



European Commission

TEMPUS

Human Resource Management in Higher Education National Policies and Practice

Questionnaire to National Tempus Offices

Dead-line 16 May 2011

Country: Jordan

Respondent: National Tempus Office - Jordan

Contact details of respondent: tempus@mohe.gov.jo

Date of completion of questionnaire: 12 May 2011

Human Resource Management in Higher Education National Policies and Practice

Questionnaire to National Tempus Offices

Introduction and instructions

This questionnaire is part of a study launched by the Education, Audiovisual & Culture Executive Agency within the framework of the Tempus programme of the European Commission. The study aims at analysing to what extent human resource issues in higher education institutions are an obstacle / driver of higher education reforms in the Tempus partner countries.

We would be very grateful if you could complete the following questionnaire in order to describe the situation in your country. The aim of the questionnaire is to collect detailed information on issues related to **human resource management at the national level**, including national level regulations, laws, initiatives, policies, and activities related to the theme.

The questions refer to the employment conditions of **regularly employed** staff (excluding staff on project-related contracts) in **public higher education institutions**.

The questionnaire is divided into two main parts, addressing 1) concrete **procedures** in human resource management and 2) human resource **policies**.

Terminology used in the questionnaire

Academic staff: professors, lecturers, researchers

Administrative and technical staff: staff in academic or administrative departments performing administrative and technical tasks

Management staff: deans and rectors only

Senior staff and junior staff: judgement is left to you according to the division that makes most sense in your context

Civil servant: term indicating staff employed typically by public authorities (e.g. the state) as permanent staff, and who often enjoy specific benefits related to the position

Contract staff: staff on all other types of contracts than civil servants, excluding very short term staff/staff on specific projects

Higher education institution (HEI): all types of state recognised, post-secondary educational and vocational establishments which offer qualifications or diplomas at ISCED level 5 and/or 6, regardless of what such establishments are called (University, Polytechnic, Institute, College, etc).

Practical notes on filling the questionnaire

- Please fill in all questions as completely as possible, including the respondent data on the front sheet.
- Comments are especially important for us, so please provide comments, descriptions, and further explanation whenever relevant.
- The responses may be written in a short and concise way, also using bullet points.
- The questionnaire can be filled in **English** or **French**.
- In order to tick a "tick box", doubleclick on the box and select Default value - checked
- Please return the questionnaire to **Piia Heinämäki** (piia.heinamaki@ec.europa.eu) by **16.5.2011**

Please do not hesitate to get in contact with Maria Kelo (mariakelo@yahoo.co.uk) in case of any questions or doubts regarding the questionnaire.

SECTION I - Procedures in Human resource management

I Recruitment

1. What is the current number of staff at public higher education institutions (totals in all public higher education institutions across the country)?

	Number of staff (approx.), if possible separately for full-time and part-time	Proportion of women (approx), in %
Academic staff, including post-doctorates	Full-time: 8159 univ + approx. 500 in colleges = 8659 Part-time: approx. 1300 Total: 9959	6%
Administrative and technical staff	Full-time: 21400 Part-time: 100 Total: 21500	40%
Total	Full-time: 30059 Part-time: 1400 Total: 31459	29%

2. Who decides on the number of posts in each category?

- The national level authorities (e.g. the Ministry)
 The higher education institutions themselves
 Co-decision between the two (e.g. institution, but on approval of the ministry).
 Other. Please specify.

Please explain:

Requirements

3. Please indicate in the table who decides on the **recruitment requirements** of the two staff categories:

	The higher education institution	The national level authorities	National authorities in cooperation with the institutions
Academic staff	√		
Administrative and technical staff	√		

Comments:

Institutions are autonomous from academic, administrative, and financial points of view, and hence they decide on recruitment requirements, as well as several other issues related to human resources.

4. What are the **minimum requirements** for the employment of the following staff categories:

	Required degree level (bachelors, masters, PhD)	Number of years of experience (if applicable)	Other specific requirements (e.g. number of publications, post doc experience)
Professors*	Ph.D.	N/A	publications & experience
Lecturers or equivalent	Masters	N/A	1 – 2 publications
Senior administrative and technical staff	Bachelors	10 years experience	None
Junior administrative and technical staff	Bachelors or two-to-three-years Diploma	None	None
Deans/Rectors	Ph.D.	10 years	Full Professor rank

Comments:

In addition to good record in teaching and community service, minimum requirements for employment depends upon rank of staff member, as follows:

- Full professor: ten years experience and ten publications.
- Associate professor: five years academic experience and five publications.

5. What changes have there been in terms of recruitment requirements in the last 10 years? Please explain. **No change**

6. Which proportion of professors/senior academics hold a PhD? ____ **100%**

7. How has the percentage of senior academics holding a PhD in higher education institutions in your country evolved, compared with the situation 10 years ago?

- Higher percentage with a PhD than 10 years ago
 Lower percentage with a PhD than 10 years ago
 About the same percentage with a PhD as 10 years ago

Procedures

8. Please describe briefly the typical **recruitment procedure** for the various categories of staff including indication of:
- the actors involved and their respective roles in various phases of the selection
 - the formal aspects, i.e. are posts publicly announced? Are they open competitions? Is the selection internal to higher education institutions or external?
 - the methods used/basis for evaluation (national examination, interviews, suitability tests, etc)
 - who takes formally the recruitment decision (Ministry, higher education institution, etc)?
 - Other factors

Senior academic staff

- Department Council, Faculty Council, and Dean's Council are involved in process. Department Council makes initial screening of applicants, determines suitability of applicants, conducts interviews if needed or attend a seminar conducted by applicant(s), and then makes a recommendation to Faculty Council, who looks into all applications and comparisons among them and raises its recommendation to Dean's Council who makes the final decision.
- Posts are usually announced and there is an open competition among candidates. Decision is internal to the HEI.
- Evaluations include performance in undergraduate and graduate studies, suitability check as evidenced by teaching experience and publications of candidate, interviews, seminar by candidate.
- Dean's Council at the HEI.
- .

Junior academic staff

Same as above

Senior administrative and technical staff

- Concerned department or unit and a higher committee at the institution level are involved. Concerned department makes initial assessment of candidates, tests, etc., and institution committee makes final decision, and if needed it makes interviews with a short list of candidates.
- Posts are usually announced and there is an open competition among candidates. Decision is internal to the HEI.
- skills or suitability test and interview
- Higher committee at the institution.
- .

Junior administrative and technical staff

Same as above

Management (rectors and deans)

Rector is appointed by the Higher Education Council and decision is endorsed by a Royal Decree. Deans are appointed by the Board of Trustees upon nomination of Rector. Posts are not announced.

9. What significant changes have there been in terms of recruitment procedures in the last 10 years? Please describe.

Deans and Vice-Presidents used to be appointed by the Higher Education Council. The recent Higher Education Law delegated this responsibility to the Boards of Trustees.

II Contracts and status

10. Please indicate the most common **contractual conditions** for the different staff categories:

	Civil servant status (yes/no) + indicate the % of civil servants for each category	Contract staff (staff without civil servant status)		
		Typical length of contract	Contract renewable (yes/no, number of times)	The formal employer (state, institution, other)
Senior academic staff	Yes, 90%	One year	Yes, up to 10 times	Institute
Junior academic staff	Yes, 90%	One year	Yes, up to 10 times	Institute
Senior administrative and technical staff	Yes, 95%	One year	Yes, up to 5 times	Institute
Junior administrative and technical staff	Yes, 95%	One year	Yes, up to 5 times	Institute
Rector/deans	Yes, 100%	N/A	N/A	Institute

Comments:

Senior academic staff are appointed under probation for two years, after that they may be tenured, i.e., become regular staff. Junior academic staff are appointed under probation for five years, after which they may be tenured. Rector is appointed for four years renewable once. Dean is appointed for two years renewable once.

11. Who decides on the contractual conditions of staff in public higher education institutions? What differences are there between different categories of staff (e.g. civil servants and contract staff) in terms of who decides on their contractual conditions?

The Higher Education Council decides on these. There is no difference between contractual conditions for civil servant staff and those on contracts.

12. What significant changes have there been *in the last 10 years* in contractual practice of higher education staff, including issues related to civil servant status?

No changes.

13. What significant changes in contractual practice of higher education staff, including issues related to civil servant status, are *currently being planned*?

None.

III Salaries and human resource budget

14. Who sets the **overall staff cost budget** of higher education institutions?

the institution

the national authorities

collaboration between the two (e.g. institutions, but on the approval of the national authorities, or higher education institutions but within set limits).

other (please specify)

Comments:

15. Please describe whether and in which ways has the situation changed in the last 10 years?

There have been minor changes in salaries, corresponding to about 10% increase in the allowance. Moreover, the salary scheme is currently under discussion by relevant bodies.

16. Who decides on **individual salaries**?

the institution

the national authorities

collaboration between the two (e.g. institutions, but on the approval of the national authorities, or higher education institutions but within set limits).

depends on staff category and type.

Please explain

Salaries are set by national authorities based upon recommendations from institutions. Currently the same basic salaries are applied at all institutions, but with some authority kept to the institution to enhance certain salaries based on performance. Moreover, some institutions introduced schemes for incentives based upon what is called the *Parallel Program*, in which students pay higher fees as compared with those charged by the *normal* program. A unified (minimum) salary scale is currently under development that would apply to all institutions, once approved. This would still allow institutions to enhance some salaries based on performance or need.

17. If national authorities are involved in decisions regarding staff costs, is it by:

- deciding on the total to be spent in staff costs, without detailing individual salaries
- setting minimum and/or maximum limits by staff category**
- determining pay-scales within staff categories**
- determining individual salaries
- other (please specify)
- the national authorities are not involved in decisions regarding staff costs

Please explain

18. Can higher education institutions implement financial reward mechanisms using their own criteria (e.g. performance), and in particular, can they differentiate salaries of staff in the same staff category or career level? Please describe.

Yes they can, but within the prevailing laws and by-laws. An institution may raise salary within set limits based upon performance as evidence by evaluation reports, research results, etc.

19. Who pays the salaries of staff in public higher education institutions? Tick as appropriate.

	National authorities	Higher Education Institutions	Other (please specify)
Academic staff		√	
Administrative and technical staff		√	
Management (Deans and Rectors)		√	

20. Please indicate whether salaries in public higher education institutions are typically lower, equal or higher than salaries in other jobs for *similarly qualified and experienced staff*.

Are the salaries of *academic staff* typically

- a) Lower
Equal
Higher than in private higher education institutions?
- b) Lower
Equal
Higher than in the ministry of education?
- c) Lower
Equal
Higher than in private business (excluding international companies)?

Are the salaries of *administrative and technical staff* typically

- a) Lower
Equal
Higher than in private higher education institutions?
- b) Lower
Equal
Higher than in the ministry of education?
- c) Lower
Equal
Higher than in private business (excluding international companies)?

Are the salaries of *deans and rectors* typically

- a) Lower
Equal
Higher than in private higher education institutions?
- b) Lower
Equal
Higher than in the ministry of education?
- c) Lower
Equal
Higher than in private business (excluding international companies)?

Comments:

21. How have salaries evolved in real value (purchasing power) in the last 10 years for the different staff categories? Please tick as appropriate.

	Decreased	Remained equivalent	Increased slightly	Increased significantly
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Academic staff	√			
Administrative and technical staff	√			
Management (deans and rectors)	√			

Comments:

22. What are the most significant **non-salary benefits** of public higher education institution employees? Please select all that apply.

	Civil servants	Contract staff
Academic staff	<input checked="" type="checkbox"/> Pensions/retirement funds <input checked="" type="checkbox"/> Child allowance <input checked="" type="checkbox"/> Free or subsidised child care <input checked="" type="checkbox"/> Holiday allowance <input checked="" type="checkbox"/> Free or subsidised housing <input checked="" type="checkbox"/> Free, subsidised or reimbursed transport expenses <input type="checkbox"/> Access to subsidised meals/meal cheques <input checked="" type="checkbox"/> Health insurance <input checked="" type="checkbox"/> Maternity leave <input checked="" type="checkbox"/> Other allowances. Which?	<input checked="" type="checkbox"/> Pensions/retirement funds <input type="checkbox"/> Child allowance <input checked="" type="checkbox"/> Free or subsidised child care <input checked="" type="checkbox"/> Holiday allowance <input checked="" type="checkbox"/> Free or subsidised housing <input checked="" type="checkbox"/> Free, subsidised or reimbursed transport expenses <input type="checkbox"/> Access to subsidised meals/meal cheques <input checked="" type="checkbox"/> Health insurance <input checked="" type="checkbox"/> Maternity leave <input checked="" type="checkbox"/> Other allowances. Which?
Administrative and technical staff	<input checked="" type="checkbox"/> Pensions/retirement funds <input checked="" type="checkbox"/> Child allowance <input checked="" type="checkbox"/> Free or subsidised child care <input checked="" type="checkbox"/> Holiday allowance <input checked="" type="checkbox"/> Free or subsidised housing <input checked="" type="checkbox"/> Free, subsidised or reimbursed transport expenses <input type="checkbox"/> Access to subsidised meals/meal cheques <input checked="" type="checkbox"/> Health insurance <input checked="" type="checkbox"/> Maternity leave <input checked="" type="checkbox"/> Other allowances. Which?	<input checked="" type="checkbox"/> Pensions/retirement funds <input type="checkbox"/> Child allowance <input checked="" type="checkbox"/> Free or subsidised child care <input checked="" type="checkbox"/> Holiday allowance <input checked="" type="checkbox"/> Free or subsidised housing <input checked="" type="checkbox"/> Free, subsidised or reimbursed transport expenses <input type="checkbox"/> Access to subsidised meals/meal cheques <input checked="" type="checkbox"/> Health insurance <input checked="" type="checkbox"/> Maternity leave <input checked="" type="checkbox"/> Other allowances. Which?

Please describe and explain any significant differences between staff categories:

Pension/retirement funds for all staff (academic, administrative, and technical, working as civil servants or under contracts) are managed under the umbrella of Social Security Corporation. In addition to retirement salaries, staff receive a one-time end-of-service compensation. We can state that, in general, staff with civil servant status have better benefits than those on contracts. For example, civil servants who work for ten or more years are entitled to health insurance for life for the employee and his/her dependents.

IV Workload of academic staff

23. Is there an officially defined minimum number of **contact hours**¹ with students for full-time academic staff on a yearly basis? Please indicate the number of hours for the following categories:

	Annual contact hours in full-time positions
Professors	288 – 384
Lecturers or equivalent	480 – 512

Comments:

Academic staff workload (or teaching load) is calculated by credit hours, and is based upon academic rank. A credit hour means one actual teaching hour for lectures, and two actual contact hours in the laboratory and in practical sessions. Academic year is composed of two obligatory semesters of sixteen weeks each, and an optional summer session of eight weeks duration. Based upon this, an assuming that the load consists of lectures only (as opposed to lectures and practical sessions), the work load is as follow:

- **Full Professors:** Load is nine credit hours per week. This means that annual contact hours = 9 hours per week X 16 weeks per semester X 2 semesters per year = 288 contact hours.
- **Associate and Assistant Professors:** Load is 12 credit hours per week. Hence annual contact hours = 12 hours per week X 16 weeks per semester X 2 semesters per year = 348 contact hours.
- **Lecturers:** Load is 16 hours. Hence annual contact hours = 16 hours per week X 16 weeks per semester X 2 semesters per year = 512 contact hours.

If the load consists of lectures and practical sessions, which is often the case for practical faculties, the annual contact hours will be more because each laboratory credit hour has two contact hours. As an example, if an associate or assistant professor has nine credit hours of lectures and three credit hours of laboratories, then work load = 9 X 16 X 2 + 3 X 2 X 16 X 2 = 480 contact hours.

24. Where are the annual contact hours determined?

- In the law or other national rules**
 In agreements between the national authorities and the institutions
 By the higher education institutions
 In individual contracts/negotiated with the employee
 Other. Please describe.

¹ Contact hours are actual hours spent teaching or being in contact with students. This excludes research activities and office hours such as bilateral meetings with students, preparing lessons or evaluating and grading students' work.

Annual contact hours are stated in the bylaws of the institution.

25. To what extent do academic staff at public higher education institutions hold additional positions, such as in the political sphere, in private higher education institutions, in businesses, etc.? Is the phenomenon of “multiple positions” of academics a problem in your country?

In general it is very difficult for an academic staff member to hold an additional position. If an academic staff member is offered a position, then he/she can take a leave-of-absence from home institution for few years, after which he/she should be back or resign. There is a limit on how long a leave (any sort of leave) may be granted. If the position was at a public entity or an international organization, and especially if it is a high-level position, then the norm is to be seconded for the new organization for a number of years. Again, if he/she doesn't return after the set number of years, the staff should also resign. On a very limited scale, the staff member may be allowed to hold a part-time position at another organization with the prior approval of the Rector. Examples of such cases include advising a Ministry or international organization, or teaching at another institute (public or private).

V Career development

Evaluation and progression

26. Do you have a system for **regular performance evaluations** of staff in public higher education? If yes, please indicate for each staff category

	Who carries out the evaluation?	With what frequency (annual, every five years...)?	What are the principal consequences/objectives of evaluations? (Promotions, disciplinary actions, rewards, contract renewals....)
Academic staff	Dean, Department, students	Annual	Promotion, rewards.
Administrative and technical staff	Head of respective department	Annual	Promotion, rewards.

27. If staff evaluations do not apply to all staff within the above categories, for which staff categories or contract types are evaluations used? Please tick *all that apply*.

- Staff with civil servant status
- Staff without civil servant status
- Junior staff
- Staff on short term contracts
- Staff whose contract is coming to an end
- Other. Please describe _____

Comments

Staff evaluations apply to all categories.

28. Who takes decisions on the **promotion** of staff? Please tick as appropriate.

	The higher education institution	The national authorities	The institution and national authority together	Other. Please specify
Academic staff	√			
Administrative and technical staff	√			

Comments:

Dean's Council decides on promotion of academic staff.
Institution Committee decides on promotion of administrative and technical staff.

29. On what basis are promotions awarded for the following staff categories? Please tick all that apply and specify.

	Formal criteria (e.g. number of years in service). Please specify	Continued training and education	Performance based criteria/evaluations (publications, international activities, development of study programmes, etc). Please specify.	Voluntary service to the university community (responsibilities in collective activities: e.g. coordinating working groups, animating teams, etc)
Academic staff	Minimum five years	√	Publications + teaching + community service + international activity	Community service
Administrative and technical staff	Four to five years	√	Evaluation of performance	None

30. Who decides on the promotion requirements of (please tick as appropriate):

	The higher education institution	The national level authorities	National authorities in cooperation with the higher education institutions
Academic staff	√		

Administrative and technical staff	√		
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Training

31. Are there systematic staff **training programmes**? If yes, please describe for each staff category:

- a. When were such programmes introduced (approx)?
- b. Who is in charge of planning and organisation of training?
- c. Is training compulsory for all or some staff in this category? Please describe.
- d. Which types of staff can attend training in this category? (all staff, contract staff, civil servants, etc.)

Academic staff

- a. Training programs were introduced some twenty years ago. They are systematic, apply to all academic staff and start at beginning of career.
- b. Faculty Development Centers at institutions are in charge of such training.
- c. Training is compulsory, and is often one of the requirements for faculty promotion.
- d. All staff members attend this training.

Administrative and technical staff

- a. There exists systematic training for administrative and technical staff members.
- b. It is conducted by specialized centers at the institution.
- c. It is compulsory, and often one of the requirements for promotion.
- d. All staff attend this training.

Management (rectors and deans)

- a. There is no training for rector and deans.
- b.
- c.
- d.

32. What specific schemes or initiatives are in place in your country to support the **improvement of staff competences and skills** (e.g. language skills, IT competences)? Please specify for each staff category (academic, administrative and technical, management (deans and rectors)), and describe below.

Academic staff

Training is available at institutions to enhance both English language proficiency and ICT skills of staff members. Furthermore, some universities require that all staff obtain the International Computer Driving License (ICDL) as proof of computer literacy.

Administrative and technical staff

Same as academic staff.

Management (rectors and deans)

None.

VI Demographics and brain drain

33. To what extent do you experience or expect the **demographic situation** to create a problem to human resources in your higher education system?

not a serious problem		a significant problem		
1	2	3	4	5

Please explain:

- Remote universities are not attractive. Staff members move from remote universities to the capital or other large cities that are closer to capital.
- Benefits and salaries: Jordan is not attractive. Universities in the Gulf, especially Saudi Arabia, which pays two to three times the salaries in Jordan, attract Jordanian staff.
- In certain fields, such as medicine and dentistry, brain drain to the USA is a problem.

34. Approximately, which percentage of staff in public higher education institutions belong to the following age groups:

	25-35 years	35-45 years	45-60 years	Over 60 years
Academic staff	20%	25%	45%	10%
Administrative and technical staff	30%	40%	28%	2%

35. How has the picture changed in respect to 10 years ago?

- Average age is now higher (older staff overall)**
 Average age is now lower (younger staff overall)
 The current age-structure is similar to 10 years ago

Comments:

- Academic staff work up to 70 years of age. Some stay after they are 70 years old, but on annual contract and based on institution's need.
- Administrative and technical staff work up to 60 years of age. Very special cases for people above 60 years old may remain under annual contracts.

36. What is the official **retirement age** for each staff category?

	Women	Men
Academic staff	70 years	70 years

Administrative and technical staff	55 years	60 years
Rectors and deans	70 years	70 years

Comments:

- Retirement age for academic staff used to be 65 years and it was raised to 70 years. This was done about ten years ago.
- Social security retirement age is 55 years for females and 60 years for males.

37. Please describe the conditions for early retirement and continued employment after retirement age, and to what extent staff make use of these possibilities. Is early or late retirement a problem for human resource management in your country?

Retirement system in Jordan is based on social security. Conditions for early retirement:

1. Minimum 18 years of service, and
2. 45 years old as a minimum age.

In addition to retirement benefits, institutions pay end-of-service compensation (one time payment) that is proportional to last salary and duration of service at institution.

38. In the last five years, have higher education institutions in your country, on average

- decreased their staff
 increased their staff
 maintained similar levels of staff

Comments (e.g. differences between academic/administrative and technical staff):

Academic, administrative and technical staff increased in actual numbers, but the ratio academic to administrative has probably increased. Increase in academic staff members was necessary for institutions to remain eligible for accreditation by the relevant authority.

39. In the next five years, will higher education institutions in your country need to

- decrease their staff
 increase their staff
 maintain current levels

Comments (e.g. differences between academic/administrative and technical staff):

Number of academic staff should increase to enable institutions fulfil accreditation requirements and also to match the anticipated increase in number of students.

40. Approximately how many PhD graduates do higher education institutions in your country produce each year? Approx. **400**.

41. Approximately how many master level graduates do higher education institutions in your country produce each year? Approx. **3000**.

42. Is the number of potential candidates for jobs in higher education considered sufficient *large* for the needs of the public higher education sector?

- Yes
- No
- Partially**
- Cannot say/don't know

Please explain:

- Academic: depends upon specialty, and there is shortage in certain academic fields.
- Administrative and technical: no problem.

43. Are the potential candidates for jobs in higher education considered sufficiently *qualified* for the needs of the public higher education sector?

- Yes
- No
- Partially**
- Cannot say/don't know

Please explain:

Academic: mostly qualified
 Administrative and technical: mostly qualified with supplementary training and guidance.

44. What was the total number of students in HE in your country in

- a) Year 2000: **91765**
- b) Year 2010: **199692**

45. How would you describe the main directions of "**brain drain**"² for the following staff categories? Please indicate with numbers from 1 to 5, with 1= no perceived drain to 5=serious drain.

	Go to work abroad	Go to work in private higher education institutions	Go to work in private business in the home country
Junior academic staff	2	3	2
Senior academic staff	3	3	2

46. Please describe any active policies or programmes that try to reduce brain drain (scholarships, reintegration policies, improved conditions for research, etc.)

- Improved environment for research through the *Higher Education Research Fund*.
- Salary increase is currently under discussion by relevant authorities.
- Improved incentives.
- Sabbatical is better respected and implemented.

² Staff leaving public higher education institutions in order to work elsewhere.

47. Are there any estimates regarding the percentage of young people that leave the country after graduation? 5%

Section II - Human resource policies at national level

VII Human resource policies

48. Is management of human resources in public higher education institutions considered essentially the task of the national authorities, or of the institutions themselves?

Institutions

National authorities

Collaboration/shared responsibility of the two

Comments:

Institutions are autonomous from academic, administrative, and financial points of view.

49. Is there a national strategy related to human resources in higher education? If yes, please describe the main principles.

No.

50. What national guidelines or requirements are there on human resources management and development at the *institutional level*? Please describe the main principles.

There are no guidelines at the national level. However, institutions have their own plans for their needs and requirements.

51. What specific policies are there to improve the recruitment and opportunities of *underrepresented groups (e.g. women, members of minorities, disabled persons)* into higher education institutions? Please indicate which groups are addressed by these policies.

- Existing laws and bylaws prohibit discrimination according to gender.
- Disabled persons have certain quotas according to the law.

52. What active national level policies or incentive schemes are there to increase the attractiveness of working in public higher education and/or support the retention of staff, i.e. to give incentives to staff to stay in public higher education institutions?

Sabbatical leaves to academic staff, fringe benefits, increased salaries.

53. To what extent are the following issues considered as a problem in relation to **academic staff** in public higher education institutions in your country?

Please grade the issues according to the importance you give them: 1 not very problematic, 5 prevents the higher education system from performing as it should

	1	2	3	4	5
Insufficient attractiveness of jobs in higher education institutions			√		
Aging staff			√		
Need to hold multiple positions (to have more than one job)				√	
High frequency of internal recruitments (public higher education institutions mainly recruiting staff already working or having studied in the institution)	√				
"International Brain drain" to work abroad			√		
Competition from private higher education institutions in attracting and recruiting academic staff			√		
Competition from private businesses in attracting and recruiting academic staff	√				
Insufficient autonomy given to staff		√			
Insufficient flexibility / adaptability of staff		√			
Insufficient professional skills of staff			√		
Insufficient foreign language skills of staff			√		
Insufficient IT skills of staff			√		
Resistance to change and reforms of staff				√	
Gender imbalance				√	

54. To what extent are the following issues considered as a problem in relation to **administrative and technical staff** in public higher education institutions in your country?

Please grade the issues according to the importance you give them: 1 not very problematic, 5 prevents the higher education system from performing as it should

	1	2	3	4	5
Insufficient attractiveness of jobs in higher education institutions		√			
Aging staff			√		
Need to hold multiple positions (to have more than one job)			√		
High frequency of internal recruitments (public higher education institutions mainly recruiting staff already working or having studied in the			√		

institution)					
"International Brain drain" to work abroad	√				
Competition from private higher education institutions in attracting and recruiting academic staff*	√				
Competition from private businesses in attracting and recruiting academic staff*	√				
Insufficient autonomy given to staff	√				
Insufficient flexibility / adaptability of staff		√			
Insufficient professional skills of staff			√		
Insufficient foreign language skills of staff				√	
Insufficient IT skills of staff				√	
Resistance to change and reforms of staff					√
Gender imbalance	√				

Please comment:

* In the two highlighted entries, you mean administrative & technical staff and not academic.

55. Please indicate any recent (+/- last 5 years) reforms in higher education in your country, which relate to the issues addressed in this questionnaire. Please give references to relevant web-sites and/or publications.

A project entitled *Higher Education Reform for Knowledge Economy* was prepared few years ago, which covers human resources and several other issues. But this was not implemented because of lack of funds.

56. Are there any reforms foreseen in the near future in the areas addressed in this questionnaire? Which and when?

- Looking into the revision of higher education laws
- Looking into the update of the salary scale for public higher education institutions (this is a bylaw)

57. What are the main priorities and objectives in terms of human resources in higher education in your country for the *next 5 years*?

- There is an urgent need to qualify/train more academic staff at high quality.
- There is a need for more financial support to retain existing staff and attract new ones.

58. Please feel free to write here any other comments you consider relevant in the context of this questionnaire.

A large, empty rectangular box with a thin black border, intended for users to indicate or submit relevant documents as attachments.

Please indicate or submit as attachments any relevant documents related to the questions addressed in this questionnaire.

Thank you!