisfaction occurred in the presence of five motivating factors inherent to the job itself: achievement, recognition, nature of work itself, responsibility, and advancement (and to some extent salary). These characteristics fostered personal growth and self-actualization. Alternatively, job

dissatisfaction occurred when there was a presence of negative environmental factors (i.e., hygienes) related to the job, for instance, hostile supervisors, retaliation, or low remuneration. Hygienes do not motivate employees to work harder because they are not present in the actual job itself, but they do cause employees to become dissatisfied if they are not present in the workplace that surrounds the job (Herzberg et al., 1959).

Therefore, the presence of motivating or unmotivating factors generates either a positive or a negative perception about job satisfaction but the absence of them does not result in the opposite perception. Instead, the absence of these factors results in a neutral perception of job satisfaction. So, unlike Maslow, who viewed job satisfaction as occurring on a single continuum, Herzberg et al. (1959) viewed job satisfaction and dissatisfaction as occurring independently. Job satisfaction caused by motivators was on one spectrum, and job dissatisfaction caused by poor hygienes was on the second spectrum. Increasing the factors associated with satisfaction does not ensure a decrease in dissatisfaction, thus both sets of characteristics need to be addressed if job attitudes and productivity are to be improved.

While there is an inherent simplicity in the model developed by Herzberg et al. (1959), it is not without criticism. Among the primary concerns is the ambiguity related to the causal relationship between the factors that lead to satisfaction and those that lead to dissatisfaction. Some would argue that the core factors of the model could lead to satisfaction and dissatisfaction depending on what preference a person assigns to each factor (Barrett, 1980; Locke, 1976). Secondly, current research no longer views satisfaction and dissatisfaction as independently occurring, but rather occupying a single spectrum (Ferguson, 2015). Thirdly, like other content theories, the two-factor theory

does not permit for individual differences, and cultural differences, which would affect the way in which respondents respond to the presence or absence of (un)motivating factors (Tietjen & Myers, 1998).

Despite these issues, the two-factor theory has entrenched itself in the faculty job satisfaction literature because of its assertion that personal growth and self-actualization originate from the work itself rather than working conditions. Studies of faculty job satisfaction have routinely found that satisfaction with the work itself is fundamental to faculty identity and experience and therefore a major contributor to their job satisfaction (Hagedorn, 2000). Similarly, Waltman et al. (2012) found that the model developed by Herzberg et al. (1959) adequately predicted career satisfaction among faculty, and Boord (2010) also found that it predicted faculty satisfaction with teaching and professional development. The work of Herzberg et al. work will be revisited shortly since it is an important element of the conceptual framework that guided this study.

2.1.2.2 Process Theories

Process theories, on the other hand, view the nature of job satisfaction as originating from individual cognitive processes and personal values (Franěk & Večeřa, 2008). Job satisfaction “results from the perception that one’s job fulfills or allows the fulfillment of one’s important job values, providing and to the degree that those values are congruent with one’s need” (Locke, 1976, p. 1307). Classical examples of process theories include Vroom’s (1964) expectancy theory and Adams’ (1963) equity theory (Abdulla et al., 2011). Vroom’s theory proposed that “employees are motivated to participate in work-related activities that maximize pleasure, minimize pain, and show promise of attainable rewards” (McCullough, 2013, p. 32). Vroom argued that an

employee will experience job satisfaction if there is a positive association between effort, performance, and reward. If their performance will lead to a reward that is desirable to the employee, and if the effort required to reach that reward is not too onerous, then the employee will expend the effort needed to achieve it. Any discrepancy in this equation leads to lower effort, lower motivation, and lower satisfaction (Vroom, 1982).

Unlike Vroom's theory, which emphasized effort and reward, Adams' (1963) equity theory argued that job satisfaction was based on fairness between working conditions and outcomes across the organization. Employees considered the ratio of their input (contribution) to the organization (effort, loyalty, skill, and work ethic) and outcomes (financial rewards and intangible rewards like recognition, reputation, sense of achievement, and advancement) "to perceived input/output ratios of" a referent group and they were "only satisfied if they perceive[d] the ratios to be equitable across employees" (McCullough, 2013, p. 53).

The inclusion of the referent group explains why employees can be influenced by situations and views of their colleagues, friends, and partners in creating their own sense of fairness and equity in the workplace. For example, employees can be satisfied by their situation even if it has been a little while since they may have been rewarded or otherwise recognized, however, they are likelier to become more dissatisfied if they learn that another group of colleagues has been rewarded without a commensurate increase in their effort. Responses to perceived inequality can vary among employees, with some simply reducing their effort and others becoming disruptive.

2.1.2.3 Dispositional Theories

Dispositional theories view job satisfaction as resulting from the employee's mood, inherent temperament, and personal well-being (McCullough, 2013). Early work in this area hypothesized that an employee's inherent temperament was the largest contributor to job satisfaction and that some individuals were predisposed to satisfaction or dissatisfaction regardless of the type of job they held (Dalal et al., 2009; Jex, 2002). Nikolaev et al. (2019) tested this assumption and found that employees with positive affect were more optimistic and attentive in their daily work in comparison to employees who perpetually had negative affect. However, we do not simply feel only positive or negative emotions toward work. We can have a range of emotions about various aspects of our work, which then mediate our behavior and perceptions of job satisfaction.

Locke (1976) introduced range of affect theory to explain this discrepancy and the novelty of this theory was that it provided room for individual differences. Weiss and Cropanzano (1996) further refined this early work by introducing affective events theory (AET) to explain the discrepancy between job affect and cognitive evaluation. They advocated that job satisfaction was a blend of *between-person* aspects (normal everyday activities in the workplace) and *within-person* aspects (singular time-bound events). The within-person aspects have been found to influence approximately 60% of the employee's mood toward their job because the emotional effects provoked by within-person aspects accumulate over time resulting in pent-up emotions that eventually find a release (Dalal et al., 2009). Ultimately, they argued, job satisfaction was derived from the employee inhabiting a specific job or job context, creating an evaluation of that context, comparing the evaluation against similar situations, and then formalizing a degree of

satisfaction (Haarhaus, 2017). Their work provided further credence to Locke's (1976) quintessential definition of job satisfaction, which he defined as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1304).

2.2 Conceptual Framework

This study utilized Hagedorn's (2000) conceptual framework of faculty job satisfaction to study job satisfaction among faculty members employed at the University of Sarajevo. This model theorizes that two types of interacting constructs influence faculty job satisfaction – triggers and mediators. A *trigger* is a substantial life event either personal or professional in nature that can foster or hinder perceptions of satisfaction over one's career span (Machado-Taylor et al., 2017). Depending on the severity of the event and the time and energy needed to deal with it, these events can redirect attention away from the job. The model includes six triggers: (a) changes in life stage, (b) change in family-related or personal circumstances (for instance, birth, death, divorce, or illness), (c) change in rank or tenure, (d) transfer to a new institution, (e) change in perceived justice, and (f) change in mood or emotional state. *Mediator* variables, on the other hand, create the milieu within which job satisfaction should be studied and understood, because they describe and represent the everyday interactions between faculty, students, and the institution. The model includes three categories of mediators: (a) motivators and hygienes, (b) demographics, and (c) environmental conditions.

Figure 2.1 displays the iterative feedback between triggers and mediators and their influence on faculty satisfaction and engagement, which Hagedorn described as an

appreciation of one's position leading to a desire to positively contribute to the organization.

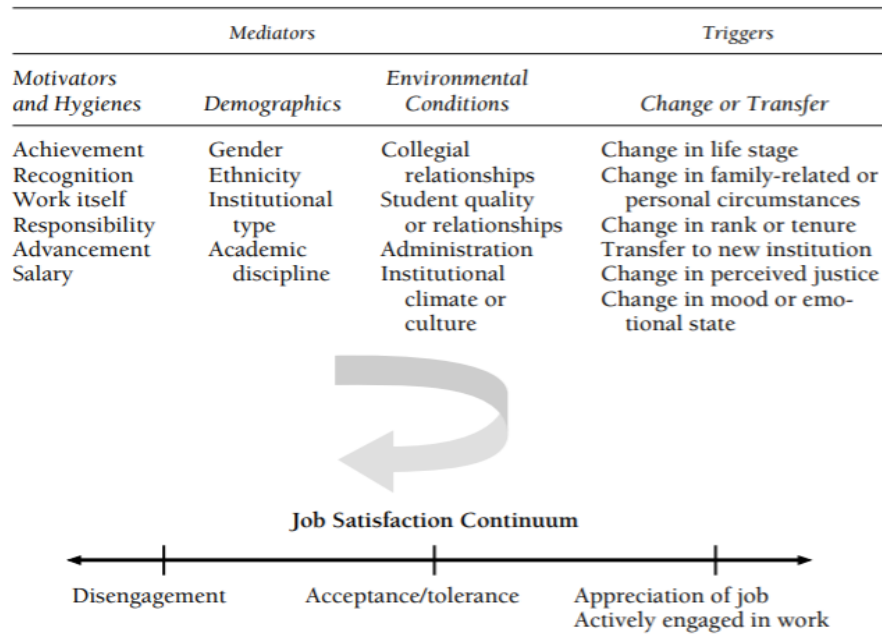


Figure 2.2-1. Hagedorn's (2000) conceptual model of faculty satisfaction.

Ample literature describes the positive effects of engagement on performance, satisfaction, and productivity (Jackson, 2016). At the high end of the spectrum are faculty who report high job satisfaction and who are engaged with their work and/or their institution. Their increased engagement and satisfaction may stem from greater control over their time and duties and greater ability to direct their day-to-day activities. These faculty may also be very dedicated to making their institution a great place to work and are willing to dedicate their time and attention to achieve such goals.

On the low end of the spectrum are faculty members who have a low degree of job satisfaction and/or greater disengagement from the institutions, perhaps because they

lack autonomy to engage in more self-directed activities or because they don't feel connected to the larger organization. This usually affects junior faculty who are new arrivals and are still in the process of accessing and building their institutional footprint and presence (Jackson, 2016). However, faculty who are nearing retirement may also come to feel a growing sense of disconnect as they prepare to exit their profession (Cahill et al., 2019; Damman et al., 2013).

In the middle of the spectrum are most faculty members (according to Hagedorn) and these faculty have accepted their work-related responsibilities, or at the very least, have found a way to tolerate the highs and lows of their daily duties and organizational dynamics. These faculty have found a way to co-exist in the environment around them, and to perhaps draw satisfaction from other elements of their work and/or environment rather than expecting that everything around them conform to their specific ideals.

The model was originally tested using data obtained in 1993 from the National Study of Postsecondary Faculty (NSOPF) and was found to be statistically significant in predicting faculty satisfaction; subsequent studies have also confirmed its reliability among domestic participants (August & Waltman, 2004; Corley & Sabharwal, 2007; Hesli & Lee, 2013). International applications of the model have also confirmed its reliability and validity among international participants (Bentley et al., 2012a; Sutherland & Wilson, 2018). However, the model itself has been minimally applied to international samples and its use on the intended population in this study is another contribution to the wider literature.

2.2.1 Mediators and Hygienes

Hagedorn's model borrowed from Herzberg et al. (1959) their conclusion that achievement, recognition, the work itself, responsibility, advancement, and salary (to a lesser degree) were the most powerful factors that could either increase or decrease perceptions of job satisfaction (Markus, 2011). Therefore, if a worker experienced a high level of achievement, was involved with their work, and was recognized and compensated appropriately, then job satisfaction would be greater and job dissatisfaction would be lower. However, if these core factors were not sufficient for an employee to feel satisfied with their job, then the job-related hygienes (contextual factors that surround the work) could not offset the dissatisfaction that an employee would feel when the work itself is neither stimulating nor rewarding enough.

For faculty, job-related hygienes could be relationships with colleagues and students, teaching/advising loads, departmental culture, or supervision. Herzberg et al. (1959) noted that motivators were more frequently cited by their sample as engendering positive feelings toward work, while contextual factors (i.e., hygienes) were strongly associated with feelings of dissatisfaction. Hygiene factors themselves do not provide satisfaction but are rather maintenance factors that need to be present in the workplace to keep dissatisfaction at bay (Ali, 2009).

2.2.2 Demographics

Demographics include the variables of gender, ethnicity, institutional type, and academic discipline. The inclusion of institutional type stems from Hagedorn's observation that institutions create their own cultures, and they instill that mindset, including patterns of behavior, in their workers thereby creating a larger cohort that

shares a common set of beliefs (Hagedorn, 2000). Unlike the other constituent variables of the model, demographic variables are enduring characteristics that an individual will possess throughout their lifetime. A large amount of research has focused on the effects of gender and ethnicity on job satisfaction, even though the results have been mixed. There is some agreement that family obligations, discrimination, and stereotyping threat play a more prominent role in dissatisfaction among females than males (El-Alayli et al., 2018; Filandri & Pasqua, 2019; Fisher et al., 2019). Similarly, the literature suggests that minority employees are likelier to experience race-related stressors in the workplace which can lead to dissatisfaction (Rammund-Mansingh & Seedat-Khan, 2020). Inhabiting spaces that illuminate one's difference or novelty quite clearly exerts a psychic toll because it forces a "destabilization and restabilization of identity" and investment (of time and energy) in coping strategies that may take attention away from work, rather than toward work (Jackson, 2016, p. 14).

2.2.3 Environmental Conditions

Environmental conditions include social and professional relationships with students and peers, effects of institutional climate, and the presence, reach, and reputation of administrators and the administrative apparatus. These mediators are most likely to change in a given academic year, either through policy changes or voluntary departure. Female and minority faculty tend to have a more difficult time in fully engaging with their immediate environment. For example, female and minority faculty have reported obstacles in their professional advancement, difficulty in accessing mentoring and professional network opportunities, discrimination in the classroom, and exclusion from decision-making bodies (Aguirre et al., 1994; Gardner, 2012; Wasburn, 2007). These

obstacles may explain why female and minority faculty are likelier to leave their institutions before achieving tenure (Durodoye et al., 2020). Therefore, if a faculty member feels like a welcomed member of their department, and their institution has provided all the needed resources to be successful, then a faculty member has a greater likelihood of establishing healthy working relationships with not only their peers and students, but with the institution itself, which in turn increases their perception of job satisfaction.

2.2.4 Triggers

Triggers include changes in life stage (i.e., years in academic career), family related circumstance (i.e., caregiving responsibilities), changes in rank or tenure, transfer to a new institution, and perceptions of justice (i.e., discriminatory experiences). Positive or negative changes in any of these trigger variables can alter the way a faculty member identifies their priorities, both personal and professional, and this can lead to movement either up or down on the satisfaction continuum (Hagedorn, 2000).

2.3 Predictors of Job Satisfaction

Given the extensiveness of job satisfaction research, even among faculty, there are several variables that have been classified as predictors of job satisfaction. Using Hagedorn's (2000) nomenclature, these variables were categorized as either belonging to the mediator or trigger constructs. Mediators include demographics, environmental conditions, motivators and hygienes. Triggers include changes in rank or tenure, changes in life stage (years on the job), changes in family-related circumstances (becoming a parent, marriage, or death), and perceptions of justice (discrimination). Against this brief

introduction, the next section presents a discussion on the most researched variables and their effects on faculty job satisfaction.

Given the complexity in unpacking the effects of any single variable on job satisfaction, the discussion below will present a blended narrative (Bentley et al., 2012a). For example, it's challenging to discuss the individual effects of academic rank on satisfaction, without also acknowledging the compounded effects of gender, academic discipline, or institutional setting. It is often the case that the effects of any single variable diminish once other variables are added, and so the discussion below blends the literature to present a cohesive narrative of the various ways in which these variables interact to influence perceptions of job satisfaction. The literature discussed below is inclusive of international differences, when applicable.

2.3.1 Mediator: Demographics

The most important demographic variables are academic discipline, ethnicity/race, gender, and institutional type (Luthans & Thomas, 1989; Mason & Goulden, 2004). Since this study was not able to include questions related to ethnicity or institutional type, the effect of these variables on satisfaction will not be discussed.

2.3.1.1 Gender

Research on the relationship between gender and satisfaction has found inconclusive effects – researchers have found gender-based differences and they've also found no gender effects on satisfaction (Bornholt et al., 2005; Cerci & Dumludag, 2019; Lunsford et al., 2018). In terms of overall job satisfaction, studies have found that males and females tend to report similar degrees of overall satisfaction, but they tend to differ in

their perceptions of satisfaction with different aspects of their work (Smith et al., 2018; Webber, 2019).

In facet-level analysis, pay, benefits, and working conditions were stronger predictors of satisfaction among male faculty than female faculty (Galaz-Fontes, 2002; Hagedorn, 2000). Meanwhile, female faculty have reported greater dissatisfaction with the promotion and tenure process, salary, collegiality, and climate (Barnes et al., 1998; Lawrence et al., 2014; Lisnic et al., 2018; Trower & Chait, 2002). Other studies have also noted that female faculty have less access to crucial resources like start-up equipment, financial support, and graduate student support, which disadvantages them in promotion decisions (August & Waltman, 2004). Female faculty are also more likely to be employed part-time and in teaching-focused roles, often due to caregiving obligations, and this can significantly reduce their chances at promotion and opportunities to build relationships with their colleagues, which can negatively influence their satisfaction (Hagedorn, 1996; Sax et al., 2002).

International studies also point out the role that cultural traditions can have in circumscribing the faculty role. For example, Kataeva and DeYoung (2017) examined how female academics in Tajikistan rationalized their career choices and professional goals against conservative cultural mores. Female faculty in their sample emphasized how the faculty role was an extension of stereotypical feminine and motherly traits, and how they used that as an argument to continue and advance within their careers. By focusing on their work, they were able to temporarily escape some of the real-world barriers that were pervasive in their lives.

2.3.1.2 Academic Discipline

Academic discipline also has a checkered relationship with job satisfaction. One's academic discipline "reflects professional expectations, measures of productivity, and standards for tenure and promotion.... As well as norms, culture, and standards around professional etiquette, career pathways, and academic publishing" (Durodoye et al., 2020, p. 634). Gruneberg (1979) suggested that female faculty placed greater importance to intrinsic accomplishments unlike males who prioritized extrinsic accomplishments. Yet, Ropers-Huilman (2002) found that female faculty who engaged in action-oriented research in social science disciplines reported greater satisfaction in comparison to peers engaged in traditional research because they had a more tangible, and extrinsically rewarding way, to see the impact of their work.

Similarly, Jackson et al. (2017) reported that faculty in hard science fields were less satisfied than faculty in social science fields. The authors attributed the difference to the notion of consensus, which they defined as fields with preset norms as to what should be studied and how (i.e., STEM), versus low consensus fields, where there is less constraint (i.e., social science and humanities). Perhaps the freedom to research and explore various areas of interest reinforced the naturally inquisitive spirit of faculty members, which further reinforced their sense of belonging to academe.

2.3.2 Mediator: Environmental Conditions

2.3.2.1 Role Ambiguity & Role Conflict

Copurl (1990) argued that role ambiguity and role conflict have become more entrenched in academia because of the "emergence of salaried professionals [administrators]" who are obsessed with the "vertically-oriented authority structure of bureaucracies" in comparison to the "value-rational" and peer-oriented professional

authority as embodied by the professoriate (p. 114). Because of administrative expansion and adoption of greater accountability and oversight, the faculty role now is a very complex one and it is often subjected to excessive and contradicting demands. Research examining the effect of role conflict and ambiguity among faculty has found lower organizational commitment, lower satisfaction, higher stress, and lower scholarly output (Gormley & Kennerly, 2009).

Johnsrud and Rosser (2002) found that role ambiguity and conflict were significant predictors of intent to leave among female faculty. The authors concluded that female faculty were at a greater likelihood of occupying spaces that accent role conflict and ambiguity and therefore increase their stress and lower their commitment and satisfaction, which is supported by research findings citing that female faculty do in fact report lower levels of job satisfaction in comparison to their White and male peers and that they are likelier to depart their institutions before reaching their tenure evaluation (Durodoye et al., 2020).

Still, Gormley and Kennerly (2009) pointed out that institutional type could alleviate issues related to role ambiguity and conflict. Among nursing faculty in their sample, faculty who worked in teaching-intensive institutions reported greater job satisfaction and commitment and lower role conflict and ambiguity in comparison to nursing faculty in comprehensive and research-intensive institutions. They concluded that role clarity could explain their findings since these faculty were not being pulled in various directions. Similar findings have been found in studies comparing the impact of role conflict and ambiguity on job satisfaction among community college and four-year

university faculty in the United States and among faculty in international settings (Kweik, 2017; Machado-Taylor et al., 2014; Prakhov, 2019; Shin et al., 2015; Wild, 2002).

2.3.2.2 Organizational Patterns

Organizational leaders can either positively or negatively affect the working environment and by extension the perceptions of satisfaction, collegiality, and community among faculty members. Using data gathered by Harvard's Collaborative on Academic Careers in Higher Education (COACHE) survey from 2014, Miller et al. (2016) reported that departmental leadership contributed more to faculty job satisfaction than college-level and institutional leadership. They suggested that this may be because department chairs have a more direct relationship with faculty and that they directly contribute to a working atmosphere that is conducive to collegiality and support. But, this finding also begs the question as to what type of importance faculty attach to their academic discipline, department, and their institution in terms of their professional identity. If their department is more important to their professional identity, then it's only natural that they would respond more favorably to their department and "engage in productive practices" for the sake of the department (Miller et al., 2016 p. 1). For example, Santiago et al. (2016), reporting on Portuguese faculty who participated in 2007's Changing Academic Professions survey, found a stronger affinity for one's academic discipline among the respondents rather than an affinity toward one's department or institution. The authors argued that Portuguese faculty maintained their clear preference for their disciplinary affiliation to protest encroaching managerial reform which threatened their autonomy and independence. These reforms are introducing

organizational features and hierarchy previously not found in Portuguese higher education and they are upending the normal order.

Relatedly, when faculty have assumed administrative roles themselves, research has found that they also reported greater satisfaction, because such advancement reinforced their sense of accomplishment and recognition, particularly for those who wanted to move into administration (August & Waltman, 2004). However, how an administrative role is defined varies because administrative configurations are not broadly shared across all higher education institutions in the world. Shin and Jung (2014), borrowing Clark's (1983) terminology, labeled three types of higher education administrative systems: professor-oriented, market-driven, and state-driven. These styles of administration have significant implications for our understanding of academic jobs in the contemporary period. For example, in professor-oriented systems, typically found in European systems, academics exert considerable power because they are heavily involved in decision making, particularly in academic affairs. Conversely, in market-driven systems, typically found in Anglo-American systems, academics work within prescribed roles and with external stakeholders, so their influence is weaker. Lastly, in state-driven systems, their state and political ministers control academic matters, so their autonomy is limited (Shin & Jung, 2014). Each type of system provides a different administrative paradigm, so one's ascension into an administrative role would have different effects on one's perceptions of satisfaction.

2.3.2.3 Collegiality & Climate

Cummings et al. (2009) described collegiality among faculty as "a sense of community in a mutually respectful manner, with the understanding that their colleagues

value their unique contributions and were concerned about their overall well-being” (p. 41). Positive perceptions of collegiality have been linked to retention, productivity, persistence, and satisfaction among faculty (Tourangeau et al., 2015). The concept of collegiality has been absorbed into broader concept of mentoring because one way to foster collegiality is to collaborate with newer colleagues and to socialize them into the professional community. For female faculty, many of whom enter academia without the benefit of a mentor, mentoring has helped reduce intentions to leave and has promoted greater commitment to academe (Ellinas et al., 2018; Lambert et al., 2020; Magnuson et al., 2009). However, mentoring programs in higher education are not as developed as those in the corporate world and there certainly are institutional differences in the way in which faculty are supported and nurtured.

Hesli and Burrell (1995) studied the effect of departmental climate on perceptions of job satisfaction among a sample of political science faculty. They reported that female and junior faculty were more likely to report feeling left out of social networks and they reported a less welcoming environment. This is in keeping with other findings that have similarly reported on the negative effects of a “chilly” climate on satisfaction (Bozeman & Gaughan, 2011; Callister, 2006; Maranto & Griffin, 2011). A chilly climate – usually defined as exclusion, devaluation, and marginalization – has often been cited as a major barrier to advancement for female and minority faculty (Maranto & Griffin, 2011).

The effect of chilly climate on satisfaction has been more researched in traditionally male fields like STEM. Callister (2006) studied the effect that climate had on job satisfaction and intent to leave among a sample of female STEM faculty. She reported that:

“...while gender influences job satisfaction and intention to quit (female faculty members report significantly lower levels of job satisfaction and higher intentions to quit), this relationship is completely mediated by department climate. This indicates that female faculty members are not inherently unsatisfied or unhappy with their jobs, but rather that it is likely that they value department climate, such that when they experience negative department climates they are more likely to experience lower job satisfaction and consider going elsewhere” (p. 373).

The findings suggest that female faculty may place a greater premium on connectedness with others in their departments and Kessler’s et al. (2014) study echoed this sentiment; they reported greater satisfaction among female faculty working in predominantly teaching-orientated departments.

It’s important to note that tenure and rank do not insulate faculty against the negative effects associated with poor collegiality and climate as has been typically assumed given the breadth of literature that suggests that satisfaction is generally higher among senior tenured faculty members. This discrepancy could be accounted for by the saliency of one’s gender and ethnicity, which are more stable and enduring identities (Beloney-Morrison, 2003; Elmore & Blackburn, 1983; Johnsrud, 1993; Perez, 2004; Wong, 2007). Additionally, some researchers have noted a decline in collegiality as pressures on faculty have increased over the last few decades and if faculty no longer share this fundamental value, or if this value has decreased in importance, we may see an even further loss of faculty, particularly among those who identify with marginalized identities (Bilimoria & Stewart, 2009; Britton, 2017; Edwards & Ross, 2018).).

2.3.3 Mediator: Motivators and Hygienes

2.3.3.1 Rewards (Salary)

Results of research examining the relationship between salary and job satisfaction are not quite as clear. Although pay is viewed as a core contributor to perceptions of satisfaction and dissatisfaction, the research around this topic suggests that, while pay does correlate strongly with pay satisfaction (when measured as a facet), it has a marginal impact on overall job satisfaction (Spector, 1997). One explanation is that individuals may be less concerned with net pay than with their comparative judgements regarding the fairness of pay in relation to a specific referent group (Adams, 1963). However, Malka and Chatman (2003) reported a positive relationship between pay and job satisfaction among participants who were highly motivated by pay and other extrinsic factors like performance and recognition (as cited by McCullough, 2013).

As it relates to faculty, salary is not an important determining factor of overall job satisfaction once a certain salary threshold has been reached; however, salary does contribute to job dissatisfaction. While faculty have reported lower satisfaction with their salaries on national surveys (i.e., NSOPF-04), they still indicated rather high levels of overall job satisfaction suggesting that extrinsic rewards can only go so far in fostering job satisfaction (Levin & Shaker, 2011; Pfeffer, 1998). Nevertheless, there are instances where low salary levels have corresponded to lower pay satisfaction and lower satisfaction with overall work-related aspects (Johnsurd & Rosser, 2002). Furthermore, the perception of an inequitable pay scale can lead to lower faculty morale (Hebart, 2019).

For example, Kwiek (2015), noted that Polish academics working in public institutions were remunerated at very low rates, and in general have very little job security, job benefits, and limited opportunities for participation with their departments and their institutions. These restrictions stem from Poland's higher education policies and the way that higher education is managed at the ministerial level. With little chance of recourse, it's unsurprising then that Polish academics are pessimistic and frustrated with their situation. On the other hand, Franić (2020), reported on the practice of wage underreporting among Croatian workers (including academics), as a tactic to increase their take-home pay and bypass the salary limits imposed by the national taxation system and collective bargaining agreements. Wage underreporting is "a verbal agreement between an employer and their formally registered employee that only one part of the remuneration for a given job will be reported to the state institution, while the worker is given an additional 'untaxed' cash-in-hand payment" (p. 957). The author found that this practice led to increased satisfaction among his sample because the participants were additionally rewarded for their productivity or a particular achievement, in addition to their base salary. While the employer still wins in this scheme because they control the amount of the additional reward, the participants were still eager to engage in this practice. Therefore, in extreme circumstances, pay, and additional rewards, can have a stronger impact on overall job satisfaction than under more normal circumstances.

2.3.3.2 Responsibility

Responsibility encompasses the degree of ownership an employee has toward his or her work. This also includes the degree to which she or he can make decisions regarding his or her immediate work and the degree of distant influence an employee can

exert on larger organizational dynamics. In relation to faculty, immediate responsibility is represented by autonomy and distant responsibility is represented by governance. In relation to autonomy, faculty still report a high degree of satisfaction, but their satisfaction with governance has been steadily declining over the last two decades (Bryson, 2004). According to the 2007 Changing Academic Profession (CAP) survey, completed by academics in 18 countries, fewer than two out of five academics agreed that good communication existed between managers and academics (Locke et al., 2011). The authors suspected that these decreases were related to the proliferation of new public management (managerialism) reforms among higher education systems around the world, such as performance-based management and budget cuts, which have intensified faculty workloads and reimagined the purpose of academic work (Shin & Jung, 2014).

Based on their analysis of 19 higher education systems around the world, Shin and Jung (2014) reported that faculty in market-oriented higher education systems, which they defined as systems which place a greater emphasis on external accountability and competition, reported lower overall job satisfaction and lower satisfaction with governance. These results contrast with faculty operating in higher education systems that the authors classified as professor-oriented, where the faculty are deeply embedded in decision-making processes. However, the authors cautioned that, as this style of management continues to permeate other higher education systems, we're likely to see a steady decline in faculty job satisfaction and greater job-related stress.

The push-and-pull between academics and managers is perhaps even more acute among emerging higher education systems in transitional nations. These systems tend to have the following characteristics: recent and dramatic increases in student enrollment,

preponderance of part-time faculty holding a bachelor's or master's degree at most, limited research activity, low levels of public and private funding for higher education, and abundance of private higher education institutions (Locke et al., 2011). For instance, Lamarra et al. (2011) found that Argentinian faculty reported exceptionally low influence on their academic unit, department, and institution, in overall decision making, even though there are institutional laws that prescribe which group has authority to decide which matters. Perceptions of influence were even lower among part-time faculty who constitute the bulk of the teaching cadre. The authors noted that most faculty (full- and part-time) reported indifference on matters of institutional governance noting that the faculty were more likely to identify with their academic discipline rather than with their department and the institution. The authors surmised that the lack of appropriate incentive and associated professional prestige may explain their indifference.

But, some would argue that a preference for disciplinary affiliation rather than departmental or institutional, is more likely to be found among faculty in the United States than among faculty working in other higher education systems. In his seminal work – *Academic Tribes and Territories* – Becher (1989) argued that belonging to an academic discipline meant that one took on the cognitive and social patterns associated with the discipline. The adoption of these patterns creates clearly defined disciplinary borders and territories and specific ways of behavior, communication, style of research, and advancement. However, his conclusions have been challenged. Specifically, researchers have pointed out that some of the differences attributed to disciplinary territoriality disappear once you examine subspecialties (Trowler, 2014). The theory of academic tribes and territories has also been challenged by the effects of diversification,

regulation, globalization, which have blurred the borders and boundaries of many nations' higher education systems (Becher & Trowler, 2001; Tight, 2015). Similarly, others have argued that faculty have become more resolute in their preference for disciplinary affiliation as a way to fight against the introduction of organizational features like academic departments, which would engulf them into more formal arrangements of supervision and oversight, particularly in systems of higher education where faculty have much greater autonomy (Donina & Hasanefendić, 2018; Santiago et al., 2016; Velychko et al., 2018).

While faculty may view themselves as primary decision makers on academic matters, there is international variation in how academic matters are defined. For example, approving a new academic program is an academic decision in most of Europe, but predominantly a managerial decision in the United States, South Korea, and some emerging countries (Locket et al., 2011). According to the CAP survey from 2007, faculty believe that their role in decision-making has been severely curtailed and that middle-level managers have taken on more power. This slow usurpation of power has turned decision-making into a more top-down process that is less collegial and more combative, and most importantly, it has not led to perceived improvements in faculty working conditions.

2.3.3.3 Work-itself

The nature of the work itself has been consistently found as a major contributor to job satisfaction. The activities and skills needed to do one's job effectively can vary, but Hackman and Oldham (1975) outlined the top five job characteristics needed to engender feelings of responsibility, meaningfulness, and satisfaction: skill variety, task identity,

task significance, autonomy, and feedback. These values are similarly found in Herzberg et al. (1959) original work, which also identified achievement, recognition, reward, advancement, and the work itself as necessary conditions for satisfaction. Empirical testing of the model developed by Herzberg et al. (1959) and Hackman & Oldham's (1975) job characteristics model has reliably supported their argument across various industries and cultures (Blanz, 2017; Cleave, 1993; Fogarty & Uliss, 2000; Hussein, 2018; Pei et al., 2018).

In relation to faculty and academic work, many of the primary duties associated with faculty adhere to the characteristics championed by both sets of researchers. However, the nature of the working environment has changed dramatically for many academics and while these key aspects may still form the core of their satisfaction, it is worth noting that these constituent characteristics are under threat. Concerning skill variety, faculty teach, research, engage in service and governance, and more. Each of these obligations requires its own set of tasks, demands, and skillsets, which makes the job interesting and flexible. However, the ability to balance these expectations depends on the norms and cultural milieu of one's college and institution and the type of organizational identity one chooses to create and maintain as a result of exposure to these forces of socialization.

Gouldner (1958) famously identified faculty as possessing either a local or cosmopolitan attitude, which influences the way faculty engage with their work, and by extension, the degree to which the work itself would satisfy them. Faculty identifying as locals are deeply committed to their institution, their work is in service of institutional needs, they strongly believe and uphold institutional rules, policies, and workplace

culture. Conversely, faculty identifying as cosmopolitans are less concerned about loyalty to the institution and in upholding its culture and virtues, and more interested in external sources of affiliation and influence. Likewise, Clark (1987) also identified two types of instructors: those drawn to research and those drawn to teaching. In both types of binary classifications, there are inherent systems of rewards and incentives which mediate the extent that the work itself will be satisfying.

For example, instructors who prefer research are generally afforded more prestige and are perceived as possessing greater value than those who are drawn to teaching. In the higher education landscape around the world, some institutions are more teaching oriented whereas others are more research oriented, although, there has been a steady shift toward a greater emphasis on research amongst all types of institutions in the last few decades (Fairweather, 2005). This slow takeover is likely due to changes in financial subsidies that have forced more institutions to emphasize research output (Teichler et al., 2013). However, faculty and administrators are not without culpability because “administrators and faculty in all types of institutions use similar research-oriented criteria in hiring and rewarding existing faculty” (Fairweather, 1997, p. 43). The perpetuation of this cycle has only preserved the legitimacy of research as the only true yardstick by which to assess faculty quality and their actual work.

Wolhuter et al. (2016) described how this pressure has negatively affected South African academics who for a long time saw their primary function as that of teachers rather than researchers. The authors noted a particularly sharp decline in satisfaction among academics whose preferences leaned heavily towards teaching. As one of their participants stated:

“university staff are appointed and paid for teaching, and while research is encouraged, and perhaps even more than encouraged now, if anyone spends more time on research than teaching, you’re labeled as someone who is not giving proper attention to teaching. You know, that thing they’re paying you for and that should be your primary focus. So what am I to do? You can’t win” (p. 97).

Furthermore, teaching is not just the delivery of content but can include preparation and synthesis of information and creation of intellectual property, i.e., a textbook, which can promote growth and lead to self-confidence. But, for faculty teaching in higher education environments that have recently massified – rapidly expanded – the influx of students who come from economically and educationally deficient backgrounds has made teaching an even more time intensive and “pedagogically challenging” endeavor which further affects the time faculty can allot to other duties (Wolhuter et al., 2016, p. 97).

In relation to task identity, faculty can experience a great sense of achievement and contribution depending on the specific task. For example, a faculty member could design and carry out a research project that could be highly relevant within and outside of his or her institution. But, the opportunities to feel a deep level of task identity are also declining. Kozmina (2015), in her study of Russian faculty job satisfaction, noted that Russian faculty who strongly identified with research, were more satisfied and less stressed than their teaching-oriented counterparts. But research focused faculty also felt that their identity as researchers was being challenged because they were being asked to engage in more teaching. Many felt that excellence in both research and teaching were incompatible duties because they were not trained to do both well. Similar results were also reported by Kweik (2015) in his study of job satisfaction among Polish academics.

This schism of identity is perhaps more acute among academics that have been directly trained and socialized under a specific philosophy of education as is the case with Russia and Poland.

In regard to task significance, faculty work is generally germane both within and outside of higher education since “faculty contribute decisively in the education of students, the training of professionals, and the generation of science, technology and humanistic knowledge; indeed, the relevance of the academic professional is widely acknowledged, albeit not always rewarded accordingly” (Galaz-Fontes, 2002, p. 42). However, the relevance of the academic professional has also come under scrutiny. As the discussion above illustrates, many significant changes have taken place that have altered the working lives and expectations of academics. The relevance of the academic professional and higher education itself is under special scrutiny in transitional environments like those of the former Soviet Bloc nations and former Yugoslavia.

Pavel Zgaga, a higher education researcher from Slovenia, has chronicled how the tension between Slovenian higher education institutions and government leaders regarding the purpose of higher education and training of academics has resulted in years of stagnation that have had deleterious effects on Slovenia’s higher education and its graduates (Zgaga & Miklavič, 2011). Faculty and students saw reforms as challenging higher education’s purpose and relevance and instead “reducing (sic) the university to something that produces capital” (Vukasović, 2014, p. 417). Similar arguments are playing out in other nations, including the United States. However, among emerging nations, these conversations are more combative and time-sensitive, because the pace of change is far more accelerated.

In regard to autonomy, despite the concerns discussed above, the professoriate generally enjoys a high degree of freedom in setting their teaching and research agendas which keeps their stress levels low. However, some studies have noted that there are differences in perceptions of autonomy based on tenure status, institutional type, and full- versus part-time employment status (Anthony & Valdez, 2002; Gappa et al., 2007; Ott & Cisneros, 2015). There are national differences, particularly in regions where politics and politicians are closely intertwined with higher education institutions and their leadership like we observe in China, Taiwan, and Hong Kong (Dee et al., 2000; Yang et al., 2007).

Lastly, in relation to feedback, faculty who engage in research experience more immediate feedback because their work is more manifest and easily quantifiable (i.e., grants awarded, or scholarly articles published) than faculty who may primarily teach. However, even teaching-oriented faculty have opportunities for feedback, although there can be institutional variability in how such feedback is delivered and rewarded. Nevertheless, recognizing faculty achievements (in and out of the classroom) is viewed as a significant factor in influencing faculty job satisfaction (Ali, 2009; Castillo & Cano, 2004; Gautam et al., 2006; Tack & Patitu, 1992).

Overall, the constituent elements of faculty work are more likely to result in higher levels of faculty job satisfaction and scholarly inquiry has consistently confirmed as much (Cerci & Dumludag, 2019; Chipunza & Malo, 2017; Hee et al., 2019; Machado-Taylor et al., 2017; Mamiseishvili & Lee, 2018). While faculty can certainly be dissatisfied with environmental changes around them that have led to changes in the work itself, they are still by and large able to engage in activities that they choose. However,

the time they would wish to spend on these activities has decreased and they are now forced to renegotiate their wants and their needs.

2.3.4 Triggers

2.3.4.1 Age

The impact of age on job satisfaction is among the most researched relationships, however, the relationship between these two variables is not quite clear. Researchers have reported significant relationships, insignificant relationships, and U-shaped relationships between age and satisfaction (Aldag & Brief, 1978; DeNobile & McCormick, 2008; Luthans & Thomas, 1989; Rhodes, 1983). Among researchers who have found a positive linear relationship between these two variables, they argued that employees became more satisfied over time because of promotion and because they had reached a desirable position within their organization (Riza et al., 2016; Wilks & Neto, 2013). Such employees may have also developed a degree expertise and were engaged in their work leading to greater satisfaction.

Among researchers who have proposed a U-shaped relationship, they have pointed out that job satisfaction tends to be high among employees starting out in their careers, followed by a period of decline, and then a steady increase until retirement (Spector, 1997). But, satisfaction among older employees could be due to unhappy older employees leaving the workforce thereby leaving more satisfied older employees in the workplace. Additionally, older employees may have adjusted their expectations of satisfaction over time. Lastly, the role of culture and organizational policies related to age could influence the relationship. For example, Onuoha and Segun-Martins (2013) found

that older employees in Nigeria were not as included, valued, or effectively trained to perform their duties, which led to their disengagement from work and lower satisfaction.

The current consensus is that job satisfaction is related to age, but the impact of age on job satisfaction is better explained by additional variables like gender, tenure, and nature of work (Spector, 1997). In bivariate studies, the relationship between job satisfaction and age is constant for both males and females (Galaz-Fontes, 2002). Yet, when additional variables are added, the relationship continues to be constant for males, but not for females (Hulin & Smith, 1965). Job satisfaction tends to increase with satisfaction with the nature of work (Hackman & Oldham, 1975). Among faculty job satisfaction studies, not much attention has been paid to age since tenure and career stage have been more conceptually useful even though they are typically associated with age (Blackburn & Lawrence, 2003).

Nonetheless, a study by Locke et al. (1983) found that age was an important predictor of faculty job satisfaction when it was considered alongside other demographic variables and pay, yet its predictive significance deteriorated when job characteristics were added. The authors concluded that age was not a vital variable by which to understand faculty job satisfaction since its effect was severely diminished in the presence of work-related characteristics, indicating that satisfaction with the academic work itself was a greater predictor of faculty job satisfaction.

Still, age can still be a beneficial lens by which to understand differences in faculty job satisfaction when we consider the effect one's generation can have on job satisfaction. Research has found that there are generationally bound differences in personality, attitudes, and behaviors and work-related attitudes and outcomes

(McCollough, 2013). Kweik (2015), in his study of job satisfaction among Polish academics, noted stark differences in satisfaction and productivity between the academic cadre that was trained before the fall of communism (before 1989) and the academic cadre that were trained after the fall of communism (after 1989).

Polish academics trained after 1989 were more likely to be dissatisfied on a variety of metrics in comparison to their pre-1989 trained colleagues. Post-1989 academics reported lower satisfaction with teaching, research, and their overall job in comparison to pre-1989 academics. Post-1989 academics indicated greater pressure to produce research that was competitive on the international stage in comparison to pre-1989 academic who largely saw their research as local in nature. Pre-1989 academics were also less concerned with their research output and reported a greater orientation toward teaching rather than to research.

Kweik pointed out that these pre-1989 academics came of age in vastly different higher education landscape in Poland than their post-1989 colleagues and so their areas of dissatisfaction differed. Teaching and research were very much locally focused before Poland's independence in 1989 and the pressure to produce and engage in internationally impactful research was not expected. As he observed, "the 60-years-old is not only 25 years older than the 35-years-old but was also born in a different era when values and opportunities may have been significantly different" (p. 1356). So, although age alone may not be a strong predictor of satisfaction, the effect of generation will be useful for us to keep in mind as we examine the results of this study.

2.3.4.2 Perceived Justice

This domain deals with notions of equity and transparency, particularly in relation to hiring, promotion, tenure, and recognition. In transitional countries like Bosnia and Hercegovina, nepotism and corruption are endemic in the workplace. A 2011 United Nations study found that 14% of Bosnian citizens admitted to bribing an official to secure a job position, and “among those who failed, there is a widespread perception that factors such as cronyism, nepotism or bribery played a decisive role in the recruitment process” (p. 4). Although a few respondents indicated bribing their way into a university position, the general perception among Bosnian respondents in this sample was that merit mattered less than who you knew. This is certainly a demoralizing perspective and begs the question of why anyone would dedicate their full energies to their job when it doesn’t matter.

As was previously discussed, exclusionary climates also contribute to perceptions of lower equity and equality. Studies examining reasons for departure among faculty found that female faculty were twice as likely to leave their position before their tenure review because of concerns related to fairness and clarity of the tenure process (August & Waltman, 2004; Durodoye et al., 2020; Olsen et al., 1995). Institutional policies aimed at improving prestige are also culpable because most institutions have changed their faculty reward structures to reward greater research and grant productivity, which tends to negatively affect female faculty who bear a greater load of teaching and advising responsibilities, and who generally produce fewer scholarly works (Nielsen, 2017; Pezzoni et al., 2016). Research findings also suggest that faculty who identify with more than one marginalized identity experience compounded stress in the workplace, which

can lead to decreases in satisfaction with their work and with their colleagues (Berdahl & Moore, 2006; Griffin et al., 2011; Leggon, 2006; Seifert & Umbach, 2008).

2.3.4.3 Tenure and Career Stage

In general, tenure refers to one's length of employment, and it can be associated with job satisfaction. But, the findings have been inconsistent and some researchers have urged caution because the affect it has on job satisfaction can be due to confounding variables, for instance, sampling bias or organizational culture (Bedeian, 1992). In academia, tenure "refers to the achievement of a permanent position often earned after a provisional period of approximately six years" (Galaz-Fontes, 2002, p. 46). Although the attainment of tenure is often equated with permanent job security, another important factor related to job satisfaction, this segment will discuss the effect of time on the job and its impact on faculty job satisfaction.

Olsen (1993) studied changes in overall job satisfaction among faculty in the first three years of their appointment at a research-intensive university. The author reported a decrease in overall job satisfaction among faculty concluding their third year of work. The findings also noted an increase in stress and a decrease in satisfaction related to salary, the work itself, and colleagues. The author surmised that as faculty approached the midpoint of their pre-tenure decision timeline, they became more worried about their chances to successfully earn tenure, and they also felt overburdened with teaching and service requirements, which they saw as taking away their time to focus on research.

Conversely, Rosser (2005), utilizing data captured by the 2004 National Study of Postsecondary Faculty (NSOPF-04), examined how job satisfaction among faculty varied based on their career stage. The results revealed that faculty further along in their careers reported greater satisfaction with the work itself in comparison to their junior colleagues. It would appear that faculty job satisfaction follows a U-shaped path among full-time faculty, with satisfaction being high once they begin their position, decreasing in the years leading to tenure decision, and then increasing and remaining steady in the years after tenure is granted. Satisfaction with colleagues, pay, and coworkers similarly dipped in Rosser's study suggesting that the tenure timeline itself, rather than simply time on the job, is responsible for the pattern.

However, studies examining the impact of career stage on satisfaction with the working environment and the work itself have also found U-shaped relationships. For example, Ponjuan et al. (2011) reported that pre-tenure faculty reported less satisfaction with their opportunities to cultivate professional relationships with senior faculty compared to post-tenure faculty, who presumably, were now members of the club, having successfully secured their tenure. Additionally, when these results were examined by gender and race/ethnicity, female and minority faculty in the pre-tenure phase were less satisfied in comparison to male faculty in the pre-tenure phase. Additionally, unlike Olsen's study, which was isolated to one institution, Ponjuan et al. (2011) relied on a sample of pre-tenured faculty across 80 different institutions.

These findings further suggest that organizational aspects like institutional size and institutional orientation are important to consider when studying the impact of tenure on job satisfaction. Additionally, tenure in international contexts does not connote the

same prestige. Portnoi's (2015) study of South African academics illustrates that tenure in the South African context is more of a symbolic achievement that denotes social prestige rather than an outcome that confers professional prestige, and job security, like in North America. Since institutions have different configurations for awarding tenure and since tenure is not universally defined and experienced, it is only likely that there would be different outcomes associated with the time-on-the-job facet.

2.4 Outcomes Related to Job Satisfaction

As mentioned at the outset of this chapter, job satisfaction is a conceptually complex variable because it has been considered as an outcome variable and as an antecedent variable. As a result, we have a lot of data from which to draw inference. For example, faculty job satisfaction has a positive relationship with motivation, job involvement, organizational commitment, pro-organizational behaviors, job productivity, life satisfaction, and mental health (Hagedorn, 2000; Sabharwal & Corley, 2009). Conversely, faculty job satisfaction has a negative relationship with absenteeism, tardiness, turnover, and perceived stress (Johnsrud & Rosser, 2002; Rosser, 2004). It is important to note that, while these variables are associated with job satisfaction, the extent of their positive or negative relationships has been challenged by researchers, particularly the relationship between job satisfaction and productivity. Recent results have concluded that a rather feeble relationship exists between satisfaction and productivity (Judge et al., 2001).

Part of the explanation lies in how researchers have conceptualized the direction of the relationship between job satisfaction and productivity. Early research assumed that

attitude drove behavior – also known as the attitude-behavior consistency model – so productivity increased as one’s satisfaction increased (Fazio, 1990; Gruneberg, 1979; Snyder, 1982). But, Judge et al. (2001) challenged this viewpoint and argued that behavior drove attitude, therefore as satisfaction increased then one’s productivity also increased. Their rationale for reversing the direction of the relationship came from the underlying hypothesis of Vroom’s (1964) expectancy theory, which hypothesized that better performance led to rewards that were satisfying to the individual, which only encouraged them more. While this argument is still playing out in the field of organizational psychology, higher education researchers have not examined the directionality of this issue fully in relation to faculty productivity and job satisfaction, although it is the most studied relationship.

Faculty productivity is typically assessed by their number of publications, conference presentation, grants, time spent in the classroom, and time spent on class preparation. McNeece (1981) was among the earliest researchers to study this relationship and he found little effect of faculty job satisfaction on publication output. More recently, Jacobs and Winslow (2004) and Mamiseishvili and Rosser (2011) found that faculty dissatisfaction rose as their output increased. Specifically, Mamiseishvili and Rosser (2011) noted that female faculty were less productive and less satisfied than their male counterparts, and they also found that faculty who focused their work predominantly on undergraduate education were less productive and less satisfied with their jobs than their peers focused on graduate education. The authors credited institutional pressures as the primary cause for their findings because these external

pressures and workload expectations have diverted faculty from their preferred activities, and this has caused a substantial strain on their work.

2.5 A Brief History of Bosnia & Hercegovina and Its Higher Education

Bosnia and Herzegovina (BiH) is a small nation of 3.3 million people located in the Western Balkan peninsula (CIA World Factbook, 2020) and, prior to its independence in 1992, it was a constituent nation of the Socialist Federal Republic of Yugoslavia (SFRY), which also included the now independent nations of Slovenia, Croatia, Serbia, Montenegro, Kosovo, and the autonomous province of Vojvodina. This loose confederation traced its sociopolitical and economic structures to a shared nexus with the Soviet Union, with whom they were briefly allied during World War II; however, Yugoslavia became better known for its rebuke of Stalinism and its own brand of market-socialism that enabled free enterprise under moderate government control (Glenny, 1996). The quasi-capitalist interpretation of Marxist-Leninist ideology allowed the nation to stage an impressive economic, social, and educational comeback after World War II funded in large part by the Marshall Plan for European reconstruction (Glenny, 1996).

However, the loose confederation could not weather the larger sociopolitical and economic developments that characterized much of the late 1970's and the 1980's. The overall decline of communism across the Eastern Bloc and the global economic turbulence of the decade took a toll on Yugoslavia (Liotta, 2001). As inflation and unemployment increased, alongside nationalist rhetoric, the seeds of discontent grew. Most of the Eastern Bloc separated amicably and dealt with their legacies of communism in a calmer environment (Silova, 2009). The breakup of Yugoslavia, however, was the

bloodiest conflict on European soil after the atrocities of World War II, with an estimated 329,000 deaths and over 2.2 million displaced. In Bosnia, where most of the fighting happened, casualties likely exceed 100,000 (Glenny, 1996). Today, the region is home to the independent nations of Slovenia, Croatia, Bosnia and Herzegovina, Serbia, and Montenegro.

The two former autonomous provinces – Kosovo and Vojvodina – lead a complicated existence. Kosovo is formally an independent nation but it is not recognized as such by Serbia, who continues to threaten the nation with annexation. Vojvodina remains a quasi-autonomous entity within Serbia. Relations between the independent nations are cordial, but strained, and the postwar recovery has been uneven with Slovenia, Croatia, and Serbia far outperforming the other former republics. Of all the successor nations, BiH is the most ethnically and culturally diverse as it is home to Muslims, Christians, Orthodox Christians, Jews, and Roma. It is also one of the poorest nations on the European continent with an unemployment rate of 20.84% in 2018 and an average monthly salary of \$890 (International Monetary Fund, 2019). Naturally, education is seen as the path toward upward mobility and rates of participation across the nation are quite high. Nearly 98% of primary and secondary school-aged children are enrolled; and almost 60% of college-aged students are enrolled (CEIC Data, 2020).

The next section discusses the historical background of education in BiH, its growth and expansion from 1945-1990, organizational structure, curricular structure, and life of the professoriate during this time. We will then shift to a discussion focusing on more contemporary issues affecting higher education reform in BiH and the impact these reforms have had on the professoriate and their work-life.

2.5.1 History of Higher Education

Education in BiH has a long history, with the first recorded higher education institution dating back to 1531. However, this school, and others that followed, were typically Muslim madrasas, which emphasized religious education for males from elite Muslim families. An overwhelming plurality of BiH denizens received no formal education until the middle of the 20th century when BiH became a member of the SFRY in 1945. The period from 1945-1990 was the most formative period for education reform and expansion, and for higher education especially, because the SFRY government fully funded education. This allowed many citizens to pursue their educational goals, including university-level study, at an unprecedented level. For a while, the reforms were considered a success as evidenced by increasing literacy rates and a rise in the overall educational attainment by gender and ethnic status (Zivojnović & Levi, 1959). It was during this period of growth that BiH founded its first public university in 1949 – the University of Sarajevo – with several other regional universities to follow, namely, the University of Tuzla (1958) and the University of Banja Luka (1975). Higher education expanded across the whole SFRY and students in higher education institutions composed 0.85% of the total SFRY population, compared to 0.65% in Switzerland, 0.6% in France, and 0.45% in Italy (Bačević, 2014).

2.5.1.1 Organizational Origins

The infrastructure and curricula of BiH universities (including other universities across the whole SFRY republic) were modeled after the Soviet system of higher education, which emphasized STEM-oriented education and the professor as the “sage on a stage” (King, 1993, p. 30). Prior to the dissolution of the alliance in 1948, SFRY sent

promising talent to the Soviet Union for training and professional development thereby speeding up the adoption of educational reform along Soviet lines (Šoljan, 1991). The Soviet organizational paradigm is also notable for its firm separation between teaching and research, institutional specialization, and student tracking (Tomić, 1966). Unlike other higher education systems that saw teaching and research duties as intertwined, the Soviet philosophy viewed these two functions as exclusive and faculty had to choose a specialty. Teaching-oriented faculty worked in universities, while research-oriented faculty worked in specialized research institutes, which limited opportunities for interdisciplinary research and fraternization. This model also deskilled professors because research was entrusted to a separately trained cadre of academicians and likewise with those who were trained only to teach. A professor then was only two-thirds-a-professional by today's understanding of the three pillars of faculty work-life: Teaching, research, and service.

2.5.1.2 Organization and Governance

The basic organizational unit of the university was the *Fakultet* (i.e., a college) and a Fakultet was home to several *katedri* (majors) with each *katedra* acting independently under the chair system rather than as a single department under the leadership of a department head. The use of the chair system allowed for quicker expansion and growth, but it also created a sprawling system of leadership and governance that was unwieldy (Temple, 2013). When a student applied to a particular major, the administrators attached to that major handled everything about the admission process and beyond. *Fakulteti* (plural) loosely grouping together formed a university headed by a *Rektor* (President), who was simply a figurehead; true power was

concentrated within the Fakultet and with the individual chairs. Within the individual Fakultet, a professor commanded a high degree of authority and autonomy in and out of the classroom.

The leadership structure of the *Fakulteta* and the university was a unique creation based on the uniqueness of SFRY. The government played a central role in funding, oversight, and overall governance of higher education, as was typical in Soviet-influenced nations (Šoljan, 1978). However, in the mid-1960's, to address the concerns posed by tertiary growth, the federal government initiated phases of what ultimately would be called self-management, which tapered government oversight and gave power to individual republics and their institutions to set their own policies, budgets, and the manner of financing higher education. According to Šoljan (1991), "self-management meant free decision-making by those employed in higher education in all relevant matters affecting the work and development of such institutions" (p. 141). Its introduction in higher education gave faculties legal independence and the ability to set their own budgets, curriculum, hiring and promotion protocols, rules of syndicate membership, and to enact reform as they saw fit with little accountability (Filipović, 1974).

But, this reform allowed some stakeholders, both internal and external to the institution, to attain greater power by lobbying for preference in decision-making, which fostered corruption and political nepotism. (Broekmeyer, 1977). In some respects, self-management allowed universities to be more responsive to local economic needs. For instance, the University of Tuzla became a highly regarded medical university and the University of Zenica became well-known for its engineering and metallurgical programs. But, the compartmentalization of education into areas of specialty led to massive

inefficiency because “general education lost ground to overspecialized, strongly practical, and strictly vocational training which did not provide a good foundation for further education, retraining, and flexibility” (Halász, 2015, p. 351).

All higher-level leadership positions within the Fakultet were determined by election and, although membership in the League of Communists of Yugoslavia was not required, it was a de facto requirement for anyone seeking leadership roles. Leadership positions were limited, and a professor could aspire to one of three roles: *Dekan* (Dean) of the Fakultet, member of the *Akademski Savjet* (Academic Council) that decided on academic and personnel matters, and *Rektor* (President) of the university. These positions were on fixed two-to-four-year terms with the possibility of reelection only once (Ivanović, 1983). Short terms were intended to allow more individuals to experience management positions and to obtain a greater understanding of managing operations and making decisions. But, this was also an insurance policy to prevent any one group from taking on more power and irreparably damaging the constituent Fakultete and the university.

2.5.1.3 Faculty

The post-WWII expansion of higher education created a need for more academics and staff, enabling more women to join academia since the regime was also focused on improving gender equality and equity (Tomić, 1966; Reeves, 1990). While male professors still outnumbered females, there was a steady increase of female professors across the SFRY, including in male-dominant fields like engineering and medicine (Reeves, 1990). A large majority of these professors were first-generation academics since their parents would not have had the opportunity for advanced education. These

faculty typically earned their degrees in neighboring nations (e.g., Germany, Austria, Hungary, and USSR), although over time, more and more earned their degrees from institutions within the SFRY.

Professorships were secured via election after an open call for applicants (only PhDs were considered) and all positions were on a fixed term with the possibility of reelection into the same rank (only permitted once) or promotion to the next rank. A typical career trajectory was the following: *Docent* (Assistant Professor; 5–6-year term before evaluation), *Vanredni Profesor* (Associate Professor; 6-7-year term before reevaluation; and *Redni Profesor* (Full Professor; rarely reevaluated). Even established (tenured) professors had to be reelected approximately every four to five years. This became a formality after a little while rather than a serious evaluation of scholarly contribution, which overtime led to a general decline in the quality of education toward the end of the SFRY existence (Tomić, 1966).

The large-scale growth of higher education also pushed the physical capacities of the institutions themselves. A typical faculty workload at a teaching university included 4-5 undergraduate courses each term, but teaching faculty were allotted a graduate assistant per each class taught, to make the work more manageable. Faculty would lead the primary lecture and the graduate assistant would facilitate the recitation. Some would argue that the graduate assistants did more of the teaching than the faculty member. Faculty working in research institutes mostly taught graduate-level classes and so their teaching loads were usually 2-3 courses per term, but with the help of a graduate assistant. Faculty typically shared offices with at least 1-2 other colleagues, which often

made office hours and individual work difficult to accomplish, however, it also led to the formation of stronger collegial ties (Tomić, 1966).

Faculty were not entirely insulated from the reach of the SFRY regime and faculty purges and imprisonment of those who criticized the SFRY regime were not unusual, although not quite as frequent as in the rest of the Eastern Bloc (Marjanovic-Shane, 2018). Faculty who remained in the government's good standing had to ensure that their work treaded a fine line between critical scholarly inquiry and adherence to party politics. This was easily done by faculty in natural and industrial sciences, given the mathematical nature of their research, but faculty in the humanities and social sciences were more challenged. This leash on scholarly critique partly explains why research and development of Yugoslavia's scholarly community was uneven (Deutsch, 1977). However, scientists and researchers still enjoyed moderate respect and recognition both domestically and abroad (Zivojnović & Levi, 1959).

It was not just the larger sociopolitical forces that contributed to the fall of SFRY, but rather a combination of internal and external actors. As SFRY leadership scrambled in the late 1970's and 1980's to contain inflation and rising unemployment, they issued a series of poorly articulated higher education reforms that further weakened academic quality and escalated the brain-drain already underway (Uvalić-Trumbić, 1990). Students and faculty sought better opportunities in Western Europe, which led to a shortage of faculty and eligible students, resulting in the closure of smaller institutions due to loss of students and funding. By the time more serious reform attempts had begun in the late 1980's, it was too late and the SFRY was already breaking up. No meaningful reform

would take place until the fighting stopped in the mid 1990's, although some Balkan scholars would argue that no true reform has *ever* taken place (Pantić, 2012).

2.5.2 Higher Education in Contemporary Bosnia & Hercegovina

The higher education landscape in the region leads a complicated post-war existence. Like their Soviet cousins in the Eastern Bloc, post-independence educational priorities focused on nation-building and restoring political democracy (Halász, 2015). The first phase of educational policy reform prioritized depoliticization of education, increased institutional choice, reestablishment of religiously affiliated schools, and adoption of progressive or alternative pedagogies (Cerych, 1997; Heyneman, 1998). While reducing centralization was also a core reform for nations of Central and Eastern Europe, the independent countries of the former Yugoslavia struggled with introducing greater centralization (Branković et al., 2014). Halász (2015) also points out the issue of nostalgia among the early reformers by arguing that “the typical attitude of educational policy elites was a ‘nostalgic return to the ‘continuity’ of history, which was ‘broken’ by the communist regimes’” (p. 354). This nostalgia played out more among Central and Eastern European nations that had pre-communist educational systems to idolize. For the new nations of the former Yugoslavia, who had no robust pre-communist educational infrastructure to resurrect, it meant restoring the former system replete with all its problems.

2.5.2.1 Reforms

Internal financing to reform higher education was severely limited and no serious reform took place until the World Bank became involved. The World Bank had a simple agenda – to restore the link between education and socioeconomic modernization by

providing loans to nations shifting from planned to market economies. However, these loans were highly conditional and the Bank would not extend loans to any country that didn't agree completely to its requirements (Berryman, 2000). Acquiescing was easily done because there was political pressure on the region to adopt these reforms, because they had no educational experts who could understand and challenge the reforms, and because compliance meant an influx of outside financial capital (Turajlić, 2006). With the funding came expertise and the involvement of other international non-profit organizations from around the world, who exported their policies to this transitional region (Halász, 2015).

Phase one reforms included developing new laws regarding higher education, establishing a new system of funding and governance, and handling problems related to the quality, efficiency, and relevance of higher education institutions (Branković et al., 2014). Institutions in BiH implemented phase one reforms with mixed results and with a lot of assistance from outside actors and policy-makers due to the pervasiveness of ethno-politics that prevented any political cooperation (Tjeldvoll, 2006). Among the former SFRY republics, Bosnia and Herzegovina (BiH) is the most challenged nation in terms of higher education reform due to the straitjacket imposed by the 1995 Dayton Peace Accords (Glenny, 2001). In order to appease the different ethnic factions within the country, the accords cleaved the country into two entities who must operate as one functional nation. Furthermore, to make sure that no one ethnic group could take advantage of another, the educational ministry was broken into thirteen ministries between the two entities, making any long-term cooperation, fiscal support,

systematization, and strategic planning impossible without outside pressure (Pašalic-Krešo, 2002).

As a result, higher education institutions (HEI) in BiH operate under very little oversight and a great degree of variability based on the canton in which the institution is located. Lack (or disregard) of quality assurance measures has led to a proliferation of tertiary institutions of dubious quality. In fact, BiH is home to 10 public higher education institutions and 37 private higher education institutions – remarkable numbers for a nation of 3.3 million citizens of whom only about 100,000 are of college age (Crosby, 2019)! Funding for public institutions is under the jurisdiction of the canton and while the federal government disburses cantonal funding based on a formula, the formula does not include provisions for higher education financing. It is then up to the canton to decide how much funding they wish to extend to their public HEI's, which leads to uneven distribution.

Private HEIs are not granted a share of this funding and consequently rely exclusively on tuition and private donations that sometimes originate outside of the region; for example, several private institutions are funded by Turkey, which also raises question about autonomy and governance. On the other hand, public HEIs have responded by enforcing student tuition and fees and decreasing the quantity of scholarships. They have also capitalized on faculty research and have instituted fundraising schemes (Šabanac et al., 2017). However, it's important to note that these funds go to the individual colleges rather than a shared pool at the university level, and colleges that are better at fundraising than others do not wish to part with their funding by

having a centralized funding pool, which is currently being discussed as a possible reform (Šabanac et al., 2017).

The second phase of postwar educational reform in the Balkans is pejoratively called the Bologna Years among internal academics. However, the primary purpose of phase two reforms was to continue the work of phase one by adapting these newly developed systems to international higher education standards while maintaining national and regional relevance (Branković et al., 2014, p. 9). The Bologna reforms are the dominant aspect of phase two reforms. The Bologna Declaration was a pan-European call to action designed to systematize the quality of higher education on the continent so that students and faculty have greater educational and economic mobility, but others have observed that this may be a more daunting challenge for the Balkans because their higher education systems have never had a tradition of internationalization (Altbach, 2012; Vukasović, 2013). Since BiH has failed to adequately adopt phase one reforms with much success, the addition of phase two reforms has only slowed the overall progress of reform.

Where there have been successes, it has been mostly due to outside actors overseeing the process. Additionally, unlike the World Bank, Bologna lacks an accountability system to enforce compliance; this has resulted in great variety of interpretation of its requirements, especially pertaining to degree recognition and degree restructuring (Branković & Branković, 2014; Jarić & Vukasović, 2009). Most institutions preserved the length of the pre-war study cycles, or otherwise bifurcated the length of study cycles to meet European demands without critically examining the curricula and deciding what was worth preserving (Turajlić, 2006). This *mélange* of failed reform has

taken a particular toll on the professoriate and their work-life, and we turn to that subject now.

2.5.2.2 Faculty

As mentioned previously, the organizational and leadership structure created during the existence of SFRY is still largely in effect today across BiH universities, despite the monumental changes that have taken place around them, e.g., expanded student access, reduction in federal funding, and changes in technology. Faculty report being overwhelmed by teaching responsibilities and dismayed by the lack of financial support for maintaining or improving buildings, labs, and technology given the increase in student demand for higher education (Brajdić-Vuković, 2013). The creation of new study subjects like business, international relations, and management, which were previously not applicable given the economic framework of former Yugoslavia, call into question the quality of education since these faculty would not have had appropriate training. Even professors who returned to their former subjects found their competence outdated. Formal retraining for professors has been piecemeal and provided mostly by various international non-profits focused on higher education improvement in the absence of institutional-level support. Training has focused on updating professors' pedagogical methods to emphasize student-centered learning rather than rote learning, research capacities, and access to technology (Branković & Branković, 2013).

Tjeldvoll (2006) noted that there is a generational divide between younger and senior professors and their understanding of reform as a consequence of increased globalization and European integration. He notes "they [junior professors] are more concerned than senior professors are about the necessity of changing curriculum (content,

teaching methods, and exam forms) and university organization, governance, management, and relation to key stakeholders” (p. 11). For those who earned their degrees under the old system, many view the current requirements as too easy and the university doors as too open. They are also confused by where they should focus their attention in the absence of a common vision for higher education (Pantić, 2012).

The reintroduction of research as a requirement for all professors has also presented issues since there is little infrastructure to support these endeavors, a small market for their research, and limited collaboration across the region despite old connections and networks still being present (Flander & Klemenčič, 2014). There is also weak collaboration with academics outside of the region because Balkan professors are not attractive research partners, they generally don’t tend to speak another language, and they are not competitive on the international stage in terms of publications and grants. This isolation contributes to academic inbreeding across the Balkan peninsula (Vukasović, 2014).

However, research output is now a metric in promotion decisions and, while the threshold for output is low by North American standards, many professors are still struggling to meet the minimum quota. In order for a *Docent* (Assistant Professor) to be promoted to a *Vanredni Professor* (Associate Professor), she or he must produce three articles and a book in the course of six years. If that threshold is not met, then the candidate has another six years to meet the goal (Jakovljević, 2010). This goal sounds attainable but, with high teaching loads (faculty report averaging 7-10 classes per term) and limited institutional research support, professors have reported self-funding their own research.

Although they report enjoying greater academic freedom than in the past, professors in more complicated environments, like those in BiH, report being more cautious about their research and their teaching in order to avoid drawing unneeded attention (Zgaga et al., 2013). While each nation has explicitly included protections for professors in their institutional charters, the power of politics is still strong and has manifested itself in professor removals, overturning of tenure decisions, and awarding of leadership positions.

There is also a general deficit of individuals choosing the professoriate as a career. A significant reason for this decline is the generally low pay of professors, which is fueling the phenomenon of “taxi-cab professors” who cobble together employment contracts from different institutions in order to have a living wage, although some universities in the region are clamping down on this practice. The dismal salary has also led faculty to compromise their ethics and to sell exams to students who are able to pay (Crosby, 2019). Since there is also no longer a stable pipeline of graduate students to carry out recitations and other mundane administrative work, faculty now have to handle more of the day-to-day obligations. With expanded access to university study, faculty report being underwhelmed by the quality of students and feel even more pressure to bring these students up to proficiency because they are now also being evaluated on student outcomes, for example, exam pass rates and percentage of students repeating a class. Likewise, students can now evaluate their professors as well, and this is causing consternation among faculty because student feedback (in their view) is not a legitimate way to assess teaching and learning (Klemenčič, 2012).

While policies prevent gender discrimination in hiring decisions, anecdotal stories suggest that female academics are disadvantaged on the market and underrepresented across all ranks. While some of the social policies from the old regime are still in effect (e.g., 12-month maternity leave and stipends for lunch), other social protections have been gradually eroded to bring costs down (Ortlieb et al., 2019). Female faculty report being asked their marital status and whether they intended to have children during their interviews in direct violation of anti-discriminatory statutes (Demir, 2015). Post-war, there has also been a heavy return to traditional family values and working women are encouraged to stop working once they become mothers. The female faculty response has been to shift toward part-time work or to rely on extended family for childcare in order to maintain their full-time status (Human Rights Ombudsman of BiH, 2017).

Many professors informally report that vacancies are filled based on political connections rather than academic merit; some have even joined political parties in order to gain access to a position and to protect their position long-term (Kostovicova & Bojičić-Đželilović, 2014). Professors in positions of power then protect those with whom they are on good terms, but this creates an opening for nepotism and other ethically questionable behaviors. Professors have attempted to protect themselves from political whims by unionizing and fiercely defending their rights when confronted with federal policy that threatens their professional existence (Branković et al., 2014). Coupled with politics and institutional work-life concerns, it becomes understandable why not many wish to deal with that on a daily basis for such low pay (Dobbins, 2007). It also calls into question a professor's quality, both in terms of teaching and personal wellbeing, because preparing for multiple classes, supervising multiple students, and just living in the

psychosocial context that is Bosnia takes a tremendous amount of energy, and this ought to have a significant impact on their professional satisfaction (Ćulum et al., 2015; Turk & Ledić, 2016).

2.6 Chapter Summary

This chapter addressed three major themes. First, this chapter discussed how job satisfaction is assessed, which theories of job satisfaction have been the most impactful in expanding our understanding, and what current findings tell us about the effects of demographics, environmental conditions, work contextual factors on job satisfaction. Secondly, this chapter introduced the conceptual framework which guided this study. Lastly, this chapter presented a synopsis of the history of higher education in Bosnia and Hercegovina, and the contemporary issues affecting higher education and its professoriate, which provided further contextual evidence for why this study was needed.

CHAPTER 3. METHOD

This study sought to answer three primary research objectives about faculty working at the University of Sarajevo (UNSA). This study wanted to describe the demographic and academic profile of the faculty, to describe their current satisfaction and/or extent of agreement with working conditions, governance, higher education reform, and general use of their time, and to identify which mediators and triggers in Hagedorn's (2000) faculty satisfaction framework significantly predicted their overall job satisfaction. The University of Sarajevo [Univerzitet u Sarajevu] was specifically selected as the study site because of its importance to Bosnia and Herzegovina's (BiH) development and because of its size. UNSA is a good example of a large national public university and given its location, its faculty, staff, and students represent a diverse ethnic population. Higher education is viewed as the path toward upward mobility and economic development for the country, so there are high expectations of UNSA to reform to meet these economic and sociopolitical goals. While UNSA is not the only institution of higher learning in BiH, it is the most prestigious, and its graduates occupy a variety of administrative and political positions in the country.

This chapter addresses two topics. First, it provides a brief overview of the institutional context and the process undertaken to secure the institution's cooperation. The second portion of this chapter discusses the methodology used to study faculty job satisfaction.

3.1 Institutional Setting

University of Sarajevo (UNSA) is a public university located in Sarajevo, Bosnia and Herzegovina (BiH) and it was established as a secular institution of higher learning in 1949. However, its founding can be traced 1537 when it first began as an Islamic madrasa. In that respect, UNSA is the oldest tertiary institution in former Yugoslavia. Prior to 1949, UNSA was composed of the Faculty of Agriculture and Forestry, Faculty of Medicine, Faculty of Law, and a teacher training college, although these were informal ties. Post-World War II, these loose ties were eliminated, and with the addition of the Faculty of Engineering (1949), UNSA was officially established. The Faculty of Philosophy (1950) and the Faculty of Economics (1952) were quickly added thereafter.

The period from 1952 to 1982 saw the addition of new colleges and research institutes to meet the growing demands for education in former Yugoslavia. During this time, UNSA was among the top institutions in the region and its academics enjoyed a reasonable degree of scholarly success and recognition on the global stage (Turajlić, 2006). However, the period from 1982 to 1995 was a period of significant deterioration due to the combined effects of poorly designed higher education reform that negatively affected UNSA's teaching and research capacities and armed conflict that erupted from the dissolution of former Yugoslavia (Šoljan, 1991).

For UNSA, 1992-1995 was a particularly disastrous period because it resulted in almost complete destruction of its facilities during the Siege of Sarajevo and the larger war in BiH (Agovino, 1997). Although UNSA attempted to continue their operations as normally as possible during this time, over time it became impossible as the fighting intensified. The period post-1995 is one of renewal, although very slow renewal. Many of

the destroyed buildings and scientific equipment are still in need of repair and much of the infrastructure is outdated. Academic quality is slowly improving, but not at the pace anticipated by policy makers and outside observers due to the political complexity of the country and the inadequacy of primary and secondary education (N1 BiH, 2020). The working relationships among faculty, staff, and students are strained due to war-related trauma and entrenched political rhetoric (Woodard, 2000).

Today, the university is composed of 31 faculties (colleges), three academies (art, music, and film & theatre), three theological colleges, and six institutes, which carry out specialized research and extension work. As of the 2018-2019 academic year, the university enrolled approximately 30,866 students, and employed 1,472 academic staff and 990 administrative staff (UNSA, n.d.). The university is not sufficiently staffed to successfully handle their enrollments, but at the same time, they have a limited operating budget to hire new faculty and staff. UNSA provides degrees that correspond to North American equivalents of bachelor's (3 years of study to earn), master's (1-2 years of study to earn) and doctoral studies (3-5 years of study to earn). Given its metropolitan setting, UNSA teaches courses in all three nationally recognized languages of Bosnia – Bosnian, Croatian, and Serbian – and some degree programs are taught exclusively in English.

But, given the issues affecting post-war higher education reform described in Chapter 2, UNSA struggles with student retention and academic quality. Many of the degrees earned by UNSA graduates are obsolete or poorly aligned with the economic market, and those who do complete competitive degrees, i.e., STEM or medicine, often leave BiH for other European nations where they can find stable employment. BiH has

seen a steady exodus of its citizens over the last 10 years. According to a Gallup poll from 2017, 32% of Bosnians want to leave the country and among the highly educated, close to 40% want to leave the country (Y.Z., 2020b). Faculty mobility is limited by their training and poorer credentials in comparison to other academics on the European continent (Pantić, 2012). A major problem in understanding more about working lives of faculty is that there is no publicly available information regarding academics and how they are distributed in terms of academic disciplines, institutional type, rank, and gender. Although this data may exist internally, there is no public record. This is likely due to poor data infrastructure and the fact that there are three different statistical agencies operating within BiH, all of which collect disparate pieces of information (Šabic-el Rayess, 2013). Because of this deficiency, I could not easily access and trust the accuracy of existing data.

3.2 Petitioning for Cooperation

Preliminary outreach regarding this study commenced in spring of 2018 by contacting individual faculty members working at several different colleges at UNSA. The goal of these conversations was to build relationships, locate gatekeepers, and to become more familiar with the issues influencing their profession and satisfaction. During Summer 2018, I stepped into contact with Dr. Aleksandra Nikolić, former Vice Rector for International Cooperation, by visiting her at UNSA, since I was in the area visiting extended family. This meeting outlined the goals of the study, the desired methodology, and the impact it could have on UNSA's larger strategic plans. At the conclusion of this meeting, we reached a verbal agreement that UNSA would cooperate,

pending the receipt of a fuller description of the study, methodology, and survey instrument.

Dr. Nikolić and I remained in frequent contact post-summer 2018 while I concluded my courses and qualifying exams. The conversation was revisited in summer 2019 and again in January 2020, when I was able to provide Dr. Nikolić with a more developed research prospectus, including a draft of the intended survey instrument. She, on behalf of UNSA, sent me an official letter confirming their participation by late March 2020, and her office provided a list of primary and secondary email addresses for all current faculty members employed at UNSA who met eligibility requirements to participate in the study by late July 2020.

This transaction concluded my involvement with UNSA's administration. While it's desirable to have a working relationship with one's study site throughout the course of the study, the overwhelming sense of ennui among Bosnian citizens with leadership structures and representatives of those structures is high, and therefore any perceived involvement or endorsement by these representatives could have influenced their decision to participate. Therefore, a decision was reached to cease further collaboration with senior UNSA leadership.

3.3 Study Population and Sample

The total number of academic staff employed at the University of Sarajevo was 1,472 (based on 2020 data provided by the UNSA website). To be considered an eligible participant, the participant needed to meet the following criteria: (a) hold a faculty appointment, (b) could not be a full-time administrator within the academic unit, (c)

appear only once on the reference list (to account for any dual appointment faculty), and (d) be a Bosnian citizen (to account for any international faculty). Based on this planned elimination, the original population shrunk to 1,238 participants. The remaining eligible participants were contacted and invited via their primary and secondary work email address to participate in the study on October 21, 2020. However, during this invitation stage, representatives from five colleges and/or academies contacted the researcher to note their collective abstention from participating in this study.

The Theatre and Film Academy, Institute of Islamic Studies, College of Transportation, College of Agriculture, and College of Medicine abstained from participating in the study. Reasons for refusal included: mistrust of the researcher and the topic, concerns about who would have access to the data, poor timing given the ongoing impact of COVID-19 on Bosnia, and concerns about “making Bosnia look bad to others.” The researcher replied to each concern to assuage fears and to explain how data would be secured and protected irrespective of whether it made a difference in participation. However, the unanticipated loss of these colleges further reduced the available population by 350 participants, resulting in a total population of 888 participants who could participate in this study.

3.4 Research Design

This study was guided by a quantitative cross-sectional multidimensional survey design because the research objectives of this study were better answered by a quantitative approach. The benefits associated with using a cross-sectional approach is that it can be carried out in natural settings and data can be obtained from a diverse group

of participants (McCullough, 2013). The use of the multidimensional survey allowed for more comprehensive data to be collected on various job aspects. While this study collected a broad range of data, not all of it was used to address the research objectives below. The collected data can serve as a baseline of Bosnian faculty demographics and attitudes for future research related to this population and research topic.

3.5 Research Objectives

This study utilized a quantitative multidimensional survey design to understand the extent of job satisfaction among a sample of faculty employed at the University of Sarajevo (UNSA). This study had three primary objectives:

1. Describe the profile of the average UNSA faculty member and their academic trajectory as measured by employment and sociodemographic characteristics via a modified survey.
2. Describe the general attitudes toward higher education and perceptions of satisfaction and/or agreement among UNSA faculty members on select job-related facets via a modified survey.
3. Determine which mediators and triggers within Hagedorn's (2000) faculty satisfaction framework significantly predicted overall job satisfaction among UNSA faculty.

The next section describes the selected survey instrument, study variables, and data analysis in the context of this study.

3.6 Survey Instrument Design

The survey instrument utilized in this study was originally designed and verified by Galaz-Fontes (2002) for use in his own dissertation, which also examined the levels of job satisfaction among academics at a university in Mexico. His survey design was based on previous faculty satisfaction instruments such as those developed by Gil-Antón (1996), Selfa et al. (1997), the National Study of Postsecondary Faculty (NSOPF 1988-2004) and other researchers' instruments (Judge, 2001; Spector, 1997). At the time, his study was only the second to study this topic among Mexican academics. The survey instrument itself allows for the "specification of job satisfaction levels regarding various work aspects and with respect to the job overall, the identification of potential predictor variables and, at the same time, the measurement of a variety of faculty personal characteristics" (Galaz-Fontes, 2002, p. 110). In total, his survey had 223 specific items organized into 42 item sets, which were organized into five categories.

The survey items were predominantly Likert-scale because he preserved the design of the original questions to ensure as much comparability between the instruments. I also removed, reworded, and added questions from Galaz-Fontes' (2002) version because some were not applicable to the study population. For example, questions related to degree attainment within the context of Mexican higher education were reworded to match the Bosnian higher education landscape. Other added items came from publicly available copies of former versions of Harvard's Collaborative on Academic Careers in Higher Education (COACHE) and University of California – Los Angeles' Higher Education Research Institute (HERI) faculty surveys, and some items were added/edited after consulting with the dissertation committee during the proposal

stage, from the two cultural consultants recruited to assist with this study, and the Bosnian beta testers who previewed and completed the survey before it was officially deployed among the eligible population.

3.6.1 Instrument Pilot, Reliability, and Validity

The survey instrument was pilot tested among a sample of ten domestic U.S. faculty in late May 2020. The purpose of this beta test was to identify poorly worded or double-barreled questions, as well as to identify any topical areas that were missing in order to maintain strong content validity. A secondary survey pilot was conducted among a sample of 25 Bosnian faculty working at other public universities in Bosnia and Hercegovina in July and August 2020. Survey reliability, which is the extent to which an instrument would provide the same results when administered again under the same conditions, was established using a test-retest format among the Bosnian beta testers. The test-retest method involves administering the survey with a group of participants, and then repeating the survey again with the same group at a later time and calculating the correlation of stability (Dimitrov, 2009). Generally, a $p > 0.70$ is considered an adequate correlation in a test-retest; the calculated test-retest correlation for this survey was 0.79, which is considered acceptable.

Survey validity, which is an assessment of the instrument's accuracy, was established by deploying the survey in the context of this research project and then analyzing the collected data. According to Creswell (2008) this approach allows the researcher to determine if the scores from the survey are meaningful, useful, and significant. There are several options available to establish survey validity and using more than one method is recommended to have a stronger judgment of validity. First,

face validity was established via qualitative means based on the feedback of the American and Bosnian beta testers. Face validity is the respondent's perception that the survey items measure what they are supposed to measure (Dimitrov, 2009). In debriefing conversations with the beta testers, wording and layout changes were made before distributing the survey a second time. A series of questions related to committee involvement was eliminated entirely based on feedback from the Bosnian beta testers. The beta testers explained that these were a negligible part of their work since there were not many opportunities for committee involvement, and therefore unlikely to affect their perception of job satisfaction. Once these items were removed, the survey was resent to this group for additional feedback. No other comments were received. Content validity "refers to the extent to which the items on a test are fairly representative of the entire domain the test seeks to measure" (Salkind, 2010, p. 31). Content validity was originally established by Galaz-Fontes when he designed and tested the original survey. Although slight modifications of questions were introduced by this researcher to adapt the survey with the target study population, the underlying design remained in place. Lastly, predictive validity was established during data analysis.

3.6.2 Cultural Consultants

Two cultural consultants were secured to strengthen the comprehensiveness of the instrument and to increase the accuracy of the translation. Although the primary researcher is from this region and speaks the language fluently, it was decided that having two impartial consultants would reduce any bias and instrument error. The survey was initially forward translated by Dr. Marko Dumančić, who is an Assistant Professor of History at Western Kentucky University, in Bowling Green, Kentucky. A forward

translation is the initial translation of the instrument from the original language (English) to the target language (Bosnian) (Tsang et al., 2017). Because of his teaching experiences in the Balkans, Dr. Dumančić also provided some additional feedback and revisions that were incorporated into the survey instrument.

A secondary cultural consultant was recruited from the College of Forestry at the University of Sarajevo. Dr. Đženan Bećirović, Assistant Professor of Forestry, served as the on-site consultant and he conducted the backward translation of the survey instrument. A backward translation translates that instrument from the target language back to the original language (Tsang et al., 2017). Dr. Bećirović also provided additional feedback regarding the survey instrument and its contents. When discrepancies in translation were encountered, Dr. Bećirović contacted me and Dr. Dumančić via Skype so that the three of us could discuss and reach a consensus. While Dr. Bećirović was employed at the study site during data collection, he was not contacted to participate or to be involved in any way with the study during the data collection period. He was contacted after the data collection period was over to discuss the response rate and to discuss options for extending the survey completion timeline in an attempt to get more responses. Further details of this conversation are provided in the data collection section of this chapter.

3.6.3 Survey Instrument

The Bosnian faculty job satisfaction survey (Appendix A) is composed of 227 specific items, which are grouped into 50 item sets, and further organized into the following six blocks: (a) employment and education background, (b) responsibilities and workload, (c) professional development, (d) working conditions, (e) opinions, and (f)

demographic background. While it is not a short survey, the survey design and layout are in keeping with the style and length of formal surveys that have been deployed among North American and select international faculty, e.g., NSOPF-04, HERI, CAP, and COACHE. Descriptions of each section are described below.

3.6.3.1 Employment and Educational Background

The purpose of this this block was to collect employment and educational background information from Bosnia faculty members so that comparative statistical analysis and frequency distributions could be carried out. Questions in this block include working status, disciplinary affiliation, highest level of education, location and year highest level of education was earned, years of working experience, and academic rank. This helped create a basic profile and academic trajectory of the average Bosnian faculty member working at the institution.

3.6.3.2 Responsibilities and Workload

The purpose of this block was to gather information related to working responsibilities and how the faculty in the sample arranged their working time across a variety of tasks (both academic and non-academic in nature). These items were presented as a constant sum question so that the respondents could enter in how hours per week they dedicated to each task. This helped present the “average” working week and hours dedicated to various aspects of their job. Respondents were also asked to indicate their ideal distribution of working hours to various aspects of their job and if they felt they spent too much or too little time on these tasks.

3.6.3.3 Professional Development

The purpose of this block was to gather information on the extent of professional development activities faculty engaged in to establish a baseline for how engaged faculty were in improving their skills given the needs of Bosnia's higher education system to modernize. Questions in this block asked the respondents to check off professional development opportunities they have engaged in. Examples of options included participation in workshops focused on improving teaching/instructional techniques, research skills, software training, grant writing, attendance and/or presentation at national or international conferences, teaching abroad, mentoring, plans to complete an advanced degree, and involvement in pan-European higher education reform organizations like TEMPUS or ERASMUS MUNDUS.

3.6.3.4 Working Conditions

The purpose of this block was to collect information on perceptions of satisfaction related to administrative leadership, teaching, autonomy and governance, collegiality, collaboration, work-related resources, advancement, achievement, research, service commitments, overall job satisfaction, and intentions to leave. Each of the areas were measured using a five-item Likert scale with 1 (extremely satisfied) to 5 (extremely unsatisfied) or 1 (strongly agree) to 5 (strongly disagree). Data collected from this section allowed the researcher to describe the extent of satisfaction with various work-related aspects.

3.6.3.5 Opinion Items

The purpose of this block was to gather information from the participants on what they thought the purpose of higher education should be and the likelihood of key higher education reforms being realized within the next five years. The state of Bosnian higher

education is in flux and faculty are among the key stakeholders that need to be engaged to see the reforms through. Questions in this block sought to understand how faculty viewed the nature of higher education (if these perceptions were more utilitarian or if they leaned toward a perspective of a social good) and their own beliefs about what reforms were most important.

3.6.3.6 Demographic Items

The purpose of this block of questions was to collect demographic data from participants so that comparative statistical analysis and frequency distributions could be carried out. Questions asked participants for their gender, year of birth, marital status, number of dependents, monthly earnings, highest level of education completed by parents and spouse and/or partner, and their professional preferences for teaching and research.

3.7 Data Collection

Relying on the primary and secondary email addresses provided by the University of Sarajevo, on October 21, 2020, the researcher emailed eligible participants to introduce the study and explain its purpose, to invite faculty to participate by explaining when and how to access the survey link, and to share contact information for the primary investigator. This invitation email included links to PDFs of the informed consent and data privacy disclosure as required by the General Data Protection Regulation (GDPR) law so that participants could review this information ahead of receiving the live survey link on October 28, 2020. Participants were also provided with an opt-out link in case they wanted to be removed from any future communications regarding this study, which was utilized by the abstaining colleges as discussed above, and 17 additional respondents

from the remaining colleges. All communication and outreach documents, in English and Bosnian, can be found in the appendices.

On October 28, 2020, participants who had not opted out previously were contacted for a second time, except this time, the survey invitation email contained the link for the survey. Upon clicking on the survey link, the participants were directed to Qualtrics where they had the option of selecting their preferred language format for survey completion: English, or Bosnian. After selecting their preferred language, participants then had to read the informed consent disclosure for the study and the data privacy disclosure in accordance with the General Data Protection Regulation (GDPR).

Participants then selected one of three options to indicate their degree of consent: (a) voluntarily participate in the study and allow their responses to be used for future analysis, (b) voluntarily participate in the study, but their responses could only be used for the purposes of the research project, or (c) refuse to participate. If participants selected responses (a) or (b) they were prompted to begin the survey. If the participant selected option (c) they were then directed to the end of the survey and thanked for their time. Participants who chose option (b) during the consent process had their survey data deleted on March 1, 2021.

The General Data Protection Regulation (GDPR) is a European law governing data privacy and it also addresses the transfer of personal data outside of the European continent. The survey was designed not to gather any personal data as defined by the GDPR, for instance, personal identifying number, sexual history or sexual preferences, or mental health conditions. The survey was also designed not to collect “cookies” or other geo-tagging information so that participant anonymity could be preserved. Participants

could skip any question within the survey at any time. Only the informed consent and the data privacy disclosure questions required a response.

To facilitate a high response rate, participants were sent one reminder email in accordance with IRB recommendation. Participants were contacted on November 21, 2020 and encouraged to complete their survey. The content of the reminder emails included the survey invitation they received on October 28, 2020. Data were collected from October 28, 2020 to November 28, 2020 using the adapted survey described in the previous section. Survey data were transferred from Qualtrics to *Statistical Package for the Social Sciences* (SPSS), Version 27. Exported survey data was kept on an external hard drive with password encryption in my home in a locked cabinet. Out of 888 eligible participants remaining after the planned and unplanned elimination of participants, only 113 surveys responses were submitted, which represented a 13% response rate. However, only 77 surveys were deemed as sufficiently completed to be of any use for statistical analysis, which represented a valid response rate of 8%.

Dismayed by the poor response rate, I contacted Dr. Bećirović to discuss the low response rate and to devise a final communication strategy to increase the rate of participation. However, he did not agree that another communication attempt would yield an increase since faculty were fatigued and he was not confident that they would choose to participate, especially with end of term and final examinations coming up. Based on his feedback, an alternative approach was devised to at least gather feedback as to why the participants either chose to participate or not.

An email was sent to all eligible participants on December 3, 2020 containing an anonymous link for them to share their feedback regarding their choice. While this

method suffered from participation bias, the goal was to better understand if there was something inherently wrong with the instrument, distribution timing, or else. Twenty responses were received. Twelve of the respondents had completed the survey, with the remaining eight respondents reporting that they had not taken the survey. The feedback from these eight respondents suggested that they were leery of the topic, concerned about who would view the data, and some indicated that while they were interested in completing the survey, they had forgotten about it. Among the twelve participants who had completed the survey, their feedback suggested that they were surprised by the topic and the interest in them as a study population, they were interested in the content of the questions and choose to participate to see the whole survey, and they also indicated an interest in reading the published results.

Based on the blanket abstention from several colleges mentioned above and the feedback from the eight respondents, it seems plausible to conclude the most participants chose to not participate because of suspicions about the integrity of the study and how their responses would be protected. While data privacy and data storage protocol was described in the informed consent and GDPR documents, it may not have been enough to assuage their concerns. Among those who completed the survey, their responses indicated that they sincerely provided accurate answers. Since there have been no other satisfaction studies carried out on this population, there is no way to provide a comparison to other studies and their sample sizes to see how this study compares against those. This study itself will have to serve as a comparison point for another researcher exploring this topic among this population.

3.7.1 Data Analysis & Variable Operationalization

Statistical Package for the Social Sciences (SPSS), Version 27 was used for all statistical analysis in this study. Descriptive statistics were utilized for each research objective; multiple regression was conducted to answer the third research objective. However, it is important to disclose that this dissertation did not include results of t-tests or ANOVAs (in instances where the sample was sufficiently large to conduct these tests) because the results among groups were insignificant. The insignificance was likely due to sampling issues and subgroups not reaching a sufficient size, and lack of opportunities to go back and increase the sample size. While this of decision of reporting omission futher contributes to underreporting bias, it was deemed appropriate based on the primary goals of this study, which are largely descriptive in nature.

3.7.2 Descriptive Statistics

SPSS was utilized to summarize demographic data and employment characteristics by calculating descriptive statistics and frequency tables.

3.7.3 Multiple Regression

To assess the relationship between the index variable of job satisfaction (the dependent variable) and Hagedorn's constructs of mediators and triggers (independent variables), multiple regression analysis was utilized. The data satisfied the four main assumptions: (a) liner relationships, (b) multivariate normality, (c), no or a little multicollinearity; and (d) presence of homoscedasticity (Dimitrov, 2009).

3.7.4 Missing Data

The survey design permitted respondents not to provide an answer to any item on the survey if they so desired. This decision was made to encourage participation and to give the respondents autonomy over the questions they wanted to answer because of the possible sensitivity of this topic. However, a side effect of this decision was a high frequency of item non-response, often exceeding 30% on some items, among the respondents who completed the survey. Excesses of missing data can decrease generalizability of results and can also lead to false conclusions about statistical significance because of reduced statistical power (Dong & Peng, 2013). Consequently, a decision was made to conduct analysis on only the most completed surveys (where rates of missing data were no higher than 10%), which resulted in 77 eligible surveys.

3.7.5 Research Objective 1

The first research objective sought to describe the profile and academic trajectory of the average UNSA faculty member by capturing data related to their employment and sociodemographic characteristics. These data include time in current position, academic rank, time in current academic rank, academic disciplinary field, type of employment (full-time; part-time; per class), highest degree completed, salary, age, gender, marital status, and number of dependents. Basic descriptive statistics (mean, median, mode, frequency, range) were calculated to answer this objective.

3.7.6 Research Objective 2

The second research objective sought to describe the general attitudes and extent of satisfaction UNSA faculty had toward higher education and different facets of their work. Descriptive statistics were used to summarize UNSA faculty's levels of satisfaction with the work itself and usage of time, work-related resources, responsibility (extent of autonomy and participation in governance), and productivity. These perceptions of satisfaction were then further analyzed via descriptive statistics to see if any differences existed due to gender, academic disciplinary field, and academic rank.

3.7.7 Research Objective 3

The third research objective sought to determine which mediators and triggers significantly predicted overall job satisfaction among the UNSA faculty. Multiple regression was utilized as the method of analysis in relation to this research objective. The use of the composite variable to measure job satisfaction was based on guidance by Judge and Klinger (2008) who have found this approach to be reliable and valid in predicting job satisfaction. Additionally, the use of a composite variable can address issues of multicollinearity in regression analysis.

Therefore, a job satisfaction index variable was created from a four-item Likert scale assessing satisfaction with academic work based on the research of Bentley et al. (2012a), which found the measure to be reliable and valid in their study. The respondents had to evaluate on a scale of 1 (strongly agree) to 5 (strongly disagree) their level of agreement with the following statements: (a) This is a poor time for any young person to become an academic, (b) If I had to do it again, I would not become an academic, (c) My job is a source of strain, and (d) Overall, I am satisfied with my job. Principal component

analysis (PCA) was conducted to verify if a factor-based measure was appropriate. Further details on this process are provided in chapter 4, section 4.3.

The independent variables were categorized based on Hagedorn's (2000) framework into four groups. The first group included motivators and hygienes (achievement, recognition, work itself, responsibility, advancement, rewards. The second group included demographic variables (gender and academic disciplinary field). The third group included environmental variables (collegiality, student quality, administration, and institutional climate and culture). The last group included trigger variables (change in rank or tenure, transfer to a new institution, change in family-related or personal circumstances, change in life stage, and change in perceived justice).

Institutional type, ethnicity, and change in mood or emotional state were not operationalized for this study because they could not be adapted to the study site. First, this study is a single-site environment, therefore questions related to institutional type were not applicable. Secondly, the GDPR disclosure restricted questions related to ethnicity without sufficient cause and since the concept of ethnicity in Bosnia and Hercegovina is a politically charged one, it was decided not to further potentially agitate the participants by asking questions related to ethnicity. Lastly, while mood and emotional state are included in Hagedorn's model, there was no simple way to capture the effect of these internal states.

The independent variables and their operationalizations are described in greater detail below. The operationalizations were primarily applied and/or adapted from Hagedorn's (2000) model and from the work of Bentley et al. (2012a) which focused on Australian academics. Additional guidance was attained by consulting the existing

literature, including codebooks from COACHE and HERI surveys, which are available online. All variables were positively coded, or re-coded if needed, so that higher scores indicated their presence (if dichotomous) or a greater level of agreement/disagreement (if ordinal) (Bentley et al., 2012a). Due to the subjective nature of operationalization, caution should be exercised in generalizing the results for these variables.

3.7.7.1 Achievement

Based on previous research indicating a difference in productivity based on academic discipline, a square root transformation was required due to a slight skew in the data and a weighted sum was applied to account for disciplinary differences in research productivity (Bentley et al., 2012a). The following weights were applied: participant's journal articles published in regional journals (1 point), journal articles published in international journals (2 points), edited books (2 points), and published books (5 points) in the past three years.

3.7.7.2 Recognition

Recognition was calculated as a dichotomous variable if the participant had served in at least one of the following roles in the past year: (a) as a member of a national and/or international scientific society, (b) as an elected leader of a professional association or union, or (c) as an elected leader of a professional and/or academic organization (Bentley et al., 2012a). Focusing on recognition at this level rather than institutional recognition was applied because the Bosnian beta testers indicated that there were no institutional structures in place to recognize faculty accomplishments neither in research nor teaching.

3.7.7.3 Work Itself

Work itself was calculated as a dichotomous variable representing an alignment between teaching preference and teaching time. Respondents were labeled as having enough teaching time if their primary interest was in teaching and they dedicated at least 30% of their weekly time to teaching; or, if their interest was in teaching and research and they spent at least 20% of their weekly time to both activities; or if their interest was primarily in research (Bentley et al., 2012a). The focus on teaching was selected because it is the primary duty of Bosnian faculty.

3.7.7.4 Responsibility

Responsibility was calculated as dichotomous variable based on the number of institutional committees the participant chaired and/or served on in the past three years. Participants with three or fewer committees were labeled as ‘lacking involvement’.

3.7.7.5 Advancement

Advancement was calculated as three dichotomous variables based on academic rank: ‘Senior rank’ (Full Professor/Emeritus); ‘Middle rank’ (Associate Professor) and ‘Junior rank’ (Assistant Professor) (Bentley et al., 2012a).

3.7.7.6 Salary

Salary was coded as a dichotomous variable based on whether the respondents earned more than 1301 convertible marks (KM) or less than per month. Salaries are collectively negotiated, and the survey item only provided a range of monthly salaries for participants to select rather than allowing them to freely enter in values, so consolidating salary into only two groups was appropriate.

3.7.7.7 Gender

Gender was calculated as a dichotomous variable for being male.

3.7.7.8 Academic Discipline

Academic discipline was categorized as five dichotomous variables based on the following categories: social science, humanities, technology, natural science, and medicine (Bentley et al., 2012a).

3.7.7.9 Collegial Relationships/Climate

Collegial relationships/climate was operationalized as a single scale variable based on ordinal responses to: regular interactions with senior colleagues; competency of colleagues; and intellectual atmosphere. Item responses were highly correlated among item pairs ($r > 0.5$) which supported their operationalization as a single variable.

3.7.7.10 Student Quality

Student quality was calculated as a dichotomous variable based on the extent the participants **disagreed** that “students are well prepared academically for my classes.”

3.7.7.11 Administration

Satisfaction with administration was operationalized as a single composite variable based on ordinal responses to: administrators are competent leaders; administrators communicate conflicting priorities; administrators prevent politics from interfering with the institutional mission; and administrators provide sufficient opportunities for faculty input in decision making. Item responses were highly correlated among item pairs ($r > 0.5$) which supported their operationalization as a single variable.

3.7.7.12 Change in Life/Career Stage

Change in life/career stage was calculated as three dichotomous variables based on age group: ‘Early career’ (respondents under the age of 40), ‘Middle career’ (respondents between 40 to 60 years of age) and ‘Late career’ (respondents over the age of 60) (Bentley et al., 2012a).

3.7.7.13 Change in Personal Circumstance

Change in personal circumstances was calculated as four dichotomous variables based on marital status: single, never married; married; separated or divorced; and widowed.

3.7.7.14 Change in Rank/Tenure

Change in rank/tenure was calculated as a dichotomous variable indicating the number of years the respondent has been in his/her current academic rank. Respondents with five or fewer years in their current rank were labeled as ‘recently promoted’.

3.7.7.15 Transfer to a New Institution

Transfer to a new institution was calculated as a dichotomous variable based on how long the respondents has been employed by the current institution. Respondents with less than 5 years at the current institution were labeled as ‘new arrival’.

3.7.7.16 Change in Perceived Justice

Change in perceived justice was calculated as a dichotomous variable based on the extent that participants **agreed** that “promotions are based on performance rather than connection”.

3.8 Chapter Summary

This chapter discussed four main themes. First, it discussed the historical and institutional background of the study site and the steps taken to attain institutional support for the study. Secondly, it provided an overview of the survey instrument and its contents, how the survey was pilot tested, and the cultural considerations taken to ensure that the translation was accurate and that the cultural context was captured within the survey design. Thirdly, the chapter also discussed how the data were collected and unexpected challenges posed by large-scale non-participation which required adaptation on the part of the researcher. Lastly, the chapter discussed the three primary research objectives, the operationalization of study variables to address those three research objectives, and how missing data were handled. The next chapter will present the results.

CHAPTER 4. RESULTS

The primary goal of this study was to (a) describe the profile of the average University of Sarajevo (UNSA) faculty member and their academic trajectory as measured by employment and sociodemographic characteristics via a modified survey; (b) describe the general attitudes toward higher education and perceptions of satisfaction and/or agreement among UNSA faculty members on select job-related facets via a modified survey, and (c) determine which mediators and triggers within Hagedorn's (2000) faculty satisfaction framework significantly predicted the overall job satisfaction among UNSA faculty. Data was gathered through an anonymous survey administered to eligible faculty with the academic rank of Assistant Professor or higher who were employed at the University of Sarajevo in the 2020-2021 academic year. This chapter will present and discuss the findings related to the three research objectives stated above.

4.1 Research Objective 1 – Demographic and Employment Profile

The first research objective sought to describe the profile and academic trajectory of the average UNSA faculty member by capturing data related to their employment and sociodemographic characteristics. As displayed in Table 4.1, female respondents were slightly more represented ($n = 35$) with 51% who identified as female, 46% of respondents who identified as male ($n = 31$), and 3% of the respondents who chose to not answer ($n = 2$). Ninety-three percent of the respondents were employed in full-time status at the University of Sarajevo (UNSA) for the 2020-2021 academic year ($n = 71$), with the remaining participants employed on either part-time or contractual basis ($n = 6$). Sixty-eight percent of respondents engaged exclusively in teaching duties ($n = 52$) and roughly

27% reported engaging a traditional mix of teaching, research, and community service (n = 21). The remaining participants were engaged in special assignments, for instance, as leader of special research commissions or director of laboratories. No one reported being exclusively engaged in research and 38% of respondents indicated being primarily interested in research over teaching (n = 26). The remaining 62% of respondents indicated that their preference was for primarily toward teaching rather than research (n = 42).

Table 4.1 Gender, Employment, and Primary Duties & Interests of UNSA Respondents

Demographic Characteristic	Asst. Prof		Assoc. Prof		Full Prof		Full Sample	
	n	%	n	%	n	%	n	%
Gender								
Male	6	9%	14	21%	11	16%	31	46%
Female	15	22%	13	19%	7	10%	35	51%
Abstention	1	1%	0	0%	1	1%	2	3%
Total	22	32%	27	40%	19	27%	68	100%
Employment Status								
Full-time	22	88%	29	94%	20	95%	71	93%
Part-time	1	4%	0	0%	0	0%	1	1%
Contract	2	8%	1	3%	1	5%	4	5%
Other	0	0%	1	3%	0	0%	1	1%
Total	25	32%	31	40%	21	27%	77	100%
Primary Duty								
Teaching	14	56%	19	61%	19	90%	52	68%
Mix	9	36%	10	32%	2	9%	21	27%
Other	2	8%	2	6%	0	0%	4	5%
Total	25	33%	31	40%	21	27%	77	100%

Note. N = 77.

Table 4.1 (continued). Gender, Employment, and Primary Duties & Interests of UNSA Respondents

Demographic Characteristic	Asst. Prof		Assoc. Prof		Full Prof		Full Sample	
	n	%	n	%	n	%	n	%
Teaching and/or Research								
Teaching	2	10%	2	7%	1	5%	5	7%
Both, but more toward teaching	9	40%	15	56%	13	68%	37	55%
Both, but more toward research	9	40%	10	37%	4	21%	23	34%
Research	2	10%	0	0%	1	5%	3	4%
Total	22	32%	27	39%	19	28%	68	100%

Note. $N = 77$.

As displayed in Table 4.2, 32% of respondents were Assistant Professors ($n = 25$), 40% were Associate Professors ($n = 31$), and 27% were Full Professors ($n = 21$). Ninety-seven percent of respondents ($n = 74$) reported having a doctoral degree and 3% indicated only having a master's degree ($n = 2$). Eighty-five percent of these terminal degrees were earned at a higher education institution within Bosnia and Hercegovina (BiH) ($n = 64$). Of the degrees earned outside of BiH ($n = 11$), most of them were earned in neighboring Croatia ($n = 5$), with Turkey, Italy, Slovenia, Germany, Saudi Arabia, and United States accounting for the remaining degrees. Notably, 65% of the respondents earned their highest degrees between 2010 and 2020, which would suggest that this is group of respondents who are newly appointed to their roles.

Table 4.2 Summary of UNSA Respondents Academic Rank, Highest Degree, Degree Location, and Year Earned

Demographic Characteristic	Asst. Prof		Assoc. Prof		Full Prof		Full Sample	
	n	%	n	%	n	%	n	%
Academic Rank	25	32%	31	40%	21	27%	77	100%
Highest Degree								
Doctoral	23	96%	31	100%	20	95%	74	97%
Master's	1	4%	0	0%	1	5%	2	3%
Total	24	31%	31	41%	21	28%	76	100%
Location of Degree								
Within BiH	21	88%	27	87%	16	80%	64	85%
Outside of BiH	3	12%	4	13%	4	20%	11	15%
Total	24	32%	31	41%	20	27%	75	100%
Highest Degree Year of Completion								
1990-2009	4	16%	6	19%	17	81%	27	35%
2010-2015	5	20%	24	77%	4	19%	33	43%
2016-2020	16	64%	1	3%	0	0%	17	22%
Total	25	32%	31	40%	21	27%	77	100%

Note. $N = 77$.

As reflected in Table 4.3, 16% of the respondents have worked for UNSA between 0 and 10 years ($n = 12$), 52% have worked for UNSA between 11 and 20 years ($n = 40$), and 24% have worked for UNSA between 21 to 30 years ($n = 19$). Interestingly, 85% of the respondents reported being in their current rank for five years of less ($n = 63$). This may be partially explained by the way faculty are hired since most begin their academic careers as full-time teaching assistants or lecturers while they wait for an opening at the assistant professor level and/or while they're finishing their advanced degree. Qualified candidates can spend many years in sub-faculty roles waiting to be hired as a full faculty member. This pattern of training also explains why close to 56% of

the respondents have only ever worked for UNSA (n = 43). Despite the growth of higher education institutions in BiH, it may be safer to stick with one institution and play the waiting the game rather than taking a risk on another institution. Furthermore, the overall scarcity of employment opportunities also means that individuals don't have the luxury of selectivity. In terms of disciplinary representation, 59% of the respondents were from the social sciences and medical sciences (n = 46), with the remaining respondents representing technical sciences, natural and physical sciences, arts, and humanities.

Table 4.3 Summary of UNSA Respondents Years of Employment, Academic Discipline, and Time in Rank

Demographic Characteristic	Asst. Prof		Assoc. Prof		Full Prof		Full Sample	
	n	%	n	%	n	%	n	%
Time with UNSA								
0-5 years	3	12%	0	0%	0	0%	3	4%
6-10 years	7	28%	1	3%	1	5%	9	12%
11-15 years	12	48%	11	35%	1	5%	24	31%
16-20 years	1	4%	11	35%	4	19%	16	21%
21-25 years	0	0%	6	19%	9	43%	15	19%
26-30 years	2	8%	1	3%	1	5%	4	5%
31+ years	0	0%	1	3%	5	23%	6	7%
Total	25	32%	31	40%	21	27%	77	100%
Time in Academic Rank								
Five years or less	24	100%	27	90%	12	60%	63	85%
More than 5 years	0	0%	3	10%	8	40%	11	15%
Total	24	32%	30	41%	20	27%	74	100%

Note. N = 77.

Table 4.3 (continued) Summary of UNSA Respondents Years of Employment, Academic Discipline, and Time in Rank

Demographic Characteristic	Asst. Prof		Assoc. Prof		Full Prof		Full Sample	
	n	%	n	%	n	%	n	%
Academic Discipline								
Social Sciences	9	36%	10	32%	5	24%	24	31%
Humanities	2	8%	1	3%	0	0%	3	4%
Medical Sciences	7	28%	12	39%	3	14%	22	28%
NPMB Sciences ^a	2	8%	5	16%	5	24%	12	16%
Technical Sciences	4	16%	3	10%	6	28%	13	17%
Arts	1	4%	0	0%	1	5%	2	3%
Prefer to not answer	0	0%	0	0%	1	5%	1	1%
Total	25	32%	31	40%	21	27%	77	100%
Previous Employment								
0	17	68%	18	58%	8	38%	43	56%
1-2	7	28%	11	35%	6	28%	24	31%
3-4	0	0%	2	6%	5	24%	7	9%
5+	1	4%	0	0%	1	5%	2	3%
Prefer to not answer	0	0%	0	0%	1	5%	1	1%
Total	25	32%	31	40%	21	27%	77	100%

Note. N = 77.

^a Natural, Physical, Mathematical, and Biotechnological Sciences

Table 4.4 shows that 22% of respondents were between the ages of 30 and 39 (n = 15), 43% of respondents were between the ages of 40 and 49 (n = 29), 29% were between the ages of 50 and 59 (n = 20), and 6% were between the ages of 60 and 69 (n = 4). In relation to their salary, 74% indicated earning more than 1301 convertible marks per month, which is a rough equivalent of \$780 or more per month. According to the Sarajevo Times, the average monthly wage in Bosnia in September 2020 was 1,485 convertible marks or roughly \$931, which suggests that some UNSA academics are

compensated well by Bosnian standards (Y.Z., 2020c). In relation to their personal lives, 68% reported being married ($n = 46$), and 37% of the respondents reported living with at least two or more children under the age of eighteen ($n = 25$). However, it's interesting to note that 49% of the respondents also had no children at all ($n = 33$). This may be further proof of the overall demographic decline of the region as forecasted by demographers (Judah, 2019).

Table 4.4 Age, Salary, Marital Status, and Dependents

Demographic Characteristic	Asst. Prof		Assoc. Prof		Full Prof		Full Sample	
	n	%	n	%	n	%	n	%
Age								
30-39 years of age	12	54%	3	11%	0	0%	15	22%
40-49 years of age	9	40%	16	59%	4	21%	29	43%
50-59 years of age	1	6%	7	26%	12	63%	20	29%
60-69 years of age	0	0%	1	4%	3	16%	4	6%
Total	22	32%	27	40%	19	28%	68	100%
Salary								
1101-1300 KM	2	10%	3	11%	1	5%	6	9%
1301+ KM	15	68%	20	74%	15	79%	50	74%
Prefer to not answer	5	22%	4	15%	3	16%	12	17%
Total	22	32%	27	39%	19	28%	68	100%
Marital Status								
Single	7	31%	2	7%	0	0%	9	13%
Married	13	59%	19	70%	14	74%	46	68%
Cohabiting	1	5%	2	7%	1	5%	4	6%
Divorced	0	0%	2	7%	2	10%	4	6%
Widower	0	0%	2	7%	0	0%	2	3%
Prefer to not answer	1	5%	0	0%	2	10%	3	4%
Total	22	32%	27	40%	19	28%	68	100%

Note. $N = 77$.

Table 4.4 (continued) Age, Salary, Marital Status, and Dependents

Demographic Characteristic	Asst. Prof		Assoc. Prof		Full Prof		Full Sample	
	n	%	n	%	n	%	n	%
Children Under 18 Years								
0	11	50%	8	30%	14	74%	33	49%
1	2	9%	6	22%	0	0%	8	11%
2+	8	36%	13	48%	4	21%	25	37%
Prefer to not answer	1	5%	0	0%	1	5%	2	3%
Total	22	32%	27	40%	19	28%	68	100%

Note. $N = 77$.

In short, the academic trajectory and experience of UNSA academics is a limited one. While the respondents indicated working for UNSA for a number of years, most were relatively new graduates of their programs and were new to their academic rank, which suggests that there is not a stable and continuous pipeline of promotion, but rather a punctuated moment in time when a large group is collectively hired or advanced to the next rank. This is a reasonable conclusion since to hire or promote a faculty member, the university must have enough funds to support their new salary and benefits as required by their collective bargaining agreement.

Most respondents were engaged in teaching as their primary duty, and they expressed a stronger preference for teaching. Most held an advanced degree from an institution within Bosnia and Hercegovina and the internal circulation of academics from one institution to another or hiring directly from its own graduates is symptomatic of intellectual and academic inbreeding as described by Altbach et al. (2015). While academic inbreeding often has a poor connotation, culturally this practice makes sense

because these graduates would be the best performers of their programs and would know the academic culture to which they are being admitted.

4.2 Research Objective 2 – Facet-level Satisfaction

The second research objective sought to describe the general beliefs the respondents had toward higher education and perceptions of satisfaction and/or agreement among University of Sarajevo (UNSA) faculty members on the following job-related facets: (a) working conditions, (b) university leadership and faculty opportunities for influence, (c) allocation of time, and (d) productivity. Basic cross-tabs were used to summarize UNSA faculty's levels of satisfaction with the abovementioned areas. The results were also disaggregated by gender, academic disciplinary field, and academic rank to see if any variabilities existed.

4.2.1 Beliefs About the Purpose of Higher Education

UNSA respondents were asked a variety of questions related to their job and duties. One Likert-scale question asked them the extent to which they agreed about various purposes of higher education. This was an important question to ask since higher education institutions in BiH are facing an identity crisis as they work toward reconciling their past with their future (Zgaga et al., 2013). The Likert scale responses ranged from 1 = 'strongly agree' to 5 = 'strongly disagree', with 3 indicating a 'neither agree nor disagree' response. Responses were consolidated into three new groupings: Likert responses 1 and 2 were grouped into a new category labeled 'agree' and assigned the value of '1', Likert responses 4 and 5 were grouped into a new category labeled 'disagree' and assigned a value of '3', and Likert responses of 3 were kept as 'neutral'

and assigned a value of ‘2’. Table 4.5 presents UNSA respondents mean rating and standard deviation for each of the six items.

Table 4.5 Respondents Mean Level of Agreement Regarding Purpose of Higher Education

Item	<i>M</i>	<i>SD</i>
Educate students for leadership ^a	1.16	0.37
Prepare students for work ^a	1.03	0.17
Provide life-long learning for adults ^b	1.07	0.26
Preserve our cultural heritage ^a	1.18	0.38
Strengthen our nation’s capacity to compete internationally ^a	1.13	0.34
Solve basic social problems ^b	2.81	0.39

^a Item *N* = 77

^b Item *N* = 75

All respondents indicated strong agreement with each item, with the strongest agreement focusing on educating students for work and providing life-long learning for adults. Given the economic precariousness of Bosnia described in chapter 2, it is not unusual that these areas would have a strong preference. However, one item elicited strong *disagreement* from the respondents. UNSA respondents did not view the purpose of higher education as helping solve basic social problems, and in fact most respondents disagreed with that statement.

When examined by gender, academic discipline, and academic rank, there were some interesting nuances among the respondents and their extent of agreement as displayed in Table 4.6. In terms of gender, male respondents expressed greater agreement than females in four out of the five categories. Males respondents indicated clearer agreement that higher education should educate students for leadership, to prepare them for work, to provide life-long learning for adults, and to strengthen the nation’s capacity

to compete internationally. They were tied with female respondents in their level of agreement that higher education should preserve the nation's cultural heritage. Similarly, male respondents were also in stronger disagreement that higher education should address social problems with 58% of male respondents disagreeing that the purpose of higher education was to address social problems when compared to 42% of female respondents.

Table 4.6 Percentage of Respondents in Agreement with Purpose of Higher Education

Variable	Leadership		Work		Life-long learning		Heritage		Intl' Compet.		Social Good ^d	
	n	%	n	%	n	%	n	%	n	%	n	%
Gender ^a												
Male	29	54%	35	56%	31	53%	30	55%	33	57%	31	58%
Female	25	46%	28	44%	28	47%	24	45%	25	43%	22	42%
Total	54	80%	63	93%	59	87%	54	79%	58	85%	53	80%
Discipline ^b												
Social Science	18	32%	20	31%	19	31%	17	31%	19	33%	18	33%
Humanities	2	4%	2	3%	2	3%	2	4%	2	3%	2	4%
Medical Sciences	18	32%	20	31%	18	30%	17	31%	19	33%	16	30%
NPMB Sciences ^c	9	16%	10	15%	10	16%	10	18%	9	16%	9	17%
Tech. Sciences	8	14%	11	17%	11	18%	7	13%	8	14%	7	13%
Arts	1	1%	2	3%	1	2%	2	3%	1	1%	2	3%
Total	56	72%	65	84%	61	79%	55	71%	58	77%	54	70%
Rank ^b												
Asst. Prof	17	30%	21	32%	19	31%	18	33%	19	33%	19	35%
Assoc. Prof	22	39%	26	40%	24	39%	21	38%	23	40%	20	37%
Full Prof.	17	30%	18	28%	18	30%	16	29%	16	27%	15	28%
Total	56	72%	65	84%	61	79%	55	71%	58	75%	54	70%

^a N = 68

^b N = 77

^c Natural, Physical, Mathematical, and Biotechnology Sciences

^d Column data represents the extent of disagreement among UNSA faculty for this item since there were no respondents who agreed

When examined across disciplinary lines, respondents from the social sciences and medical sciences consistently agreed with all items, with at least 30% agreement or greater. Respondents from the technical sciences group, which included disciplines from architecture, civil engineering, electrical engineering, mechanical engineering, and transportation and communication, were in slightly stronger agreement that higher education should educate students for work and provide life-long learning for adults than respondents from the natural, physical mathematical, and biotechnology sciences.

In terms of academic rank, Assistant Professors and Full Professors were consistent in their overall lower levels of agreement across all the items when compared to Associate Professors. It is not quite clear why Associate Professors indicated stronger agreement across these items, and it could be simply due to their sample size being slightly larger. Overall, UNSA respondents agreed that the purpose of higher education is multifaceted and while there are very slight variations in the level of agreement across the three levels of disaggregation, they cluster closely together.

4.2.2 Satisfaction with Working Conditions

The survey asked UNSA respondents to evaluate their immediate working conditions and resources. Table 4.7 represents the percentage of UNSA respondents who expressed satisfaction with their working conditions and resources. Overall, the respondents were not very satisfied with their immediate working conditions and work-related resources.

Table 4.7 Percentage of UNSA Respondents Reporting Satisfaction with Working Conditions and Resources

Working Condition/Resource	n	% satisfied
Computer access and/or technical support	54	70.1%
Personal office space	51	66.2%
Classrooms	50	64.9%
Equipment for teaching and/or research	38	49.4%
Competency of colleagues	32	41.6%
Work-life policies	29	37.7%
Professional development opportunities	23	29.9%
Intellectual atmosphere	22	28.6%
Secretarial/administrative support	21	27.3%
Library offerings	17	22.1%

Note. $N = 77$.

Moderate to high satisfaction was reported for computer access/technological support, personal office space, and classrooms (64-70% of respondents indicated satisfaction). This is a positive finding since in the aftermath of war, many buildings were destroyed, and major renovation was needed. These results suggest that at least some physical infrastructure improvements have happened. Moderate satisfaction was reported for teaching/research equipment and competency of colleagues (40-50% of respondents indicated satisfaction). This is notable since it would suggest that perhaps inadequate financial support has led to the improvement of exterior infrastructure rather than internal infrastructure, i.e., training and support for faculty.

Low levels of satisfaction were reported for work-life policies, professional development opportunities, intellectual atmosphere, and secretarial/administrative support (27-37% of respondents indicated satisfaction). The lowest satisfaction was

reported for library offerings (22.1% of respondents indicated satisfaction), which is especially unsettling because it is crucial for the respondents to have access to research and to stay abreast of activity in their disciplinary fields. But, costs of subscriptions to academic databases and journals are staggering and it's very likely that UNSA cannot afford them. The fiscal precariousness of the institution may also explain why respondents were dissatisfied with work-life policies since many of the most generous policies provided by employers during Yugoslavia's existence have been scaled back in favor of more efficiency-based preferences (European Commission, 2020).

When analyzed by gender, academic discipline, and academic rank, a few variations appeared as noted in Table 4.8. Among male and female respondents who indicated satisfaction, male respondents were more satisfied with library offerings (65% to 35%), classrooms (51% to 47%), and access to equipment for research and teaching (51% to 46%) than female respondents. Female respondents appeared to be slightly more satisfied with the competency of their colleagues than males (53% to 47%) and with access to professional development opportunities (52% to 48%). These are the only two areas where female respondents were slightly above their male peers in terms of satisfaction. Various non-governmental organizations (NGOs) have focused their work on female empowerment and training as part of post-war reconstruction focused on gender equality, so female satisfaction with professional development and competency of colleagues may be related to these opportunities (Helms, 2013). Across the remaining items, male and female respondents clustered together in their extent of agreement.

Table 4.8 Percentage of UNSA Respondents Satisfied with Their Working Conditions and Resources

Variable	Technical Access & Support		Personal Space		Classrooms		Equipment		Competency of Colleagues	
	n	%	n	%	n	%	n	%	n	%
Gender ^a										
Male	25	47%	25	49%	25	51%	19	51%	15	47%
Female	26	49%	25	49%	23	47%	17	46%	17	53%
Refuse to provide	2	4%	1	2%	1	2%	1	3%	0	0%
Total	53	78%	51	75%	49	72%	37	54%	32	47%
Discipline ^b										
Social Science	18	33%	17	33%	20	40%	16	42%	11	34%
Humanities	2	4%	0	0%	2	4%	2	5%	0	0%
Medical Sciences	16	30%	15	29%	14	28%	10	26%	11	34%
NPMB Sciences ^c	10	18%	9	18%	6	12%	4	11%	4	13%
Tech. Sciences	8	15%	10	20%	8	16%	5	13%	5	15%
Arts	0	0%	0	0%	0	0%	1	3%	1	3%
Total	54	70%	51	66%	50	65%	38	49%	32	42%
Rank ^b										
Asst. Prof	15	28%	13	25%	17	34%	13	34%	11	34%
Assoc. Prof	25	46%	23	45%	20	40%	16	42%	12	38%
Full Prof.	14	26%	15	30%	13	26%	9	24%	9	28%
Total	54	70%	51	66%	50	65%	38	49%	32	42%

^a $N = 68$ ^b $N = 77$ ^c Natural, Physical, Mathematical, and Biotechnology Sciences

Table 4.8 (continued). Percentage of UNSA Respondents Satisfied with Their Working Conditions and Resources

Variable	Work-Life Balance		Prof. Develop.		Intellectual Atmosphere		Admin. Support		Library Offerings	
	n	%	n	%	n	%	n	%	n	%
Gender^a										
Male	14	50%	11	48%	11	50%	11	52%	11	65%
Female	14	50%	12	52%	11	50%	10	48%	6	35%
Refuse to provide	0	0%	0	0%	0	0%	0	0%	0	0%
Total	28	41%	23	34%	22	32%	21	31%	17	25%
Discipline^b										
Social Science	10	35%	10	43%	7	32%	7	33%	6	35%
Humanities	2	7%	0	0%	0	0%	1	5%	0	0%
Medical Sciences	9	31%	6	26%	8	36%	4	19%	6	35%
NPMB Sciences ^c	4	14%	4	17%	4	18%	6	29%	4	24%
Tech. Sciences	3	10%	3	13%	3	14%	3	14%	1	6%
Arts	1	3%	0	0%	0	0%	0	0%	0	0%
Total	29	38%	23	30%	22	29%	21	27%	17	22%
Rank^b										
Asst. Prof	10	34%	8	35%	7	32%	7	33%	4	23%
Assoc. Prof	11	38%	8	35%	9	41%	9	43%	8	47%
Full Prof.	8	28%	7	30%	6	27%	5	24%	5	30%
Total	29	38%	23	30%	22	29%	21	27%	17	22%

^a *N* = 68^b *N* = 77^c Natural, Physical, Mathematical, and Biotechnology Sciences

When examined through the lens of academic discipline, the majority of respondents reported lower satisfaction with professional development opportunities (30%), administrative support (27%), intellectual atmosphere (29%), and library offerings (22%), irrespective of academic discipline. Respondents from the social sciences discipline were only slightly more satisfied with classrooms, teaching/research equipment, and opportunities for professional development in comparison with the other fields. Respondents from the medical sciences were most satisfied with their technical access and support (30%) and least satisfied with administrative support (19%). This suggests that perhaps these fields and allied majors have enjoyed added financial investment, perhaps through larger enrollment sizes and therefore more tuition revenue, or through fundraising and/or donations. The lowest degrees of satisfaction with work-related resources were reported by respondents from the NPMB sciences and technological sciences. These two disciplinary fields include what we would call hard science majors which require specialized laboratories, equipment, software, and training, which are not cheap investments to make. This may explain why these respondents reported low satisfaction with classrooms, teaching/research equipment, professional development, and competency of their colleagues.

Across academic rank, Assistant and Full Professors reported lower satisfaction on every area in comparison to Associate Professors. Assistant Professors were least satisfied with access to computer technology and support (28%), personal office space (25%) and library offerings (23%). Full Professors were least satisfied with access to research and teaching equipment (24%), administrative support (24%), classrooms (26%), and access to computer technology and support (26%). Full professors were most

satisfied with their personal office space, professional development opportunities, and library offerings, with 30% indicating their satisfaction across all three items. It is still practice for junior faculty to share an office while senior faculty tend to enjoy a private office, so that could explain why they were slightly more satisfied than their Assistant Professor counterparts. Full Professors have also been in their posts and at the institution for quite some time, so they may be able to tap into their networks and seek out development opportunities that their junior colleagues may not know about.

On the other hand, Associate Professors provide an interesting balance to both groups since they tended to be the most satisfied as a group across all the items. While this satisfaction is still low – respondents were satisfied between 35% to 47% across the items – they were more satisfied than the other two groups whose satisfaction maxed out between 30% to 35%. This group was more satisfied with library offerings (47%), computer access and support (46%), and personal office space (45%). They were least satisfied with opportunities for professional development (35%). These results would suggest that work-related resources need serious improvement, and while some have been addressed, however cosmetically, more is required, with heavier investment needed in academic disciplines that provide specialized training. Furthermore, respondents need more support from an administrative standpoint so that they can focus on their primary duty – teaching.

4.2.3 Satisfaction with University Leadership and Opportunities for Participation

The survey asked participants the extent to which they agreed that the overall university leadership was acting in a competent manner and that they, as faculty, had sufficient opportunities to participate in decision making. Unlike previous results

discussed thus far, these items had many more respondents selecting the neutral category rather than expressing clear agreement or disagreement as displayed in Table 4.9. The increased use of this response option may relate to Presser and Schuman's (1980) argument which stated that respondents were likelier to use the neutral option when the question can be perceived as sensitive and rather than express an opinion, the respondents conceal their true opinion behind the neutral option. This may be a plausible assumption based on the discussion in chapter 3 regarding recruitment challenges associated with this study.

Table 4.9 Respondents Level of Agreement/Endorsement of University Leadership

Item	Agree	Neutral	Disagree	NA/ Missing
UNSA administrators are competent leaders	29 (37%)	20 (26%)	20 (26%)	8 (10%)
UNSA administration communicates conflicting priorities	23 (30%)	27 (35%)	19 (25%)	8 (10%)
UNSA administration prevents politics from interfering with its academic mission	19 (25%)	16 (21%)	34 (44%)	8 (10%)
UNSA administration provides sufficient opportunities for faculty input in decision making	25 (33%)	18 (23%)	25 (33%)	9 (11%)

Note. $N = 77$.

First, only 37% respondents agreed that the current University of Sarajevo (UNSA) leadership were competent leaders. The respondents indicated a stronger neutral opinion regarding the university's communication of key priorities. Only 25% of the respondents agreed that the university leadership successfully prevented politics from interfering in its academic mission. The respondents were split between agreement and disagreement regarding faculty having sufficient opportunity to engage in decision

making. In all, the results suggest that the respondents have an ambivalent view of the current university administration and it would seem they feel that they are without strong leadership at the central level. A wider implication of this is that colleges and academic units themselves may still wield a significant degree of power and that efforts at centralization have not been successful.

When the respondents who expressed agreement with each of the items were examined through the lens of gender, academic discipline, and academic rank, there are a few interesting variations as displayed in Table 4.10. First, male respondents provided stronger agreement than females on only one item: Male respondents agreed more than females that the university administration communicated conflicting priorities (18% to 15%). However, female respondents provided stronger agreement than males that the university's leadership was competent (24% to 18%), that the university kept politics from interfering with its mission (16% to 8%), and that the university provided sufficient opportunities for faculty input in decision making (19% to 15%).

In terms of academic discipline, respondents from the social science discipline indicated stronger agreement that the university communicated conflicting priorities in comparison to the other disciplines. Respondents from the medial sciences were in stronger agreement that the university administrators were competent leaders. But, respondents from the NPMB sciences and technical sciences flip-flopped in their agreement related to political interference and communication of conflicting priorities. Respondents from NPMB sciences reported lower agreement than those from technical sciences in relation to university administration communicating conflicting priorities (9% to 26%). Yet, respondents from NPMB sciences reported greater agreement than those

from technical sciences in relation to the university's ability to keep politics from interfering with the institutional mission.

Table 4.10 Percentage of Respondents in Agreement/Support of University Leadership and Administration

Variable	Competent Leadership		Conflicting Priorities		Political Interference		Faculty Input	
	n	%	n	%	n	%	n	%
Gender^a								
Male	12	18%	12	18%	6	8%	10	15%
Female	16	24%	10	15%	11	16%	13	19%
NA/Missing	0	0%	0	0%	1	1%	1	1%
Total	28	41%	22	32%	18	26%	24	35%
Discipline^b								
Social Science	7	24%	9	39%	5	26%	7	28%
Humanities	2	7%	0	0%	1	5%	2	8%
Medical Sciences	9	31%	6	26%	6	32%	7	28%
NPMB	5	17%	2	9%	4	21%	4	16%
Sciences ^c	5	17%	6	26%	3	16%	4	16%
Tech. Sciences	1	3%	0	0%	0	0%	1	4%
Arts								
Total	29	38%	23	30%	19	25%	25	32%
Rank^b								
Asst. Prof	10	34%	4	17%	7	37%	8	32%
Assoc. Prof	11	38%	13	56%	8	42%	10	40%
Full Prof.	8	28%	6	26%	4	21%	7	28%
Total	29	38%	23	30%	19	25%	25	32%

^a N = 68

^b N = 77

^c Natural, Physical, Mathematical, and Biotechnology Sciences

Lastly, in relation in academic rank, Assistant Professors reported lower agreement than either of the two ranks in relation to university administration communicating conflicting priorities (17% to 56% for Associate Professors, and 26% for Full Professors). Once more Associate Professors reported stable and stronger agreement

across all four items in comparison to Assistant and Full Professors. But, Associate Professors reported their lowest agreement in relation to the competency of university administrators (38%). Lastly, while Full Professors reported lower agreement across all the items than either Assistant or Associate Professors, Full Professors reported their lowest agreement in relation to the university's ability to keep political interference out of its institutional mission. The overall percentage of respondents who agreed with the university's administration/leadership was already quite low, so further examining the extent of agreement among the three groups only pointed out there are very small variations in the extent of agreement. Since neutral responses were not assigned in either direction (grouped with those who agree or with those who disagree), firmer conclusions cannot be drawn at this time in relation to the respondents view of the university administration.

The respondents were also asked to evaluate how much influence they thought university-level administrators, college-level administrators and professors exerted on a variety of academic, financial, and personnel decisions. The respondents were given the following choices: 'none', 'a little', 'a lot', and 'not sure'. Table 4.11 shows the overall percentage of respondents who agreed that the specified group had *no* influence on the issues presented below.

Table 4.11 Percentage of Respondents Stating the Specified Group Exerted *no* Influence on the Issue

Issue & Entity	n	% stating entity has no influence
Selecting key university administrators		
UNSA administrators	48	62%
College-level administrators	42	55%
Professors	51	66%
Hiring new faculty		
UNSA administrators	44	57%
College-level administrators	39	51%
Professors	46	60%
Deciding on faculty promotions		
UNSA administrators	52	67%
College-level administrators	36	47%
Professors	38	49%
Setting budget priorities		
UNSA administrators	36	47%
College-level administrators	44	57%
Professors	58	75%
Determining academic policies		
UNSA administrators	31	40%
College-level administrators	45	58%
Professors	55	71%
Approving new academic programs		
UNSA administrators	42	55%
College-level administrators	35	45%
Professors	39	51%
Defining & approving institutional strategic plans		
UNSA administrators	38	49%
College-level administrators	37	48%
Professors	49	64%

Note. $N = 77$.

The focus on ‘no influence’ in the analysis of these variables/items was selected because it was quite shocking to see the responses lean heavily in one clear direction. Overall, it appears that no group feels that it has a clear sphere of influence on major academic, financial, or personnel decisions. This begs the question of where influence and leadership lie at UNSA and in its organizational structure and how any major decisions are realized. Professors in particular feel disempowered in relation to setting budget priorities (75%) and determining academic policies (71%). They were the least disempowered in relation to approving new academic programs (51%) and deciding on faculty promotions (49%). UNSA administrators appear to wield some influence in relation budget setting (47%) and setting of academic policies (40%), whereas college-level administrators had some influence over faculty promotions (49%) and approval of new academic programs (45%).

Table 4.12 displays these results disaggregated by gender, academic discipline, and academic rank. When examined by gender, females reported more agreement than males, that University of Sarajevo (UNSA) administration (50% to 46%) and professors (51% to 47%) exerted no influence on the selection process of key university administrators. This is perplexing, since at least UNSA administrators should have some say in the hiring process. But, this could be related to what we saw in the previous section in relation to the influence of politics on the university and these hirings may be political favors (Kostovicova & Bojičić-Đželilović, 2014). Both groups were tied in their view that college-level administrators exerted no influence on the selection process of key university administrators (48%). In regard to hiring of new faculty, male respondents reported greater agreement than females that college-level administrators exerted no

influence on the hiring process (51% to 44%), whereas female respondents reported stronger agreement that UNSA administrators (50% to 48%) and professors (50% to 47%) had no influence on the issue.

This is equally puzzling because it suggests that faculty have no input in selecting their colleagues, which could explain why the respondents were dissatisfied with the competency of their peers and the overall intellectual atmosphere as reported in the previous section. In relation to faculty promotions, female respondents reported 3% to 6% greater agreement than males that neither of the three groups exerted any influence on the issue. But, faculty promotions at UNSA do not follow the North American style of tenure, so as long as a colleague has met their scholarly obligations then a promotion will be granted if there is funding available to elevate them to the next rank. So, it makes sense why neither group would wield much influence.

Male respondents, however, indicated greater agreement that UNSA administrators and college-level administrators exerted no influence on setting budget priorities, whereas male and female respondents were in closer agreement that professors exerted no influence on this issue. The overall fiscal budget of UNSA is not centralized – each college and academic unit brings in its own funding and they keep their own funding. Any federal and cantonal funding is divided amongst the colleges, but this allowance is not stable from year to year and cantons are not required to dedicate any of their educational funds toward higher education if they so choose. UNSA lacks an overall system of budget forecasting, so it would make sense why overarching entities like UNSA administrators and college-level administrators would exert no influence.

Table 4.12 Percentage of Respondents Stating the Specified Group Exerted *no* Influence on the Issue Disaggregated by Gender, Discipline, and Rank

Variable	Selecting key uni. administrators						Hiring new faculty					
	UNSA Adm.		College Adm.		Professors		UNSA Adm.		College Adm.		Professors	
	n	%	n	%	n	%	n	%	n	%	n	%
Gender ^a												
Male	22	46%	20	48%	24	47%	21	48%	20	51%	22	47%
Female	24	50%	20	48%	26	51%	22	50%	17	44%	23	50%
Refuse to provide	2	4%	2	4%	1	2%	1	2%	2	5%	1	3%
Total	48	71%	42	62%	51	75%	44	65%	39	57%	46	68%
Discipline ^b												
Social Science	17	35%	15	36%	17	33%	13	30%	12	31%	14	30%
Humanities	0	0%	0	0%	2	4%	0	0%	1	3%	2	4%
Medical Sciences	14	29%	14	33%	15	29%	14	32%	10	26%	14	30%
NPMB Sciences ^c	7	15%	4	10%	7	14%	7	16%	7	18%	7	15%
Tech. Sciences	9	19%	9	21%	9	18%	9	20%	8	21%	8	17%
Arts	1	2%	0	0%	1	2%	1	2%	1	3%	1	2%
Total	48	62%	42	55%	51	66%	44	57%	39	51%	46	60%
Rank ^b												
Asst. Prof	16	33%	15	36%	15	29%	13	29%	13	33%	13	28%
Assoc. Prof	19	40%	16	38%	20	39%	18	41%	13	33%	18	39%
Full Prof.	13	27%	11	26%	16	31%	13	29%	13	33%	15	33%
Total	48	71%	42	55%	51	66%	44	57%	39	51%	46	58%

^a $N = 68$

^b $N = 77$

^c Natural, Physical, Mathematical, and Biotechnology Sciences

Table 4.12 (continued) Percentage of Respondents Stating the Specified Group Exerted *no* Influence on the Issue Disaggregated by Gender, Discipline, and Rank

Variable	Deciding on faculty promotions						Setting budget priorities					
	UNSA Adm.		College Adm.		Professors		UNSA Adm.		College Adm.		Professors	
	n	%	n	%	n	%	n	%	n	%	n	%
Gender ^a												
Male	24	46%	16	44%	19	50%	19	53%	22	50%	28	48%
Female	27	52%	18	50%	18	47%	15	42%	21	48%	29	50%
Refuse to provide	1	2%	2	6%	1	3%	2	5%	1	2%	1	2%
Total	52	76%	36	53%	38	56%	36	53%	44	65%	58	85%
Discipline ^b												
Social Science	18	35%	10	28%	12	32%	9	25%	13	30%	19	33%
Humanities	0	0%	2	5%	2	5%	0	0%	2	5%	2	3%
Medical Sciences	15	29%	10	28%	12	32%	16	44%	13	30%	16	28%
NPMB Sciences ^c	9	17%	5	14%	5	13%	3	8%	8	18%	9	15%
Tech. Sciences	9	17%	7	19%	7	18%	8	22%	7	16%	11	19%
Arts	1	2%	2	6%	0	0%	0	0%	1	2%	1	2%
Total	52	67%	36	47%	38	49%	36	47%	44	57%	58	75%
Rank ^b												
Asst. Prof	17	33%	16	44%	13	34%	12	33%	15	34%	18	31%
Assoc. Prof	19	36%	12	33%	14	37%	16	44%	16	36%	23	40%
Full Prof.	16	31%	8	22%	11	29%	8	22%	13	30%	17	29%
Total	52	67%	36	47%	38	49%	36	47%	44	57%	58	75%

^a $N = 68$

^b $N = 77$

^c Natural, Physical, Mathematical, and Biotechnology Sciences

Table 4.12 (continued) Percentage of Respondents Stating the Specified Group Exerted *no* Influence on the Issue Disaggregated by Gender, Discipline, and Rank

Variable	Determining academic policies						Approving new academic programs					
	UNSA Adm.		College Adm.		Professors		UNSA Adm.		College Adm.		Professors	
	n	%	n	%	n	%	n	%	n	%	n	%
Gender ^a												
Male	16	52%	21	47%	25	45%	18	43%	19	54%	19	49%
Female	13	42%	23	51%	29	53%	23	55%	14	40%	19	49%
Refuse to provide	2	6%	1	3%	1	2%	1	2%	2	6%	1	2%
Total	31	45%	45	66%	55	81%	42	62%	35	51%	39	57%
Discipline ^b												
Social Science	10	32%	11	24%	18	33%	11	26%	8	23%	12	31%
Humanities	0	0%	2	4%	2	4%	1	2%	2	6%	1	3%
Medical Sciences	11	35%	15	33%	15	27%	14	33%	12	34%	14	36%
NPMB Sciences ^c	3	10%	8	18%	9	16%	7	17%	7	20%	6	15%
Tech. Sciences	7	23%	7	16%	10	18%	7	17%	6	17%	6	15%
Arts	0	0%	2	4%	1	2%	2	5%	0	0%	0	0%
Total	31	40%	45	58%	55	71%	42	55%	35	45%	39	51%
Rank ^b												
Asst. Prof	11	35%	17	38%	17	31%	16	38%	14	40%	10	26%
Assoc. Prof	12	39%	16	35%	22	40%	15	36%	13	37%	18	46%
Full Prof.	8	26%	12	27%	16	29%	11	26%	8	23%	11	28%
Total	31	40%	45	58%	55	71%	42	55%	35	45%	39	51%

^a $N = 68$

^b $N = 77$

^c Natural, Physical, Mathematical, and Biotechnology Sciences

Table 4.12 (continued). Percentage of Respondents Stating the Specified Group Exerted *no* Influence on the Issue Disaggregated by Gender, Discipline, and Rank

Variable	Defining and approving institutional strategic plans					
	UNSA Adm.		College Adm.		Professors	
	n	%	n	%	n	%
Gender ^a						
Male	18	47%	20	54%	22	45%
Female	18	47%	16	43%	26	53%
Refuse to provide	2	6%	1	3%	1	2%
Total	38	56%	37	54%	49	72%
Discipline ^b						
Social Science	11	29%	10	27%	17	35%
Humanities	1	3%	2	5%	2	4%
Medical Sciences	14	37%	10	27%	13	26%
NPMB Sciences ^c	5	13%	7	19%	8	16%
Tech. Sciences	7	18%	8	22%	9	18%
Arts	0	0%	0	0%	0	0%
Total	38	49%	37	48%	49	64%
Rank ^b						
Asst. Prof	14	37%	14	38%	16	33%
Assoc. Prof	15	39%	14	38%	19	39%
Full Prof.	9	24%	9	24%	14	29%
Total	38	49%	37	48%	49	64%

^a $N = 68$

^b $N = 77$

^c Natural, Physical, Mathematical, and Biotechnology Sciences

Female respondents reported more agreement than males that college-level administrators and professors exerted no influence in determining academic policies. Males reported more agreement that UNSA administrators exerted no influence on this issue. In relation to approving new academic programs, female respondents reported stronger agreement than males that UNSA administrators had no influence on this issue, whereas males reported more agreement that college-level administrators had no influence on this issue. Both groups were tied in their agreement that professors had no influence on the issue (49%). Lastly, in relation to defining and approving strategic plans, both groups were tied in their reported agreement that UNSA administrators had no influence on this issue (49%). But, male respondents reported greater agreement than females that college-level administrators had no influence (54% to 43%), and female respondents reported greater agreement than males that professors had no influence on the issue (53% to 45%).

When we examine the same issues among the respondents by disciplinary field, we see a lot of familiarity. Across all the disciplines, the respondents viewed professors and UNSA administration as having the least influence in selecting university administrators. In relation to hiring faculty, once more the respondents viewed professors as possessing the least amount of influence, but college-level administrators had the most perceived influence in regard to this issue and in faculty promotion. Although professors were viewed as having little influence in budget setting across all of the disciplines, respondents from the medical sciences reported that faculty had some influence on this issue. But, this could be due to the culture of the medical school and allied medical fields which tend to operate in an insular manner and are peer-led. In terms of setting academic

policies, UNSA administrators were seen as having more influence than college-level administrators and professors, yet college-level administrators appeared to have more influence in approving new academic programs. Lastly, in terms of defining and approving institutional strategic plans, the respondents were almost tied between how little influence UNSA administrators and college-level administrators exerted on this issue.

Finally, when examined by academic rank, Associate Professors were stronger in their agreement than Associate or Full Professors that neither of the three groups had any influence on hiring administrators at the university level. In relation to hiring new faculty and faculty promotions, Associate Professors reported that UNSA administrators and professors had the lowest level of influence in comparison to Assistant and Full Professors. Interestingly, all three academic ranks were tied in their perception of influence exerted by college-level administrators on faculty hirings, but Full Professors reported that college-level administrators had the most influence on faculty promotion, even if in the scheme of the overall results, they still had limited influence.

Assistant and Associate Professors reported higher agreement than Full Professors that none of the three entities exerted influence on budget setting, but Full Professors once more asserted that UNSA administrators exerted more influence on this issue than college-level administrators and professors. All three ranks indicated that UNSA administrators exerted more influence than college-level administrators and professors on issues related to academic policies. But, among the three ranks, Assistant Professors and Full Professors indicated that professors had moderately more influence in approving

new academic programs in comparison to Associate Professors. The three ranks were tied in their perception of influence in relation to defining and implementing strategic plans.

In all, this segment hints that professors have little ability to influence the activities around them, or perhaps that engagement in these activities is not expected of them. While they are disempowered on a variety of tasks, their immediate college-level administrators are also weak, and so is the university. Whether this lack of influence can be attributed to the socialist legacy of self-management, which was pervasive in Yugoslavian universities, or to the challenges of centralization as brought on during the post-war reform, or to a lack of a properly trained administrative cadre, the University of Sarajevo appears to struggle with buy-in from all stakeholders. Given that the respondents already indicated not being very supportive of the university's administration and leadership in the previous section, it's not surprising that they're not invested, or empowered, to participate fully in the operation of a university. This is certainly worth exploring in more depth.

4.2.4 Allocation of Time

Respondents were asked how they allocated their time to teaching, research, administrative tasks, and community extension. Community extension in the context of this study included professional development, consulting, community engagement, and involvement in professional associations. Tasks associated with teaching included course preparation, grading of student work, and time in the classroom. Tasks associated with research included consuming scholarly work, writing, and time in the laboratory/field conducting research. The first part of the question simply asked them to indicate if they felt they spent too much or too little time on these tasks. As can be seen in Table 4.13, the

respondents indicated spending too much time on teaching and administrative tasks and too little time on research and community engagement. It is noteworthy that they indicated an interest in increasing their community extension involvement, however, due to the grouping of several items to create the variable, we cannot clearly state to which constituent activity they wished to dedicate more time.

Table 4.13 Respondents Opinion of Time Spent on Primary Duties

Item	Too much	Too little	NA/Missing
Teaching	48 (62%)	7 (9%)	22 (29%)
Research	3 (4%)	58 (75%)	16 (21%)
Administrative tasks	44 (57%)	3 (23%)	30 (20%)
Community extension	2 (3%)	33 (43%)	42 (54%)

Note. $N = 77$.

Next, the respondents were asked how much time per week they dedicated to these tasks (on average) and what their ideal percentage of allocation would be if they had more control over their duties. As Table 4.14 shows, on average, the respondents reported spending about 18 hours per week engaged in teaching and class preparation, and about 10 hours per week engaged in research. In their ideal allocation of time, they still indicated a preference for teaching, even though they wanted to decrease their weekly commitment to teaching to 12 hours per week. They also reported a desire to increase their research hours – from 10 hours per week to 16 hours per week – while decreasing their administrative hours. Interestingly, while they indicated spending too little time on community extension in the previous question, they also indicated wanting no change on how many hours per week they dedicated to this activity in their ideal allocation. Notably, the respondents appear to prefer a 35-hour work week – as is typical

in Bosnia – in their ideal allocation, rather than working closer to a standard 40-hour workweek as they currently appear to work.

Table 4.14 Respondents Actual and Ideal Allocation of Time

Task	Actual time devoted		Ideal time devoted		Actual - Ideal	
	n	Mean Hrs/Week	n	Mean Hrs/week	n	Mean percentage difference
Teaching	68	18 hrs	69	12 hrs	68	-33%
Research	66	10 hrs	68	16 hrs	68	+60%
Admin. tasks	68	7 hrs	66	3 hrs	66	-57%
Community extension	68	3 hrs	68	3 hrs	68	0%

Note. $N = 77$.

Next, the allocation of actual and ideal time was disaggregated by gender. As displayed in Table 4.15, female respondents, on average, dedicated a similar amount of weekly time toward teaching as their male counterparts, but male faculty dedicated a lot more time toward research on a weekly basis in comparison to female faculty. Male respondents, on average, taught about 14 hours per week and dedicated 13 hours per week to research. In contrast, female respondents, on average, dedicated 16 hours per week to teaching and only 8 hours per week to research. While the difference is slight, other researchers have also found variation in time allocated to teaching between female and male faculty (August & Waltman, 2004; Sax et al., 2002). Both groups dedicated about 3 hours per week to administrative and community extension tasks.

When their ideal allocations of time are examined, female respondents indicated an interest in slightly increasing the hours they dedicated to teaching and increasing the number of hours per week dedicated to research. While teaching still occupied a preferred

role, female respondents indicated a desire to increase the time dedicated to research by 87% – from 8 hours per week to 15 hours per week. They also indicated a preference for reducing the weekly hours dedicated to administrative tasks. Males, by comparison, wanted no change in hours dedicated to teaching, administrative tasks, and community extension tasks. But, they did want to increase the number of hours per week dedicated to research – from 13 hours per week to 25 hours per week. Both groups clearly expressed a desire to focus more time on research, while still maintaining their teaching obligations.

Table 4.15 Respondents Mean Allocation of Actual and Ideal Time Disaggregated by Gender

Task	Female						Male					
	Actual time devoted		Ideal time devoted		Actual - Ideal		Actual time devoted		Ideal time devoted		Actual - Ideal	
	n	Hrs/ WK	n	Hrs/ WK	n	% Diff.	n	Hrs/ WK	n	Hrs /W K	n	% Diff.
Teaching	34	16	33	22	33	+47%	30	14	30	14	30	0%
Research	34	8	34	15	34	+87%	30	13	30	25	30	+92%
Admin. tasks	33	4	33	3	33	-28%	31	3	31	3	31	0%
Community extension	33	3	32	3	32	0%	30	3	31	3	30	0%

Note. $N = 68$.

Table 4.16 displays the mean allocation of actual and ideal time by academic discipline. As we can see, many of the respondents, irrespective of academic discipline, dedicated much of their actual time to teaching. Respondents from the medical sciences discipline dedicated approximately 22 hours per week to teaching in comparison to other disciplines, which reported an average of 18 hours per week. This difference may be

attributable to effects of COVID-19 and the increased time the medical discipline has had to dedicate to combating the pandemic. In terms of research, on average, the respondents dedicated a little under 10 hours per week. They were all consistent regarding hours dedicated to administrative and community extension work, reporting an average of 3 hours per each area.

Table 4.16 Respondents Mean Allocation of Actual and Ideal Time Disaggregated by Academic Discipline

Item	Social Sciences						Humanities						Medical Sciences					
	Actual time devoted		Ideal time devoted		Actual - Ideal		Actual time devoted		Ideal time devoted		Actual - Ideal		Actual time devoted		Ideal time devoted		Actual - Ideal	
	n	Hrs/WK	n	Hrs/WK	n	% Diff.	n	Hrs/WK	n	Hrs/WK	n	% Diff.	n	Hrs/WK	n	Hrs/WK	n	% Diff.
Teaching	23	18	22	14	22	- 22%	3	18	3	14	3	-25%	20	22	20	15	20	-9%
Research	22	6	22	22	22	+267%	3	10	3	10	3	0%	21	13	18	17	18	+26%
Administrative tasks	22	3	19	3	19	0%	1	3	2	3	2	0%	18	3	16	3	16	0%
Community extension	20	3	19	3	19	0%	3	3	2	3	3	0%	18	0	16	3	16	+200%

Note. N = 77.

Table 4.16 (continued) Respondents Mean Allocation of Actual and Ideal Time Disaggregated by Academic Discipline

Item	Natural, Physical, Mathematical, & Biotechnology Sciences						Technical Sciences						Arts					
	Actual time devoted		Ideal time devoted		Actual - Ideal		Actual time devoted		Ideal time devoted		Actual - Ideal		Actual time devoted		Ideal time devoted		Actual - Ideal	
	n	Hrs/ WK	n	Hrs / WK	n	% Diff.	n	Hrs/ WK	n	Hrs/ WK	n	% Diff.	n	Hrs/ WK	n	Hrs/ WK	n	% Diff.
Teaching	10	10	10	10	10	0%	13	20	11	10	11	-66%	2	15	2	14	2	-6%
Research	10	9	11	20	10	+76%	13	12	11	21	11	55%	2	7	2	18	2	+88%
Administrative tasks	9	3	10	3	9	0%	12	3	9	3	9	0%	2	3	2	3	2	0%
Community extension	8	3	8	3	8	0%	12	3	10	3	10	0%	2	0	1	0	1	0%

Note. $N = 77$.

In regard to their ideal allocations of time, the majority of respondents wanted to see a decrease in their teaching hours and an increase in hours dedicated to research and/or studio time, in the case of the respondents from the arts discipline. The most notable changes came from respondents in the social sciences and medical sciences. First, the respondents from social sciences reported the largest increase in relation to allocating more hours to research. They wanted to increase their research hours from an actual average of 6 hours per week to a new desired average of 22 hours per week, representing a 267% increase! The second surprise came from the respondents in the medical sciences.

While the remaining respondents largely wanted their administrative and community extension hours dedication to remain unchanged, the respondents from the medical sciences wanted to increase their desired allocation toward community extension. Community extension in the context of this study included professional development, consulting, community engagement, and involvement in professional associations. It is possible that they allocated no time to these tasks at this moment in time *due* to COVID-19 or that they wished to increase their involvement *because* of COVID-19.

Finally, we examine the mean allocation of actual and preferred time by academic rank as displayed in Table 4.17. As can be seen, Full Professors, on average, reported the highest mean hours per week dedicated to both teaching and research, 17 and 18 hours, respectively, in comparison to Assistant and Associate Professors. Assistant Professors, on average, dedicated the least mean hours per week to teaching and research, 18 and 6 hours, respectively. All three ranks dedicated about 3 hours per week to administrative tasks.

Table 4.17 Respondents Mean Allocation of Actual and Ideal Time Disaggregated by Academic Rank

Task	Assistant Professors						Associate Professors						Full Professors					
	Actual time devoted		Ideal time devoted		Actual - Ideal		Actual time devoted		Ideal time devoted		Actual - Ideal		Actual time devoted		Ideal time devoted		Actual - Ideal	
	n	Hrs/WK	n	Hrs/WK	n	% Diff.	n	Hrs/WK	n	Hrs/WK	n	% Diff.	n	Hrs/WK	n	Hrs/WK	n	% Diff.
Teaching	23	18	23	14	23	-25%	29	15	29	15	29	0%	17	22	17	15	17	-38%
Research	23	6	21	15	21	+86%	29	9	28	22	28	+84%	17	15	18	29	17	+63%
Administrative tasks	20	3	19	3	19	0%	27	3	24	3	24	0%	17	3	14	3	14	0%
Community extension	21	3	18	3	18	0%	27	3	24	3	24	0%	15	0	17	3	15	0%

Note. N = 77.

Interestingly, Full Professors reported zero hours per week dedicated to community extension work, whereas Assistant and Associate Professors reported an average of 3 hours per week. It is noteworthy that Full Professors were putting in the most average hours per week to teaching and research in comparison to their junior colleagues.

In relation to their desired time allocations, Assistant Professors indicated a desire to decrease the average hours per week dedicated to teaching by 25% and to increase the hours toward research by 86%. By way of contrast, Associate Professors indicated no desire to change the amount of time per week they dedicated to teaching, but they did want to increase the amount of time per week dedicated to research by 84%, which represents an increase to 22 hours per week from their actual average of 9 hours per week. Full Professors were similarly interested in a reduction of teaching hours and an increase in research hours. Across all three ranks, the respondents indicated a preference for 15 hours per week to be allocated to teaching. Notably, Full Professors also expressed an interest in increasing their community extension hours, unlike the other two ranks which wanted no change in the hours allocated toward that task. Across all three ranks, Full Professors dedicated more of their ideal hours per week to their duties in comparison to their junior colleagues.

The results revealed that while most of the respondents indicated a preference for teaching, they were overwhelmed with their teaching duties and they were interested in dedicating more time to research. While their actual and ideal time allocation for administrative tasks and community extension were low, this may reflect a larger organizational pattern wherein these duties and external engagements are not as important, or that they simply cannot be supported at this time. It is interesting that Full

Professors were putting in the most time towards research and teaching in comparison to Assistant and Associate Professors, both in their actual time allocation and in their ideal time allocation. It is worth exploring further why Full Professors are overworking themselves in relation to their younger colleagues, and conversely, why Assistant and Associate Professors are underworking.

4.2.5 Productivity

To assess the academic productivity of the respondents, they were asked a series of questions about their scholarly output over the last three years. Based on the results discussed thus far, we know that teaching and teaching related duties occupy most of their time, but the respondents also indicated putting in some time per week toward research. Therefore, the respondents were asked to indicate the total number of publications and scholarly works they had produced in the last three years. These scholarly outputs were academic publications (e.g., published or edited a book/journal article/chapter), nontechnical publications (e.g., articles written for public print media), conference presentations, software and/or patents, and production of art/sculpture/plays. Table 4.18 displays the percentage of UNSA respondents who have completed at least one or more scholarly works in each area in the past three years.

As can be seen, the bulk of the scholarly activity centered around traditional scholarly publications in the form of journal articles, authored books, and conference presentations. Between 62% to 69% of the respondents had completed at least one or more works in these three areas. In the context of BiH's higher education and promotion policies, a faculty member must generally publish at least one book, in addition to a specified number of journal articles, to prepare their promotion dossier. The specified

number of published books and articles can vary from discipline to discipline (Kešetović, 2017). The respondents were less likely to be engaged as editors of journals (34%) and books (40%) but given that there are few academic journal outlets in Bosnia and Hercegovina, these results are unsurprising.

The results suggest that some faculty do possess language proficiency to publish in international journals since 69% of the respondents have published at least one or more scholarly works in an international journal. While that percentage may appear impressive, it conceals that fact that 58% of those same respondents have published just 1-3 articles in international journals in the last three year. However, given the underdeveloped research infrastructure and the time they dedicate to teaching as described in the previous section, this output is impressive. However, the survey item did not ask the respondents to provide information on journal selectivity which may provide additional nuance. It is also possible that future Balkan faculty may become more active contributors to international journals because rates of foreign language enrollment have increased as more primary and secondary schools now require learning at least one foreign language as part their curricula (Kešetović, 2017).

Only 18% of the respondents indicated publishing in local news media outlets, which given the low degree of community extension reported among the respondents in the previous section, is hardly startling. Lastly, the respondents reported the lowest scholarly output regarding technical (4%) and artistic works (3%), which based on the inadequacy of research space and access to tools/technology reported earlier by respondents from the technical disciplines, may explain why these two areas are the lowest.

Table 4.18 Published Scholarly Works by the Respondents in the Last Three Years

Scholarly Work	n	Percentage of respondents with one or more completed scholarly works
Produced/created an artistic project	2	3%
Created copyrighted software and/or patent	3	4%
Submitted an article to a local news organization	14	18%
Editor of a scholarly journal	26	34%
Edited a book	31	40%
Published a book	48	62%
Published a paper in a regional scholarly journal	52	67%
Published a paper in an international scholarly journal	53	69%
Presented at an academic conference	53	69%

Note. $N = 77$. Percentages are derived from the number of valid responses to the item.

With respect to gender and productivity, a couple of differences were found as displayed in Table 4.19. First, female respondents outperformed males in the number of journal publications published in international journals, with 43% of female respondents reporting at least one or more works in comparison to 40% of males. Secondly, female respondents also outperformed males in the number of presentations at academic conferences, with 45% of female respondents reporting at least one or more presentations in comparison to 40% of male respondents. Lastly, female respondents outperformed males as editors of scholarly journals, with 23% of female respondents indicating that they've edited at least one or more journals in comparison to 21% of males. But, male respondents outperformed female respondents in the number of publications in regional journals, with 44% of males indicating at least one or more publications in comparison to 38% of female respondents. Males also reported a greater percentage of books edited

(31% to 29%), a greater percentage of articles submitted to local news media organizations (16% to 12%), and a greater percentage of materials that were copyrighted and/or patented (4% to 2%).

Table 4.19 Percentage of Respondents with One or More Completed Scholarly Works Disaggregated by Gender

Scholarly Work	Female		Male	
	n	%	n	%
Produced/created an artistic project	2	4%	0	0%
Created copyrighted software and/or patent	1	2%	2	4%
Submitted an article to a local news organization	6	12%	8	16%
Editor of a scholarly journal	13	23%	12	21%
Edited a book	15	29%	16	31%
Published a book	21	36%	26	44%
Published a paper in a regional scholarly journal	23	38%	27	44%
Published a paper in an international scholarly journal	28	43%	26	40%
Presented at an academic conference	27	45%	24	40%

Note. $N = 68$. Percentages are derived from the number of valid responses to the item.

With respect to academic discipline and productivity, Table 4.20 displays some interesting differences. Excluding the respondents from the humanities and arts disciplines because of their very low representation, the respondents from the remaining academic disciplines reported varied levels of productivity across the items. The respondents from the social science disciplines reported greater productivity in international journal publications, conference presentations, publications in local news media, and editorial experiences with journals and books in comparison to the remaining disciplines. Respondents from the medical sciences were more productive in regional scholarly journals (29%) and book publications (27%) in relation to the other disciplines. Among the NPMB sciences and technical sciences, respondents from the technical

sciences were more productive in the number of conference presentations (18%), publications in international journals (17%), books authored (15%), copyrighted and/or patented material (4%), and in publications submitted to local news media (4%) in comparison to respondents from the NPMB sciences. Yet, the respondents from the NPMB sciences outperformed their peers from the technical discipline in the number of regional journal publications (16%) and in the number of journals edited (10%). The two fields were tied in respect to the number of books edited (10%).

Table 4.20 Percentage of Respondents with One or More Completed Scholarly Works Disaggregated by Academic Discipline

Scholarly Work	Social Sciences		Humanities		Medical Sciences		NPMB Sciences ^a		Technical Sciences	
	n	%	n	%	n	%	n	%	n	%
Produced/created an artistic project	0	0%	0	0%	0	0%	0	0%	0	0%
Created copyrighted software and/or patent	0	0%	0	0%	0	0%	1	2%	2	4%
Submitted an article to a local news organization	8	16%	0	0%	3	7%	1	2%	2	4%
Editor of a scholarly journal	9	16%	2	4%	7	12%	6	10%	2	4%
Edited a book	12	23%	2	4%	7	13%	5	10%	5	10%
Published a book	14	24%	2	3%	16	27%	7	12%	9	15%
Published a paper in a regional scholarly journal	15	25%	1	2%	18	29%	10	16%	8	13%
Published a paper in an international scholarly journal	17	26%	1	2%	15	23%	9	14%	11	17%
Presented at an academic conference	19	32%	2	3%	12	20%	9	15%	11	18%

Note. $N = 77$. Percentages are derived from the number of valid responses to the item.

^a Natural, Physical, Mathematical, and Biotechnology Sciences

Finally, we examine the rate of productivity by academic rank. At first glance, Table 4.21 reveals that Associate Professors appear to have been the most productive group in the last three years in all the types of scholarly work. But also recall that most of the respondents indicated that they have been in their current rank for five years or less, so the increased productivity of Associate Professors is likely tied to their recent promotion (Tien & Blackburn, 1996). Associate Professors dominated the other two ranks regarding conference presentations (35%), journal publications in regional journals (38%), book publications (42%), and editorial experiences with both journals and books (20% and 36%, respectively). They were somewhat closer in their productivity to the other two ranks regarding publications in international journals. Associate Professors were also more active contributors to local news media in comparison to Full Professors (10% to 6%) and they also reported more copyrighted and/or patented materials (4%) than Full Professors.

Table 4.21 Percentage of Respondents with One or More Completed Scholarly Works Disaggregated by Academic Rank

Scholarly Work	Asst. Prof.		Assoc. Prof.		Full Prof.	
	n	%	n	%	n	%
Produced/created an artistic project	1	2%	0	0%	1	2%
Created copyrighted software and/or patent	1	2%	2	4%	0	0%
Submitted an article to a local news organization	6	12%	5	10%	3	6%
Editor of a scholarly journal	7	12%	11	20%	8	14%
Edited a book	5	10%	19	36%	7	13%
Published a book	9	15%	25	42%	14	24%
Published a paper in a regional scholarly journal	16	26%	23	38%	13	21%
Published a paper in an international scholarly journal	17	26%	19	29%	17	26%
Presented at an academic conference	18	30%	21	35%	14	23%

Note. $N = 77$. Percentages are derived from the number of valid responses to the item.

Assistant Professors appear to be the least productive group, but they also reported the lowest number of weekly hours dedicated to research in the previous segment, so it's not unexpected to see such low output. There is only one area where Assistant Professors outperformed the other two ranks, and it is in relation to non-academic publications submitted to local news media. This may be more of a generational difference, with Assistant Professors displaying more comfort with non-traditional methods of publications in comparison to the respondents from the other two ranks. In some respects, the productivity of Assistant Professors mirrors the productivity of Full Professors. For example, Assistant and Full Professors reported the same degree of publications in international journals (26%) and both groups were within 2%-3% of each other in relation to the number of edited books and number of edited journals. In the remaining areas, Full Professors outperformed Assistant Professors in the number of books published (24% to 15%) only. On the other hand, Assistant Professors outperformed Full Professors on number of conference presentations (30% to 23%) and number of publications in a regional scholarly journal (26% to 21%).

In all, it is difficult to substantively claim that faculty productivity is either high or low. Currently, there are no historical data available to compare faculty productivity in present day against the past. There appear to be pockets of productivity and the respondents appear to be largely engaged in traditional modes of scholarly publication. Most of the activity is locally or regionally centralized which could be due to comfort and familiarity of the scholarly environment. It is also likely that the underdeveloped research infrastructure of the University of Sarajevo does not allow them to effectively engage and participate in the wider European and international scholarly communities, which

contributes to their isolation and the creation of research for local and/or regional consumption (Jahić and Pilav-Velić (2020). The other alternative is that a strong research portfolio is not required, but rather encouraged, so there is no need to produce at high levels.

4.3 Research Objective 3 – Predicting Satisfaction via Hagedorn's Model

Lastly, we examine how well Hagedorn's mediators and triggers predicted job satisfaction among this sample of respondents. Three separate regression models were conducted using multiple imputation (MI) method and data exclusion approaches to determine the final and preferred method to conduct a regression analysis to answer the third research objective. In all three iterations, correlations, and linearity among the independent variables themselves, and with the dependent variable, were checked visually (scatterplots) and statistically using Pearson correlation coefficient. All variables had a linear relationship with the dependent variable. For the purposes of discussion and analysis, independent variables were preserved for regression analysis even if they were not statistically correlated with the dependent variable.

First, for the non-imputed models, data were excluded listwise and pairwise, to produce two separate regression models. The variables maintained almost identical relationships with the dependent variable in both methods and while their means and standard deviations changed slightly, it did not affect their statistical significance. However, the regression model summary did vary appreciably between the two models. Model 1 with listwise exclusion ($N = 66$) produced an adjusted r^2 of 0.102 and a standard error of the estimate of 0.794. Model 2 with pairwise exclusion ($N = 77$ to 68), produced

an adjusted r^2 of 0.446 and a standard error of the estimate of 0.850. Lastly, Model 3 with imputed data using multiple imputation (MI), produced an adjusted r^2 of 0.387 and a standard error of the estimate of 0.851 based on pooled data output since the multiple imputation method created five versions of the data set. The MI method was selected because it is a suitable, and popular, option for imputing missing values in cases where the sample size is small and usage of this method has yielded similar performance to maximum likelihood and expectation estimation imputation methods (von Hippel, 2015).

Model 2 had a higher adjusted r^2 and a lower standard error of the estimate in comparison to the other two models, and based on these two measures of model fit, this method was selected as the best method to answer the third research objective. It should be noted that pairwise exclusion in regression can produce over- or underestimations of standard errors because SPSS will rely on the average sample size in its analysis (Little, 1992). But, this method is suitable if correlations among the variables are low and if data are missing at random, which presumes that missingness of any data point is conditional on another observed variable rather than on the missing data point itself. This is usually the first assumption among researchers since it's challenging to confirm with absolute certainty that data are missing completely at random, which assumes that there is no difference between missing data and other values in the data set (Dimitrov, 2009).

Table 4.22 displays the independent variable means, standard deviations, and Pearson correlation coefficient with the dependent variable, the job satisfaction index. Only eleven variables had a statistically significant correlation with the dependent variable, but for the purposes of analysis, all independent variables were used in the regression model because the data satisfied assumptions of multicollinearity and

homoscedasticity (see Table 4.24). A further reason for keeping all variables in the model was due to the complexity of measuring job satisfaction as a construct as described in chapter 2 and the challenge faced by researchers in determining the predictive effect of any single variable on its own. On the basis of on the aforementioned metrics and guidance from the literature, a decision was made to maintain all the variable for the purposes of testing the model.

Table 4.22 Means, Standard Deviations, and Pearson Correlation Coefficient of Independent Variables with the Dependent Variable – Job Satisfaction Index

	Mean	SD	Pearson corr.	n	Variable description
<i>Motivators & Hygienes</i>					
Achievement index ^a	3.350	1.088	0.022	71	Square root transformation of publications in the past 3 years
Recognition ^b	0.597	0.799	0.383**	72	Leadership position in an academic association or scientific board in the last year
Work itself ^b	0.691	0.43	0.012**	68	Minimum 30% teaching time (primary teaching interest); or 20% teaching time (teaching and research interest); or primary interest in research
Junior rank ^b	0.324	0.471	-0.036	77	Assistant professor
Middle rank ^b	0.403	0.493	-0.002	77	Associate professor
Senior rank ^b	0.272	0.448	0.040	77	Full professor
Salary ^b	0.649	0.480	0.373**	68	Making more than 1,301 convertible marks (KM) per month
Responsibility ^b	0.597	0.493	0.282*	77	Chairing less than 3 committees in the last 3 years
<i>Demographics</i>					
Male ^b	0.401	0.493	0.266*	68	Male

Table 4.22 (continued). Means, Standard Deviations, and Pearson Correlation Coefficient of Independent Variables with the Dependent Variable – Job Satisfaction Index

	Mean	SD	Pearson corr.	n	Variable description
Female	0.500	0.503	0.233*	68	Female
Social sciences ^b	0.311	0.466	0.049	77	Academic disciplines belong in the social sciences
Humanities & Arts ^b	0.065	0.248	0.003	77	Academic disciplines belong in the humanities or arts
Medical Sciences ^b	0.286	0.454	0.034	77	Academic disciplines belong in the medical sciences
Technical sciences ^b	0.169	0.377	0.040	77	Academic disciplines belong in the technological sciences
Natural sciences ^b	0.156	0.365	-0.071	77	Academic disciplines belong in the natural sciences
<i>Environment</i>					
Poor student quality ^c	3.150	0.466	0.210	71	Disagreement that students are academically well prepared for class
Administration ^c	2.902	0.538	0.363**	69	Degree of satisfaction with overall university administration
Collegiality ^c	2.818	1.048	-0.196	68	Degree of satisfaction with collegiality
<i>Triggers</i>					
Early career ^b	0.195	0.399	0.135	68	Under 40 years of age
Middle career ^b	0.636	0.484	0.357**	68	Between 40 to 60 years of age
Late career ^b	0.052	0.223	0.116	68	Over 60 years of age
Time in rank ^b	0.818	0.388	-0.003	74	Promoted/hired to current rank within the last 5 years
New arrival ^b	0.039	0.194	-0.240*	77	Less than 5 years at current institution
Perceived justice ^b	0.480	0.503	0.332**	73	Degree of agreement that promotions are based on merit
Single ^b	0.116	0.323	0.073	68	Single
Married ^b	0.597	0.493	0.421**	68	Married
Divorced/ Separated ^b	0.052	0.223	0.103	68	Divorced/separated
Widowed ^b	0.026	0.160	-0.009	68	Widowed

Note. N = 77

^a scale variable; ^b dichotomous variable; ^c five-point ordinal variable

** $p < 0.01$ * $p < 0.05$

4.3.1 Mean Satisfaction

Mean satisfaction was calculated as an index variable based on the four items shown in Table 4.23. Following the guidance established by Bentley et al. (2012a) and their use of this index variable, the four items were analyzed via Pearson correlation matrix and via principal component analysis (PCA) to determine if a factor-based score was suitable in creating the index variable for this study. Correlation coefficients for the four items ranged from 0.27 to 0.54. The Kaiser-Meyer-Olin (KMO) measure of sampling adequacy was 0.73 (the closer to 1.0, the better), which lent confidence to using a factor-based score (Dimitrov, 2009). Bartlett's test of sphericity, which assesses if the variables are unrelated and therefore appropriate to utilize in structure building, showed that the correlation matrix was not an identity matrix (Chi-square 65.690, $df = 6$, $p < 0.001$). Out of the four components, only one had an eigenvalue greater than one (2.206) and it accounted for 55% of the variance explained, which would suggest that all four items are indeed assessing the same latent variable. All four items had high factor loadings ranging from 0.51 to 0.83, and a Cronbach's alpha of internal consistency of the four items was 0.72. Taken together, these tests suggest that a factor-based measure was suitable for assessing job satisfaction among this sample of Bosnian faculty.

The respondents were asked on a scale of 1 to 5 to indicate their degree of agreement with each statement, where scores of 1 indicated a 'strongly agree' option and scores of 5 indicated a 'strongly disagree' option. Table 4.23 shows the percentage of respondents who expressed agreement with each item (item response of 1 or 2). Their mean, non-indexed job satisfaction score was quite strong, with a mean of 1.44, which can be classified as 'satisfied'. The respondents indicated a mean index job satisfaction

score of 2.43, which can still be classified as ‘satisfied’. While a small contingent expressed ambivalence in relation to whether they would choose academia again as a career path if given the choice to select their career again, it appears that most respondents would choose academia again. However, almost 60% of the respondents also agreed that it is not a good time for a young person to become an academic and 31% of the respondents indicated that their job was a source of strain, which speaks to discontent, and dissatisfaction expressed among the respondents in the previous results section.

Table 4.23 Percentage of Respondents Reporting Satisfaction with Academic Work

	Mean	Std. Dev.	%	n
Job satisfaction index	2.43	1.14	48.1	37
This is a poor time for any young person to begin an academic career	2.38	1.49	59.4	38
If I had to do it again, I would not become an academic	3.16	1.89	24.7	19
My job is a source of strain	2.78	1.65	31.2	24
Overall, I am satisfied with my job	1.44	1.01	76.7	59

Note. $N = 77$

Next, a multiple regression was performed using the job satisfaction index variable as the dependent variable. The r^2 value of the model was 0.63, the adjusted r^2 of the model was 0.43, and a standard error of the estimate of 0.87; the model was statistically significant than zero ($F = 3.09, p < 0.001, df = 65$). The data satisfied assumptions of multicollinearity and residual scatterplots showed normally distributed residual values to support a conclusion of homoscedasticity. Table 4.24 displays the unstandardized coefficients, standard error, t-value, significance, tolerance, and variance inflation factor for each independent variable. Only three independent variables from Hagedorn’s model ultimately significantly predicted job satisfaction, even though a total

of eleven variables had significant bivariate relationships with job satisfaction.

Statistically significant relationships were found between job satisfaction and recognition, job satisfaction and work itself, and between job satisfaction and being single.

Table 4.24 Multiple Regression Results for Independent Variables and their Effect on Job Satisfaction

	<i>B</i>	S.E.	<i>t</i>	<i>p</i>	Toll.	VIF
Constant	1.52	0.70	2.16	0.03		
Achievement index ^a	-0.02	0.13	-0.16	0.87	0.56	1.77
Recognition ^b	0.60	0.16	3.67	0.001**	0.75	1.32
Work itself ^b	0.12	0.14	0.35	0.03*	0.65	1.21
Junior rank ^b	-0.10	0.35	-0.28	0.77	0.46	2.17
Senior rank ^b	0.52	0.35	1.50	0.14	0.51	1.93
Salary ^b	0.18	0.32	0.56	0.57	0.53	1.88
Responsibility ^b	0.51	0.27	1.84	0.07	0.67	1.47
Male ^b	0.46	0.28	1.61	0.11	0.63	1.57
Technical sciences ^b	-0.65	0.39	-1.65	0.10	0.57	1.74
Humanities & arts ^b	0.12	0.68	0.17	0.85	0.45	2.21
Medical sciences ^b	0.10	0.36	0.27	0.78	0.46	2.17
Natural sciences ^b	-0.91	0.43	-2.09	0.06	0.50	1.97
Poor student quality ^c	0.32	0.32	0.99	0.33	0.57	1.74
Administration ^c	0.42	0.25	1.69	0.09	0.69	1.43
Collegiality ^c	-0.39	0.14	-2.77	0.10	0.57	1.72
Early career ^b	-0.02	0.40	-0.05	0.96	0.51	1.96
Late career ^b	0.73	0.58	1.26	0.21	0.77	1.29
Time in rank ^b	0.44	0.36	1.21	0.23	0.64	1.55
New arrival ^b	0.14	0.85	0.16	0.86	0.46	2.13
Perceived justice ^b	0.07	0.28	0.26	0.79	0.61	1.61
Single ^b	1.17	0.48	2.24	0.01*	0.53	1.89
Widowed ^b	0.61	0.85	0.72	0.45	0.70	1.42
Divorced/Separated ^b	0.76	0.61	1.25	0.22	0.67	1.46

^a scale variable; ^b dichotomous variable; ^c five-point ordinal variable

**p* < 0.05; ** *p* < 0.001

Reference groups: Middle rank; Female; Social Sciences, Middle Career, Married

4.3.2 Results for Motivators & Hygienes

Hagedorn's motivators and hygienes include the following variables:

achievement, recognition, work itself, responsibility, advancement, and salary. Only two variables within this group were significant – recognition and work itself. On average, participants with at least one elected leadership position in the least year were predicted to have an increase of 0.60 units on the job satisfaction index than respondents without any leadership positions in the last year, when controlling for the other variables in the model. This finding is supported by the larger literature. For example, Ismayilova and Klassen (2019), studying faculty from Turkey and Azerbaijan, found that faculty who have had leadership experiences reported greater job satisfaction. Similarly, Leung et al. (2020), studying the effect of recognition on tenure-track and non-tenure track faculty satisfaction in Hong Kong, also reported that it was among the strongest predictors of satisfaction in their study for both groups. August and Waltman (2004), using Hagedorn's model, found that recognition was among the top predictors of job and career satisfaction for female faculty in the US.

Work itself was the only other significant variable from this group of motivators and hygienes. Work itself was operationalized as having sufficient time dedicated to teaching and a clear preference for teaching, or a preference for teaching and research, or solely a preference for research. The focus on teaching was selected because it is the primary duty of the respondents and the university's mission; respondents with sole interest in research were considered to have enough time for teaching by default. On average, having sufficient time dedicated to teaching was associated with a predicted increase of 0.12 units in job satisfaction, after controlling for other variables in the model.

This is a small effect, but it's important to note that the primary duties of academics are not always in sync. For example, teaching is usually in conflict with research or other duties and there can be the potential for a mismatch between expectations and reality. But, for those who hold a primary interest in teaching and who were trained to teach, then it's unsurprising that having available teaching time was an important predictor of job satisfaction.

Faculty satisfaction studies have found that the content of the work, i.e., the work itself, was likelier to be associated with increased satisfaction than the context, i.e., working conditions in which the work takes place. For example, Castillo and Cano (2004), studying agricultural faculty in the US, reported that the work itself significantly predicted job satisfaction among faculty, although there were differences based on gender and age. Chipunza and Malo (2017), studying South African faculty, also reported that work itself was significantly associated with job satisfaction, and with reduced intentions to leave and greater innovation and risk taking. The significance of recognition and the work itself provides further evidence that intrinsic factors associated with one's work are more potent predictors of job satisfaction.

The remaining variables in this group were not significant predictors of job satisfaction among this sample. This is unexpected given that previous studies, domestic and international, have found achievement, responsibility, advancement (rank), and salary to be significant predictors of job satisfaction (Agah et al., 2020; Diamond et al., 2016; Hooker & Johnson, 2020; Kuwaiti, A. et al., 2019; Miller et al., 2016; Rubel & Kee, 2015; Webber, 2019). The insignificance of these variables in this study may be related to the higher education culture described in chapter 2. Salary is collectively

negotiated for each rank, so there are no great financial disparities within ranks. Therefore, advancing into the next rank brings the individual into a pre-set salary bracket based on collective agreement. Unlike the US where salaries can be negotiated as one advances into senior roles, there are no such opportunities within Bosnia and Hercegovina.

In relation to responsibility, we have already seen in the previous results section that there is great deal of decentralization and no major entity – university administrators, college-level administrators, or professors – wields much influence. So, it's possible that the rarity of involvement opportunities for faculty to exercise responsibility and participation has no meaningful impact on their satisfaction. The insignificance of achievement (publication index) on job satisfaction can also be traced to the previous results section which revealed a modest degree of productivity over the last three years, perhaps due to the respondents primarily identifying as instructors rather than researchers. While the respondents indicated a desire to dedicate more time to research in the previous section, this desire may stem from an intrinsic interest in the research process rather than the extrinsic benefits that published research can bring (McKeachie, 1979), which in nation like Bosnia and Hercegovina, are limited to non-existent.

4.3.3 Results for Demographics

The regression model included two demographic dummy variables – gender and academic discipline. Gender had no significant relationship with job satisfaction, but it's not wholly surprising since the research on the effects of gender on job satisfaction has yielded inconclusive findings, and some researchers have found no effect of gender on satisfaction (Bornholt et al., 2005; Cerci & Dumludag, 2019; Lunsford et al., 2018). For

example, Long (2005), relying on cross-sectional data, reported that females were more satisfied with their jobs than males, but Kessuwan and Muenjohn (2010) found no significant difference in satisfaction between males and females. In facet-level analysis, females have reported lower satisfaction with salary, collegiality, and climate in comparison to males, but in terms of overall job satisfaction, studies have found that males and females tend to report similar degrees of overall satisfaction (Smith et al., 2018; Webber, 2019). So, while gender differences can abound, the unique configuration of satisfaction and dissatisfaction can still produce a net positive evaluation of satisfaction.

Academic discipline also has a checkered relationship with job satisfaction, and this study found no significant relationship with job satisfaction. One's academic discipline "reflects professional expectations, measures of productivity, and standards for tenure and promotion.... As well as norms, culture, and standards around professional etiquette, career pathways, and academic publishing" (Durodoye et al., 2020, p. 634). For instance, Jackson et al. (2017) reported that faculty in hard science fields were less satisfied than faculty in social science fields. They attributed the difference to the notion of consensus, which they defined as fields (i.e., STEM) that have "a high level of agreement of what should be studied and how" versus low consensus fields that have looser degree of agreement (i.e., social science and humanities) (p. 195). Durodoye et al. (2020) found that the effect of academic discipline "washed out" once other variables were added, which suggests academic discipline may not be a strong predictor of job satisfaction (p. 645).

On the other hand, Mudrak et al. (2018), studying the effects of academic discipline on Czech faculty satisfaction, found that faculty in hard sciences were more satisfied than those working in the soft sciences. The authors indicated that the hard science fields have been more responsive to changes in the global market which has led to organizational changes in departments and in faculty training and socialization. Ward and Sloane (2003) also found academic discipline to be a significant predictor of job satisfaction among Scottish faculty, but only when salary was introduced into their analysis, with lower-paid faculty reporting greater dissatisfaction.

It is possible that these two variables have a mixed effect on satisfaction simply due to unequal representation of males and females across ranks and disciplines. Therefore, satisfaction is influenced by the roles and functions these individuals occupy within their departments and academic disciplines, rather than directly to gender or academic discipline (Bornholt et al., 2005). Another possibility for the variation in findings may be explained by the expectations each gender has of the job, and in the case of this study, males and females may have the same expectations.

4.3.4 Results for Environmental Conditions

The regression model included three environmental variables – student quality, satisfaction with administration, and satisfaction with collegiality. Hagedorn's model views the effect of environmental conditions as the least permanent because students, colleagues, and administrators come and go over any given academic year and over the course of several years. In general, organizational labor theories suggest that job satisfaction will be higher if there are positive social and working relationships and if working conditions are satisfactory (Hagedorn, 2000). However, this may be truer in

cases where the leadership structure is more pronounced, leaders are more engaged, and there is greater oversight and funding for daily operations.

Based on the argument presented in chapter 2 and the findings discussed in section two of chapter 4, none of these characteristics apply to Bosnia and its higher education institutions. Therefore, it should not be surprising then that none of these variables had a significant relationship with job satisfaction, despite other researchers suggesting that there are significant relationships for each of these variables (August & Waltman, 2004; Bäker & Goodall, 2020; Lacy & Sheehan, 1997; Miller et al., 2016). The lack of statistical significance among the environmental variables may reflect the tacit acceptance of the status quo since post-war Bosnia is notoriously associated with stagnation (EU Institute for Security Studies, 2017).

As the results show, the respondents reported a moderately high job satisfaction index score, yet they reported middling mean satisfaction with student quality (3.15 on a scale from 1 to 5), administration (2.902 on a scale from 1 to 5), and collegiality (2.818 on a scale from 1 to 5). Taken together, the insignificance of these variables further supports what the previous results section revealed – a disconnect between faculty and administrators, between faculty and their peers, and between faculty and students. The disconnect may be related to COVID-19, but it could also be related to years and years of institutional inactivity and professional socialization that emphasizes individualism and autonomy rather than teamwork and shared accountability. This is worth investigating further because satisfaction with collegiality and student quality has been historically associated with increased job satisfaction (Jasman et al., 2013; Hagedorn, 2000; Jackson et al., 2016; Kenny, 2017; Tourangeau et al., 2015).

4.3.5 Results for Triggers

The regression model included five trigger variables – career stage, time in rank, time with institution, perceived justice, and marital status. Only one trigger variable was significant – marital status, but more specifically, being single. The literature is a bit inconclusive in relation to the effects of marital status on job satisfaction. For example, Sax et al. (2002) reported that married male faculty had higher publication output and greater overall job satisfaction in comparison to single male faculty. Older studies by Campbell et al. (1976) and Bersoff and Crosby (1984) have found the effects of marriage to be associated with greater job satisfaction for male faculty but had no significant impact on female faculty. On the other hand, Cetin (2006) and Hagedorn (2000) reported that marriage was associated with increased job satisfaction for faculty across all ranks. However, Milledzi et al. (2018), studying satisfaction among Ghanaian faculty, found that widowed and divorced faculty were the most satisfied in comparison to the single and married faculty.

In this study, on average, being single was associated with a predicted increase of 1.17 units on the job satisfaction index in comparison to the reference group, when controlling for other variables. This is a significant increase on the index measure, suggesting that single faculty are under less pressure because they are not juggling both their job and their family obligations, which are usually cited as reasons why married faculty are less satisfied. Single faculty have more time to dedicate to their duties in comparison to married faculty. Additionally, in the psychosocial context of Bosnia and Hercegovina, getting married comes with added responsibilities, and due to the precariousness of life in the country, it is likely that married faculty are under tremendous

strain. The fact that single faculty were more satisfied in this study is consonant with the inconclusive effects of marital status on satisfaction found elsewhere and is worth further investigating.

Career stage, time in rank, time with institution, and perceived justice were not statistically significant. The insignificance can be explained by the findings presented in the first section. While many of the respondents have been in their academic rank for five or less years, many of them have worked exclusively for the University of Sarajevo for at least ten or more years as teaching assistants or lecturers, and most of them also earned their degrees within Bosnia and Hercegovina. Therefore, these experiences have shaped the way these academics understand their work and while we can assume that generational differences exist, the nature of cross-sectional studies does not allow us to understand the effect of aging on satisfaction. With cross-sectional data, we only see differences “between academics of difference ages at the same point in time” (Bentley et al., 2012a, p. 16).

The insignificance of perceived justice (proxy for corruption) was surprising because Bosnia is typically at the top of the corruption index maintained by Transparency International (2020) and there are plenty of sensational stories in media of politicians and students bribing faculty for passing grades or degree conferral in order to enter the job market or to seek a promotion (Jahić, 2014). But, these results suggest that perhaps those stories are isolated cases rather than an endemic activity or that perhaps there have been additional crackdowns on these activities. The results suggest that faculty believe that promotions are based on merit, rather than connections, which is a heartening finding. However, corruption is a challenging variable to assess because it can take on many

forms and may not be as obvious as directly paying someone for something. It's also something that not many people wish to admit to, so even if they have engaged in corrupt practices, they're not likely to directly admit to doing so.

Lastly, in relation career stage, Hagedorn (2000) reasoned that one's closeness to retirement could affect perceptions of job satisfaction because it can trigger an internal reassessment of whether one's current career trajectory and opportunities match one's career goals. In the case of this study, career stage was chosen as a substitution for age. Like the previous discussion on the inconclusive effects of gender on job satisfaction, age also had an inconclusive effect, and it was not significant in the context of this study. For example, a study by Locke et al. (1983) found that age was an important predictor of faculty job satisfaction when it was considered alongside other demographic variables and pay; however, its predictive significance deteriorated when job characteristics were added.

Among researchers who have found a positive linear relationship between these two variables, they argued that employees become more satisfied over time because of promotion and because they had reached a desirable position within their organization (Riza et al., 2016; Wilks & Neto, 2013). Such employees may have also developed a degree of expertise and are more engaged in their work leading to greater satisfaction. Among researchers who proposed a U-shaped relationship, they pointed out that job satisfaction tends to be high among employees starting out in their careers, followed by a period of decline, and then a steady increase until retirement (Spector, 1997). But, as academic work continues to change, there are no firm guarantees that younger generations of Bosnian faculty will experience increased job satisfaction as they advance

in their careers unless tremendous changes occur in Bosnia, and even then, there are no guarantees that satisfaction would increase.

4.4 Chapter Summary

The statistical analysis of data from this study resulted in a provisional demographic and professional profile of academics working at the University of Sarajevo (UNSA), a description of their satisfaction with select work-related facets, and a test of how well variables associated with Hagedorn's faculty satisfaction framework predicted their overall satisfaction. The final chapter will further synthesize these findings with the wider literature and discuss recommendations for future research and policy improvements.

CHAPTER 5. CONCLUSION AND DISCUSSION

This study was the first to examine, describe, and predict the extent of faculty job satisfaction on a sample of faculty working at the University of Sarajevo (UNSA), in Bosnia and Hercegovina (BiH) utilizing Hagedorn's (2000) faculty satisfaction framework. The focus on BiH and UNSA was selected because of the sociopolitical landscape in which they operate. BiH has endured a difficult transition from a socialist regime to a market economy following the disintegration of Yugoslavia in the early 1990's, and it's known for its bureaucratic inactivity and slow pace of development. Higher education has borne the brunt of "political and structural weaknesses (namely, inefficient bureaucratic structures, weak governmental accountability and corruption) [they] have been influenced by successive and often contradictory policies that result from changes of the political parties in power" (Brajković, 2017, pp. 3).

UNSA is the flagship public institution of BiH and it educates and trains the bulk of BiH's future faculty, so it's natural to wonder how the professoriate perceive their existence and their work in such a complicated environment, and what satisfaction they draw from their career and profession. Faculty satisfaction studies from around the world have pointed out that satisfied faculty tend to be engaged in their immediate work, in their professional development, and in their profession (Calkin et al., 2019; Kweik, 2015; Machado-Taylor, 2017; Mudrak et al., 2018). Satisfied faculty are also more invested in the success of their students, e.g., student performance, retention, and graduation (Millea et al, 2018; Murphy & Murphy, 2017). These macro- and micro-level outcomes are relevant to this study because of the even greater effects that they could have on the economic development of BiH, and the wider Balkan region.

Descriptive and inferential analysis of survey results (a) provided a baseline academic profile of faculty working at UNSA, (b) described the extent of faculty satisfaction and/or agreement with administration, influence in shared governance, working conditions, beliefs about higher education, time allocated to primary duties, and scholarly productivity, and (c) tested how well Hagedorn's mediators and triggers predicted faculty job satisfaction with a non-US sample. This chapter will summarize and further discuss the findings presented in chapter four as related to the three primary research objectives. This chapter will also discuss practical implications of the result, policy implications for the field of higher education, provide recommendations for future research, reflect on the limitations of this study's methodology, and provide an overall conclusion about this study.

5.1 Discussion of Major Findings

5.1.1 Research Objective 1: Academic and Demographic Profile

While the sample was small based on the overall eligible population of faculty, it was still possible to sketch a tentative portrait of academics working at the University of Sarajevo. First, most of the academics earned their highest degree at an institution within Bosnia and Hercegovina and their highest degree was completed in the last ten years. Most of the academic talent was cultivated internally which is indicative of academic inbreeding (Altbach et al., 2015). This is not unusual for a poor nation since most Bosnian families struggle to send one child to a domestic higher education institution much less to a foreign institution to study. Poverty, combined with poor elementary and secondary preparation, means that a lot of college-aged students drop out of Bosnian

institutions (Šabić-El Rayess, 2012). The ones who remain are usually the best performing students and so their ascension into faculty roles is nurtured from the start.

This pattern of talent identification, recruitment, and retention would explain why most faculty have long working histories with the University Sarajevo before ever assuming their first faculty position because many would have started their professional careers as teaching assistants or lecturers before reaching eligibility (completion of a doctorate) to be considered for a faculty position. Candidates for these pre-faculty positions are typically identified and recruited by the professor, so these connections carry a lot of heft when hiring for full-time faculty comes around. Transferring institutions is not a common practice and transferring to a new institution also means a loss of vital network connections. Most faculty were also relatively new to their academic rank with a majority indicating that they've only been in their present rank for five or fewer years.

As a group, they are largely focused on teaching and most prefer teaching to research. However, they are active researchers, although their productivity is perhaps circumscribed by their underdeveloped research infrastructure, and to some extent by institutional policies that do not expect or require faculty to be heavily engaged in scholarly production at a detriment to their teaching duties. Although research productivity is an element of their promotion dossier, each college can create their own specific metrics to define productivity, which means that there is no clear consistency from one unit to another ("Law on higher education in Bosnia and Hercegovina 59/07", p. 12). This does not necessarily mean that BiH's higher education institutions are unique in this respect.

We have ample survey evidence from North American faculty who report being equally befuddled as to tenure processes at their institutions (Jackson et al., 2017; Lisnic et al., 2018). However, the lack of clarity is more dangerous in a nation like BiH because of its endemic corruption and ingrained expectation that everything can be negotiated for the right price, so there is no (or limited) need to adhere to written/published expectations. Enforcing a shared standard could be a way to slowly build research capacity and to build a culture of research. Such an approach could then also intentionally integrate female, minority, and junior faculty who often publish less than their male, and typically more senior counterparts (Eagan, Jr., & Garvey, 2015; Hagedorn, 2001; O'Meara et al., 2017; Strunk, 2020).

Female faculty were slightly more represented in comparison to male faculty in the final sample. Whether this difference can be traced to gender is unclear and research findings are inconclusive when it comes to the effect of gender on survey completion (Salkind, 2010). Many of the respondents were married and living with one to two other individuals, although a surprising number of faculty also reported having no children at all. Most of them were also employed in full time status since part-time employment in general is not prevalent in Bosnia. In terms of age, most of the sample was between 30 and 49 years of age, with the largest concentration of respondents falling squarely in middle age, which is defined as individuals who are between 40 and 60 years of age. This is not a young professoriate, and the concentration of middle-aged faculty suggests a few possibilities.

First, fewer young people are being trained for an academic career, which is not unthinkable given the rate of emigration out of Bosnia and the rather high dropout rates

among those enrolled in higher education (Y.Z., 2020b). There is also the larger issue of a low fertility in the nation and in the region, which has led to a generational shrinkage and an imbalance in birth to death ratio (Judah, 2019). Secondly, it is also possible that it's taking an excessive number of years to earn a doctorate, which means that graduates are already older once they complete their degree. The last possibility is that qualified faculty candidates are spending too many years in lecturer roles because the university cannot afford to advance them (which would require provisions for a higher salary and health benefits). These are plausible conclusions given the previous discussion on the economic situation in Bosnia. This lack of opportunity, immobility, and low wages are driving talent out of the country and constraining the development of talent that remains in the country.

5.1.2 Research Objective 2: Satisfaction with Work-related Factors

This objective sought to describe the extent of satisfaction (or agreement) with various aspects of their work, working conditions, administrative environment, and to describe the scope of their weekly activities and professional productivity. For the most part, the respondents reported low satisfaction with their immediate working resources like classrooms, access to technology, equipment for research, secretarial support, intellectual atmosphere, and library offerings. Existing college buildings have been only partially renovated to address the most obvious signs of dilapidation or war-time damage, but there has been no systematic investment by the university in improving their infrastructure in terms of new construction. Based on the financial model and funding scheme for higher education described in chapter 2, it's not surprising that there is no

money set aside to improve the physical space and appearance of the colleges and the university.

The respondents also indicated low satisfaction with the university's administration and leadership, particularly with their inability to keep political influence away from the university and its academic mission. The respondents had no shared agreement on what the institutional mission and focus of higher education ought to be, which hints at a larger identity crisis that needs resolution since higher education institutions are the cornerstone of economic development for the region (Zgaga et al., 2013). They were in stronger agreement that a university education should train young people for work and provide adults with life-long learning, which are very utilitarian and individualistic goals, but there does not appear to be a strong connection between these goals and actual curricular reform to meet these needs (Hadžiomerović, 2018). Further exploring why UNSA respondents did not view higher education as a way of solving social problems is recommended, as are their perceptions of what priority they think the federal leadership should dedicate to each of these areas. In digital and print media, politicians often call out higher education institutions as crucial partners in stemming the tide of emigration, but the results suggest that these respondents don't share that vision, at least in part.

Irrespective of gender, academic discipline, or rank, the respondents indicated that there was a tiny modicum of shared governance, but it was obvious that there was no true leadership or decision-making authority among university administrators, college-level administrators, and faculty. This suggests that the chair system of leadership is still in effect, and that individual colleges continue to operate with unchecked autonomy, despite

years of initiatives aimed at reducing fragmentation. Failure of these reforms lends credence to reformers who've long cautioned that transplantation of organizational features from one system to another without adaptation to meet local conditions would always be unsuccessful (Halász, 2015). The seeming failure of reforms also speaks to the resiliency of self-management which was the guiding organizational principle during former Yugoslavia's existence.

In terms of their primary duties, the respondents spent the bulk of their weekly hours on teaching and teaching-related duties. Weekly hours dedicated to engagement with the local community, professional development, and administrative tasks were low. Although there was a strong desire to modestly increase the number of weekly hours dedicated to research by both groups, teaching remained the primary focus of the respondents. Yet, they engaged in research as well, and the respondents indicated a diverse array of scholarly contributions in the form of journal articles, conference presentations, and book chapters – both regionally and internationally. Despite the underdeveloped research infrastructure around them, the respondents were active contributors to their scholarly fields (Figurek et al., 2019).

5.1.3 Research Objective 3: Utilizing Hagedorn's Model to Predict Overall Satisfaction

Uses of Hagedorn's model in international contexts are limited, and a goal of this study was to test its applicability in non-US settings. Ultimately, only three of Hagedorn's variables were significant predictors of job satisfaction – work itself, recognition, and being single. The significance of the work itself and recognition on job satisfaction are not surprising findings and are supported by other studies. Research suggests that the constituent elements of faculty work are more likely to result in higher

levels of faculty job satisfaction and scholarly inquiry has consistently confirmed as much (Cerci & Duamludag, 2019; Chipunza & Malo, 2017; Hee et al., 2019; Machado-Taylor et al., 2017; Mamiseishvili & Lee, 2018).

Another possibility as to why work itself was a significant predictor relates back to Copurl's (1990) notion of role clarity, which requires that an individual possess a clear understanding of their tasks, their time commitments, and priorities. The sample of faculty in this study expressed clear preferences for teaching and they spent most of their time teaching, so it should not be surprising that this would lead to increased satisfaction. While they did express a desire to increase their preferred time for research, it was not by drastically cutting back on teaching duties. Shin and Jung (2014) found that when faculty engaged in exclusively one activity, their satisfaction was higher, and their stress was lower in comparison to their international reference groups.

In their study, faculty from Latin America were the most satisfied and least stressed in comparison to their peer groups, because their sole focus was teaching, and they had a clear preference for teaching. Similarly, European faculty from research-focused higher education systems with clear preferences for research were also more satisfied than their colleagues who expressed an interest in both teaching and research. They concluded that role clarity explained their findings since these faculty were not being pulled in various directions. Similar findings have been found in studies comparing the impact of role conflict and ambiguity on job satisfaction among community college and four-year university faculty in the United States and among faculty in international settings (Gormley & Kennerly, 2009; Kweik, 2017; Prakhov, 2019; Shin et al., 2015; Wild, 2002).

Recognition has been linked to increased motivation and satisfaction and findings by Bozeman and Gaughan (2011) suggest that faculty satisfaction can be influenced by their colleagues' perceptions about them and their body of work. Institutions vary in the ways they recognize their faculty and those who are productive researchers enjoy more recognition because a scholarly publication is a tangible and visible output that can be recognized in comparison to excellence in teaching, so recognition by one's peers is perhaps more meaningful. In the context of this study, recognition was defined as serving as an elected leader of a professional, academic, or scientific organization/association.

The study's findings suggest that recognition by one's peers was a significant predictor of job satisfaction, likely because serving in such visible leadership positions reinforces the sense of social acceptance by one's peer group and it may lead to increased motivation to continue one's engagement with work and profession. Other studies have found that leadership opportunities at the college- or institutional level are similarly associated with increased job satisfaction and in some cases can lead to increase retention of female, minority, and non-tenure track faculty (August & Waltman, 2004; Ismayilova & Klassen, 2019; Leung et al., 2020; Sahl, 2017).

However, the significance of being single on job satisfaction was a surprising finding since the literature is a bit inconclusive on the effects of marital status on job satisfaction. There does appear to be an informal acceptance that married individuals are more satisfied than single individuals because "married workers transmit the satisfaction in their family life to their jobs or that the marriage causes changes in the expectations from a job" (Filiz, 2014, pg. 800). It's just as possible that marriage adds more stress because now an individual is responsible for others rather than just themselves and

simply walking away from a job in search of something else is not feasible. Marriage may be a stronger predictor of satisfaction when the economic conditions of a nation are healthier and able to support a family unit. The connection between a nation's economic health and marital status on job satisfaction is worth exploring in more depth.

When the findings of this study are compared against other studies that have utilized Hagedorn's model, namely those conducted by Bentley et al. (2012a) and Sutherland and Wilson (2018) in Australia and New Zealand, respectively, there are mostly dissimilarities in the findings. These differences may relate more to the way both studies operationalized their variables to adhere to Hagedorn's model, and to how well conceptual models of faculty satisfaction developed in the United States apply to other nations. Both studies added, combined, or eliminated variables of Hagedorn's model based on the type of survey data available for their nation, so there is concern over direct comparability. Future uses of this model among Bosnian, or Western Balkan faculty, should consider further adaptation, refinement, or inclusion of other contextual variables to capture more nuance, for instance, including the effects of institutional resources on job satisfaction.

Utilizing data collected by the Changing Academic Professions (CAP) survey, which included a sample of roughly 1,100 Australian respondents, Bentley et al. (2012a) reported that administration, institutional resources, the work itself, late career stage, being recently promoted, belonging to an elite Australian institution, and student quality, were the most significant predictors of job satisfaction. Utilizing a national survey distributed among early career academics in New Zealand, Sutherland and Wilson (2018) examined job satisfaction among 538 respondents and found that academic discipline,

recognition, work itself, student quality, collegiality, and belonging to an older institution, were the most significant predictors of job satisfaction.

Only one finding overlapped between this study and those conducted by Bentley et al. (2012a) and Sutherland and Wilson (2018) – work itself. However, while Bentley et al. and Sutherland and Wilson found work itself to be a significant predictor, both studies focused on a different aspect of work – Bentley et al. on research and Sutherland and Wilson on teaching. For Australian academics, being predominately interested in research was positively associated with job satisfaction, while for academics in New Zealand, being predominately interested in teaching was negatively associated with job satisfaction. Sutherland and Wilson attributed their finding to the implementation of the Performance Based Research Fund which required academics to assemble evidence of their academic impact and to increase their research hours to produce sufficient evidence thereby curtailing the time they could devote to teaching. Bentley et al. attributed their finding to preference, stating that “when academics are trained in and hold an interest in research, it is unsurprising that available research time is an important predictor of satisfaction” (2012a, p. 13). Both studies demonstrated the effect of role clarity on job satisfaction, while also demonstrating that satisfaction can vary when that clarity is compromised by external pressures.

But, what does Hagedorn’s model have to say about overall satisfaction? Based on mean job satisfaction scores alone, academics in the studies conducted by Bentley et al. (2012a) and Sutherland and Wilson (2018) appear to be satisfied with their jobs, and similar results were reported by this study. So, despite dissatisfaction with certain elements of their roles, academics were still satisfied with their jobs overall. The results

of these studies suggest that Hagedorn's assertion was correct – most faculty fall in the middle of her job satisfaction spectrum and they have accepted their work-related responsibilities, or at the very least, have found a way to tolerate the highs and lows of their daily duties and organizational dynamics. The New Zealand and Australian faculty, as well as UNSA faculty surveyed in this study have found a way to co-exist in the environment around them, and to perhaps draw satisfaction from other elements of their work and/or environment.

5.2 Study Limitations

Hagedorn's faculty satisfaction framework has been sparingly tested in non-US educational systems because it was designed and validated based on survey data provided by US academics. Yet, domestic studies, and a few international studies, have used the model to assess faculty satisfaction from all possible dimensions, demonstrating the model's malleability to different institutional landscapes and faculty populations. However, given the breadth of the model, a sufficient sample size is really needed to fully explore the efficacy and predictiveness of the model. Unfortunately, apart from the beta review of the survey instrument discussed in chapter 3, there were no other opportunities to gather preliminary data to test the framework itself without tapping into the study population itself and risk losing their participation during the official data collection stage. Therefore, the first attempt of testing the framework came from the study itself.

The operationalization of some variables required that they be grouped to form a composite variable, and while this can sometimes offset concerns of multicollinearity, it is possible that this also introduced overlaps and imprecision. Furthermore, the final

regression model retained all of Hagedorn's independent variables, rather than only those with a significant statistical relationship with job satisfaction, which for the small sample size like this one, led to a reduction in statistical power. Future application of this model could consider the effects of interaction variables on regression analysis and data reduction techniques like exploratory factor analysis (EFA) to offset losses in statistical power.

Hagedorn's model also views the concept of faculty satisfaction as occurring on a continuum, whose shifts are best assessed with longitudinal data. This assumption immediately complicated the operationalization of Hagedorn's construct of triggers, whose effects on satisfaction are best examined using longitudinal data (August & Waltman, 2004). This study was cross-sectional in its design and therefore the opinions and attitudes reported by the faculty in the sample were specific to that point in time. If Bosnian, or Western Balkan faculty, could be surveyed with more regularity (with a true longitudinal approach), then this underlying idea of the job satisfaction spectrum could be fully examined. Such attempts would also produce larger sample sizes and more robust statistical tests could be conducted to examine how the constituent variables within the categories of mediators and triggers affect each other.

This study relied on a faculty satisfaction survey created by a researcher to study faculty satisfaction among academics in Mexico. His survey was selected because he is one of the foremost comparative researchers of faculty satisfaction and his survey instrument was designed as a pastiche of other established faculty satisfaction surveys. This method of survey creation is acceptable when there are shared professional norms, even when cultural differences abound in how those norms are performed. To adapt the

survey to Bosnian faculty, original survey items were reworded, eliminated, or added based on available literature and preliminary conversations with Bosnian faculty. The beta tests conducted over late summer 2020 were meant to address any issues related to face and content validity as a result of modifications, but it's possible that this survey did not cover all possible topics and contextual factors that could affect perceptions of job satisfaction among this specific sample. There are innumerable ways that a researcher can operationalize or fail to operationalize items to assess this complex concept, so at best, we can only ever have a partially accurate glimpse.

The survey design predominantly utilized five-point Likert-scale response options because the scale points can be adjusted, they are generally understood, and responses can be easily coded. However, overuse of Likert scale items can lead to response fatigue and satisficing behavior on the behalf of the respondent, and some have observed that this is likelier to happen when five- and seven-point Likert scales are used (Fan & Yan, 2010). Peabody (1962) argued that Likert items “primarily represent response sets, and only to a secondary degree actual differences in intensity” (p. 73). In his view, Likert items largely reveal the direction of one's response, but cannot quite capture the intensity of the response, which then leads to false conclusions. Future studies should then consider using simple binary response options like yes or no, or Likert scales with an even number of options to compel the respondent to provide one clear response.

A related issue is interpretive bias and lens that I as a researcher brought into this study. As a refugee from this country, with extended family still living in the country, I have tangible connections and a personal interest in seeing Bosnia and Hercegovina succeed as an independent nation. So, while I aimed to keep a healthy degree of

impartiality and skepticism during data analysis, it's also very possible that I introduced a more Western-leaning perspective because I've been predominantly educated by such a system and have taken on those values. Consequently, these biases could have led me to interpret and describe the data harshly and judgmentally. I exercised my best judgment to situate all findings in the appropriate literature and current Bosnian context, and when discrepancies arose, to point them out and suggest ways of examining the issues further.

The final limitation related of the overall study design is associated with the underlying the design itself, specifically its timing, target sample, delivery method, invitation design, use of reminders, and use of incentives (Fan & Yan, 2010). Each of these steps can affect the interest and motivation among the respondents to engage and complete the survey (Saleh & Bista, 2017). Participants were sent only one reminder per University of Kentucky's Institutional Review Board (IRB) protocol and there were no rewards or financial incentives for participation. Eligible respondents were contacted via their primary work email and their secondary personal email. However, this method could have led to recruitment emails languishing in unchecked institutional email accounts or being filtered out by SPAM settings on personal email accounts. While all recruitment messages and reminder messages were personalized, with a clear call to action and a deadline, it may not have been enough to motivate respondents to complete the survey. Apart from the issues of trust discussed in chapter 3, the additional anxiety provoked by COVID-19 could have eroded the participants interest in wanting to complete this survey.

As discussed in chapter 1, the effects of the global COVID-19 pandemic were truly unparralled, and its effects were even more destructive in poor countries like BiH,

where access to basic healthcare is limited. As the pandemic began in March 2020, “anxiety had led to fear for existence such as panic buying, xenophobia, and the tendency to trust every news on social media” (Pajević et al., 2020, p. 482). Furthermore, as the pandemic unfolded, bereavement, isolation, loss of income, and generalized fear about safety exerted took a toll on everyone. Globally, individuals began withdrawing from online commitments and engagements because of fatigue and burnout associated with the overuse of digital communication platforms (Lee, 2020). So, while electronic surveys represent a minimal intrusion in normal circumstance, it is very plausible that during the 2020-2021 pandemic, electronic surveys represented a massive intrusion because we were all spending an inordinate amount of time online, and anything that was not urgent, or applicable, was easily overlooked and deleted.

5.3 Practical Implications for the University of Sarajevo

University of Sarajevo (UNSA) is still considered the preeminent institution of higher learning in Bosnia and Hercegovina (BiH), and universities are critical collaborators in BiH’s overall economic recovery. As Sahito and Vaisanen (2019) phrased it, “universities play a pivotal role [and] have the greatest value in the development of any country and their teachers [are] considered as the researchers, scientists, experts and authorities of their field, who change the shape of the departments, institutions, universities and the countries through their work especially in innovation and invention” (p. 770). This section will discuss some practical ways that UNSA could act on the findings of this study as they relate to job satisfaction.

The results of this study found that having adequate time to teach was a significant positive predictor of job satisfaction among those who had clear preference for teaching. UNSA should retain adequate work-load policies so that faculty have sufficient time dedicated toward teaching. According to Šabanac et al. (2017) an average professor in BiH spent between 20 to 25 hours per week in teaching duties, which is a bit higher than the results reported by this study, but the decreased hours could be because of COVID-19 or related to the way in which teaching was defined in each study. It's important to note that BiH faculty are also now responsible for more routine duties like student advising and tutoring. This is a departure from the past, when these tasks were largely carried out by a robust cadre of graduate assistants who are today much smaller in number due to demographic shifts alluded to in this study and unappealing nature of graduate education. Additionally, student affairs professionals are few in numbers, so faculty have had to assume a more direct student support role. Therefore, UNSA needs to increase their effort on bolstering its student support staff so that faculty have time to dedicate toward teaching.

Similarly, for faculty who prefer research, UNSA needs to invest in improving its technological competence (i.e., scientific research, equipment, and laboratories) among faculty. Improvements in STEM fields are a key reform area for Bosnia and the wider Balkan region. As Jahić and Pilav-Velić (2020) noted, there is deficit of trained faculty capable of carrying out scientific research and this is related to the dilapidated status of scientific laboratories. Investment in these areas may lead to increases in job satisfaction among research-oriented faculty who are currently unable to do their work to their best ability. Investment in teaching and research can promote greater engagement with work

and one's institution because of the motivating effects engendered by the work itself and a sense of self accomplishment and contribution (Aboramadan et al., 2020).

This study also found that recognition was an important positive predictor of satisfaction, specifically by serving in elected roles in professional or academic associations. This focus for operationalizing recognition this way was suggested by the survey beta testers because they indicated that UNSA did not have a formal way of recognizing faculty achievement at the institutional level. Therefore, UNSA should consider implementing a way to recognize faculty achievement. These sorts of celebrations could also promote a sense of inclusion and serve to build a unified community among this splintered campus. It would also give the faculty a chance to display their achievements among citizens and politicians, so that these important stakeholders can see the impact of faculty and of higher education on BiH's development. And, such celebrations could serve as a way to increase student enrollment and retention by showcasing to current and prospective students the types of opportunities they have available to them and how their talents could be of use in BiH's development.

Lastly, this study also found that single faculty were more satisfied with their jobs, so UNSA should consider exploring why this difference may exist since the literature has generally found that married faculty in fact tend to be more satisfied in comparison to single faculty (Hesli & Lee, 2013; Sabharwal & Corley, 2009). It is also possible that the erosion of employer-sponsored family-friendly policies in BiH is a contributing factor (European Commission, 2020). Although not examined in this study, future exploration should consider the effects of gender and marital status, as well as gender, marital status, and academic discipline on faculty satisfaction since other studies have found some

significant relationships between these variables and job satisfaction (Bozeman & Gaughan, 2011; Juraqulova et al., 2015; Sabharwal & Corley, 2009).

5.4 Policy Implications for the University of Sarajevo

The previous section discussed ways that UNSA could practically act upon the findings of this study. This section will address some policy recommendation that ought to be considered for the purposes of improving the overall landscape of higher education in BiH, which may have trickle-down effects on faculty job satisfaction. In a time of significant changes in terms of academic workplace dynamics and the nature of work itself, organizations are required to adapt, and by building a working environment that promotes job satisfaction, such organizations are likelier to experience economic gains (Freeman, 1978).

First, UNSA should continue to address the three main pillars of higher education reconstruction: physical rebuilding, system expansion, and capacity development (Milton, 2018). This means improving governance and management systems, overhauling curriculum design to connect the labor market and higher education system, increasing funding to support scientific research, setting internal qualification standards and nostrification processes for degrees earned in foreign nations, focusing on student success and retention, improving international mobility, and building data infrastructure to support data-informed decision making and strategic planning (Huisman et al., 2018). Implementation of these changes could lead to improvements in student and faculty retention, and to a more visible institutional presence on the international stage. It could also lead to a reduction in the sprawling administrative apparatus that presently

characterizes UNSA's constituent colleges. Taken together, these improvements could drastically alter the way higher education operates in BiH and the way that faculty perform their duties and engage with students, with each other, and with the institution, all of which could significantly alter their satisfaction either positively or negatively.

Secondly, UNSA should also consider how to make connections with the private institutions cropping up around them including, for example, International University in Sarajevo (IUS), Sarajevo School of Science and Technology (SSST), or International Burch University (IBU). These institutions are not without their own problems but creating partnerships may be needed to provide faculty and students with more opportunities for support, collaboration, and ongoing training since some private institutions have resources at their disposal not available to public institutions. Creating opportunities for faculty and students to engage in research and collaboration with colleagues and peers from other institutions could lead not only to improvements in research and pedagogy, but also toward promoting ethnic inclusion, equity, and to increased professional collegiality (Austin & Jones, 2005).

Lastly, UNSA should consider creating an internal survey to regularly assess their faculty so that longitudinal satisfaction trends can be captured. This sort of systematic approach would be useful in capturing trends in organizational culture and identifying problems before they become unwieldy. Routine surveying would also signal to faculty that the administration and administrators are invested in and open to change even though not all feedback may be addressed based on the scarcity of financial resources and investment described in chapter 2.

5.5 Recommendations for Future Research

An important starting point for future research focusing on faculty satisfaction and career experiences in Bosnia should examine motivations for choosing academia as a career path and how these motivations and experiences differ between proper faculty and those in pre-faculty positions, as well as generationally. Although this study used career stage as a substitution for age as a variable, there may be more interesting findings if the lens of generation is used, or career age as advocated by Blackburn and Lawrence (1986). Career age is defined as the length of time since an individual earned their doctorate because there are disciplinary differences in how long it takes to earn a doctorate. Consequently, the speed with which one completes a doctorate, enters the academic market, and secures a position can play a role in shaping perceptions of satisfaction (Blackburn & Lawrence, 1986). Therefore, there certainly can be differences between chronological age and career age and their respective impacts on satisfaction. In the case of this study, career age was not applied because of the way prospective faculty are identified and nurtured through the graduate assistant and lecturer pipelines at UNSA (and the wider Balkan region). However, there may be unexplored effects and differences if such an approach was taken in future exploration, especially as ongoing Bologna reforms unfold and potentially disrupt the faculty training pipeline.

Given the increase of voluntary emigration mentioned throughout this study, it's important to consider how to retain talent and nurture a new generation of academics and to assess if current methods are adequate and if the traditional method of pre-faculty mentoring still makes sense. Future inquiry should also examine how the effects of pedagogical reform are altering faculty's perceptions of job satisfaction and their

perceptions of self-efficacy. Likewise, additional inquiry could address which sources of self-efficacy are most important toward fostering increased competence in teaching and research.

The COVID-19 pandemic has certainly challenged the field of higher education and faculty to rethink their stances toward online education and use of technology in their classrooms. Since Bosnia continues to struggle to provide adequate technological access and training to its faculty, how have Bosnian faculty's attitudes toward teaching and/or research been altered? Has COVID-19 led them to consider leaving academia? Similarly, how has the COVID-19 pandemic changed the organizational climate in which they operate and how have different institutional leadership styles or responses throughout the pandemic influenced perceptions of satisfaction? Relatedly, future research could also examine what factors contribute to persistence among Bosnian faculty, and if job satisfaction may be a contributing factor. Living in a complicated sociopolitical environment (even prior to the pandemic) exerts a psychic toll, and there may be an unexplored relationship between internal and external factors that promote persistence and job satisfaction. Additional research should also explore the professional and personal experiences among the small sample of faculty who earned their degrees outside of Bosnia. What motivated these individuals to return to Bosnia and pursue an academic career? How are their daily activities and opinions about higher education influenced by their foreign educational experiences?

Social relationships and connections play an important role in Bosnia's daily life, so future research could consider the effects of social network ties on a myriad of interests, for instance, faculty development, teaching and research productivity, morale,

commitment, job satisfaction, and inclusion. By illustrating these unseen ties, we can get a better appreciation for interorganizational relationships and movement of information since these networks act as vehicles for information transfer and transmission. Findings could lead to new initiatives or training opportunities by utilizing pockets of excellence already present within the network that may not be readily visible and further proving that real change can emerge from collaboration and cooperation. Furthermore, this could set the foundation for “interfaculty, interinstitutional, transregional, and international collaboration – thereby, mitigating to some extent the problems of fragmentation. It could provide a context for much-needed transfer of expertise, in subject knowledge, pedagogy, and research methods” (Temple, 2013, p. 5).

Additional research is needed to unpack how institutional and regional differences among higher education institutions within Bosnia affect faculty job satisfaction. The University of Sarajevo would be considered a doctoral/professional university (D/PU) by the Carnegie classification system, but Bosnia is also home to special focus institutions and general master’s and baccalaureate college and universities. Some of these institutions are religiously affiliated, some are founded and funded by foreign governments, and some are *de facto* only for members of a specific ethnic group. So, not only are there institutional size variations, but also differences in the type of academic focus, student population, minimum faculty credentials, and even ethnic or national philosophies that undergird the curriculum, which could all play a different role in shaping perceptions of faculty satisfaction and attitudes one has toward academia and the academic profession.

Examining regional difference outside of Bosnia is also needed since the post-war redevelopment of higher education across the ex-Yugoslavian (ex-YU) region has produced great variation. For instance, out of the former ex-YU nations, only Slovenia and Croatia have been fully admitted into the European Union (EU), which has led to an influx of stable funding and expertise to guide their higher education reform. Not all European mandated reform has been welcomed by these educators and policy makers or entirely implemented, but substantive changes have been made (Pantić, 2012; Zgaga, 2017). For the remaining ex-YU nations, admittance into the EU is a distant possibility, and not without dramatic widespread reform to all sectors of government and society, which is unlikely to occur with any speed. The difference in opportunity between those in the EU and those who are not is becoming more pronounced among ex-YU nations, and especially in higher education. So, not only should future research examine the ongoing effects of EU membership and policy changes on higher education systems in ex-YU member nations, but also the indirect effects on their non-EU neighbors.

5.6 Conclusion

The study of institutional landscapes allows us to track change, to identify drivers of change (e.g., policies, demographic changes, global forces), and to see it play out at the system-level. While many researchers have expressed an interest in studying these changes in diverse institutional settings, not much research has taken place in nations and educational systems, like those of former Yugoslavia or other post-Soviet systems, despite the tremendous changes that have occurred in these systems (Huisman et al., 2018). We would expect in-house experts to lead the charge, but as this study has demonstrated, there is a lack of domestic experts and an isolation from the larger

scholarly community, which further keeps these academics and their challenges out of sight and out of mind.

Galaz-Fontes et al. (2016) stated, “academics’ work doesn’t take place in a vacuum, but is rather influenced, in a complex way, by academics biographical background, professional trajectory, employment and working conditions so it’s only natural to consider these variables as strategic for understanding the academic profession in general and their satisfaction” (p. 2). This study then sought to provide a contemporary sketch of academics employed at the University of Sarajevo in the 2020-2021 academic year and to apply Hagedorn’s (2002) faculty satisfaction model to describe and predict how various personal, institutional, and work-based variables affected faculty job satisfaction. Only three of Hagedorn’s variables significantly predicted job satisfaction – the work itself, recognition, and being single.

It's important to note that two out of three significant predictors of job satisfaction – work itself and recognition – are considered intrinsic motivators, meaning that they are inherent to the job, which further lends support to the framework first designed by Herzberg et al. (1959), and later adapted by Hagedorn (2002) that job characteristics are more important in predicting job satisfaction rather than environmental characteristics. However, it is possible that these two variables were only significant *because* of the unique context of Bosnia and Hercegovina. More research is certainly needed on this topic and on this region in the interest of expanding our knowledge about the complexities of faculty job satisfaction and its relationship with demographic characteristics, environmental characteristics, and job-related characteristics.

APPENDICES

APPENDIX 1. LETTER OF SUPPORT

Univerzitet u Sarajevu



University of Sarajevo

No: 0101-4048/20
Date: 8 of April 2020

LETTER OF SUPPORT

This letter confirms that that I, as an authorized representative of University of Sarajevo (UNSA) support Nina Marijanovic, the Principal Investigator, access to conduct study related activities at this institution as discussed with the Principal Investigator and briefly outlined below, and which may commence when the Principal Investigator provides documentation of IRB approval for the proposed project.

- **Study Title:** Job satisfaction among University of Sarajevo (UNSA) faculty as described and predicted by Hagedorn's conceptual framework.
- **Study Activities Occurring at this Site:** Primary data gathering will be accomplished via an anonymous electronic survey distributed to the target study population (faculty members with at least the rank of Docent [Assistant Professor] or higher). The protection of data have to be guaranteed by IRB.
- **Site(s) Support:** The Faculty will be providing the Primary Investigator with the following support: 1) An Excel file containing the work emails of UNSA who meet the eligibility criteria as stated above, and 2) Support to contact our professors and teaching staff.
- **Anticipated Start/End Date:** This study will collect data at this Faculty from September 1, 2020 to October 1, 2020.

I understand that any activities involving compliance with Health Insurance Portability and Accountability Act (HIPAA), Family Educational Rights and Privacy

Act (FERPA), or other applicable regulations at this site, like GDPR regulations, must be addressed prior to granting permission to the primary investigator to collect or receive data from the site. I am authorized to make this determination on my organization's behalf.

We understand that UNSA participation will only take place during the study's active IRB approval period. All study related activities must cease if IRB approval expires or is suspended. If we have any concerns related to this project, we will contact the Principal Investigator who can provide the information about the IRB approval. For concerns regarding IRB policy or human subject welfare, we may also contact the University of Kentucky (UK) Office of Research Integrity between the business hours of 08:00 and 17:00 EST, Monday- Friday at 859-257-9428 or toll free at 1-866-400-9428.



Prof dr Aleksandra Nikolic

Vice Rector for International Cooperation IU SA

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<http://www.unsa.ba>

[email: javnost@unsa.ba](mailto:javnost@unsa.ba)

APPENDIX 2. IRB STUDY APPROVAL FROM PRIMARY INSTITUTION



Office of Research Integrity
IRB, RDRC

XP Initial Review

Approval Ends:
9/24/2021

IRB Number:
59996

TO: Nina Marijanovic,
Educational Policy
Studies and Evaluation PI
phone #: 270-799-
6147

PI email: nina.marijanovic@uky.edu

FROM: Chairperson/Vice Chairperson
Nonmedical Institutional

Review Board (IRB)

SUBJECT: Approval of

Protocol

DATE: 9/28/2020

On 9/25/2020, the Nonmedical Institutional Review Board approved your protocol entitled:

Applying Hagedorn's faculty job satisfaction framework to investigate job satisfaction among academics in Bosnia and Herzegovina (BiH).

*****PLEASE NOTE*****

Per the IRB, please contact the reliance team in ORI at IRBReliance@uky.edu in order to arrange the necessary reliance agreement with the University of Louisville.

Per the IRB, please submit a modification request in order to update or remove any of the dates listed in the research description as these appear to be placeholder dates that have already passed.

Approval is effective from 9/25/2020 until 9/24/2021 and extends to any consent/assent form, cover letter, and/or phone script. In addition to IRB approval, you must also meet the requirements of the [VPR Resumption of Research Phased Plan](#) (i.e., waiver for Phase 1, training & individualized plan submission for Phases 2- 4) before

resuming/beginning your human subjects research. If applicable, the IRB approved consent/assent document(s) to be used when enrolling subjects can be found in the "All Attachments" menu item of your E-IRB application. [Note, subjects can only be enrolled using consent/assent forms which have a valid "IRB Approval" stamp unless special waiver has been obtained from the IRB.] Prior to the end of this period, you will be sent a Continuation Review (CR)/Administrative Annual Review (AAR) request which must be completed and submitted to the Office of Research Integrity so that the protocol can be reviewed and approved for the next period.

In implementing the research activities, you are responsible for complying with IRB decisions, conditions and requirements. The research procedures should be implemented as approved in the IRB protocol. It is the principal investigator's responsibility to ensure any changes planned for the research are submitted for review and approval by the IRB prior to implementation. Protocol changes made without prior IRB approval to eliminate apparent hazards to the subject(s) should be reported in writing immediately to the IRB. Furthermore, discontinuing a study or completion of a study is considered a change in the protocol's status and therefore the IRB should be promptly notified in writing.

For information describing investigator responsibilities after obtaining IRB approval, download and read the document "[PI Guidance to Responsibilities, Qualifications, Records and Documentation of Human Subjects Research](#)" available in the online Office of Research Integrity's [IRB Survival Handbook](#). Additional information regarding IRB review, federal regulations, and institutional policies may be found through [ORI's web site](#). If you have questions, need additional information, or would like a paper copy of the above mentioned document, contact the Office of Research Integrity at 859-257-9428.

APPENDIX 3. IRB STUDY APPROVAL – RELIANCE AGREEMENT



Human Subjects Protection Program Office
MedCenter One – Suite 200
501 E. Broadway
Louisville, KY 40202-1798

DATE: October 07, 2020

TO: Nina Marijanovic, M.A.

FROM: The University of Louisville Institutional Review Board

IRB NUMBER: 20.0592

STUDY TITLE: Applying Hagedorn's faculty job satisfaction framework to investigate job satisfaction among academics in Bosnia and Herzegovina (BiH).

REFERENCE #: 715637

DATE OF REVIEW: 10/07/2020

IRB STAFF CONTACT: Christy LaDuke 852-2541 clpepp01@louisville.edu

IRB OF RECORD: University of Kentucky (UK)

University of Kentucky IRB is the IRB of Record for this study. The University of Louisville has executed an IRB Authorization Agreement (IAA) with the above institution. The signed SMART IRB reliance determination form has been attached to this study under "Other Study Documents". All direct correspondence with the other institution involved should be kept with the study records by the Principal Investigator. As a reminder, the investigator is responsible for ensuring the reporting requirements to the external IRB are met.

The expiration of approval date is listed as 09/24/2021 as noted in the UK IRB approval letter.

The study cannot begin locally until site approval from the external IRB has been obtained.

Additional reporting to the University of Louisville IRB is required for:

Local personnel/Investigator changes

Submitting the Continuation Approval letter upon renewal of the study by the external IRB

Serious Issues of Non-Compliance

Unanticipated Problems (UPIRSTOs)

Data Safety Monitoring Reports that indicate safety concerns (e.g. suspending treatment, placing enrollment on hold)

Study Closure

Site Approval

Permission from the institution or organization where this research will be conducted must be obtained before the research can begin. For example, site approval is required for research conducted in UofL Hospital/UofL Health, Norton Healthcare, and Jefferson County Public Schools, etc...

Privacy & Encryption Statement

The University of Louisville's Privacy and Encryption Policy requires identifiable medical and health records; credit card, bank account and other personal financial information; social security numbers; proprietary research data; and dates of birth (when combined with name, address and/or phone numbers) to be encrypted. For additional information: <http://louisville.edu/security/policies>.

Implementation of Changes to Previously Approved Research

Prior to the implementation of any changes in the approved research, the investigator must submit modifications to the IRB and await approval before implementing the changes, unless the change is being made to ensure the safety and welfare of the subjects enrolled in the research. If such occurs, a Protocol Deviation/Violation should be submitted within five days of the occurrence indicating what safety measures were taken, along with an amendment to revise the protocol.

Payments to Subjects

In compliance with University policies and Internal Revenue Service code, payments to research subjects from University of Louisville funds, must be reported to the University Controller's Office. For additional information, please call 852-8237 or email controll@louisville.edu. For additional information: <http://louisville.edu/research/humansubjects/policies/PayingHumanSubjectsPolicy201412.pdf>

If you have any questions, please contact: Christy LaDuke 852-2541
clpepp01@louisville.edu.

Thanks, Christy

Christy LaDuke, MA, CIP, CCRP Associate Director, HSPPPO University of Louisville

APPENDIX 4. STUDY ANNOUNCEMENT LETTER (ENGLISH)

Dear Participant,

I am currently enrolled in the Educational Policy Evaluation and Studies doctoral program at the University of Kentucky in Lexington, Kentucky and am in the process of writing my doctoral dissertation. I am under the supervision of my dissertation chair, Dr. Jeffery Bieber, Assoc. Professor, Department of Educational Policy Studies & Evaluation, University of Kentucky. I invite you to participate in a survey-based research study entitled: “JOB SATISFACTION AMONG UNIVERSITY OF SARAJEVO (UNSA) FACULTY AS DESCRIBED AND PREDICTED BY HAGEDORN’S CONCEPTUAL MODEL”

The purpose of the research is to determine the extent of job satisfaction among Bosnian faculty working at the Univerzitet u Sarajevu [University of Sarajevo] (UNSA), and to what extent your perceptions of job satisfaction can be predicted by Hagedorn’s (2000) faculty satisfaction framework. Your email address was provided to me by the University because you hold at least the rank of Assistant Professor or higher.

Although you may not get personal benefit from participating in this study, your responses can help us understand more about causes and outcomes related to faculty job satisfaction in emerging nations like Bosnia and Herzegovina. Most of the literature on this subject comes from developed nations with long-standing higher education systems which makes comparisons challenging, so your responses are crucial in helping us expand this research field.

The data will be primarily collected via an **anonymous** and **confidential** survey using Qualtrics, a data collection software. The survey will ask you demographic information, opinions on your satisfaction and/or agreement regarding your working conditions and activities, characteristics of your work, and opinions about your occupation and occupational environment. **The survey will not collect your name, telephone number, email, IP address, or geographic location, so there is no way to know which responses are yours.**

You can choose for your survey data to only be used for the purposes of this research project rather than for extended secondary analysis. You can make this choice anonymously within the survey itself **only** and all participants who select this option will have their survey data deleted by March 1, 2021. Because of the anonymous nature of this survey, I cannot connect a respondent’s email with his or her survey responses, so only the responses would be deleted if you choose this option. Any future requests to delete survey data will not be honored because I cannot associate your email address with your survey responses. However, all participants can request that their email address be permanently deleted from my records, even if I cannot delete their individual responses, by sending an email to the primary researcher.

The University of Sarajevo will not have access to your survey responses, they will not know who participated and who did not, and they will not have access to any individual responses. Your position at the University will not be negatively impacted by your decision to participate or not. I hope to receive complete surveys from about 600 people, so your answers are important to me. Of course, you may decline to participate in this study at any time and you may leave blank any questions you don’t wish to answer. This study poses a minimal risk, and you may experience emotional discomfort with some questions if you’re concerned about sharing your opinions and/or experiences, or if you’re worried about your feedback being misinterpreted and reflecting poorly on your College and/or University.

You will not be paid for taking part in this study and there are no financial costs associated with this study.

Your participation in this research project is **completely voluntary**. If you choose to not participate, there are no other alternatives.

As a participant on European soil, you have the following rights as a research participant:

- The right to access, correct, or request that your data is removed from the study (see above for some limitations given the anonymous nature of the study);
- The right to restrict processing of your data;
- The right to object to the processing of your data;
- The right to withdraw your consent without any penalty; and
- The right to complain about the data collection/handling process. For any complaints, please contact the University of Kentucky Data Privacy at cybersecurity@uky.edu or 859-257-4594 and/or the University of Kentucky Office of Research Integrity at 859-257-9428. As a citizen of Bosnia and Herzegovina (BiH), you may also contact the Agency for Personal Data Protection (AZLP) in Bosnia and Herzegovina at alzpinfo@azlp.ba or 00-387-33-726-251.

You should read the full GDPR-compliant privacy disclosure to better understand how these rights are applied to this study and where they may be limited due to the design of this study before you decide whether you want to participate [INSERT GDPR LINK TO DOCUMENT].

You should also read the full informed consent document here [INSERT LINK TO INFORMED CONSENT] before you decide whether you want to participate.

The link to complete the survey will be sent to you via email to this email address on October 28, 2020. You will be sent one email reminder to this email address to complete the survey on the following date: November 21, 2020.

NOTE: If you do not wish to participate in this study and you'd prefer to not receive the second email containing the survey link, then please complete this form so that you can be removed from the contact list: [INSERT OPT-OUT QUALTRICS LINK]

If you agree to participate in this project, please answer the questions on the survey as best you can. It should take approximately 20 minutes to complete. **You have from October 28, 2020 until November 28, 2020 to complete the survey.**

Data from this research will be accessible only to me and it will be stored on an external, password encrypted hard drive in a locked cabinet in my home for a period of **six (6) years after the end of the IRB approval period.** Your survey data will not be shared with others and reported data will be presented as a collective combined total. Your survey data may be used for extended analysis outside of the scope of this project if you grant your consent (see above for how you can restrict the use of your data).

Please be aware, while we make every effort to safeguard your data once received from the online survey company, given the nature of online surveys, as with anything involving the Internet, we can never guarantee the confidentiality of the data while still on the survey company's servers, or while en route to either them or us. It is also possible the raw data collected for research purposes will be used for marketing or reporting purposes by the survey/data gathering company after the research is concluded, depending on the company's Terms of Service and Privacy policies.

If you have questions, suggestions, or concerns regarding this study, contact Nina Marijanović of the University of Kentucky, Department of Educational Policy Studies and Evaluation, at nina.marijanovic@uky.edu.

If you have any concerns or questions about your rights as a volunteer in this research, contact staff in the University of Kentucky (UK) Office of Research Integrity (ORI) between the business hours of 8am and 5pm EST, Monday-Friday at 859-257-9428 or toll free at 1-866-400-9428.

Thank you for your time and attention and your participation in this study.

APPENDIX 5. STUDY ANNOUNCEMENT LETTER (BOSNIAN)

Poštovani učesnici,

Ja sam kandidatkinja za doktorat na Univerzitetu u Kentucky (UK) na Katedri za proučavanje i evaluacije obrazovnih politika, Fakultet za obrazovanje u SAD-u i pozivam vas da sudjelujete u istraživanju pod nazivom: *“Zadovoljstvo nastavnog osoblja poslom na Univerzitetu u Sarajevu i kako je to zadovoljstvo opisano i predviđeno Hagedornovim konceptualnim okvirom.”*, Moja disertacija se izvršava pod nadzorom dr. Jeffery Bieber-a, Vanredni profesor na Univerzitetu u Kentucky (UK) na Katedri za proučavanje i evaluacije obrazovnih politika.

Cilj istraživanja je utvrditi nivo zadovoljstva poslom između nastavnog osoblja koji rade na Univerzitetu u Sarajevu (UNSA), i koliko je Vaša percepcija zadovoljstva poslom koji radite može biti predviđena Hagedornovim (2000) konceptualnim okvirom. UNSA mi je obezbjedila Vašu email adresu zato što imate radni status na Univerzitetu u zvanju Docent ili više. Posebno sam izabrala ovu temu i radnu populaciju jer u literaturi ne postoji dovoljno podataka o ovoj temi u kontesktu zemalja kao Bosna i Hercegovina. Većina literature proučava ovu temu iz perspektive razvijenih nacija i zrelih visoko-školskih sistema što upoređivanje čini još težim.

Podaci će se primarno prikupljati **anonimnom i povjerljivom anketom** kroz Qualtrics, softver za prikupljanje podataka. Upitnik će Vas pitati demografske informacije, mišljenja o zadovoljstvu i / ili nivo saglasnosti u vezi sa svojim uslovima i aktivnostima rada, karakteristike Vašeg rada, i mišljenja o Vašem zanimanju i radnoj sredini. **Ova anketa neće Vas pitati za Vaše ime, telefonski broj, e-poštu, i neće prikupiti IP adresu ili geografsku lokaciju tako da nepostoji način da povežem Vašu email adresu sa Vašim odgovorima.** Imate opciju da dopustite da se Vaši odgovori samo iskoriste za upotrebe ove studije ali ne za sekundarne analize u budućnosti.

Ovaj izbor možete napraviti anonimno samo u **samoj** anketi i svi učesnici koji izaberu ovu opciju će imati njihove odgovore izbrisane do 1. marta 2021. Zbog anonimne prirode ove ankete ja nemogu povezati email adresu učesnika (-nice) sa njegovim (njenim) odgovorima, pa će se izbrisati samo odgovori ako odaberete ovu opciju. Svi budući zahtjevi za brisanje odgovora neće biti uvaženi jer ne mogu povezati vašu email adresu sa odgovorima na anketi. Međutim, učesnici mogu zatražiti da se Vaša email adresa trajno izbriše iz moje evidencije, čak i ako ne mogu izbrisati Vaše pojedinačne odgovore. Zahtjev možete poslati primarj istražiteljici putem email.

Univerzitet u Sarajevu (UNSA) neće imati pristup rezultatima ovog istraživanja, niti da odrede koje učestvovao ili ne, i neće imati pristup pojedinačnim odgovorima. Vaš posao i pozicija neće biti negativno ugrožena bez obzira na Vašu odluku da učestvujete ili ne. Ja se nadam da ću prikupiti odprilike 600 završenih upitnika tako da su mi Vaši odgovori vrlo važni. Možete odbiti da učestvujete u ovom istraživanju u bilo koje vrijeme i možete ostaviti praznu rubriku na sva pitanja na koja ne želite odgovoriti. Ova istraživanje predstavlja minimalan rizik, ali možete osjetiti emocionalnu nelagodu zbog nekih pitanja ako ste zabrinuti da Vaša mišljenja i / ili iskustva mogu biti pogrešno protumačene i da se loše odražavaju na vaš Fakultet i / ili Univerzitet.

Nećete biti plaćeni za Vaše učestvovanje i također ne postoje troškovi vezani za učestvovanje u ovoj studiji

Vaše učešće u ovom istraživačkom projektu je **potpuno dobrovoljno**. Ako ne želite učestvovati u ovom istraživanju nema drugih izbora osim da ne sudjelujete u njemu.

Kao učesnik na evropskom tlu imate sljedeća prava:

- Pravo pristupa, ispravke ili zahtjeva da se Vaši podaci uklone iz studije;
- Pravo na ograničavanje obrade Vaših podataka;

- Pravo na prigovor na obradu Vaših podataka;
- Pravo na povlačenje Vašeg pristanka bez bilo kakve kazne; i
- Pravo na žalbu na postupak prikupljanja / rukovanja podataka. Za bilo kakve pritužbe, obratite se Univerzitetu u Kentucky-u, Ured za podatake i zaštiti privatnosti na cybersecurity@uky.edu ili 859-257-4594 i / ili Univerzitetu u Kentucky, Ured za integritet u istraživanju na 859-257-9428. Također, možete se obratiti Agenciji za zaštitu lični podataka na alzpinfo@azlp.ba ili 00-387-33-726-251.

Pročitajte kompletni GDPR dokument da saznate kako se ova prava primjenjuju na ovu studiju i gdje mogu biti ograničena zbog dizajna ove istrage. [INSERT LINK TO GDPR DOCUMENT].

Pročitajte i document za informisani pristanak prije nego što odlučite ako će te učestvovati ili ne. [INSERT LINK TO INFORMED CONSENT DOCUMENT].

Link za anketu će te dobiti putem email pošte 28. oktobra, 2020. Dobit će te jednu podsjetnicu da završite i / ili predate anketu 21. novembra, 2020.

NAPOMENA: Ako ne želite učestvovati u ovoj studiji i preferirate da ne budete kontaktirani opet, ispunite ovu formu da budete izbrisani sa liste: [INSERT OPT-OUT QUALTRICS LINK]

Ako odlučite da će te učestvovati u ovom projektu, molim Vas da odgovorite na pitanja najbolje što možete. Trebat će vam odprilike 20 minuta da odgovorite na sva pitanja. **Imate rok od 28. oktobra do 28. novembra 2020. da ispunite anketu.**

Podaci iz ovog istraživanja bit će dostupni samo meni i čuvat će se na vanjskom disku šifriranom lozinkom u zaključanom kabinetu u mojoj kući u periodu od **šest (6) godina poslije isteka odobrenja od Ureda za integritet u istraživanju.** Vaši podaci neće se dijeliti s drugima, a prijavljeni podaci bit će predstavljeni kao zajednički agregat. Vaši podaci mogu se koristiti za proširenu analizu izvan okvira ovog projekta u budućnosti ako date svoj pristanak (pročitajte gore na koji način možete ograničiti korištenje Vaših podataka).

Važno je napomenuti da bilo koji proces prikupljanja podataka kroz upotrebu vanjskog softvera dolazi s potencijalnim rizicima. Jedan od rizika je i potencijalni proboj povjerljivosti. Ja ću poduzeti sve raspoložive mjere opreza kako bi se to spriječilo, iako Vam ne mogu garantovati da Vaš identitet neće nikada postati poznat.

Iako ću se potruditi da zaštitim Vaše podatke kada ih primim od Qualtrics kompanije, važno je da zapamtimo da sa online anketama, kao i bilo kakve druge aktivnosti preko interneta, nikada ne možemo garantirati tajnost podataka dok su još uvijek u anketnoj kompaniji i na njihovim računarski serverima ili dok su na putu njima ili nama. Također je moguće da podatci prikupljeni kroz ovo istraživanje mogu biti iskorišteni za marketing ili izvještavanja nakon što je istraživanje zaključeno, koje je ovisno o uvjetima usluge i privatnosti tvrtke Qualtrics.

Ako imate pitanja, prijedloga ili nedoumica u vezi sa ovim istraživanjem, kontaktirajte Ninu Marijanović, na Univerzitetu u Kentucky-ju, Katedra za proučavanje i evaluacije obrazovnih politika, Fakultet za obrazovanje, na: nina.marijanovic@uky.edu.

Ako imate bilo kakvih nedoumica ili pitanja u vezi s Vašim pravima kao dobrovoljnog učesnika u ovom istraživanju, obratite se osoblju Ureda za integritet u istraživanju Univerziteta u Kentucky (UK) tokom radnog vremena od 8 do 17 sati EST, od ponedjeljka do petka na +1-859-257-9428 ili besplatno na broj 1-866-400-9428.

Hvala Vam na vremenu i pažnji.

APPENDIX 6. SURVEY RECRUITMENT LETTER (ENGLISH)

Dear Participant,

I am currently enrolled in the Educational Policy Evaluation and Studies doctoral program at the University of Kentucky in Lexington, Kentucky and am in the process of writing my doctoral dissertation under the supervision of my dissertation chair, Dr. Jeffery Bieber, Assoc. Professor, Department of Educational Policy Studies & Evaluation, University of Kentucky. I formally invite you to participate in a research study entitled: “JOB SATISFACTION AMONG UNIVERSITY OF SARAJEVO (UNSA) FACULTY AS DESCRIBED AND PREDICTED BY HAGEDORN’S CONCEPTUAL MODEL”.

The purpose of the research is to determine the extent of job satisfaction among Bosnian faculty working at the Univerzitet u Sarajevu [University of Sarajevo] (UNSA), and to what extent your perceptions of job satisfaction can be predicted by Hagedorn’s (2000) faculty satisfaction framework. Your email address was provided to me by the University because you hold at least the rank of Assistant Professor or higher.

Although you may not get personal benefit from participating in this study, your responses can help us understand more about causes and outcomes related to faculty job satisfaction in emerging nations like Bosnia and Herzegovina. Most of the literature on this subject comes from developed nations with long-standing higher education systems which makes comparisons challenging, so your responses are crucial in helping us expand this research field.

The data will be primarily collected via an **anonymous** and **confidential** survey using Qualtrics, a data collection software. The survey will ask you demographic information, opinions on your satisfaction and/or agreement regarding your working conditions and activities, characteristics of your work, and opinions about your occupation and occupational environment. **The survey will not collect your name, email address, telephone number, IP address, or geographic location, so there is no way to know which responses are yours.**

You can choose for your survey data to only be used for the purposes of this research project rather than for extended secondary analysis. You can make this choice anonymously within the survey itself **only** and all participants who select this option will have their survey data deleted by March 1, 2021. Because of the anonymous nature of this survey, I cannot connect a respondent’s email with his or her survey responses, so only the responses would be deleted if you choose this option. Any future requests to delete survey data will not be honored because I cannot associate your email address with your survey responses. However, all participants can request that their email address be permanently deleted from my records, even if I cannot delete your individual responses, by sending an email to the primary researcher.

The University of Sarajevo will not have access to your survey responses, they will not know who participated and who did not, and they will not have access to any individual responses. Your position at the University will not be negatively impacted by your decision to participate or not. I hope to receive complete surveys from about 600 people, so your answers are important to me. Of course, you may decline to participate in this study at any time and you may leave blank any questions you don’t wish to answer. This study poses a minimal risk, and you may experience emotional discomfort with some questions if you’re concerned about sharing your opinions and/or experiences, or if you’re worried about your feedback being misinterpreted and reflecting poorly on your College and/or University.

You will not be paid for taking part in this study and there are no financial costs associated with this study.

Your participation in this research project is **completely voluntary**. If you choose to not participate, there are no other alternatives.

As a participant on European soil, you have the following rights as a research participant:

- The right to access, correct, or request that your data is removed from the study (see above for some limitations given the anonymous nature of the study);
- The right to restrict processing of your data;
- The right to object to the processing of your data;
- The right to withdraw your consent without any penalty; and
- The right to complain about the data collection/handling process. For any complaints, please contact the University of Kentucky Data Privacy at cybersecurity@uky.edu or 859-257-4594 and/or the University of Kentucky Office of Research Integrity at 859-257-9428. As a citizen of Bosnia and Herzegovina (BiH), you may also contact the Agency for Personal Data Protection (AZLP) in Bosnia and Herzegovina at alzpinfo@azlp.ba or 00-387-33-726-251.

You should read the full GDPR-compliant privacy disclosure to better understand how these rights are applied to this study and where they may be limited due to the design of this study before you decide whether you want to participate [INSERT GDPR LINK TO DOCUMENT].

You should also read the full informed consent document here [INSERT LINK TO INFORMED CONSENT] before you decide whether you want to participate.

If you agree to participate in this project, please answer the questions on the survey as best you can. It should take approximately 20 minutes to complete. **You have from October 28, 2020 until November 28, 2020 to complete the survey. You will receive one reminder to complete the survey on November 21, 2020.**

Data from this research will be accessible only to me and it will be stored on an external, password encrypted hard drive located in my home in a locked cabinet for a period of **six (6) years after the end of the IRB approval period**. Your data will not be shared with others and reported data will be presented as a collective combined total. Your data may be used for extended analysis outside of the scope of this project if you grant your consent (see above for how you can restrict the use of your data).

Please be aware, while we make every effort to safeguard your data once received from the online survey company, given the nature of online surveys, as with anything involving the Internet, we can never guarantee the confidentiality of the data while still on the survey company's servers, or while en route to either them or us. It is also possible the raw data collected for research purposes will be used for marketing or reporting purposes by the survey/data gathering company after the research is concluded, depending on the company's Terms of Service and Privacy policies.

If you have questions, suggestions, or concerns regarding this study, contact Nina Marijanović of the University of Kentucky, Department of Educational Policy Studies and Evaluation, at nina.marijanovic@uky.edu.

If you have any concerns or questions about your rights as a volunteer in this research, contact staff in the University of Kentucky (UK) Office of Research Integrity (ORI) between the business hours of 8am and 5pm EST, Monday-Friday at 859-257-9428 or toll free at 1-866-400-9428.

Thank you for your time and attention and your participation in this study.

CLICK ON THIS LINK TO START THE SURVEY: [INSERT LINK WHEN LIVE]

IF YOU DO NOT WISH TO BE CONTACTED ABOUT THIS STUDY AGAIN, CLICK ON THIS LINK: [INSERT OPT-OUT LINK]

APPENDIX 7. SURVEY RECRUITMENT LETTER (BOSNIAN)

Poštovani učesnici,

Ja sam kandidatkinja za doktorat na Univerzitetu u Kentucky (UK) na Katedri za proučavanje i evaluacije obrazovnih politika, Fakultet za obrazovanje u SAD-u i pozivam vas da sudjelujete u istraživanju pod nazivom: *“Zadovoljstvo nastavnog osoblja poslom na Univerzitetu u Sarajevu i kako je to zadovoljstvo opisano i predviđeno Hagedornovim konceptualnim okvirom.”*, Moja disertacija se izvršava pod nadzorom dr. Jeffery Bieber-a, Vanredni profesor na Univerzitetu u Kentucky (UK) na Katedri za proučavanje i evaluacije obrazovnih politika.

Cilj istraživanja je utvrditi nivo zadovoljstva poslom između nastavnog osoblja koji rade na Univerzitetu u Sarajevu (UNSA), i koliko je Vaša percepcija zadovoljstva poslom koji radite može biti predviđena Hagedornovim (2000) konceptualnim okvirom. UNSA mi je obezbjedila Vašu email adresu zato što imate radni status na Univerzitetu u zvanju Docent ili više. Posebno sam izabrala ovu temu i radnu populaciju jer u literaturi ne postoji dovoljno podataka o ovoj temi u kontesktu zemalja kao Bosna i Hercegovina. Većina literature proučava ovu temu iz perspektive razvijenih nacija i zrelih visoko-školskih sistema što upoređivanje čini još težim.

Podaci će se primarno prikupljati **anonimnom i povjerljivom anketom** kroz Qualtrics, softver za prikupljanje podataka. Upitnik će Vas pitati demografske informacije, mišljenja o zadovoljstvu i / ili nivo saglasnosti u vezi sa svojim uslovima i aktivnostima rada, karakteristike Vašeg rada, i mišljenja o Vašem zanimanju i radnoj sredini. Ova anketa neće Vas pitati za Vaše ime, telefonski broj, e-poštu, i neće prikupiti IP adresu ili geografsku lokaciju. Imate opciju da dopustite da se Vaši odgovori samo iskoriste za upotrebe ove studije ali ne za sekundarne analize u budućnosti.

Ovaj izbor možete napraviti anonimno samo u **samoj** anketi i svi učesnici koji izaberu ovu opciju će imati njihove odgovore izbrisane do 1. marta 2021. Zbog anonimne prirode ove ankete ja nemogu povezati email adresu učesnika (-nice) sa njegovim (njenim) odgovorima, pa će se izbrisati samo odgovori ako odaberete ovu opciju. Svi budući zahtjevi za brisanje odgovora neće biti uvaženi jer ne mogu povezati vašu email adresu sa odgovorima na anketi. Međutim, učesnici mogu zatražiti da se Vaša email adresa trajno izbriše iz moje evidencije, čak i ako ne mogu izbrisati Vaše pojedinačne odgovore. Zahtjev možete poslati primarj istražiteljici putem email.

Univerzitet u Sarajevu (UNSA) neće imati pristup rezultatima ovog istraživanja, niti da odrede koje učestvovao ili ne, i neće imati pristup pojedinačnim odgovorima. Vaš posao i pozicija neće biti negativno ugrožena bez obzira na Vašu odluku da učestvujete ili ne. Ja se nadam da ću prikupiti odprilike 600 završenih upitnika tako da su mi Vaši odgovori vrlo važni. Možete odbiti da učestvujete u ovom istraživanju u bilo koje vrijeme i možete ostaviti praznu rubriku na sva pitanja na koja ne želite odgovoriti. Ova istraživanje predstavlja minimalan rizik, ali možete osjetiti emocionalnu nelagodu zbog nekih pitanja ako ste zabrinuti da Vaša mišljenja i / ili iskustva mogu biti pogrešno protumačene i da se loše odražavaju na vaš Fakultet i / ili Univerzitet.

Necete biti plaćeni za Vaše učestvovanje i također ne postoje troškovi vezani za učestvovanje u ovoj studiji.

Vaše učešće u ovom istraživačkom projektu je **potpuno dobrovoljno**. Ako ne želite učestvovati u ovom istraživanju nema drugih izbora osim da ne sudjelujete u njemu.

Kao učesnik na evropskom tlu imate sljedeća prava:

- Pravo pristupa, ispravke ili zahtjeva da se Vaši podaci uklone iz studije;
- Pravo na ograničavanje obrade Vaših podataka;
- Pravo na prigovor na obradu Vaših podataka;
- Pravo na povlačenje Vašeg pristanka bez bilo kakve kazne; i
- Pravo na žalbu na postupak prikupljanja / rukovanja podataka. Za bilo kakve pritužbe, obratite se Univerzitetu u Kentucky-u, Ured za podatke i zaštiti privatnosti na cybersecurity@uky.edu ili 859-257-4594 i / ili Univerzitetu u Kentucky, Ured za integritet u istraživanju na 859-257-9428. Također, možete se obratiti Agenciji za zaštitu lični podataka na alzpinfo@azlp.ba ili 00-387-33-726-251.

Pročitajte kompletni GDPR dokument da saznate kako se ova prava primjenjuju na ovu studiju i gdje mogu biti ograničena zbog dizajna ove studije. [INSERT LINK TO GDPR DOCUMENT].

Pročitajte i document za informisani pristanak prije nego što odlučite ako će te učestvovati ili ne. [INSERT LINK TO INFORMED CONSENT DOCUMENT].

Ako odlučite da će te učestvovati u ovom projektu, molim Vas da odgovorite na pitanja najbolje što možete. Trebat će vam odprilike 20 minuta da odgovorite na sva pitanja. **Imate rok od 28. oktobra do 28. novembra 2020. da ispunite anketu.**

Dobit će te jednu podsjetnicu da završite i / ili predate anketu 21. novembra, 2020.

Podaci iz ovog istraživanja bit će dostupni samo meni i čuvat će se na vanjskom disku šifriranom lozinkom u zaključanom kabinetu u mojoj kući u periodu od **šest (6) godina poslije isteka odobrenja od Ureda za integritet u istraživanju**. Vaši podaci neće se dijeliti s drugima, a prijavljeni podaci bit će predstavljeni kao zajednički agregat. Vaši podaci mogu se koristiti za proširenu analizu izvan okvira ovog projekta ako date svoj pristanak (pročitajte gore na koji način možete ograničiti korištenje Vaših podataka).

Važno je napomenuti da bilo koji proces prikupljanja podataka kroz upotrebu vanjskog softvera dolazi s potencijalnim rizicima. Jedan od rizika je i potencijalni proboj povjerljivosti. Ja ću poduzeti sve raspoložive mjere opreza kako bi se to spriječilo, iako Vam ne mogu garantovati da Vaš identitet neće nikada postati poznat.

Iako ću se potruditi da zaštitim Vaše podatke kada ih primim od Qualtrics kompanije, važno je da zapamtimo da sa online anketama, kao i bilo kakve druge aktivnosti preko interneta, nikada ne možemo garantirati tajnost podataka dok su još uvijek u anketnoj kompaniji i na njihovim računarski serverima ili dok su na putu njima ili nama. Također je moguće da podatci prikupljeni kroz ovo istraživanje mogu biti iskorišteni za marketing ili izvještavanja nakon što je istraživanje zaključeno, koje je ovisno o uvjetima usluge i privatnosti tvrtke Qualtrics.

Ako imate pitanja, prijedloga ili nedoumica u vezi sa ovim istraživanjem, kontaktirajte Ninu Marijanović, na Univerzitetu u Kentucky-ju, Katedra za proučavanje i evaluacije obrazovnih politika, Fakultet za obrazovanje, na: nina.marijanovic@uky.edu.

Ako imate bilo kakvih nedoumica ili pitanja u vezi s Vašim pravima kao dobrovoljnog učesnika u ovom istraživanju, obratite se osoblju Ureda za integritet u istraživanju Univerziteta u Kentucky (UK) tokom radnog vremena od 8 do 17 sati EST, od ponedjeljka do petka na +1-859-257-9428 ili besplatno na broj 1-866-400-9428.

Hvala Vam na vremenu i pažnji.

KLICKNITE NA OVAJ LINK DA DOSTUPITE ANKETU: [INSERT LINK WHEN LIVE]

KLIKNITE NA OVAJ LINK AKO NE ŽELITE DA BUDETE OPET KONTAKTIRANI: [INSERT OPT-OUT QUALTRICS LINK]

APPENDIX 8. INFORMED CONSENT (ENGLISH)

KEY INFORMATION FOR JOB SATISFACTION AMONG UNIVERSITY OF SARAJEVO (UNSA) FACULTY AS DESCRIBED AND PREDICTED BY HAGEDORN'S CONCEPTUAL MODEL

I am asking you to choose whether or not to volunteer for a research study exploring the levels of job satisfaction among professors employed at the University of Sarajevo. The University provided me with your email address because you hold the rank of an Assistant Professor or higher at this University. This page is to give you key information to help you decide whether to participate. I have included detailed information after this page. I am the primary investigator for this study, so please ask me any questions. My contact information is below.

WHAT IS THE STUDY ABOUT AND HOW LONG WILL IT LAST?

The purpose of this study is to ascertain the degree of job satisfaction among Bosnian faculty working at the Univerzitet u Sarajevu [University of Sarajevo] (UNSA), a large, public national university located in Sarajevo, Bosnia and Herzegovina, and to what extent their perceptions of job satisfaction can be predicted by Hagedorn's (2000) faculty satisfaction framework. The data will be primarily collected via an anonymous and confidential survey.

By doing this study, I hope to understand how the local environment and institutional culture mediate faculty engagement with their occupation and what degree of satisfaction they draw from it. While there are studies examining faculty job satisfaction around the world, there have been no studies examining this topic among Bosnian faculty. Understanding job satisfaction among UNSA academics will provide us with an idea of overall fit between them and BiH's higher education institutions. Identification of job satisfaction levels among UNSA faculty can then reveal the extent of faculty (non)participation in their institutions, which is crucial if BiH's higher education is to continue engaging in meaningful reform to meet the challenges facing the nation and the region.

Your participation in this research will last about 20 minutes.

WHAT ARE KEY REASONS YOU MIGHT CHOOSE TO VOLUNTEER FOR THIS STUDY? I do not know if you will get any benefit from taking part in this study. However, in similar studies, some participants have experienced gratitude and appreciation for having an opportunity to share their experience and opinions. If you take part in this study, information learned may help others. For a complete description of benefits and/or rewards, refer to the Detailed Consent.

WHAT ARE KEY REASONS YOU MIGHT CHOOSE NOT TO VOLUNTEER FOR THIS STUDY? You may choose to not volunteer for this study if you're concerned about sharing your opinions and/or experiences, or if you're worried about your feedback being misinterpreted and

reflecting poorly on your College and/or University. For a complete description of risks, refer to the Detailed Consent.

DO YOU HAVE TO TAKE PART IN THE STUDY?

If you decide to take part in the study, it should be because you really want to volunteer. You will not lose any services, benefits, or rights you would normally have if you choose not to volunteer. Your job will not be negatively affected no matter what decision you make.

WHAT IF YOU HAVE QUESTIONS, SUGGESTIONS OR CONCERNS?

If you have questions, suggestions, or concerns regarding this study or you want to withdraw from the study contact Nina Marijanović of the University of Kentucky, Department of Education Policy Studies and Evaluation, at nina.marijanovic@uky.edu.

If you have any concerns or questions about your rights as a volunteer in this research, contact staff in the University of Kentucky (UK) Office of Research Integrity (ORI) between the business hours of 8am and 5pm EST, Monday-Friday at 1-859-257-9428 or toll free at 1-866-400-9428.

DETAILED CONSENT:

ARE THERE REASONS WHY YOU WOULD NOT QUALIFY FOR THIS STUDY?

You would not be eligible to participate in this study if you meet one of the following criteria: 1). Your primary duty at the University of Sarajevo is primarily an administrative position; 2). You do not have the minimum rank of Assistant Professor (Docent); and 3) You are not a citizen of Bosnia and Hercegovina (BiH).

WHERE WILL THE STUDY TAKE PLACE AND WHAT IS THE TOTAL AMOUNT OF TIME INVOLVED?

The research procedures will be conducted online via a survey. The total amount of time you will be asked to volunteer for this study is 20 minutes.

WHAT WILL YOU BE ASKED TO DO?

You will be notified at least one week in advance of receiving the survey link that you are an eligible participant. This document will also include links to this informed consent document and the GDPR privacy disclosure. Additionally, you will have the option to opt-out of future contact regarding this study during this first invitation. You will receive the link to the survey on October 28, 2020. The option to opt-out will be available to you during this second communication. The survey will be available to eligible participants from October 28, 2020 to November 28, 2020. One reminder will be sent to eligible participants to complete the survey on November 21, 2020.

The survey will ask participants demographic information, opinions on your satisfaction and/or agreement regarding your working conditions and activities, characteristics of your work, and opinions about your occupation and occupational environment. You are permitted to skip any question at any time without providing a response. All demographic data will be aggregated for statistical analysis.

WHAT ARE THE POSSIBLE RISKS AND DISCOMFORTS?

This study poses a minimal risk, but you may experience emotional discomfort with some questions if you're concerned about sharing your opinions and/or experiences, or if you're worried about your feedback being misinterpreted and reflecting poorly on your College and/or University. In addition to risks described in this consent, you may experience a previously unknown risk or side effect.

WILL YOU BENEFIT FROM TAKING PART IN THIS STUDY?

I do not know if you will get any benefit from taking part in this study. However, in similar studies, some participants have experienced gratitude and appreciation for having an opportunity to share their experience and opinions. If you take part in this study, information learned may help others.

IF YOU DON'T WANT TO TAKE PART IN THE STUDY, ARE THERE OTHER CHOICES?

If you do not want to be in the study, there are no other choices except not to take part in the study.

WHAT WILL IT COST YOU TO PARTICIPATE?

There are no costs associated with taking part in this study.

WHO WILL SEE THE INFORMATION THAT YOU GIVE?

When I write about or share the results from the study, I will write about the combined information. This study will not ask for your name, and any possible identifying information, like your IP address or location, will not be collected with this survey. The University of Sarajevo (UNSA) will not see receive any results from this study, they will not be able to determine who did or did not participate in this research, and they will not have access to any person's specific survey responses.

I will make every effort to prevent anyone from knowing that you gave us information, or what that information is. Your survey response will be kept private on an external, password encrypted hard drive located in my home and further stored by a locked cabinet. This information will only be accessible to the me – the primary researcher.

For this study, I will be using Qualtrics, a data collection software. It is important to note that any data collection process undertaken through the use of third-party software comes with potential risks. Included among these risks is a potential breach of confidentiality. I will take all available precautions to prevent this from occurring, although I cannot guarantee that your identity will never become known.

Please be aware, while we make every effort to safeguard your data once received from the online survey company, given the nature of online surveys, as with anything involving the Internet, we can never guarantee the confidentiality of the data while still on the survey company's servers, or while en route to either them or us. It is also possible the raw data collected for research purposes may be used for marketing or reporting purposes by the survey/data gathering company after the research is concluded, depending on the company's Terms of Service and Privacy policies.

CAN YOU CHOOSE TO WITHDRAW FROM THE STUDY EARLY?

You can choose to leave the study at any time. You will not be treated differently if you decide to stop taking part in the study. If you choose to leave the study early, data collected until that point will remain in the study database.

WILL YOU RECEIVE ANY REWARDS FOR TAKING PART IN THIS STUDY?

You will not receive any rewards or payment for taking part in the study.

WHAT ELSE DO YOU NEED TO KNOW?

Nina Marijanović is a doctoral student and she is being guided in this research by Dr. Jeffery Bieber, Associate Professor in the Department of Educational Policy Studies and Evaluation, College of Education.

The European General Data Protection Regulation (GDPR) provides individuals, whose data will be collected, certain rights. These rights are listed below. You should review the attached GDPR disclosure document to better understand how these rights are applied to this study and where they may be limited due to the design of this study.

- The right to access, correct, or request that your data is removed from the study;
- The right to restrict processing of your data;
- The right to object to the processing of your data;
- The right to withdraw your consent without any penalty; and
- The right to complain about the data collection/handling process. For any complaints, please contact the University of Kentucky Data Privacy at cybersecurity@uky.edu or +1-859-257-4594 and/or the University of Kentucky Office of Research Integrity at 859-257-9428. As a citizen of Bosnia and Herzegovina (BiH), you may also contact the Agency for Personal Data Protection (AZLP) in Bosnia and Herzegovina at alzpinfo@azlp.ba or 00-387-33-726-251.

WILL YOUR INFORMATION BE USED FOR FUTURE RESEARCH?

You have been given the option of anonymously requesting that your survey responses only be used for this current study rather than for any future secondary analysis. If you select this option within the survey, then your survey responses will be **forgotten/erased on March 1, 2021, however, I will remain in possession of your email address because I cannot link it with your responses in order to delete both.** Your information (i.e., email address) and survey responses will not be shared with other researchers. If you do not choose this option (to restrict your survey responses solely to this study) then your responses and email address will be stored for a period of six (6) years after the end of the IRB approval period and future research/analysis may be conducted on your survey responses.

STORING AND SHARING YOUR INFORMATION FOR FUTURE USE

The primary researcher would like to store and use your de-identifiable survey data for future research. Having this data from many people helps me identify trends and explore the data in more depth outside of just the focused agenda associated with this study. I can use the stored survey data to learn more about the working profile, working conditions, and opinions of Bosnian professors to better serve higher education needs in the country and in the region.

WHERE WILL INFORMATION BE STORED AND FOR HOW LONG?

The de-identified information will be stored at on an external, password encrypted hard drive owned by the primary researcher and it will be stored at her private residence in a locked cabinet for six (6) years after the IRB approval period.

ARE THERE RISKS FROM ALLOWING YOUR INFORMATION TO BE STORED FOR FUTURE RESEARCH?

There is a risk that someone could get access to the stored information. In spite of the security measures and safeguards I will use; I cannot guarantee that your identity will never become known.

There may also be risks that at this time are unknown. As technology advances, there may be new ways of linking information back to you that we cannot foresee now.

HOW WILL WE SHARE YOUR INFORMATION WITH OTHER RESEARCHERS?

Your information will not be shared with other researchers.

WHAT IF YOU CHANGE YOUR MIND AND WANT TO WITHDRAW YOUR INFORMATION?

Since this survey is completely anonymous and no personal data will be captured, there is no option for you to withdraw your information after you submit your responses, because there is no way for me to know which responses are yours. However, you can request that your email address be removed from my records, even though I cannot delete your survey responses. You can submit your request via email to the primary researcher.

If you choose to leave the study early, data collected until that point will remain in the study database and may not be removed. All survey responses and email addresses will be deleted and destroyed after six (6) years after the end of the IRB approval period.

APPENDIX 9. INFORMED CONSENT (BOSNIAN)

KLJUČNE INFORMACIJE ZA “ZADOVLJSTVO NASTAVNOG OSOBLJA S POSLOM NA UNIVERZITETU U SARAJEVU I KAKO JE TO ZADOVLJSTVO OPISANO I PREDVIĐENO HAGEDORNOVIM KONCEPTUALNIM OKVIROM,,

Poštovani,

Ja od Vas tražim da izaberete da li ćete ili nećete dobrovoljno učestvovati u studiji koja je usmjerena na istraživanje nivoa zadovoljstva poslom koji obavljaju između nastavnog osoblja koji rade na Univerzitetu u Sarajevu (UNSA). UNSA mi je obezbjedila Vašu email adresu zato što imate radni status na Univerzitetu u nastavnom zvanju (Docent ili više zvanje). Ova Saglasnost će Vam pružiti ključne informacije koje će Vam pomoći da odlučite ako želite sudjelovati ili ne u ovom istraživanju. U nastavku, možete pročitati detaljniju informaciju. Ja sam primarna istražiteljica za ovu istraživanje, pa ako imate pitanja, moje kontakt informacije ćete naći na kraju ovog dopisa.

ŠTA JE OVO ISTRAŽIVAJNE I KOLIKO ĆE TRAJATI?

Svrha ovog istraživanja je doznati stepen zadovoljstva poslom između nastavnog osoblja koji rade na Univerzitetu u Sarajevu (UNSA), i u kojoj mjeri njihova percepcija zadovoljstva sa poslom može biti predviđena Hagedornovim (2000) okvirom zadovoljstva. Podaci će se prikupljati anonimnom i tajnom anketom.

Radeći ovo istraživanje, ja se nadam da ću shvatiti kako lokalne sredine i institucionalna kultura utječe na rad nastavnog osoblja i gdje nastavno osoblje nalazi nivo zadovoljstva kroz njihov rad. Iako postoje istraživanja koja ispituju zadovoljstvo sa poslom među profesorima širom svijeta, među bosanskim fakultetima i univerzitetima, nisam primjetila ni jedno istraživanje koje je ispitala ovu temu.

Studiranje ove teme na UNSA će nam pružiti ideju o opštem uklapanju između nastavnog osoblja i visokoškolskih ustanova u BiH. Utvrđivanje nivoa zadovoljstva poslom između nastavnog osoblja na UNSA može otkriti opšti nivo participacije što je ključno ako se visokoškolske institucije u BiH ozbiljno bave sa reformama kako bi se suočile sa izazovima s kojima se suočavaju nacija i regija.

Vaše učešće u ovom Istraživanju će trajati odprilike 20 minuta.

KOJI SU KLJUČNI RAZLOZI ZBOG KOJIH BI DOBROVOLJNO UČESTVOVAO(-LA) U OVOM ISTRAŽIVANJU?

Ja ne znam da li ćete dobiti neku satisfakciju od učešća u ovom istraživanju, međutim, u sličnim istraživanjima, neki su učesnici osjetili zahvalnost što su imali priliku da opišu i objasne svoje radno iskustvo i mišljenja. Ako odlučite da sudjelujete u ovom istraživanju, informacije koju pružite mogu pomoći drugima. Za potpuni opis beneficija i / ili nagrade, pogledajte stranicu broj 2.

KOJI SU KLJUČNI RAZLOZI ZBOG KOJIH NE BIH DOBROVOLJNO UČESTVOVAO(-LA) U OVOM ISTRAŽIVANJU?

Ova studija predstavlja minimalan rizik, ali možete osjetiti emocionalnu nelagodu zbog nekih pitanja ako ste zabrinuti da Vaša mišljenja i / ili iskustva mogu biti pogrešno protumačene i da se loše odražavaju na Vaš fakultet i / ili univerzitet.

DA LI MORAM UČESTVOVATI U OVOM ISTRAŽIVANJU?

Ako odlučite sudjelovati u ovom istraživanju, to bi trebalo biti samo ako Vi to stvarno želite. Nećete izgubiti nikakve usluge, beneficije, ili prava koje normalno imate ako odlučite da ne učestvujete. Vaš posao i pozicija na Univerzitetu neće biti negativno ugroženi bez obzira na Vašu odluku da učestvujete ili ne.

ŠTA AKO IMAM PITANJA, SUGESTIJE, ILI ZABRINUTOSTI?

Ako imate pitanja, sugestije ili zabrinutosti u vezi ovog istraživanja ili ako želite da se povučete iz studije, kontaktirajte Ninu Marijanović, na Univerzitetu u Kentucky, Katedra za proučavanje i evaluacije obrazovnih politika, na nina.marijanovic@uky.edu.

DETALJNA SAGLASNOST:

DA LI POSTOJE RAZLOZI ZBOG KOJIH NE BIH KVALIFIKOVAO(-LA) ZA OVU STUDIJU?

Ne možete učestvovati u ovoj studiji ako ispunjavate jednu od sljedećih kriterija: 1). Vaša glavna dužnost na Univerzitetu u Sarajevu je prije svega administrativna pozicija; 2). Nemate najmanje akademsko zvanje – Docent; i 3) Niste državljinin (državljanica) Bosne i Hercegovine (BiH).

GDJE ĆE SE ISTRAŽIVANJE ODRŽATI I KOLIKO VREMENA TREBAM IZDVOJITI?

Istraživanje će se vršiti online putem elektronske ankete. Ukupno će te trebati izdvojiti do 20 minuta Vašeg vremena.

ŠTA ĆU RADITI?

Biti će te obaviješteni najmanje sedam dana unaprijed ako ispunjavate uvjete da budete učesnik(-nica) u ovom istraživanju. Taj email će imati linkove za slijedeće dokumente tako da možete napraviti informisanu odluku o Vašem učešću: 1) Kompletan document o povjerljivosti Vaših osobnih podataka pod Opštom uredbom o zaštiti podataka; i 2) Document za informisani pristanak. Također, imat će te opciju da ne budete opet kontaktirani ako podnesete taj zahtjev kroz online formu. Poslije toga, 28. oktobra, 2020 dobit ćete online link za upitnik putem email. Možete iskoristiti opciju da ne budete kontaktirani i ovom krugu komunikacije ako ispunite formu. Također, možete i odbiti da dalje učestvujete u samoj anketi. Elektroniski upitnik će biti na raspolaganju za učesnike od 28. oktobra, 2020. do 28. novembra 2020. Učesnici će biti podsjećeni da završe i / ili predaju upitnik 21. novembra, 2020.

Upitnik će tražiti od učesnika demografske informacije, mišljenja o Vašem zadovoljstvu i / ili nivo saglasnosti u vezi sa svojim radnim uvjetima i aktivnosti, karakteristike Vašeg rada, i mišljenja o Vašem zanimanju i radnom okruženju. Možete preskočiti i neodgovoriti bilo koje pitanje. Svi podaci će biti analizirani i predstavljeni kao zjednički agregat.

KOJI SU MOGUĆI RIZICI?

Ova istraživanje predstavlja minimalan rizik, ali možete osjetiti emocionalnu nelagodu zbog nekih pitanja ako ste zabrinuti da Vaša mišljenja i / ili iskustva mogu biti pogrešno protumačene i da se loše odražavaju na Vaš Fakultet i / ili Univerzitet.

KAKVU ĆU KORIST JA DOBITI?

Ja ne znam da li ćete dobiti neku korist od učešća u ovom istraživanju. Međutim, u sličnim istraživanjima, neki su učesnici prijavili zahvalnost što su imali priliku da opišu i objasne svoje radno iskustvo i mišljenja. Ako odlučite da sudjelujete u ovom istraživanju, informacije koju pružite mogu pomoći drugima.

AKO NE ŽELIM UČESTVOVATI U ISTRAŽIVANJU, DA LI POSTOJI NEKI DRUGI IZBOR ZA PARTICIPACIJU?

Ako ne želite učestvovati u istraživanju, nema drugih izbora osim da ne sudjelujete u studiji.

DA LI POSTOJE NEKI TROŠKOVI?

Ne, ne postoje troškovi vezani za učestvovanje u ovom istraživanju.

KO ĆE VIDJETI VAŠE INFORMACIJE/PODATKE?

Kada budem pisala o rezultatima ovog istraživanja, ja ću pisati o svim prikupljenim informacijama u agregiranoj formi. Ovo istraživanje neće tražiti Vaše lične podatke, a sve moguće identifikacijske informacije, poput vaše IP adrese ili lokacije, neće biti prikupljene ovim elektronskim upitnikom. Univerzitet u Sarajevu (UNSA) neće imati pristup rezultatima ovog istraživanja, niti mogućnost da odrede koje učestvovao ili ne, i neće imati pristup pojedinačnim odgovorima.

Ja ću uložiti sve napore da spriječim bilo koga da dodje to Vaših ličnih podataka ni informacija koje ćete mi pružiti te sadržaj tih informacija. Vaši odgovori će se čuvati na privatnom kompjuterom sa šifriranom lozinkom koji se nalazi u mom domu u zaključanom kabinetu. Vaša informacija će biti samo dostupna meni kao primarnoj istražiteljici.

Za ovu istraživanje, ja ću koristiti Qualtrics, softver za prikupljanje podataka kroz elektronske upitnike. Važno je napomenuti da bilo koji proces prikupljanja podataka kroz upotrebu vanjskog softvera dolazi s potencijalnim rizicima. Jedan od rizika je i potencijalni proboj poverljivosti. Ja ću poduzeti sve raspoložive mjere opreza kako bi se to spriječilo, iako Vam ne mogu garantovati da Vaš identitet neće nikada postati poznat.

Iako ću se potruditi da zaštitim Vaše podatke kada ih primim od Qualtrics kompanije, važno je da zapamtimo da sa online anketama, kao i bilo kakve druge aktivnosti preko interneta, nikada ne možemo garantirati tajnost podataka dok su još uvijek u anketnoj kompaniji i na njihovim računarskim serverima ili dok su na putu njima ili nama. Također je moguće da podaci prikupljeni kroz ovo istraživanje mogu biti iskorišteni za marketing ili izvještavanja nakon što je istraživanje zaključeno, što zavisi od uvjetima usluge i privatnosti tvrtke Qualtrics.

DA LI SE MOGU POVUČI IZ OVOG ISTRAŽIVANJA RANIJE?

Možete odlučiti napustiti istraživanje u bilo kojem trenutku. Nećete biti tretirani drugačije ako odlučite da prestanete učestvovati u istraživanju. Ako odlučite da napustite istraživanje ranije, podaci prikupljeni do tada će ostati u bazi podataka.

DA LI ĆU DOBITI NEKU NAGRADU ZA UČESTVOVANJE U OVOM ISTRAŽIVANJU?

Nećete dobiti nagradu niti bilo kakvu drugu isplatu za učestvovanje u istraživanju.

ŠTA JOŠ TREBAM DA ZNAM?

Nina Marijanović je kandidatknja za doktorat i ona je pod nadzorom svog akademskog savjetnika dr Jeffery Bieber-a, vanredni profesor na Katedri za proučavanje i evaluacije obrazovnih politika, Fakultet za obrazovanje.

Opšte uredbe o zaštiti podataka (GDPR) pruža pojedincima čiji podaci će se prikupljati slijedeca prava. Pročitajte kompletni GDPR dokument da saznate kako se ova prava primjenjuju na ovu studiju i gdje mogu biti ograničena zbog dizajna ove studije.

- Pravo pristupa, ispravke ili zahtjeva da se Vaši podaci uklone iz studije;
- Pravo na ograničavanje obrade Vaših podataka;
- Pravo prigovora na obradu Vaših podataka;
- Pravo da povučete svoj pristanak bez bilo kakve kazne; i
- Pravo na žalbu na postupak prikupljanja / rukovođenja sa podacima. Za bilo kakve pritužbe, obratite se Univerzitetu u Kentucky-u, Ured za podatke i zaštitu privatnosti na cybersecurity@uky.edu ili 859-257-4594 i / ili Univerzitetu u Kentucky-u - Ured za integritet u istraživanju (ORI) na +1-859-257-9428. Također, možete se obratiti Agenciji za zaštitu lični podataka na alzpinfo@azlp.ba ili 00-387-33-726-251.

DA LI ĆE MOJA INFORMACIJA BITI KORIŠTENA ZA BUDUĆA ISTRAŽIVANJA?

Imate mogućnost putem anonimnog zahtjeva da se Vaši odgovori iskoriste samo za ovu studiju, a ne za bilo kakvu proširenu sekundarnu analizu u budućnosti. Ako odaberete ovu opciju u anketi, Vaši odgovori bit će zaboravljeni / izbrisani 1. marta 2021. godine, međutim, ja ću ostati u posjedi Vaše email adrese zato što ne mogu povezati adresu sa Vašim odgovorima. Vaša email adresa i odgovori na anketi neće se dijeliti s drugim istraživačima. Ako ne odaberete ovu opciju (da ograničite odgovore na anketi samo na ovu studiju), Vaši odgovori i email adresu ću čuvati za šest (6) godina nakon završetka odobrenja od Ureda za integritet u istraživanju, a i buduća istraživanja / analize mogu biti sprovedene.

ČUVANJE I DIJELJENJE MOJE INFORMACIJE ZA BUDUĆU UPOTREBU

Primarna istraživačica bi željela da sačuva i iskoristiti Vaše de-identifikovane podatke za buduću analizu i istragu. Posjedovanjem podataka od većeg broja učesnika bi mi pomoglo da identifikujem trendove i da istražim kompletne podatke u većoj širini nego samo u vezi sa ovom studijom.

Ja mogu iskoristiti sučuvane podatke da naučim više o radnom profilu, radnim uslovima, i mišljenjima profesora kako bi se iste informacije mogle bolje poslužiti za potrebe visokoškolskog obrazovanja u zemlji i regiji. Vaše podatke i informacije neću dijeliti s drugim istraživačima

GDJE ĆE MOJE INFORMACIJE BITI SUČUVANE I KOLIKO DUGO?

Vaše de-identifikovane informacije će biti sačuvane na vanjskom eksternom kompjuteru zaštićenom sa lozinkom koji se drži u zaključanom kabinetu. Taj kompjuter je u domu primarne istražiteljice i vaši podaci će biti sačuvani za periodom od šest (6) godina poslije isteka odobrenja od Ureda za integritet u istraživanju.

DA LI POSTOJE RIZICI ZA MOJE INFORMACIJE DA BUDE SAČUVANE ZA BUDUĆA ISTRAŽIVANJA?

Postoji rizik da bi netko mogao dobiti pristup Vašim informacijama. Uprkos sigurnosnim mjerama zaštite koje će biti primjenjene, ja ne mogu da garantujem da Vaš identiteti neće nikada postati poznati.

Također, postoje i rizici koji su u ovom trenutku nepoznati. Kako tehnologija bude napredovala, mogu postojati novi načini za otkrivanje i povezivanje Vaših informacija a koje mi trenutno ne možemo predvidjeti.

DA LI ĆU PODIJELITI VAŠE INFORMACIJE SA DRUGIM ISTRAŽIVAČIMA?

Vaši podaci neće se dijeliti s drugim istraživačima.

ŠTA AKO SE PREDOMISLIM I ŽELIM DA POVUČEM SVOJE PODATKE?

Ova anketa je potpuno anonimna i neće od Vas tražiti nikakve lične podatke i zbog toga ne postoji mogućnost da povučete svoje podatke nakon što ste predali odgovore, jer nema način da otkrijem koji su Vaši odgovori. Međutim, možete zatražiti da se Vaša email adresa izbriše iz moje evidencije, iako ne mogu izbrisati Vaše odgovore. Vaš zahtjev možete poslati primarnoj istražiteljici putem email.

Svi odgovori i email adrese će biti uništene i izbrisane poslije šest (6) godina nakon završetka odobrenja od Ureda za integritet u istraživanju.

APPENDIX 10. UNIVERSITY OF KENTUCKY GDPR PRIVACY NOTICE

(ENGLISH)

This privacy notice applies to all personal identifying information that the University of Kentucky (UK) and UK researchers, identified in the informed consent, collect or process about you in connection with your participation in the following research project: "JOB SATISFACTION AMONG UNIVERSITY OF SARAJEVO (UNSA) FACULTY AS DESCRIBED AND PREDICTED BY HAGEDORN'S CONCEPTUAL MODEL."

Personal identifying information is information about you through which you can be identified, for example, your work email address. Personal information may also include information which is classified as "sensitive" under local privacy laws. For example, "sensitive" information includes the following: racial origin, nationality, national or ethnic origin, political opinion or party affiliation, union affiliation, or information about your physical and mental health.

The basis for collecting and processing your personal information is the following:

- You have consented to the collection and processing of your personal information

Your data will be used and/or stored as long as needed for the research study and consistent with the UK IRB requirements and applicable laws and regulations in the United States. At a minimum, data will be kept for a period of six (6) years after the IRB approval period.

If you choose to participate in the study, do note that the survey itself is anonymous and you will not be asked to provide any personal identifying information (including your email address). This survey will also not collect any "sensitive" personal identifying information about you.

You can choose for your survey data to only be used for the purposes of this research project rather than for extended secondary analysis. You can make this choice anonymously within the survey itself **only** and all participants who select this option will have their anonymous survey data deleted by March 1, 2021. Because of the anonymous nature of this survey, I cannot connect a respondent's email with his or her survey responses, so only the responses would be deleted if you choose this option. Any future requests to delete survey data will not be honored because I cannot associate your email address with your survey responses.

All participants can request that their email address be permanently deleted from my records, by submitting an email request to the primary researcher. If you choose this option, then your email would be deleted within 24 hours, but your anonymous survey responses would remain in my records.

If you have concerns about your data privacy and how your data would be stored and processed, you should consider not participating at all by completing this opt-out form

https://uky.az1.qualtrics.com/jfe/form/SV_eo021jtcKM0rEp. If you submit this form, your email address will be deleted within 24 hours **and** you will not be contacted again about participating in this study.

Your Rights

- You have the right to see the information being collected about you in the study. To ensure integrity of the study, you will not be able to review some of the data until after the study has been completed.
 - However, since this is an anonymous survey, I cannot provide you with your individual survey data. The survey itself will not be collecting any personal information nor information that is considered 'sensitive' (see above for explanation).
- You have the right to request corrections to your Personal Information if it is not correct.
 - This survey will not collect any personal information from you.
- You have the right to limit the collection and use of your Personal Information under certain circumstances (for example, if you think that the information is inaccurate).
- You have the right to request the deletion of your Personal Information if you are no longer participating in the study. However, there are limits on your ability to request deletion of your Personal Information if deletion would seriously impair the progress of the study or if your Personal Information is needed to comply with legal requirements.
 - For this study, you can request only the deletion of your email address by contacting the primary researcher via email with your request. Upon receipt of your request, your email address will be erased within 24 hours and you will not be further contacted regarding this study.
- You have the right to file a complaint with a data protection authority. For any complaints, please contact the University of Kentucky Data Privacy at cybersecurity@uky.edu or +1-859-257-4594 and/or the University of Kentucky Office of Research Integrity at 859-257-9428. As a citizen of Bosnia and Herzegovina (BiH), you may also contact the Agency for Personal Data Protection (AZLP) in Bosnia and Herzegovina at alzpinfo@azlp.ba or 00-387-33-726-251.

Withdrawal from the Study

If you withdraw from the study, you will no longer be able to participate in the study. No new information will be collected about you or from you by the primary researcher. Your withdrawal has no effect on data collected prior to your withdrawal.

After your withdrawal, your data and personal information may still be maintained to ensure integrity of the study, to satisfy any legal requirements including reporting and retention requirements, and/or for any other purposes permitted under applicable data protection and privacy laws.

Security

We ensure a level of security appropriate to the risk of the personal information we process. These measures are in place to protect the confidentiality of your information. Survey data will be protected by means of username, password, encryption, and access control. Your survey data will be protected by means of a password encrypted external hard drive which will be stored in a locked cabinet in my personal residence.

International Data Transfer Your personal data will be transferred out of the European continent to the University of Kentucky located in the United States. Your personal information will be managed in consideration with applicable data protection regulations. Data privacy and protection in the United States may not offer the same level of protection as those in Bosnia and Herzegovina.

Contact Information

If you have questions or concerns regarding the way in which your personal information has been used, please contact the primary researcher for this study:

Nina Marijanovic, doctoral candidate, Department of Educational Policy & Evaluation, College of Education, University of Kentucky, nina.marijanovic@uky.edu

Changes to the Notice

You may request a copy of this privacy notice from us using the contact details set out above. We may modify or update this privacy notice from time to time. You will be able to see when we last updated the privacy notice because we will include a revision date. Changes and additions to this privacy notice are effective from the date on which they are posted. Where changes to this policy will have a serious impact on the nature of the data or otherwise have a substantial impact on you, we will give you advance notice so that you have the opportunity to exercise your rights (for example, to object to the processing).

APPENDIX 11. UNIVERSITY OF KENTUCKY GDPR PRIVACY NOTICE

(BOSNIAN)

Ovo obavještenje o zaštiti ličnih podataka važi za sve lične podatke koje će Univerzitet u Kentucky-u i njegovi suradnici, koji su navedeni u propisu za informisani pristanak, prikupiti i procesuirati u vezi sa Vašim učešćem u studiji pod nazivom: „*Zadovoljstvo nastavnog osoblja s poslom na Univerzitetu u Sarajevu i kako je to zadovoljstvo opisano i predviđeno Hagedornovim konceptualnim okvirom.*“

Vaš lični podatak je bilo kakav podatak ili informacija koja se odnosi na Vašu ličnost i na osnovu kojeg je utvrđen ili se može utvrditi Vaš identitet. Lični podaci koji Vas nedvosmisleno razlikuju od ostalih građana, zovu se identifikacioni podaci (ime i prezime, adresa Vašeg stanovanja, ili datum rođenja). Zloupotrebom nekih ličnih podataka može doći do narušavanja Vaše privatnosti na vrlo osjetljiv način. Takve podatke označavamo kao kategoriju **posebnih podataka**. Posebni podaci govore o: rasnom porijeklu, državljanstvu, nacionalnom ili etničkom porijeklu, političkom mišljenju ili stranačkoj pripadnosti, članstvu u sindikatima, religijskom, filozofskom ili drugom uvjerenju, zdravstvenom stanju, genetskom kodu, seksualnom životu; krivičnim presudama; biometrijskim podacima (npr. otisci prstiju).

Prikupljanje i procesuiranje ličnih podataka je na slijedećoj bazi:

- **Vi ste dali Vašu saglasnost da se Vaših podaci prikupe i procesuiraju u kontekstu ove studije**

Vaši podatci će biti iskorišteni i/ili sačuvani onoliko dugo koliko je potrebno za svrhe ove studije i po propisima i zakonima Univerziteta u Kentucky-u i Sjedinjenih Američkih Država (SAD). Vaše informacije će biti sačuvane na vanjskom eksternom kompjuteru zaštićenom sa lozinkom. Taj kompjuter je u domu primarne istražiteljice i vaši podaci će biti sačuvani u periodu od šest (6) godina poslije isteka odobrenja od Ureda za integritet u istraživanju.

Ako odlučite učestvovati, želim da Vas napomenem da je ova studija u cjelini anonimna i povjerljiva. Svi odgovori na elektronski upitnik će biti anonimni tako da se odgovori ne mogu povezati sa učesnikom (-nicom) i Vašom email adresom. Upitnik neće tražiti od Vas informaciju koja spada u posebnu kategoriju podataka navedeni u prethodnom paragrafu.

Imate opciju da dopustite da se Vaši odgovori samo iskoriste za upotrebe ove studije ali ne za sekundarne analize u budućnost. Ovaj izbor možete napraviti anonimno samo u **samoj** anketi i svi učesnici koji izaberu ovu opciju će imati njihove odgovore izbrisane do 1. marta 2021. Zbog anonimne prirode ove ankete ja ne mogu povezati email adresu učesnika (-nice) sa njegovim (njenim) odgovorima, pa će se

izbrisati samo odgovori ako odaberete ovu opciju. Svi budući zahtjevi za brisanje odgovora neće biti uvaženi jer ne mogu povezati vašu email adresu sa odgovorima na anketi.

Međutim, učesnici mogu zatražiti da se Vaša email adresa trajno izbriše iz moje evidencije, čak i ako ne mogu izbrisati Vaše pojedinačne odgovore. Zahtjev možete poslati primarj istražiteljici putem email. Ako podnete ovaj zahtjev, Vaša email adresa će biti izbrisana u roku od 24 sata, ali Vaši anonimni odgovori će biti zadržani.

Ako imate nedoumica u vezi s privatnošću podataka i načinom na koji će se Vaši podaci čuvati i obrađivati, trebali biste razmotriti da uopšte ne sudjelujete u ovoj studiji kroz popunjavanjem ove forme:

https://uky.az1.qualtrics.com/jfe/form/SV_eo02IjtcKMQ0rEp

Ako predate ovu formu, Vaša email adresa će biti izbrisana u roku od 24 sata i više Vas neću kontaktirati o učestvovanju u ovoj studiji.

Vaša Prava

- Pravo pristupa, ispravke ili zahtjeva da se Vaši podaci uklone iz studije (Pošto je ova anketa anonimna, nemogu Vas obezbjediti sa Vašim odgovorima. Također, ova anketa neće prikupljati Vaše lične podatke kao što su gore navedeni primjeri);
- Pravo na ograničavanje obrade Vaših podataka;
- Pravo prigovora na obradu Vaših podataka;
- Pravo da povučete svoj pristanak bez bilo kakve kazne (Možete zatražiti da se Vaša email adresa izbriše i da više nebudete kontaktirani u vezi sa ovom studijom) i
- Pravo na žalbu na postupak prikupljanja / rukovodstvo sa podacima. Za bilo kakve pritužbe, obratite se Univerzitetu u Kentuckyju, Ured za podatke i zaštitu privatnosti na cybersecurity@uky.edu ili 859-257-4594 i / ili Univerzitetu u Kentucky - Ured za integritet u istraživanju (ORI) na +1-859-257-9428. Također, možete se obratiti Agenciji za zaštitu lični podataka na alzpinfo@azlp.ba ili 00-387-33-726-251.

Povlačenje iz studije

Ako odlučite da se povučete iz studije, onda neće te više imati opciju da učestvujete. Nikakve nove informacije o Vama neće biti prikupljene. Ali, podaci koji su bili prikupljeni prije Vašeg povlačenja će ostati dio studije. Vaše povlačenje iz studije neće imati efekta na te podatke. Ti podaci mogu biti zadržani da se osigura integritet studije, da se zadovolje legalni uslovi, i/ili iz drugih razloga dozvoljeni po primjenjivim zakonima o zaštiti i privatnosti podataka.

Sigurnost

Mi ćemo osigurati nivo sigurnosti koji je primjenjiv riziku u procesuiranju Vaših podataka. Ove mjere sigurnosti su na mjestu da zaštite povjerljivost Vaših informacija. U kontekstu ove studije, odgovori na elektronsku anketu će biti zaštićena kroz slijedeće mjere: korisničko ime, lozinku, enkripciju, i kontrola pristupa informaciji. Podaci iz ovog istraživanja bit će dostupni samo meni i čuvat će se na vanjskom disku šifriranom lozinkom u zaključanom kabinetu u mojoj kući.

Prijenos podataka u inostranstvo

Vaši podaci će biti preneseni izvan Bosne i Hercegovine i Evrope na Univerzitet u Kentucky-u u Sjedinjenim Američkim Državama (SAD). Vaši podaci će biti zaštićeni pod Američkim propisima i

zakonima o zaštiti ličnih podataka. Ti zakoni i propisi možda ne ispunjavaju isti nivo zaštite kao zakoni u Bosni i Hercegovini.

Kontakt informacija

Ako imate pitanja ili nedoumica o načinu upotrebe Vaši ličnih podataka, kontaktirajte primarnu istražiteljicu za ovu studiju: Nina Marijanović, kandidatkinja za doktorat, Univerzitetu u Kentucky, Katedra za proučavanje i evaluacije obrazovnih politika, na nina.marijanovic@uky.edu.

Promjene ovom obavještenju

Možete podnijet zahtjev za kopiju ovog obavještenja kroz gore navedeni kontakt. Ovo obavještenje se može modifikovati ili promijeniti s vremena na vrijeme. U takvim slučajevima, vidjet ćete nove promjene identifikovane sa novim datumom. Promjene ovog obavještenja su primjenjive od datuma kojeg su objavljene. Ako promjene imaju ozbiljan uticaj na Vas, onda ćemo Vas posebno obavijestiti tako da imate mogućnosti da iskoristite Vaša prava, na primjer, da zabranite procesuiranje Vaših podataka.

APPENDIX 12. PERMISSION TO USE SURVEY

3 /27 /2021 Mail - Marijanovic,Nina – Outlook

RE: Request for Survey Use

Marijanovic,Nina < nina.marijanovic@louisville.edu >

Fri 11/15/2019 9:24 AM

To: Jesus Francisco Galaz Fontes galazfontes@gmail.com

Morning-

Thank you for permitting use of your survey design. Of course, I will reference both yours, and other colleagues, contribution to your overall survey design, and I will share my results with you once that moment in my overall timeline arrives (I'm working toward a SP21 finish). I was just in Sarajevo myself last summer visiting my family and meeting with faculty and administration to discuss study participation and permission. I visit Bosnia about every 4-5 years since I have a lot of extended family who lives there. Only my immediate family departed Bosnia in the aftermath of the 1992-1995 civil war. So, my interest in faculty lives stems from the fact that I have two family members who are lecturers in Bosnian universities and because I work in higher education in USA, we have a lot of interesting conversations about our educational experiences and ideas for reform.

Thank you again for sharing your instrument and permission. I will certainly be in touch as I progress further in my survey development and proposal, and of course, at the end to share with you my findings.

Best.

From: Jesus Francisco Galaz Fontes galazfontes@gmail.com

Sent: Thursday, November 14, 2019 8:46 PM
TO: Marijanovic,Nina nina.marijanovic@louisville.edu
Subject: Re: Request for Survey Use

Dear Nina Marijanovic:

Thank you very much for taking time to ask me about using parts of the questionnaire I used in my 2002 dissertation. I don't have any problem in you using this material which, as you must have noticed, is based on the work of several colleagues that I have always tried to acknowledged by way of explicitly referencing their work. So, I would be very glad to know that "my" questionnaires has been of some help to a colleague interested in understanding faculty work. I am aware that it will time for you to develop your research proposal and, furthermore, to collect your data and work with it to finally generate your dissertation. I would be very happy to receive news from you regarding your work and, particularly, to be informed about your final results. Some years ago my wife and I visited Sarajevo (a most interesting city) and got to know a little bit about Bosnia's recent history. I find your interest in studying faculty's profile and their perspective of great importance and I wish you the best in your endeavor. If I can be of any help please feel free to contact me in that regard.

Greetings and best wishes

Jesus Francisco Galaz Fontes
Universidad Aut6noma Metropolitana, Azcapotzalco

3 /27 /2021 Mail - Marijanovic,Nina – Outlook
On Wed, Nov 13, 2019 at 8:25 AM Marijanovic,Nina <nina.marijanovic@louisville.edu> wrote:

Afternoon-

I'm a doctoral candidate at the University of Kentucky, College of Education, Educational Policy Studies & Evaluation department. The focus of my dissertation is establishing a baseline faculty profile and job satisfaction levels among the professoriate in Bosnia and Herzegovina (BiH) which was a constituent nation of former Yugoslavia until 1992. As you can imagine, a lot has changed for faculty in Bosnia in the post-war years, and as the nation struggles to meet European demands for higher education reform, faculty are then caught in an interesting time and place. Given the administrative complexity of Bosnia, there is no easy database to access on faculty profiles, which is driving my goal of establishing such a baseline with my dissertation. The interest in faculty job satisfaction is also borne out Bosnia's current sociopolitical situation and I'd like to find out what current levels of job satisfaction are and what contributes to those perceptions so that policy can developed to retain talent and to improve working conditions. I came across your dissertation from 2002 and reviewed the survey you had created to study Mexican faculty perceptions of job satisfaction. I'd like to borrow some elements and questions of your survey as I'm building my own to include in my dissertation proposal. Would you be willing to grant me permission to adapt parts of your

survey for my dissertation? If yes, what other information would you need from me to authorize your sharing?

Thank you for your time. I can provide any additional information you may require.

Best.

Nina Marijanovic, Ed. S.
Coordinator of Graduate Admissions - Graduate Student Success Office
College of Education & Human Development
University of Louisville
1905 S. 1st Street, Louisville, KY 40208
nina.marijanovic@louisville.edu

APPENDIX 13. SURVEY INSTRUMENT (ENGLISH)

Start of Block: Default Question Block

Q1.1 Participant -

Your participation in this research will last about 20 minutes. The data will be primarily collected via an anonymous and confidential survey.

The survey will not collect your name, email address, telephone number, IP address, or geographic location, so there is no way to know which responses are yours.

This survey will be available from October 28, 2020 to November 28, 2020. Please read the detailed informed consent and the data privacy disclosure documents below before you decide if you wish to participate.

BOS - Saglasnost za učestvovanje u istraživanju

BOS - Univerzitet u Kentucky-u obavještenje o zaštiti ličnih podataka

ENG - Consent to Participate in a Research Study

ENG - University of Kentucky GDPR Privacy Notice

If you decide to take part in the study, it should be because you really want to volunteer. You will not lose any services, benefits, or rights you would normally have if you choose not to volunteer. Your job will not be negatively affected no matter what decision you

make. UNSA representatives will not see your answers. You can skip or refuse answer any question if you wish.

If you have questions, suggestions, or concerns regarding this study or you want to withdraw from the study contact Nina Marijanović of the University of Kentucky, Department of Education Policy Studies and Evaluation, at nina.marijanovic@uky.edu.

If you have any concerns or questions about your rights as a volunteer in this research, contact staff in the University of Kentucky (UK) Office of Research Integrity (ORI) between the business hours of 8am and 5pm EST, Monday-Friday at 1-859-257-9428 or toll free at 1-866-400-9428.

☐ I have read the consent document and the GDPR data privacy disclosure and I voluntarily agree to participate in this study and you may keep my survey responses for future analysis. (1)

☐ I have read the consent document and the GDPR data privacy disclosure and I voluntarily agree to participate in this study, but you may not keep my survey responses for future analysis. (2)

☐ I have read this consent document and the GDPR data privacy disclosure and I do not wish to participate in this study. (3)

Skip To: End of Survey If Participant - Your participation in this research will last about 20 minutes. The data will be... = I have read this consent document and the GDPR data privacy disclosure and I do not wish to participate in this study.

End of Block: Default Question Block

☐

Start of Block: Employment & Education Information

Q2.1 What is your working status at the University of Sarajevo (UNSA) for the 2020-2021 academic year?

- ☐ Full-time (1)
 - ☐ Part-time (2)
 - ☐ Term-by-term contract (3)
 - ☐ No longer with the University (5)
 - ☐ Other (please specify) (4)
-

Skip To: End of Survey If What is your working status at the University of Sarajevo (UNSA) for the 2020-2021 academic year? = No longer with the University

Display This Question:

If What is your working status at the University of Sarajevo (UNSA) for the 2020-2021 academic year? = Part-time

Or What is your working status at the University of Sarajevo (UNSA) for the 2020-2021 academic year? = Term-by-term contract

Q2.2 If given the choice, would you prefer to work full-time at this institution?

- ☐ Yes (1)
 - ☐ Maybe (2)
 - ☐ No (3)
-

Q2.3 Based on your employment contract, what is your primary responsibility at the University of Sarajevo (UNSA) for the 2020-2021 academic year?

- ☐ Teaching (1)
 - ☐ Research (2)
 - ☐ Administration (3)
 - ☐ Community engagement (4)
 - ☐ Mix of the above (5)
 - ☐ Other (please specify) (6)
-

Q2.4 Are you currently serving in an administrative position?

- ☐ Yes (1)
 - ☐ No (2)
 - ☐ Prefer to not answer (4)
-

Display This Question:

If Are you currently serving in an administrative position? = Yes

Q2.5 Which of the following administrative titles do you currently hold?

- ☐ Dekan (Dekanesa) (1)
 - ☐ Prodekan (Prodekanesa) (2)
 - ☐ Direktor (Direktora) (3)
 - ☐ Rukovoditelj (Rukovoditeljica) katedre (4)
 - ☐ Other (please specify) (5)
-

Q2.6 Select the disciplinary group to which your College or Academy or Research Center belongs:

- ☐ Social Sciences (1)
 - ☐ Humanities (2)
 - ☐ Medical Sciences (3)
 - ☐ Natural, Physical, Mathematical, and Biotechnology Sciences (4)
 - ☐ Technical Sciences (5)
 - ☐ Arts (6)
 - ☐ Prefer to not answer (7)
-

Q2.7 What is the highest degree you have completed?

- ☐ Doctoral degree (1)
 - ☐ Master's degree (2)
 - ☐ Bachelor's degree (3)
 - ☐ Technical and/or vocational degree (4)
 - ☐ I do not have a degree (5)
 - ☐ Prefer to not answer (6)
-

Q2.8 Provide the year in which you completed your highest degree.

Q2.9 Where did you complete your highest degree?

- ☐ At a higher education institution within Bosnia and Hercegovina (1)
 - ☐ At a higher education institution outside of Bosnia and Hercegovina (*Please provide the name of the country*). (2)
-

Q2.10 How many years have you worked for the University of Sarajevo (UNSA)?

- ☐ 0-5 years (1)
 - ☐ 6-10 years (2)
 - ☐ 11-15 years (3)
 - ☐ 16-20 years (4)
 - ☐ 21-25 years (5)
 - ☐ 26-30 years (6)
 - ☐ 31+ years (7)
 - ☐ Prefer to not answer (8)
-

Q2.11 Not counting your current position at the University of Sarajevo (UNSA), at how many other universities/colleges (public or private) have you worked?

- ☐ 0 (1)
 - ☐ 1 (2)
 - ☐ 2 (3)
 - ☐ 3 (4)
 - ☐ 4 (5)
 - ☐ 5 or more (6)
 - ☐ Prefer to not answer (7)
-

Q2.12 What is your current academic rank?

- ☐ Assistant Professor (1)
 - ☐ Associate Professor (2)
 - ☐ Full Professor (3)
 - ☐ Emeritus (4)
 - ☐ Senior lecturer (7)
 - ☐ Lecturer (8)
 - ☐ Senior teaching assistant (5)
 - ☐ Teaching assistant (6)
 - ☐ Other (please specify) (9)
-

Q2.13 How long have you been in your current rank?

- ☐ 5 years or less (4)
- ☐ More than 5 years (5)

End of Block: Employment & Education Information

☐

Start of Block: Responsibilities & Workload

Q3.1 Provide the total number of **courses** you will teach at each cycle level **at the University of Sarajevo** for the 2020-2021 academic year. *(If none, enter 0)*

	Cycle I Studies (1)	Cycle II Studies (2)	Cycle III Studies (4)
Fall 2020 (1)			
Spring 2021 (2)			

Q3.2 Provide the total number of **courses** you will teach at each cycle level **at another college and/or university** for the 2020-2021 academic year. *(If none, enter 0)*

	Cycle I Studies (1)	Cycle II Studies (2)	Cycle III Studies (3)
Fall 2020 (1)			
Spring 2021 (2)			

Q3.3 What is your level of satisfaction or dissatisfaction with the proportion of time you spend on the following:

	Extremely satisfied (1)	Somewhat satisfied (2)	Neither satisfied nor dissatisfied (3)	Somewhat dissatisfied (4)	Extremely dissatisfied (5)	Not applicable (6)
Teaching (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative tasks (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical work (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service work (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community outreach (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.4 Do you think you spend too much or to little time on the following:

	Too much (1)	Too little (2)	Prefer to not answer (3)
Teaching (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative tasks (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical work (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service work (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community outreach (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.5 During a typical 7-day week, about how many **hours on average** do you spend doing each of the following? (*please reply to each item*).

Teaching classes : _____ (1)

Preparing for teaching (i.e., course preparation, grading/reading student work, office hours) : _____ (2)

Academic advising : _____ (3)

Laboratory, research, or studio space preparation : _____ (4)

Research (i.e., data gathering, field work, participant interviews, experiments) : _____ (5)

Clinical work : _____ (6)

Scholarly writing : _____ (7)

Outside consulting/freelance work : _____ (8)

Committee work and/or administrative meetings : _____ (9)

Supervising student work (i.e. independent study, internships) : _____ (10)

Serving as a caregiver for another adult : _____ (11)

Household and/or childcare duties : _____ (12)

Other (please specify) : _____ (13)

Total : _____

Q3.6 If you could decide **your ideal distribution** of working time, how many hours per week would you assign to the following? (*please reply to each item*):

Teaching classes : _____ (1)

Preparing for teaching (i.e. grading/reading student work, office hours) : _____ (2)

Academic advising : _____ (3)

Laboratory, research, or studio space preparation : _____ (4)

Research (i.e., data gathering, field work, participant interviews, experiments) : _____ (5)

Clinical work : _____ (6)

Scholarly writing : _____ (7)

Outside consulting/freelance work : _____ (8)

Committee work and/or administrative meetings : _____ (9)

Supervising student projects (independent study, internships) : _____ (10)

Serving as a caregiver for another adult : _____ (11)

Household and/or childcare duties : _____ (12)

Other (please specify) : _____ (13)

Total : _____

End of Block: Responsibilities & Workload



Start of Block: Teaching, Research, & Service

Q4.1 Indicate your level of satisfaction with the following:

	Extremely satisfied (1)	Somewhat satisfied (2)	Neither satisfied nor dissatisfied (3)	Somewhat dissatisfied (4)	Extremely dissatisfied (5)	Not applicable (6)
The number of Cycle I courses you teach (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The number of Cycle II courses you teach (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The number of Cycle III courses you teach (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The autonomy you have over the content of the courses you teach (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4.2 Considering all of the students you teach, indicate your level agreement with the following statements about student preparedness:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)	Not applicable (6)
Students are well prepared academically for my classes (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in my classes demonstrate adequate critical thinking skills (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in my classes demonstrate adequate reading skills (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in my classes demonstrate adequate writing skills (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in my classes demonstrate adequate mathematics skills (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students put in adequate effort to be successful in my classes (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4.3 What is your level of agreement with the following statements regarding your ability to conduct research?

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)	Not applicable (6)
I have the skills needed to conduct research (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have enough time to carry out my research (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My University extends adequate support for my research (access to technology/software, working space, student assistants, funding) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Teaching, Research, & Service

☐

Start of Block: Professional Development

Q5.1 Which of the following have you participated in while employed at the University of Sarajevo (UNSA)? *(please select all that apply)*.

- ☐ Workshops focused on teaching and/or instructional techniques (1)
 - ☐ Workshops focused on research skills development (2)
 - ☐ Workshops focused on grant writing skills (3)
 - ☐ Workshops focused on software training (4)
 - ☐ Attended a national conference focused on my academic discipline (5)
 - ☐ Presented at a national conference focused on my academic discipline (6)
 - ☐ Attended an international conference focused on my academic discipline (7)
 - ☐ Presented at an international conference focused on my academic discipline (8)
 - ☐ Mentoring opportunities available within my College and/or University (9)
 - ☐ Teaching, researching, or studying abroad at another university and/or college (10)
 - ☐ Participated in a TEMPUS and/or ERASMUS MUNDUS project (11)
 - ☐ Served as a political representative, delegate and/or leader at the federal level (14)
 - ☐ Other (please specify) (12)
-

Q5.2 Are you currently pursuing an advanced degree **OR** interested in pursuing an advanced degree in the future?

- ☐ Yes, I am currently pursuing a more advanced degree. (1)
- ☐ No, I am not currently pursuing a more advanced degree, but I am interested in pursuing one in the future. (2)
- ☐ No, I am not currently pursuing a more advanced degree and I do not plan to do so in the future. (3)

Display This Question:

If Are you currently pursuing an advanced degree OR interested in pursuing an advanced degree in the... = Yes, I am currently pursuing a more advanced degree.

Q5.3 In what field are you pursuing a more advanced degree?

End of Block: Professional Development

☐

Start of Block: Working Conditions & Satisfaction

Q6.1 Provide your level of agreement with the following statements about the administrative leadership at the University of Sarajevo (UNSA):

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
UNSA administration are competent leaders (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNSA administration makes decisions unilaterally (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNSA administration communicates conflicting priorities (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNSA administration prevents politics from interfering with its mission (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNSA administration provides sufficient opportunities for faculty input in decision making (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.2 Provide your level of agreement with the following statements about your College.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)	Not applicable (6)
My immediate supervisor is accommodating of personal and/or family-related needs (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty colleagues often take work home at night and/or weekends (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues provide me with feedback to improve my skills (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have regular interactions with senior colleagues (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My cadre has a culture that encourages you to rise to the next level (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to work harder than my colleagues to be perceived as a legitimate scholar (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.3 Overall, how influential would you say the following units are in these areas:

	University Administrators				Your College Administrators				A Professor			
	None (1)	Some (2)	A lot (3)	Not sure (4)	None (1)	Some (2)	A lot (3)	Not sure (4)	None (1)	Some (2)	A lot (3)	Not sure (4)
Selecting key administrators (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiring new faculty (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deciding on faculty promotion (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting budget priorities (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining academic policies (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Approving new academic programs (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defining and approving institutional strategic plans (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.4 Please rate your level of satisfaction with your opportunities for collaboration with:

	Extremely dissatisfied (1)	Somewhat dissatisfied (2)	Neither satisfied nor dissatisfied (3)	Somewhat satisfied (4)	Extremely satisfied (5)
Colleagues within my academic cadre (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues within my College (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues within UNSA (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues within Bosnia (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleagues outside of Bosnia (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.5 How satisfied are you with the following work-related resources to support your work?	Extremely satisfied (1)	Somewhat satisfied (2)	Neither satisfied nor dissatisfied (3)	Somewhat dissatisfied (4)	Extremely dissatisfied (5)
Classrooms (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equipment for teaching and/or research (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer access and/or technical support (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library offerings (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal office space (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secretarial support (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development opportunities (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual atmosphere (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency of my colleagues (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Policies to
balance my
professional
life and
personal
and/or family
life (12)



Q6.6 What is your level of agreement with the following statements regarding advancement opportunities:

	Strongly agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly disagree (5)	Not applicable (6)
Criteria for promotion from rank to another are reasonable (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotions are based on performance rather than connections (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have no doubt that I will meet the criteria needed to be promoted (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a successful researcher is more important in promotion decisions than being a good teacher (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are plenty of opportunities for advancement (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.7 In the last three years, please provide a number for how many you have completed:	Number completed (1)
Published a book (1)	
Edited a book (2)	
Published a research paper in a regional scholarly journal (3)	
Published a research paper in an international scholarly journal (4)	
Served as an editor for a scholarly journal (5)	
Served and/or chaired a committee (6)	
Engaged in an outside funded research project (7)	
Presented at an academic conference (8)	

Submitted an article to a local news organization (9)	
Supervised a thesis at the graduate level (10)	
Created copyrighted software (11)	
Filed a patent (12)	
Produced/created a piece of art (i.e., sculpture, a performance) (13)	
Other (please specify) (14)	

Q6.8 In the last year, please indicate if you served in one of the following capacities:

	Yes (1)	No (2)
As a member of national and/or international scientific societies (1)	<input type="radio"/>	<input type="radio"/>
As an elected leader of a professional association or union (2)	<input type="radio"/>	<input type="radio"/>
As an elected leader of professional and/or academic organization (3)	<input type="radio"/>	<input type="radio"/>

Q6.10 To what extent to you agree or disagree with the following statements:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
This is a poor time for any young person to begin an academic career (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I had to do it again, I would not become an academic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job is a source of strain (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I am satisfied with my job (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.11 To what extent do you agree or disagree with the following statements:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
I have thought about leaving this job (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to look for a job within 3 years outside of the University of Sarajevo (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to look for a job within 3 years outside of academia (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to retire from this job within 3 years (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to seek an administrative position within 3 years (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Working Conditions & Satisfaction

☐

Start of Block: Opinion Questions

Q7.1 What is your level of agreement with the following statements:

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
The purpose of higher education is to educate students for leadership (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The purpose of higher education is to prepare students for work (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The purpose of higher education is to provide life-long learning for adults (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The purpose of higher education is to preserve our cultural heritage (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The purpose of higher education is to strengthen our nation's capacity to compete internationally (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The purpose of higher education is to solve basic social problems (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7.2 In the next 5 years, what is the likelihood of the following reforms being completed?	Extremely likely (1)	Somewhat likely (2)	Neither likely nor unlikely (3)	Somewhat unlikely (4)	Extremely unlikely (5)
Deciding on a financing mechanism of higher education that will allow for long-term strategic planning (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving the physical infrastructure of higher education institutions (e.g, buildings, classrooms) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving the technological infrastructure (e.g., software, computer access, access to scholarly databases) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing stronger capacity to support distance learning education (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Improving the brand image of public institutions of higher learning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing stronger ties with the private sector (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for faculty to collaborate with regional and/or international colleagues (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving the process of degree recognition for employment purposes (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Opinion Questions

☐

Start of Block: Demographics

Q8.1 We are almost finished. The next questions will ask about your compensation and background. **Your responses to these questions, as with all questions on this survey, are voluntary and strictly confidential.** The responses to these questions will be strictly used in statistical summaries.

Q8.2 To which gender identity do you most identify?

- ☐ Male (1)
 - ☐ Female (2)
 - ☐ Prefer to not answer (3)
-

Q8.3 To which age group do you belong?

- ☐ < 19 years of age (1)
 - ☐ 20-29 years of age (2)
 - ☐ 30-39 years of age (3)
 - ☐ 40-49 years of age (4)
 - ☐ 50-59 years of age (5)
 - ☐ 60-69 years of age (6)
 - ☐ 70+ years of age (7)
-

Q8.4 What is your marital status?

- ☐ Single (1)
 - ☐ Married (2)
 - ☐ Cohabiting (3)
 - ☐ Separated (4)
 - ☐ Divorced (5)
 - ☐ Widower (6)
 - ☐ Prefer to not answer (7)
-

Q8.5 If you are living with a spouse or partner, is your spouse or partner presently employed?

- ☐ Yes, full-time (1)
 - ☐ Yes, part-time (2)
 - ☐ No (3)
 - ☐ Prefer to not answer (4)
 - ☐ Not applicable (5)
-

Q8.6 Indicate the total number of persons living with you.

- ☐ 0 (1)
 - ☐ 1 (2)
 - ☐ 2 (3)
 - ☐ 3 (4)
 - ☐ 4 (5)
 - ☐ 5+ (6)
 - ☐ Prefer to not answer (7)
-

Q8.7 Indicate the number of children **UNDER** 18 living with you.

- ☐ 0 (1)
 - ☐ 1 (2)
 - ☐ 2 (3)
 - ☐ 3 (4)
 - ☐ 4 (5)
 - ☐ 5+ (6)
 - ☐ Prefer to not answer (7)
-

Q8.8 What is the highest level of education completed by your parents and/or your spouse or partner?

	Father	Mother	Spouse or partner
	Highest level of education (1)	Highest level of education (1)	Highest level of education (1)
Entered and completed a tertiary education (college and/or university degree) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entered and/or completed a secondary education (gimnazija and/or vocational/technical degree) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entered and/or completed a primary education (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No formal education (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not applicable (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8.9 What is your monthly salary?

- ☐ Less than 300KM (1)
- ☐ 301-500KM (2)
- ☐ 501-700KM (3)
- ☐ 701-900KM (4)
- ☐ 901-1100KM (5)
- ☐ 1101-1300KM (6)
- ☐ 1301+KM (7)
- ☐ Prefer to not answer (8)
-

Q8.10 Please indicate the degree to which each of the following affiliations is important to you:

	Extremely important (1)	Very important (2)	Moderately important (3)	Slightly important (4)	Not at all important (5)
My academic discipline/field (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic department (at this college) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My institution (this university) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8.11 Regarding your own preferences, do your interests primarily lie in teaching or in research?

- ☐ Primarily in teaching (1)
- ☐ In both, but leaning toward teaching (2)
- ☐ In both, but leaning toward research (3)
- ☐ Primarily in research (4)

End of Block: Demographics

☐

Start of Block: Closing

Q9.2 This is the last item on this survey.

Once you click this on → icon on the right-side of the screen your survey will be submitted and you will not have an opportunity to go back and change your answers.

If there are questions you want to review and/or change before you submit the survey, please go back and do so now.

I appreciate your participation in this survey.

If you have any questions or concerns, please contact the primary investigator: Nina Marijanovic, nina.marijanovic@uky.edu.

End of Block: Closing

☐

APPENDIX 14. SURVEY INSTRUMENT (BOSNIAN)

Start of Block: Default Question Block

Q1.1 Poštovani -

Vaše učešće u ovom istraživanju će trajati odprilike 20 minuta. Podaci će se primarno prikupljati anonimnom i povjerljivom anketom.

Anketa neće prikupiti vaše ime, adresu, email, telefonski broj, IP adresu ili geografsku lokaciju, tako da ne postoji način da saznam koji su vaši odgovori.

Ova anketa će biti dostupna od 28. oktobra 2020. do 28. novembra 2020.

Molim Vas da pročitate Saglasnost za učestvovanje u istraživanju i GDPR dokument (Oglas o zaštiti ličnih podataka) prije nego što odlučite ako želite učestvovati ili ne.

BOS - Saglasnost za učestvovanje u istraživanju

BOS - Univerzitet u Kentucky-u obavještenje o zaštiti ličnih podataka

ENG - Consent to Participate in a Research Study

ENG - University of Kentucky GDPR Privacy Notice

Ako odlučite sudjelovati u ovom istraživanju, to bi trebalo biti samo ako Vi to stvarno želite. Nećete izgubiti nikakve usluge, beneficije, ili prava koje normalno imate ako odlučite da ne učestvujete. Vaš posao i pozicija na Univerzitetu neće biti negativno ugrožena bez obzira na Vašu odluku da učestvujete ili ne. Predstavnici UNSA-u neće vidjeti vaše odgovore. **Možete preskočiti bilo koje pitanje ako ne želite da odgovorite.**

Ako imate pitanja, sugestije ili zabrinutosti u vezi ovog istraživanja ili ako želite da se povučete iz studije, kontaktirajte Ninu Marijanović, na Univerzitetu u Kentucky, Katedra za proučavanje i evaluacije obrazovnih politika, na nina.marijanovic@uky.edu.

Ako imate zabrinutost ili pitanja u vezi sa svojim pravima kao dobrovoljni učesnik u ovom istraživanju, kontaktirajte osoblje na Univerzitetu u Kentucky (UK) Ured za

integritet u istraživanju (ORI) između radnog vremena 08:00 do 17:00 EST, od ponedjeljka do petka na +1-859-257-9428 ili besplatno na broj 1-866-400-9428.

- ☐ Pročitao(-la) sam saglasnost i GDPR oglas i dobrovoljno pristajem da učestvujem u ovom istraživanju i možete zadržati moje odgovore za buduće analize.
- ☐ Pročitao(-la) sam saglasnost i GDPR oglas i dobrovoljno pristajem da učestvujem u ovom istraživanju, ali ne možete zadržati moje odgovore za buduće analize.
- ☐ Pročitao(-la) sam saglasnost i GDPR oglas i ne želim učestvovati u ovom istraživanju.

Skip To: End of Survey If Participant - Your participation in this research will last about 20 minutes. The data will be... = I have read this consent document and the GDPR data privacy disclosure and I do not wish to participate in this study.

End of Block: Default Question Block

☐

Start of Block: Employment & Education Information

Q2.1 Kakav je Vaš radni status na Univerzitetu u Sarajevu za akademsku godinu 2020-2021?

- ☐ Rad sa punim radnim vremenom (1)
- ☐ Rad na pola radnog vremena (2)
- ☐ Ugovor za svaki semester (3)
- ☐ Nisam više zaposlen(-a) na Univerzitetu (4)
- ☐ Drugo (molimo navedite) (5)
-

Skip To: End of Survey If What is your working status at the University of Sarajevo (UNSA) for the 2020-2021 academic year? = No longer with the University

Display This Question:

If What is your working status at the University of Sarajevo (UNSA) for the 2020-2021 academic year? = Part-time

Or What is your working status at the University of Sarajevo (UNSA) for the 2020-2021 academic year? = Term-by-term contract

Q2.2 Da vam je dat izbor, da li biste radije radili u ovoj ustanovi sa punim radnim vremenom?

- ☐ Da (1)
 - ☐ Možda (2)
 - ☐ Ne (3)
-

Q2.3 Na osnovu vašeg ugovora o radu koja je vaša glavna odgovornost na Univerzitetu u Sarajevu za akademsku godinu 2020-2021?

- ☐ Nastava (1)
 - ☐ Istraživanje (2)
 - ☐ Administracija (3)
 - ☐ Društveno korisni rad (4)
 - ☐ Kombinacija gore navedenog (5)
 - ☐ Drugo (molimo navedite) (6)
-

Q2.4 Da li trenutno obnašate neku od administrativnih funkcija na Vašoj instituciji?

- ☐ Da (1)
- ☐ Ne (2)
- ☐ Preferiram da ne odgovorim (3)

Display This Question:

If Are you currently serving in an administrative position? = Yes

Q2.5 Koji od navedenih administrativnih titula trenutno posjedujete?

- ☐ Dekan (Dekanesa) (1)
 - ☐ Prodekan (Prodekanesa) (2)
 - ☐ Direktor (Direktorica) (3)
 - ☐ Rukovoditelj (Rukovoditeljica) katedre (4)
 - ☐ Druge titule (molimo navedite) (5)
-

Q2.6 Odaberite grupaciju kojoj pripada Vaš fakultet ili institut ili istraživački centar:

- ☐ Društvenih nauka (1)
 - ☐ Humanističkih nauka (2)
 - ☐ Medicinski nauka (3)
 - ☐ Prirodno-matematičkih i biotehničkih nauka (4)
 - ☐ Tehnički nauka (5)
 - ☐ Umjetnosti (6)
 - ☐ Preferiram da ne odgovorim (7)
-

Q2.7 Koji je najviši stepen obrazovanja koji ste završili?

- ☐ Doktorat (1)
 - ☐ Magistarska diploma (2)
 - ☐ Bachelor diploma (dodiplomski studij) (3)
 - ☐ Tehnička i / ili strukovna diploma (4)
 - ☐ Nemam diplomu (5)
 - ☐ Preferiram da ne odgovorim (6)
-

Q2.8 Navedite godinu u kojoj ste diplomirali sa najvišim stepenom obrazovanja.

Q2.9 Gdje ste završili svoj najviši stepen obrazovanja?

- ☐ Na visokoškolskoj ustanovi u Bosni i Hercegovini (1)
- ☐ Na visokoškolskoj ustanovi **izvan** Bosne i Hercegovine (*Navedite ime države*). (2)
-

Q2.10 Koliko godina radite za Univerzitet u Sarajevu?

- ☐ 0-5 godina (1)
- ☐ 6-10 godina (2)
- ☐ 11-15 godina (3)
- ☐ 16-20 godina (4)
- ☐ 21-25 godina (5)
- ☐ 26-30 godina (6)
- ☐ 31+ godina (7)
- ☐ Preferiram da ne odgovorim (8)
-

Q2.11 Ne računajući Vašu trenutnu poziciju na Univerzitetu u Sarajevu, na koliko drugih univerziteta ili fakulteta (javnim ili privatnim) ste do sada radili?

- ☐ 0 (1)
 - ☐ 1 (2)
 - ☐ 2 (3)
 - ☐ 3 (4)
 - ☐ 4 (5)
 - ☐ 5 ili više (6)
 - ☐ Preferiram da ne odgovorim (7)
-

Q2.12 Koje je Vaše trenutno akademsko zvanje?

- ☐ Docent(-ica) (1)
 - ☐ Vanredni profesor(-ica) (2)
 - ☐ Redovni (Redovna) profesor(-ica) (3)
 - ☐ Emeritus (4)
 - ☐ Viši(-a) predavač(-ica) (5)
 - ☐ Predavač(-ica) (6)
 - ☐ Viši(-a) asistent(-ica) (7)
 - ☐ Asistent(-ica) (8)
 - ☐ Drugo (molimo navedite) (9)
-

Q2.13 Koliko godina ste do sada proveli u ovom akademskom zvanju?

- ☐ 5 godina ili manje (1)
- ☐ Više od 5 godina (2)

End of Block: Employment & Education Information

☐

Start of Block: Responsibilities & Workload

Q3.1 Navedite ukupan broj **predmeta** koje ćete predavati na svakom ciklusa **na Univerzitetu u Sarajevu** za akademsku godinu 2020-2021. *(Ukoliko nemate predmete u previđeno polje upišite 0).*

	I Ciklus studija	II Ciklus studija	III Ciklus studija
Jesen 2020			
Proljeće 2021			

Q3.2 Navedite ukupan broj **predmeta** koje ćete predavati na svakom ciklusu **u nekoj drugoj instituciji visokoškolskog obrazovanja** za akademsku godinu 2020-2021. *(Ukoliko nemate predmete u previđeno polje upišite 0).*

	I Ciklus studija	II Ciklus studija	III Ciklus studija
Jesen 2020			
Proljeće 2021			

Q3.3 Koji je Vaš nivo zadovoljstva ili nezadovoljstva sa proporcijom vremena koju provedete na sljedeće:

	Izuzetno zadovolja n(-na) (1)	Donekle zadovolja n(-na) (2)	Niti zadovoljan(-na) niti nezadovoljan(-na) (3)	Donekle nezadovoljan(-na) (4)	Izuzetno nezadovoljan(-na) (5)	Nije primjenjivo (6)
Nastava (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Naučnoistraživački rad (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrativni zadaci (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Klinički rad (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Društveno korisni rad (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rad u lokalnoj zajednici (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.4 Mislite li da provodite previše ili premalo vremena na sljedeće:

	Previše (1)	Premalo (2)	Preferiram da ne odgovorim (3)
Nastava (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Naučnoistraživački rad (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrativni zadaci (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Klinički rad (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Društveno korisni rad (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rad u lokalnoj zajednici (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3.5 U toku jedne sedmice, otprilike koliko **sati prosječno** provedete radeći sljedeće:

Nastava : _____ (1)

Priprema za nastavu (npr., ocjenjivanje/ čitanje studentskog rada, čitanje stručnog materijala) : _____ (2)

Akademsko savjetovanje : _____ (3)

Laboratorijska ili studio/scenska/muzička priprema : _____ (4)

Istraživanje (prikupljanje podataka, eksperimenti, itd.) : _____ (5)

Klinički rad : _____ (6)

Znanstveno pisanje : _____ (7)

Vanjsko savjetovanje (konsalting) : _____ (8)

Rad odbora ili administrativni sastanci : _____ (9)

Nadgledanje studentskog rada (npr., Nezavisni studij, stažiranje) : _____ (10)

Vođenje brige o roditeljima i / ili bolesnim članovima porodice : _____ (11)

Dužnosti domaćinstva ili briga o djeci : _____ (12)

Drugo (molimo navedite) : _____ (13)

Total : _____

Q3.6 Ako biste mogli odlučiti o **svojoj idealnoj raspodjeli** radnog vremena, koliko sati sedmično bi podredili sljedećem:

Nastava : _____ (1)

Priprema za nastavu (npr., Ocjenjivanje/ čitanje studentskog rada, čitanje stručnog materijala) : _____ (2)

Akademsko savjetovanje : _____ (3)

Laboratorijska ili studio/scenska/muzička priprema : _____ (4)

Istraživanje (prikupljanje podataka, eksperimenti, itd.) : _____ (5)

Klinički rad : _____ (6)

Znanstveno pisanje : _____ (7)

Vanjsko savjetovanje (konsalting) : _____ (8)

Rad odbora ili administrativni sastanci : _____ (9)

Nadgledanje studentskih projekata (npr. nezavisni studij, stažiranje) : _____ (10)

Vođenje brige o roditeljima i / ili bolesnim članovima porodice : _____ (11)

Dužnosti domaćinstva ili briga o djeci : _____ (12)

Drugo (molimo navedite) : _____ (13)

Total : _____

End of Block: Responsibilities & Workload



Start of Block: Teaching, Research, & Service

Q4.1 Navedite nivo zadovoljstva sa sljedećim:

	Potpuno zadovolj an (-na) (1)	Donekle zadovolja n(-na) (2)	Ni zadovoljan(- na), ni nezadovolja n(-na) (3)	Donekle nezadovolja n(-na) (4)	Potpuno nezadovolja n(-na) (5)	Nije primjenji vo (6)
Broj predmeta na I ciklusu koje predajete (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broj predmeta na II ciklusu koje predajete (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Broj predmeta na III ciklusu koje predajete (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autonomi ju koju imate nad sadržajem kurseva koje predajete (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4.2 Uzimajući u obzir sve studente koje podučavate, navedite Vaš stepen slaganja sa sljedećim izjavama o spremnosti studenata:	Ne slažem se u potpunosti (1)	Donekle se ne slažem (2)	Niti se slažem niti ne slažem (3)	Donekle se slažem (4)	Slažem se u potpunosti (5)	Nije primjenjivo (6)
Studenti su dobro akadetsmki pripremljeni na mojim predmetima (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studenti na mojim predmetima pokazuju odgovarajuće vještine kritičkog razmišljanja (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studenti na mojim predmetima pokazuju adekvatne vještine čitanja (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studenti na mojim predmetima pokazuju adekvatne vještine pisanja (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Studenti na
mojim
predmetima
pokazuju
odgovarajuće
vještine iz
matematike
(5)



Studenti
ulažu
dovoljno
truda da
budu
uspješni na
mojim
predmetima
(6)



Q4.3 Koji je vaš nivo slaganja sa sljedećim izjavama o vašoj sposobnosti provođenja naučnog istraživanja:

	Slažem se u potpunosti (1)	Donekle se slažem (2)	Niti se slažem niti ne slažem (3)	Donekle se ne slažem (4)	Ne slažem se u potpunosti (5)	Nije primjenjivo (6)
Posjedujem znanje potrebno za provođenje istraživanja (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Imam dovoljno vremena da sprovedem svoje istraživanje (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moj univerzitet i / ili fakultet mi pruža adekvatnu podršku za moje istraživanje (npr., pristup tehnologiji, radnom prostoru, asistentima, software) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Teaching, Research, & Service

☐

Start of Block: Professional Development

Q5.1 U kojim od dole navedenih aktivnosti ste učestvovali tijekom Vašeg angažmana na Univerzitetu? *(Odaberite sve primjenjive opcije).*

- ☐ Radionice koje su bile fokusirane na nastavne i / ili instruktivne tehnike (1)
- ☐ Radionice koje su bile fokusirane na razvoj istraživačkih vještina (2)
- ☐ Radionice koje su bile fokusirane na vještine pisanja grantova (projektnih prijedloga) (3)
- ☐ Radionice koje su bile fokusirane na softversku obuku (4)
- ☐ Prisustovao/-la sam na **nacionalnoj** konferenciji fokusiranoj na moju akademsku disciplinu (5)
- ☐ Predstavio/-la na **nacionalnoj** konferenciji fokusiranoj na moju akademsku disciplinu (6)
- ☐ Prisustovao/-la na **međunarodnoj** konferenciji fokusiranoj na moju akademsku disciplinu (7)
- ☐ Predstavio/-la na **međunarodnoj** konferenciji fokusiranoj na moju akademsku disciplinu (8)
- ☐ Mentorski program sa članom višeg nastavnog osoblja u mojoj akademskoj disciplini (9)
- ☐ Podučavanje na drugoj evropskoj visokoškolskoj ustanovi na razmjeni (10)
- ☐ Sudjelovao/-la u projektu TEMPUS i / ili ERASMUS MUNDUS (11)
- ☐ Radio (-la) u stranačkim i / ili partijskim odborima (12)

☐

Drugo (molimo navedite) (13)

Q5.2 Da li trenutno studirate ili da li ste zainteresirani da studirate za viši nivo obrazovanja u budućnosti?

- ☐ Da, trenutno studiram. (1)
- ☐ Ne, trenutno ne studiram, ali sam u budućnosti zainteresovan (-na). (2)
- ☐ Ne, trenutno ne studiram i nisam zainteresovan (-na) da studiram u budućnosti. (3)
-

Display This Question:

If Are you currently pursuing an advanced degree OR interested in pursuing an advanced degree in the... = Yes, I am currently pursuing a more advanced degree.

Q5.3 Na kojem akademskom polju ćete postići višu diplomu?

End of Block: Professional Development

☐

Start of Block: Working Conditions & Satisfaction

Q6.1 Navedite nivo slaganja sa sljedećim izjavama o administrativnom rukovodstvu na Univerzitetu u Sarajevu (UNSA):

	Slažem se u potpunosti (1)	Donekle se slažem (2)	Niti se slažem niti ne slažem (3)	Donekle se ne slažem (4)	Ne slažem (5)
UNSA administracija su sposobni lideri (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNSA administracija donosi jednostrane odluke (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNSA administracija komunicira sukobljene institucionalne prioritete (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNSA administracija uspješno spriječava politiku da se miješa u njenu akademsku misiju (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNSA administracija pruža adekvatne mogućnosti za nastavno osoblje da sudjeluju u procesu donošenja odluka (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.2 Navedite nivo slaganja sa sljedećim izjavama o vašem Fakultetu/Institutu/Centru.	Ne slažem se u potpunosti (1)	Donekle se ne slažem (2)	Niti se slažem niti se ne slažem (3)	Donekle se slažem (4)	Slažem se u potpunosti (5)	Nije primjenjivo (6)
Moj pretpostavljeni nam izlazi u susret u vezi ličnih i / ili porodičnih potreba i / ili problema (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Članovi fakulteta često nose rad kući noću i / ili vikendom (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kolege mi pružaju stručnu pomoć kako bih poboljšao/-la svoju profesionalnu sposobnost (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Imam redovne interakcije sa seniorskim kolegama (koleginicama) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moja katedra posjeduje radnu kulturu koja vas potiče da dostignete slijedeći nivo (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moram raditi više i bolje nego drugi tako da me kolege (koleginice) vide kao legitimnog stručnjaka (stručnjakinju) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.3 Po vašem mišljenju koliko uticaja imaju dole navedene grupe:

	UNSA Administratori				Administratori u Fakultetu				Nastavnik		
	Malo (1)	Uglavnom (2)	Mnogo (3)	Nisam siguran(-na) (4)	Malo (1)	Uglavnom (2)	Mnogo (3)	Nisam siguran(-na) (4)	Malo (1)	Uglavno (2)	Mnogo (3)

Biranje
administratora
za Fakultet i /
ili Univerzitet
(1)

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C

O

O

O

C

O

O

Zapošljavanje
novih
nastavnika i /
ili suradnika
(2)

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C

O

O

Odlučivanje o
unaprijedenju
nastavnika i /
ili suradnika
(3)

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O

Postavljanje
budžetskih
prioriteta (4)

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Određivanje i
/ ili promjene
akademske
propisa (5)

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Kreiranje
novih
akademske
programa (6)

C

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Definisanje i
odobrenje
institucionalni
strateških
planova (7)

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Q6.4 Ocijenite nivo zadovoljstva svojim mogućnostima za suradnju sa:

	Izuzetno nezadovoljan(-na) (1)	Donekle nezadovoljan(-na) (2)	Ni zadovoljan(- na), ni nezadovoljan(-na) (3)	Donekle zadovoljan(-na) (4)	Izuzetno zadovoljan(-na) (5)
Kolegama (koleginicama) u mojoj akademsom katedri (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kolegama (koleginicama) na mom fakultetu (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kolegama (koleginicama) na UNSA (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kolegama (koleginicama) u Bosni i Hercegovini (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kolegama (koleginicama) izvan Bosne i Hercegovine (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.5 Kako biste ocijenili sljedeće radne resurse povezane sa vašim radom?	Izuzetno zadovoljan(-na) (1)	Donekle zadovoljan(-na) (2)	Ni zadovoljan(-na) ni nezadovoljan(-na) (3)	Donekle nezadovoljan(-na) (4)	Izuzetno nezadovoljan(-na) (5)
Učionice (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oprema za nastavu i / ili naučno istraživanje (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pristup računarima i / ili tehnička podrška (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ponude biblioteka (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Osobni uredni prostor (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sekretarska podrška (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mogućnosti za profesionalni razvoj (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intelektualna atmosfera (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sposobnost mojih kolega(-inica) (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Propisi koji
omogućavaju
balansiranje
između rada
i privatnog i
/ ili
porodičnog
života (10)



Q6.6 Koji je Vaš nivo saglasnosti sa sljedećim izjavama o mogućnosti napredovanja:

	Slažem se u potpunosti (1)	Slažem se (2)	Neutralno(- a) (3)	Ne slažem se (4)	Ne slažem se u potpunosti (5)	Nije primjenjivo (6)
Kriteriji za napredovanje iz jednog akademskog zvanja u drugi su jasne (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promocije se temelje na učincima, a ne na vezama (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ne sumnjam da neću ispuniti kriterije potrebne za promociju (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Biti uspješan istraživač je važnije u odlukama o promociji nego biti dobar nastavnik (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Imamo puno opcija za napredovanje (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.7 Molim Vas, navedite šta ste ostvarili u prethodne tri godine (<i>Ako opcija nije primjenjiva onda u previđeno polje upišite 0</i>):	Broj ostvaren
Objavio(-la) knjigu (1)	
Uredio(-la) knjigu (2)	
Objavio(-la) istraživački rad u regionalnom naučnom časopisu (3)	
Objavio(-la) istraživački rad u međunarodnom naučnom časopisu (4)	
Služio(-la) kao urednik naučnog časopisa (5)	
Služio(-la) i / ili vodio(-la) odbor/komisiju (6)	
Sudjelovao(-la) u istraživačkom projektu koji je financiran izvana (7)	
Predstavio(-la) rad na akademskoj konferenciji (8)	

Predao(-la) sam članak lokalnoj novinarskoj organizaciji (9)	
Nadzirao(-la) tezu na II. i / ili III. nivou (10)	
Kreirao(-la) softver zaštićen autorskim pravima (11)	
Prijavio(-la) patent (12)	
Producirao(-la) / stvorio(-la) umjetničko djelo (npr., skulptura, film, predstava, itd.) (13)	
Drugo (molimo navedite) (14)	

Q6.8 U posljednjih godinu dana da li ste služili u nekom od sljedećih kapaciteta?

	Da (1)	Ne (2)
Kao član(-ica) nacionalnih i / ili međunarodnih naučnih društava (1)	<input type="radio"/>	<input type="radio"/>
Kao izabrani(-a) voditelj(-ica) profesionalne asocijacije ili sindikata (2)	<input type="radio"/>	<input type="radio"/>
Kao izabrani(-a) voditelj(-ica) profesionalne i / ili akademske organizacije (3)	<input type="radio"/>	<input type="radio"/>

Q6.10 U kojoj se mjeri slažete ili ne slažete sa sljedećim izjavama:

	Slažem se u potpunosti (1)	Donekle se slažem (2)	Niti se slažem niti se ne slažem (3)	Donekle se ne slažem (4)	Ne slažem se potpunosti (5)
Ovo je loše vrijeme za bilo koju mladu osobu da započne akademsku karijeru (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ako bi mogao(-la) birati karijeru opet, ne bih postao(-la) nastavnik(-ica) ili suradnik(-ica) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moj posao je izvor napora (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sve u svemu, zadovoljan(-na) sam svojim poslom (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.11 U kojoj se mjeri slažete ili ne slažete sa sljedećim izjavama:

	Slažem se u potpunosti (1)	Donekle se slažem (2)	Niti se slažem niti se ne slažem (3)	Donekle se ne slažem (4)	Ne slažem se potpunosti (5)
Razmišljao(-la) sam o napuštanju ovog posla (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planiram potražiti posao u roku od tri godine izvan Univerziteta u Sarajevu (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planiram da potražim posao u roku od 3 godine izvan akademije (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planiram se penzionisati sa ovog posla u roku od 3 godine (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planiram da zatražim administrativnu poziciju u roku od 3 godine (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Working Conditions & Satisfaction

☐

Start of Block: Opinion Questions

Q7.1 Koji je vaš nivo slaganja sa sljedećim izjavama:

	Slazem se u potpunosti (1)	Donekle se slažem (2)	Niti se slažem niti se ne slažem (3)	Donekle se ne slažem (4)	Ne slažem se potpunosti (5)
Svrha visokog obrazovanja je educiranje studenata za liderstvo (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Svrha visokog obrazovanja je priprema studenata za rad (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Svrha visokog obrazovanja je pružanje cjeloživotnog učenja za odrasle osobe (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Svrha visokog obrazovanja je očuvanje našeg kulturnog nasljeđa (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Svrha visokog obrazovanja je ojačati sposobnost naše države da se takmiči u međunarodnim okvirima (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Svrha visokog obrazovanja je rješavanje osnovnih socijalnih problema (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7.2 Koliko lično vjerujete da će se sljedeće reforme realizovati u sljedećih 5 godina:	Potpuno vjerovatno (1)	Donekle vjerovatno (2)	Ni vjerovatno ni malo vjerovatno (3)	Donekle malo vjerovatno (4)	Potpuno ne vjerovatno (5)
Uspostavljanje mehanizma financiranja visokog obrazovanja koji će omogućiti dugoročno strateško planiranje (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poboljšanje fizičke infrastrukture visokoškolskih ustanova (npr. zgrade, učionice, laboratorije) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poboljšanje tehnološke infrastrukture (npr. softver, pristup računaru, pristup znanstvenim bazama podataka) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uspostavljanje jačih kapaciteta za podršku obrazovanja na daljinu (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Poboljšanje ugleda i brenda javnih ustanova visokog obrazovanja u Bosni i Hercegovini (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uspostavljanje čvršćih veza s privatnim sektorom (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Povećavanje mogućnosti za suradnju fakulteta s regionalnim i / ili međunarodnim kolegama (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poboljšanje procesa nostrifikacije diploma u svrhu zapošljavanja (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Opinion Questions

☐

Start of Block: Demographics

Q8.1 Skoro smo gotovi. Sljedeća pitanja se odnose na vašu naknadu i ostale demografske informacije. **Vaši odgovori na ova pitanja, kao i na sva pitanja iz ove ankete, su dobrovoljna i strogo povjerljiva.** Odgovori na ova pitanja će se koristiti u statističkim agregatima.

Q8.2 Koji rodni identitet Vas najviše identificira?

- ☐ Muško (1)
 - ☐ Žensko (2)
 - ☐ Preferiram da ne odgovorim (3)
-

Q8.3 Kojoj starosnoj grupi pripadate?

- ☐ <19 godina (1)
 - ☐ 20-29 godina (2)
 - ☐ 30-39 godina (3)
 - ☐ 40-49 godina (4)
 - ☐ 50-59 godina (5)
 - ☐ 60-69 godina (6)
 - ☐ 70+ godina (7)
-

Q8.4 Vaše bračno stanje?

- ☐ Neoženjen/Neudata (1)
 - ☐ Oženjen/Udata (2)
 - ☐ Zajedno živimo ali nismo u braku (3)
 - ☐ Razdvojen(-a) (4)
 - ☐ Razveden(-a) (5)
 - ☐ Udovac/Udovica (6)
 - ☐ Preferiram da ne odgovorim (7)
-

Q8.5 Ako živite sa supružnikom(suprugom) ili partnerom, da li je supružnik(supruga) ili partner trenutno zaposlen(-a)?

- ☐ Da, puno radno vrijeme (1)
 - ☐ Da, skraćeno radno vrijeme (2)
 - ☐ Ne (3)
 - ☐ Preferiram da ne odgovorim (4)
 - ☐ Nije primjenjivo (5)
-

Q8.6 Navedite ukupan broj osoba koje žive s vama.

- ☐ 0 (1)
 - ☐ 1 (2)
 - ☐ 2 (3)
 - ☐ 3 (4)
 - ☐ 4 (5)
 - ☐ 5+ (6)
 - ☐ Preferiram da ne odgovorim. (7)
-

Q8.7 Navedite broj djece **ISPOD** 18 godina koji žive s vama.

- ☐ 0 (1)
 - ☐ 1 (2)
 - ☐ 2 (3)
 - ☐ 3 (4)
 - ☐ 4 (5)
 - ☐ 5+ (6)
 - ☐ Preferiram da ne odgovorim (7)
-

Q8.8 Koji je najviši stepen obrazovanja koji su završili vaši roditelji i / ili supružnik(supruga) ili partner?

	Otac (1)	Mama (2)	Supružnik(supruga) ili partner (3)
	Najviši nivo obrazovanja	Najviši nivo obrazovanja	Najviši nivo obrazovanja
Upisao(-la) i završio(-la) visokoškolsko obrazovanje (fakultetska i / ili univerzitetska diploma) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upisao(-la) i / ili završio(-la) srednjoškolsko obrazovanje (gimnazija i / ili stručna / tehnička diploma) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upisao(-la) i / ili završio(-la) osnovno obrazovanje (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nema formalnog obrazovanja (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nije primjenjivo (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8.9 Koja je vaša mjesečna zarada?

- ☐ Manje od 1.000KM (1)
- ☐ 1.001 - 1.300KM (2)
- ☐ 1.301 - 1.500KM (3)
- ☐ 1.501 - 1.700KM (4)
- ☐ 1.701 - 1.900KM (5)
- ☐ 1.901 - 2.100KM (6)
- ☐ 2.101 + KM (7)
- ☐ Preferiram da ne odgovorim (8)
-

Q8.10 Navedite u kojoj je mjeri svaka od sljedećih veza važna za Vaš profesionalni identitet:

	Izuzetno važno (1)	Veoma važno (2)	Umjereno važno (3)	Malo važno (4)	Uopšte nije važno (5)
Moja akademska disciplina / oblast (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moja akademska katedra (na ovom fakultetu) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moj Univerzitet (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8.11 Što se tiče vlastitih sklonosti, da li se vaši interesi primarno nalaze u podučavanju ili u istraživanju?

- ☐ Prvenstveno u podučavanju (1)
- ☐ U oba, ali naginjući se podučavanju (2)
- ☐ U oba, ali naginjući se istraživanju (3)
- ☐ Prvenstveno u istraživanju (4)

End of Block: Demographics



Start of Block: Closing

Q9.2

Ovo je zadnje pitanje na anketi.

Jednom kada kliknete na ikonu → na desnoj strani ekrana, anketa će biti poslana i nećete imati priliku se vratiti i promijeniti odgovore.

Ako imate pitanja koja želite pregledati i / ili promijeniti prije nego što pošaljete anketu, vratite se i učinite to sada.

Zahvaljujem se na vašem učešću u ovom istraživanju.

Ako imate bilo kakvih pitanja ili nedoumica, molim Vas kontaktirajte primarnu istražiteljicu: Nina Marijanović, nina.marijanovic@uky.edu.

End of Block: Closing



APPENDIX 15. SURVEY COMPLETION REMINDER (ENGLISH)

Nov. 21, 2020 Reminder Message

Dear Participants –

This is a reminder that on October 28, 2020 you were sent an invitation to participate in a research study entitled: “JOB SATISFACTION AMONG UNIVERSITY OF SARAJEVO (UNSA) FACULTY AS DESCRIBED AND PREDICTED BY HAGEDORN’S CONCEPTUAL MODEL.”

The purpose of the research is to determine the extent of job satisfaction among faculty working at the Univerzitet u Sarajevu [University of Sarajevo] (UNSA), and to what extent your perceptions of job satisfaction can be predicted by Hagedorn’s (2000) faculty satisfaction framework.

You can read the full email sent to you 10/28/2020 here [INSERT EMAIL MESSAGE AS PDF ATTACHMENT].

The purpose of this email is to remind you that **you must complete your survey by November 28, 2020 if you choose to participate**. Your participation in this research project is **completely voluntary**. You may decline to participate in this study at any time and you may leave blank any questions you don’t wish to answer. You should also review the informed consent document and data privacy document before you make your decision to participate or not by clicking here [INSERT PDFs OF DOCUMENTS]. Review the GDPR disclosure for full details on how your email address and survey information will be protected and your options to restrict the processing of your survey data.

The survey will ask you demographic information, opinions on your satisfaction and/or agreement regarding your working conditions and activities, characteristics of your work, and opinions about your occupation and occupational environment. You will not be paid for your participation and there are no associated costs with participating in this study to you.

The survey will not collect your name, telephone number, email, IP address, geographic location, or any other personal identifying information. **This survey is completely anonymous and confidential therefore I cannot remove your survey responses after you submit them because I cannot link your email to individual responses.**

The University of Sarajevo will not have access to your survey responses, they will not know who participated and who did not, and they will not have access to any individual responses. Your position at the University will not be negatively impacted by your decision to participate or not.

As of 11/21/2020, [#] of surveys have been submitted as complete and [#] of surveys have been started but not yet completed. I’d like to encourage all eligible participants to complete their survey by November 28, 2020.

SURVEY LINK: [INSERT SURVEY LINK]

If you have questions, suggestions, or concerns regarding this study, contact Nina Marijanović of the University of Kentucky, Department of Education Policy Studies and Evaluation, at nina.marijanovic@uky.edu.

If you have any concerns or questions about your rights as a volunteer in this research, contact staff in the University of Kentucky (UK) Office of Research Integrity (ORI) between the business hours of 8am and 5pm EST, Monday-Friday at 859-257-9428 or toll free at 1-866-400-9428.

Thank you for your time and attention.

APPENDIX 16. SURVEY COMPLETION REMINDER (BOSNIAN)

Poruka za podsjetnicu – 21. Novembar 2020

Poštovani učesnici,

Podsjećam Vas da sam Vas 28-og oktobra pozvala da sudjelujete u istraživanju pod nazivom: *“Zadovoljstvo nastavnog osoblja s poslom na Univerzitetu u Sarajevu i kako je to zadovoljstvo opisano i predviđeno Hagedornovim konceptualnim okvirom.”*

Cilj istraživanja je utvrditi nivo zadovoljstva poslom između nastavnog osoblja koji rade na Univerzitetu u Sarajevu (UNSA), i koliko je vaša percepcija zadovoljstva poslom koji radite može biti predviđena Hagedornovim (2000) konceptualnim okvirom.

Možete pročitati kompletnu e-mail poruku koju ste primili 28-og oktobra ovdje [INSERT EMAIL MESSAGE AS PDF ATTACHMENT].

Ova poruka je podsjetnica da morate završiti i predati anketu **do 28. novembra, 2020** ako izaberete da učestvujete u ovoj studiji. Vaše učešće u ovom istraživačkom projektu je **potpuno dobrovoljno**. Možete odbiti da učestvujete u ovom istraživanju u bilo koje vrijeme i možete ostaviti praznu rubriku na sva pitanja na koja ne želite odgovoriti. Pregledajte dokumente za informisani pristanak i kako će se Vaši podaci zaštititi u skladu sa Opštom uredbom o zaštiti podataka (GDPR) zakonu kroz ovaj [INSERT PDFs OF DOCUMENTS]. Pažljivo pregledajte GDPR document kako biste saznali sve detalje o tome kako će biti zaštićena Vaša email adresa, podaci, i mogućnosti ograničavanja obrade podataka prikupljeni kroz anketu.

Upitnik će Vas pitati demografske informacije, mišljenja o zadovoljstvu i / ili nivo saglasnosti u vezi sa svojim uslovima i aktivnostima rada, karakteristike Vašeg rada, i mišljenja o Vašem zanimanju i radnoj sredini. Nećete biti plaćeni za Vaše učestvovanje i također ne postoje troškovi vezani za učestvovanje u ovom istraživanju.

Ova anketa neće Vas pitati za Vaše ime, telefonski broj, e-poštu, i neće prikupiti IP adresu, geografsku lokaciju, ili bilo kakve druge lične podatke. **Ova anketa je u cijelosti anonimna i povjerljiva i nema način na koji mogu povezati Vaše odgovore kada predate anketu kroz Vašu email adresu.**

Univerzitet u Sarajevu (UNSA) neće imati pristup rezultatima ove studije, niti da odrede koje učestvovao ili ne, i neće imati pristup pojedinačnim odgovorima. Vaš posao i pozicija neće biti negativno ugrožena bez obzira na vašu odluku da učestvujete ili ne.

Sa današnjim danom, ukupno je [#] upitnika procesuirano, i [#] upitnika su u fazi ispunjavanja ali ne još završena i predana. Želim da svi kvalifikovani učesnici završe i predaju svoju anketu do 28. novembra, 2020.

LINK ZA ANKETU: [INSERT SURVEY LINK]

Ako imate pitanja, prijedloga ili nedoumica u vezi sa ovom studijom, kontaktirajte Ninu Marijanović, sa Univerziteta u Kentuckyju, Katedra za proučavanje i evaluacije obrazovnih politika, Fakultet za obrazovanje, na nina.marijanovic@uky.edu.


Ako imate bilo kakvih nedoumica ili pitanja u vezi s vašim pravima kao volontera u ovom istraživanju, obratite se osoblju Ureda za integritet u istraživanju Univerziteta u Kentucky (UK) između radnog vremena od 8 do 17 sati EST, od ponedjeljka do petka na +1-859-257-9428 ili besplatno na broj 1-866-400-9428.

Hvala vam na vremenu i pažnji.

APPENDIX 17. PERMISSION TO USE FIGURE

From: no-reply@copyright.com
Sent: Tuesday, October 13, 2020 1:29 PM
To: Marijanovic, Nina
Subject: Thank you for your order with RightsLink / John Wiley and Sons

CAUTION: External Sender



Thank you for your order!

Dear Ms. Nina Marijanovic,

Thank you for placing your order through Copyright Clearance Center's RightsLink® service.

Order Summary



Licensee:	Ms. Nina Marijanovic
Order Date:	Oct 13, 2020
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