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**THE ATTRACTIVENESS OF THE
ACADEMIC WORKPLACE IN GREECE**

Research Project

“The International Attractiveness of the Academic Workplace in Europe”

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A. INTRODUCTION: A SYSTEM IN TRANSITION

The attractiveness of academic workplace cannot be assessed unless some background information is given on the Greek education system, which in the period during the last two decades has undergone significant changes.

In Greece, one can trace (in the period 1982-2002) a transition from a traditional, “closed” and clearly structured three-level education system comprising a primary, secondary, and tertiary level towards a system, comprising a compulsory and a post-compulsory education sector. In this process higher education has acquired a more “open”, highly fluid, dynamic and partially unregulated character, as it can be seen to consist of a **formal** and a **non-formal** sector. New types of institutions have been added alongside the traditional ones. Recent developments led to a increasing blurring of the boundaries between higher education and post-compulsory education, as well as between formal and non-formal higher education.

The formal higher education sector comprises 19 universities and 14 technological education institutions. The size of the formal higher education sector is given in Tables 1-2 and 3 in the Appendix. The non-formal higher education sector comprises institutions that offer various forms of long life/continuous education, as well as the so-called “centres for free studies”, which offer programmes leading to foreign degrees not recognised by the state. Therefore, currently three different types of institutions offer higher education services:

- universities - AEI (formal sector)
- technological education institutions - TEI (formal sector),
- “Centres for Free Studies” - CFS (non- formal sector)

To complete the landscape of Greek higher education, one should also take into consideration institutions that have been founded recently and whose existence was dictated by lifelong training needs. They have been introduced in the education system in the last decade, leading to a further expansion and diversification of higher education. Lifelong learning institutions comprise one Open University (EAP) and a number of centres for professional and continuous education and training (KEK). Universities operate some of these centres, while others are run by public or private agents.

In addition the structure and function of higher education institutions and free studies centres has been altered.

Traditionally, (i.e. until 1992) universities offered two cycles of studies: a first 4, 5 or 6 year cycle¹ leading to the “Ptychion or Diploma” and a second cycle leading to the “Doctorate”. In the 80’s the organisational structure of universities was altered, new fields of study were introduced and the university sector was expanded with the foundation of new universities and new departments.

The internal reorganisation, expansion and massification of the education system had profound implications for both teaching and research activities in the university sector. Universities, largely as a result of EU programs, became more actively involved in research, fact that resulted in the creation of various autonomous research

¹ Years of study vary by field of study (i.e. 5 years for engineering and 6 years for medical studies)

institutes (known in Greece as EPI) as well as research centres within university departments. Furthermore, university departments now offer a variety of programmes of study, developed within the framework of lifelong learning or continuous training, which do not result to the traditional degrees, but to certificates of study. These programmes of study may be initiated by one (or more) department(s) but retain an organisational autonomy from the undergraduate programme(s) of the department(s) involved.

Since 1992, aided by EU funding, universities developed the formal structures for “Postgraduate Studies Programmes” leading to a “Diploma” (in most cases considered the equivalent to a Master’s or D.E.A.). It should be noted that very few Post-graduate Programmes operated prior to 1992 in a rather informal way. The state funding of Postgraduate Studies has led to the creation of a variety of programmes organised on a departmental, inter-departmental or inter-university level that has strengthened the collaboration of Greek universities among them and with their foreign counterparts. Academics from other departments or independent experts (non-academics) may teach specific courses in postgraduate programmes of study. In case an academic from another university/department participates in such a programme s/he has no obligation to inform the department in which s/he has been elected that s/he teaches an additional course in the Postgraduate Programme organised by a different department/university.

All these structural and organisational changes in the university sector have one major implication for the academics; namely their increased autonomy from the departmental/university structure.

Free studies’ centres operate since the late 1960’s not as education institutions but as commercial enterprises, and are therefore subject to the authority of the Ministry of Trade. In the past the study programmes offered by the free studies centres concerned vocational training and lead to a certificate of studies. In the last decade or so, as a result of the liberalisation of the education market and the implementation of GATS agreements, free studies centres acquired the possibility to offer study programs that lead to foreign degrees (Bachelor’s, Master’s and Ph.D.’s). These degrees are offered through franchising agreements with foreign (mostly British, but also French and American) universities or other validated education institutions. The study programs are realised either in Greece, or partly in Greece and partly abroad and the degrees obtained are recognised in most European countries, but not in Greece, since free studies centres are not recognised higher education institutions. The operation of the free studies centres is totally unregulated from an education point of view (i.e. qualifications of teaching personnel, content of courses, academic standards etc).

Although most of the free studies’ centres are of dubious reputation, a few have acquired a reputation in the labour market in certain fields of study (such as Business Administration, Marketing etc). They offer on the one hand an alternative to students, who have not succeeded to secure a position in higher education institutions, and on the other an employment perspective to young scientists aspiring to an academic career. It is to be noted that the success of the foreign programmes offered by the free studies centres is related to the high social demand for higher education qualifications. This demand is also reflected in the high numbers of students studying abroad, as

Greece is traditionally (since the 1960's) characterised by high outward student mobility.

In practice, formal higher education institutions, universities and higher technological education institutions, coexist and compete with a multitude of non-formal, unrecognised, private education organisations, which operate informally through the outlet of the free studies' centres.

Therefore it can be concluded that:

- (a) The high social demand for higher education qualifications and an education system that (until 2000) offered limited action to higher education institutions, through the implementation of a numerous clausus policy, combined with
- (b) Internationalisation and globalisation influences, such as EU policies /programmes and the liberalisation of the education system

have led to a parallel operation of a formal and a non- formal higher education sector.

In the remainder of this essay we shall discuss the profound implications of these developments for the formal higher education sector (unless otherwise specifically indicated) and the way these have influenced the academic workplace.

B THE ACADEMIC WORKPLACE

I. The Higher Education System.

Currently the formal higher education system comprises universities and higher technological education institutions. The legal milestones have shaped its present structure are the 1975 constitution and the ensuing 1982/83 legal reforms².

By constitution, universities are public institutions. The establishment of private higher education institutions is not allowed and academic freedom is protected, since the status of university professors, was altered the from civil servants (subject to government control) to public functionaries (not subject to such control) (Tsaoussis, 2000: 128).

Law 1268/82 abolished the previous Humboltian organisational structure and introduced an Anglo-Saxon organisational system, based on schools, departments and divisions. The law stated that universities are fully self-governed legal entities of public law, under the supervision of the Ministry of National Education and Religious Affairs. "The supervision of the ministry is exercised in the form of setting the framework for [university] operation by means of legislative action..." (Tsaoussis, 2000:129). It also defined the ranks of academic staff and set their terms of employment.

Law 1404/83 introduced in the higher education system the technological education institutions, (based as well on the Anglo-Saxon model); unified the existing, extremely diversified system of professional and vocational training,

² i.e. the Law-Framework 1268/82 "on the structure and function of higher education institutions" and Law 1404/83 concerning the "establishment and structure of higher technological education institutes" - TEI

partially under private control, and brought it into the public sector and under state control. Technological education institutions function by their own statutes, which are similar to, but not the same as, university statutes.

As a result of harmonisation of Greek to European Union legislation, especially directive 89/48 and the Bologna Declaration, higher technological education institutions were granted in 2001 university status. A transitional period was set (until 2008) to allow them to re-organise and submit new statutes according to the requirements of law 2916/2001. The binary system and the different orientation of the study programs offered still holds, as technological education institutions retain their technological character. However, technological education institutions are now granted the right to conduct research, establish joint postgraduate programs of study in co-operation with Greek and/or foreign universities or other technologically oriented institutions and confer the corresponding degrees.

II. The University Sector

The university sector comprises three distinct personnel categories that have different status, different terms of employment and receive different remuneration. These can be distinguished along a “formal/informal” continuum, according to the position they occupy in the university. These are: (a) **the academic staff**, formally operating within the university sector that is paid by the State; (b) **the adjuncts**, who hold State contracts for a limited period and operate at the margins of the university sector; (c) **other (informal) teaching, research or administrative personnel** employed within the framework of specific teaching or research programs and is employed on a contract-basis by the research committees of universities or other funding agencies of these programs.

Just to give a general idea of the size of the academic personnel in Greece, we inform that according to data provided by the National Statistical Service of Greece for the year 1999, the total number of academics in 18 Universities arrived at 7.409 persons, out of which Professors 1.915, Associate Professors 1.899, Assistant Professors 2.361 and Lecturers 1.234. The number of Adjuncts arrived at 1.144 persons. As far as the technological education sector is concerned, according to data of the National Statistical Service for the year 1998, the number of scientific personnel that served at the 14 TEI’s arrived at a total of 2.730 persons, out of which Professors 1.153, Assistant Professors 574 and Application’s Professors 1.003. The number of collaborators arrived at 4.933 persons, (1.889 scientific collaborators and 3.044 laboratory collaborators).³

1.The Academic Staff

1.1 Ranks and Terms of Employment

Law 1268/82 distinguishes four hierarchical ranks of academic staff: (a) Professor, (b) Associate Professor, (c) Assistant Professor and (d) Lecturer. These positions may be either tenured (higher academic ranks) or term (lower academic

³ It is to be noted that the data refer to 1998, i.e. were collected prior to the 2001 reform, which upgraded the status of technological education institutions. Until 2001 TEI scientific personnel belonged to three ranks (Professors, Assistant Professors and Application’s Professors). The rank of Associate Professors was added later on.

ranks). More specifically: Professors and Associate Professors hold tenured positions, the position of the Assistant Professor can be either term (during the first three years one is elected in the rank) or tenured (tenure accorded after three years in a term position) while Lecturers hold term positions (Kladis and Panoussis, 1984).

The terms of employment of academic personnel include teaching, research and administrative duties. Academics may opt for either full-time or part-time employment.

Law 2530/97 specifies full-time employment as the obligatory presence on university premises for at least 20 hours per week and the participation of the academic in the collective bodies of the department. During the first three years of employment, all members of academic staff must hold a full-time position.

Part-time academics are obliged to be present at the department where they serve for at least 10 hours per week. They do not have the right to be voted for appointment in administrative position of the organs of the university, department or division, but they can participate in various committees.

1.2 Pay Scales, Subsidies and Benefits.

Academics, as public functionaries are paid by the state, not the university. Law 2530/97 sets the pay scale of members of academic staff. The current legal framework does not allow any private agreements and/or merit payment. Nonetheless it is possible that same-rank academics receive different remuneration. Two kinds of factors influence the final monthly remuneration of an academic: (a) legal provisions and (b) personal incentive.

Legal provisions comprise:

Extra remuneration for academics serving at peripheral universities located close to northern and eastern borders of the country. This extra remuneration is offered as a financial incentive to strengthen the structures of the newly founded universities.

A public service subsidy, which is an increment of the basic salary, equal to 4% for the first year of service, increased thereafter by 4 percentile units every two additional years of public service and up to 60% of the basic salary.

Monthly emoluments for academics serving at the following administrative positions:

1. For the position of Rector 293 euros/month,
2. For the position of Vice-Rector 235 euros/month,
3. For the position of Dean or Department Chair 176 euros/month.

The basic salary of the full time Lecturer provides the basis for the calculation of basic salaries for higher ranks, serving full-time. The pay scale of part-time academics is reduced by 35%. Besides basic salary the total remuneration of academics (both full and part time) comprises several allowances, benefits and subsidies. Both categories of academics receive family benefits (if applicable) as set by law for all civil servants. The basic salaries and other allowances are summarised in the following table

Table 4: *Pay Scale of Academic Staff (minimum)*

Rank	%	Basic Salary Euros	Teaching allowance ¹ Euros	Research allowance ² Euros	Library Indemnity ³ Euros	Postgraduate studies subsidy Euros	Total Euros
Lecturer	100	877	411	235	176	53	1.752,00
Assistant Professor	110	964,70	470	264	176	53	1.927,70
Associate Professor	130	1.140,10	528	293	264	53	2.278,10
Professor	150	1.315,50	587	323	411	53	2.689,50

¹ Allowance increased by 117 euros/month after 25 years of public service

² Allowance increased by 88 euros/month after 25 years of public service

³ Allowance increased by 117 euros/month after 25 years of public service

Personal incentive: The research activities of an academic, as participation in certain categories of research and/or teaching programs may grant an academic the opportunity to double his/her earnings. However, universities do not have a policy demanding the involvement of academic staff in research. Therefore the extent to which an academic will be involved in research activities is a matter decided upon by the academic him/herself.

1.3 Qualifications, Selection and Promotion Procedures

Members of academic staff must hold a doctoral degree (or equivalent) to be elected into any academic rank. To enter at the (lowest) rank of the Lecturer the minimum requirements set by law are (a) either two years of teaching experience in a Greek or foreign university or two years of employment as a researcher in an acknowledged centre and (b) at least two publications in scientific journals. In practice most candidates for a Lecturer position have substantially higher qualifications than the ones required by the law.

For subsequent promotion to higher ranks, as necessary additional qualifications are considered: (a) the number of original publications, (b) successful autonomous teaching, (c) research experience, (d) expertise in the field, (e) ability for advancement and (f) acknowledgement by the peer-group.

The same procedure (law 2517/97) is followed for the election to the position of the Lecturer and subsequent promotions to the rank of Associate Professor. It is an open and competitive procedure; those reviewed for election (or promotion) to higher rank compete with other external candidates for the same position. Following the ministry's approval for filling a vacancy, calls for candidacies are published in the daily press and the government's official gazette. After candidacies are submitted, the department forms an electoral assembly, composed of members of the department that hold a rank equal or superior to that of the vacancy to be filled. A three-member recommendation committee, whose members need not belong to the department or even the university where the election takes place, is formed to review the candidacies and make recommendations to the electoral assembly, which then decides by majority vote. The procedure for the promotion from the rank of the Associate Professor to the rank of Professor is a closed procedure and no calls for external candidacies are published.

2. The Adjuncts

Adjuncts were introduced in the education system in the 80's. Presidential Decree 407/80 provided that "scientists of acknowledged scientific authority or holders of a doctoral degree may be appointed by Act of the Rector or the corresponding administrative organ...to perform teaching, research, scientific and administrative tasks indicated in their contract" (Kladis and Panoussis, 1989). Since 1996 the Ministry of Education allocates to the universities a lump sum for what is designated "extraordinary teaching personnel" This sum represents a number of adjunct posts (calculated on the basis of the monthly salary of the Associate Professor). The universities then distribute the funds to the departments. The universities use adjuncts to fill vacancies at a lower cost, since they are not entitled to most of the benefits, allowances and subsidies of regular academic staff. Newly instituted departments use extensively adjuncts until they have organised and developed their study programme so that they can call for permanent teaching staff positions.

As we already mentioned in the introduction adjuncts operate **at the margin of the university system**. They are appointed on the basis of (state) contracts that (by law) should have duration ranging from one to six semesters. They may be involved in either teaching or research, but they do not perform administrative duties and they do not participate in the function of the department. Adjuncts act as external instructors and **are not academics**, as they have not (formally) entered an academic career and do not hold an academic title. Their teaching contracts can be renewed after the end of the six-semester period under the condition that s/he undertakes the teaching of a different course. There is one main difference in the status of (term) academic ranks and adjuncts. Unlike the adjuncts, academics are public functionaries and even in (the uncommon) case their term is not renewed, they can apply for employment in another public sector position.

Adjuncts, like academics, are on the university payroll (i.e. they are paid by the State) and their salary is related (by law) to the remuneration of academics, and cannot be differentiated through private agreement. In most cases, the salary of an adjunct is calculated on the basis of the salary of a Lecturer, but amounts to substantially lower total remuneration, given that s/he does not receive the teaching allowance that a Lecturer receives. Furthermore, as he is paid on a contract basis the remuneration is not on a monthly basis. It should be noted however that is up to the department to recognise the qualifications of an adjunct as corresponding to those of a higher academic rank. To better understand the relations between adjuncts and academics, it should be noted that an academic (usually a lecturer) may hold an adjunct position at another university. Furthermore, it is common for a former adjunct to be elected to the rank of the Lecturer. Consequently, an adjunct post can be considered as the first step of a scientist towards an academic career, as the academics of a department have the opportunity (during this "trial period") to evaluate a scientist's potential and ability to respond to the demands of the department.

3. Informal University Staff

Since the late 80's early 90's, the development of new university structures (i.e. the formation of postgraduate programmes of study, the operation of university research centres, university based centres of continuing education etc.) has led universities to employ non-academic staff to fulfil special teaching or research tasks. These needs quite often relate to the operation of teaching or research programs (funded either nationally or by the EU). This type of informal university staff comprises a large number of (usually but not exclusively young) scientists (Doctoral candidates or Doctorate holders who have recently acquired their degree) who are employed by a small number of academics, involved in the development of such programs.

This category of personnel is employed for a definite and limited period of time on a contract basis, to perform a particular teaching or research tasks. Their contracts are either with the research committee of a particular university or directly with other agencies participating in the funding of the program in question. The academic who is the scientific responsible of the program decides whom to hire. The prerequisite qualification for these positions is the Diploma of Post-graduate Studies (or equivalent). However, as we have pointed out, traditionally a Doctoral degree (or equivalent) is the prerequisite for employment in a university position. Although informal university personnel is employed on a contract-basis and does not belong to the academic staff, practically a person that does not hold a Doctoral degree has very few chances to get such a contract.

The remuneration of this type of informal, non-academic but university, personnel is regulated by private agreement between the university's research committee (or other funding agency) and the employee. In most cases, informal university staff receives minimum remuneration and has to accept difficult working conditions and terms of employment. Their contracts constitute no basis for permanent employment by the university; they receive no benefits, are not entitled to holidays or any type of overtime payment and often have to work long hours if they want to successfully respond to the assigned tasks. These terms of employment and working conditions are accepted in the hope that will eventually open up new career possibilities, leading to permanent employment. It is not uncommon that overqualified personnel is hired to perform administrative duties, if only such a job opening is available, just to develop good relations with the academic staff and keep his/her options open in case another opportunity arises.

III. The Higher Technological Education Sector

1.The Scientific Personnel

1.1. Ranks and Terms of Employment

Law 2961/01 distinguishes four ranks of scientific personnel serving in technological education institutions (TEI): (a) Professor, (b) Associate Professor, (c) Assistant Professor and (d) Applications Professor. Professors and Associate Professors hold tenured positions, the positions of Assistant Professors and

Application Professors can be either term (during the first three years one is elected in the rank) or tenured positions.

The terms of employment of scientific personnel traditionally included teaching and administrative duties. Recently research duties have been added. The scientific personnel of technological education institutions may opt for either full-time or part-time employment.

1.2 Pay Scales, Subsidies and Benefits.

The basic salary of the full time Application's Professor provides the basis for the calculation of basic salaries for higher ranks, serving full-time. Besides the basic salary the total remuneration of scientific personnel (both full and part time) comprises several allowances, benefits and subsidies. The pay scale of full time scientific personnel is summarised in the following table.

Table 5: Pay-Scale of Scientific Personnel (minimum)

Rank	%	Basic Salary Euros	Teaching allowance ¹ Euros	Research allowance ² Euros	Library Indemnity ³ Euros	Postgraduate studies subsidy Euros	Total Euros
Applications Professor	100	749	264	117	147		1.377
Assistant Professor	115	861	381	147	176	44	1.724
Associate Professor	130	973	499	176	264	59	2.101
Professor	150	1122	558	176	323	88	2.417

¹ Allowance increased by 88 euros/month after 25 years of public service

² Allowance increased by 88 euros/month after 25 years of public service

³ Allowance increased by 88 euros/month after 25 years of public service

The law also provides for a public service subsidy, a holiday's subsidy, family benefits as well as monthly emoluments for members of the scientific personnel serving at the following administrative positions:

- (a) For the position of the President 382 euros/month,
- (b) For the position of the Vice- President 323 euros/month,
- (c) For the position of the Head of School 176 euros/month.
- (d) For the position of the Head of Department 117 euros/month.

The monthly remuneration of part-time scientific personnel is 1/3 of the total remuneration of the full-time personnel with the same years of service at a corresponding rank. However part-time personnel receive full family benefits (if applicable), as set by law for all civil servants.

1.3 Qualifications, Selection and Promotion Procedures

According to the recent law (2961/01) which has granted university status to the technological education institutions, the Doctoral degree (or equivalent) is now the prerequisite for election in the three higher ranks of TEI's scientific personnel, i.e. the ranks of Professor, Associate Professor or Assistant Professor. The law provides that

the prerequisite of a doctoral degree may be waived in certain cases, especially when the field of specialisation is such that doctoral studies are not possible or usual. In these cases, the criteria for election in the rank and the qualifications of the candidate are set by presidential decree. Such a decree is issued upon the recommendation of the Minister of National Education and Religious Affairs and with the agreement of the TEI department to which the candidate will be elected. For an election at the rank of Applications' Professor a Post-graduate Diploma (or equivalent) is a necessary prerequisite.

As further necessary qualifications for election and promotion to the higher ranks of scientific personnel are considered:

- (a) The years of professional experience in the field, ranging from 2-7 years in a managerial position
- (b) Original publications in scientific journals or monographs.
- (c) The proven ability to apply scientific knowledge and technological methods in research programmes and
- (d) At least two years teaching experience in Greek or foreign technological education institutions.

All members of TEI scientific personnel have to complete three years of service at the rank and the institution in which they have been elected before they are allowed to submit a candidacy at an other institution or demand their promotion in a higher rank.

According to the provision of the law in the future TEI's scientific personnel will be promoted to higher ranks through open and competitive procedures similar to the procedures followed for the promotion of the academic staff. After candidacies are submitted, the department forms an electoral assembly, composed of members of the department that hold a rank equal or superior to that of the vacancy to be filled.

2.Collaborators and Special Teaching Personnel

To cover the teaching, research and administrative needs of the institution, TEI councils may hire collaborators on a contract basis for one to three years. Collaborators are paid by the state, as is the scientific personnel of technical education institutions and their position in the technological education system is analogous to the position of the adjuncts in universities. They may opt for either full time or part time employment and their remuneration is equal to the remuneration of scientific personnel. The remuneration of part time personnel is equal to the 1/3 of the remuneration of full time personnel at the corresponding rank.

Collaborators are hired either at the position of scientific collaborators or as laboratory collaborators. The minimum qualifications for these positions correspond to the qualifications of Assistant Professor or Applications Professor. The calls for the required personnel are published in the government gazette and the press yearly. In case there are no candidates with adequate qualifications the TEI council may assign teaching duties to candidates that do not fulfil the requirements, but who are holders of the required degree, i.e. post-graduate diploma of studies or doctoral degree.

By decision of the TEI council, persons who hold only a first cycle degree (either from a university or a technological institution) but hold managerial positions in an important organisation or in the industry may be hired by the TEI as special teaching personnel on a contract basis to teach one or two courses in their field of specialisation. This type of personnel should possess specialised knowledge in the application of innovation in the production process.

IV The Role of Collective Bargaining

It should be noted that since 1998/99 the traditionally tranquil and unperturbed relations between the State (i.e. the Ministry of National Education and Religious Affairs) and the academic personnel have been disturbed. This fact is reflected in the rather frequent resort to strikes, organised by the academic staff. This development can be understood as related to the changes and reforms now underway in the higher education sector. The academic profession appears to undergo severe alterations in relation to what it used to be. The status and prestige of the academia is perceived as being lowered as a result of changes at the institutional level. The following developments appear relevant:

- (a) The establishment of university level research centres outside the university organisational structure as well as
- (b) The rapid and unregulated expansion of the “non-formal” higher education sector (free studies’ centres).

These changes that have occurred within the post-compulsory education sector have blurred the boundaries of higher education as a whole and have replaced the older and much clearer (to the academic staff) structure of primary, secondary and tertiary education. In turn, the typical pre-requisites for entering the academic workplace are gradually differentiated, by type of educational institution. Furthermore the working conditions in the university sector are gradually but radically changing. Increasingly more academics consider that present conditions threaten their status and the academic freedom traditionally linked to the academic profession (see also, Beridze, 2000 and Snyder, 2000). Employment on a contract-basis and part-time employment, which in the past were considered an absolutely irregular and extraordinary development and a plight to the university, now become all the more frequent. Therefore a “working pool” of qualified and experienced personnel of impressive magnitude is created, depending for employed on a small core of academics, usually holding tenured positions.

The tensions that have been created in the higher education sector as a whole have led to the rallying of academic (university) and scientific (technological education institutions) personnel in professional associations and the strengthening of the collective bargaining procedures.

1. Developments in the University Sector

As it was already mentioned until recently academics did not opt for collective action (fact which might relate to the provenance, social background and composition of the academic staff). As key-actors in the university sector were considered (and still remain) the State, especially the Ministry of National Education and Religious

Affairs and the (individual) academics. The terms of employment of the different categories of university staff dictate their ability to promote their demands operating through collective bargaining. It is obvious that academics rather than non-academics, and especially the ones holding tenured positions, are in a better position to exert pressure towards the Ministry of Education, in order to pursue their institutional and economic demands.

Collective bargaining through the professional and trade-union association of the university academic staff (POSDEP), which in the past rallied only a small percentage of academics due to its extremely left wing political stance, acquired significance in the last 3-4 years, due to heightened frictions in the higher education sector. In the recent (2002) elections for a new Presidency participation of academics in the procedure was raised by 65% in comparison to previous elections.

It should be noted that the use of Euro as a common European currency facilitated comparisons concerning the total remuneration of academics across European countries and bluntly revealed the difference in pay scales to the disadvantage of Greek academics. This fact further intensified the existing tensions concerning the insufficient social protection policies for academics (health insurance benefits and pension policy) and upgraded the role of POSDEP that now rallies a large number of academics, promoting their economic and institutional demands.

In an attempt to acquire a broader base, the POSDEP Presidency after the recent elections decided to grant adjuncts the right to become members of the association, covering them in case of a strike. However this decision was not enforced due to the fact by Law adjuncts are not “formally” members of the university academic staff and the enforcement of such a decision could lead to legal complications that would perplex the situation. However, the decision is characteristic of the prevailing climate. The same climate is depicted in an announcement, where POSDEP adopted quite a militant stance against the neo-liberal orientation of the university sector and commercialised knowledge. Such a development is seen as a result of GATS agreements, World Trade Organisation policies and the Bologna process, which will eventually lead to the degradation of the public university.

2 Developments in the Higher Technological Education Sector

The scientific personnel of the higher technological education institutions have their separate professional and trade union association (OSEP-TEI). The association has rallied the majority of the scientific personnel, as one of the major and most controversial issues was the implementation of EU directive 48 (imminent since 1999 but effected in 2001) which would grant to technological education institutions university status.

Although the status of scientific personnel was to be upgraded in the process, there were long debates (which included strikes and resulted to the closing of the institutions for almost a semester in 2000) concerning the way of the implementation of the directive, which is accompanied by a request for evaluation of the programmes of studies offered and the demand for upgrading the qualifications of the scientific personnel of TEI, few of which have completed doctoral studies. The main demands

of OSEP-TEI included granting immediately tenured positions to scientific personnel (approximately 2.500 persons), which has served for several years.

C. THE ATTRACTIVENESS OF THE ACADEMIC WORKPLACE

According to all existing statistics, the most valuable degree in the Greek labour market is the (Greek) Diploma of Post-graduate Studies (or equivalent) (OCDE, 1996:76).

Holders of Doctoral Degrees (or equivalent) trying to enter the labour market have to compete with holders of Post-graduate Diplomas under unfavourable conditions since:

- (a) They are considered over-qualified for most junior positions available while
- (b) The extended period of studies is often considered a liability in the labour market, as holders Doctoral Degrees usually have rather limited working experience.

Consequently, Doctoral holders who have just received their degree have to either opt for junior positions, usually requiring fewer qualifications, or for positions related to the university sector (academic career or permanent/temporary positions with a Research Institute or a University Centre).

The status of a doctoral candidate is that of a student, as doctoral studies are the final stage of training and the completion of a doctoral degree a prerequisite for entry in the academia. However, most doctoral candidates, in the context of (research) training are informally employed by universities. Depending on university policy, doctoral candidates may even be expected to assist in teaching duties. In this sense they are part of the “informal university personnel”, referred to before, that does not hold academic rank, is not considered part of the academia and is not on the university payroll. Young doctors are frequently employed as junior researchers, in order to acquire research experience and their terms of employment are the same as the ones of the doctoral candidates. The MoE is contemplating formalising post-doctoral studies/training. The State Scholarships’ Foundation grants 40 scholarships yearly, for one or two-year postdoctoral research in Greece. The amount of the scholarship is approximately 10.000-12.000 Euros per year. The terms of employment of doctoral candidates and post-doctoral researchers do not contribute to enhancing the attractiveness of the academic workplace.

I. Recruitment of Graduates & Possibilities for an Academic Career

Traditionally the recruitment of young scientists into the academic ranks is a matter left up entirely to the academia and there are no official policies (either at the state or the institutional level) for the strengthening of the academic workplace.

The possibilities that a young doctoral holder will be elected into the academic ranks right away are rather limited and practically non-existent. There is a widespread feeling that the academic profession is highly competitive and there are very few job-openings. This initial estimate is not completely untrue but the reality is slightly different.

It should not be concealed that the university sector possesses characteristics of internal reproduction. The patterns of (social) reproduction of the scientific space does not allow easy access to a young scientist who does not belong to a social network related to the Greek academia.

One should admit that extremely restricted access is a reality for a “young scientist” aspiring to a position in one of the old, traditional universities that are based in major urban centres. However “young scientists” have better chances of employment in newer, smaller, peripheral universities or in newly formed departments. These departments/universities have an orientation that could be characterised rather professional than scientific. However, it should be noted that the term “young scientist” is misleading to the extent that many newly elected low-rank academics are not really young and it is not uncommon to have scientists elected to the rank of the lecturer in their 40’s or 50’s.

The career pattern of a truly young scientist who has no family tradition in the academia usually is as follows:

- (a) Entrance in the administrative structure of the public sector (university) through contract-based employment in a research program, as junior research assistant.
- (b) Stabilisation and (if possible) upgrading of the employment status, to that of senior researcher through participation in a specific scientific/research network, coupled with attempts to establish contacts with other research networks.
- (c) Research experience may eventually (but not necessarily) lead to access to an adjunct position in a university department.
- (d) After a certain period of time, which may be quite long, the time may come when s/he will be able to successfully compete in an election to an academic rank. The success presupposes that the candidate is able to remain in the academic workplace despite the difficult working and economic conditions, has entered the professional and social network of the academia and is lucky enough not to have to compete with superior candidates. In the mean time he has to make a living on contract-based, minimum remuneration, which may require travelling between two or three cities each week

As it can be concluded from the above an election in the academic ranks presupposes determination and hard work. However the reasons for obtaining a doctoral degree are not exclusively related to aspirations to an academic career. Doctoral candidates may aspire to the development of good professional relations with academics, which may lead to permanent positions, either in the administrative structure of the university or the private sector. Alternatively, although professional orientation plays a prominent role in submitting a doctoral candidacy, the case of doctoral candidates (usually already holding a permanent position in the public sector) who start a doctoral cycle of studies for personal/social or even cultural reasons is not uncommon.

II. The Social Status and Prestige of the Academic Profession

There is a widespread feeling in the Greek society that the *top managerial* positions in the private sector offer salaries much higher than the ones offered in the

public sector. However it should be noted that the great majority of the private sector employees are low rank and less well paid, in comparison to the (low rank) public sector employees.

The private sector positions that are accompanied by prestige and high remuneration packages are very few, highly competitive and usually require very long working hours. Promotion is related to individual initiative but not ensured in any way or related to the years of service. The public sector offers lower paying but secure job positions (in the sense that a working position in the public sector is for life) with fixed working hours, ensured raises and promotion through the ranks (which is related to the years of years of service).

As it has been already noted academics in Greece are public functionaries and therefore, for their work in the university, they receive the rather mediocre public sector salaries. However the following should be noted:

- (a) Academics in service receive higher total remuneration than most public sector employees. However they receive lower pensions, which are calculated on the basis of their basic salaries (not on the basis of their total remuneration while in service).
- (b) Election into the academic ranks appears to be related to higher social status, as generally speaking the academic profession is considered “closed”, both in the sense that there are few openings and in the sense of limited access.
- (c) It appears that participation in academia, especially the generally recognised expertise in a certain field, offers certain advantages in pursuing further or parallel careers, either in politics or in the top positions of the private sector.

III. A Recent Policy for the Strengthening of the Academic Workplace

At this point it should be noted that as of 2000, the Ministry of Education is gradually developing an education policy aiming to strengthen higher education research structures and facilitate the recruitment of young graduates in academia. This policy is developed in the context of “Operational Programme for Education and Initial Vocational Training” the second phase of which was launched in 2000, commonly referred to in Greece as EPEAEK II. The total EPEAEK II funding for the period 2000-2006 arrives at 2.486,6 million Euros.

1.1 Programmes for the Recruitment/Promotion of Young Scientists

Programmes for the recruitment and promotion of young scientists are developed under Axis 2 of the Operational Programme for Education and Initial Vocational Training. This axis has three separate social policy objectives.

- The restructuring of the curriculum at all education levels and the development of new educational material.
- The expansion of higher education and the development of new undergraduate programmes of study.

- The expansion of post-graduate and the formation of post-doctoral studies, with a view to the development of basic research and the adjustment of the current scholarships' policy to the needs of research and postgraduate studies.

Within this framework new scholarship programmes have been already announced, while in the near future new programmes will be announced. The peculiarity of these programmes is that the funds are allocated to the institution, which proposes and supports the candidacies and are then transferred to the interested parties, i.e. the candidate and the supervisor. For example programme Heraclitus grants scholarships to doctoral candidates with a view to strengthen the research potential of the universities. Programme Archimedes supports post-doctoral research and aims at fostering the collaboration between universities and technological education institutions, with a view to develop a research tradition in the technological education sector.

1.2 Programmes for the Recruitment/Promotion of Women in Research & Academia

The Ministry of Education has also undertaken the obligation to promote gender equality through EPEAEK II. A gender dimension has been included in the form of positive action for women in Axis 4 of the programme. Axis 4 specifically concerns the “improvement of the access/integration of women in the labour market”.

The limited scope of the policy is evident in the fact that only 0,6% of the total EPEAEK funds are allocated to the programmes for the “Support of women in Undergraduate and Postgraduate Studies” and the “Development of Post-doctoral studies and Research programmes for women”. The programmes are realised through actions under Measure 4.2 of Axis 4. These aim at: (a) the development of undergraduate and post-graduate women studies programmes, (b) funding of research programmes on issues of equality in science and technology and (c) programmes for female researchers (*EPEAEK II Program Supplement: 250-257*).

The programme has a time span from 2003-2006 and foresees that during this phase two Post-graduate study programmes for Women's or Gender Studies will be organised in two different universities. The objective of the programme is to promote women in academia. Furthermore approximately 60 scholarships at doctoral level and another 60 at post-doctoral will be granted to women doctoral candidates/researchers. Candidacies for these scholarships are not submitted by the beneficiary himself but by the university where the research/study is taking place. It is foreseen that the universities in proposing candidates will keep in mind that the scholarships are offered for the purpose of strengthening the research structure of the institution.

1.3 Programmes of the General Secretariat for Research and Technology (G.S.R.T.)

The research activities of young scientists and women are further supported via the programmes of G.S.R.T, which forms part of the Ministry of Development. G.S.R.T. programmes are in force since the 80's and support the activities of scientific research institutes and of the industry, focussing on areas important for the

national economy and for the improvement of the quality of life. Among the objectives of G.S.R.T. are included

- The promotion, transfer and dissemination of advanced technologies throughout the country's productive sector, ensuring early utilisation of the results of research activity.
- The reinforcement of the country's research manpower.
- The reorganisation of the research system and provision of knowledge in Greece through strengthening academic research in universities to support the education process and the training of young researchers.

The science policy of G.S.R.T. is expressly stated in the "Operational Program for Competitiveness (OPC)", which under Measure 8.4 on the development of human potential foresees specific actions/programmes for the training of young researchers and for the promotion of gender equality in science.

This action addresses young scientists and/or Doctoral Candidates who wish to pursue a career in R& T. It promotes research carried out in Universities (rather than research centres). All supported research must address specific problems in the industrial or the economic sector. To ensure that, the existence of an end-user (enterprise or industry), which will make specific use of the research results, is a prerequisite for the funding of the research. The trainees are expected to participate in seminars on research methodology as well as the introduction and management of innovation technologies. They also have the possibility to travel abroad for brief periods of time, in order to train on particular techniques or to use infrastructure that is not available in Greece. The action foresees the balanced participation of men and women in the training programmes, whereas in specific research areas where women are under-represented G.S.R.T. may provide specific motives to promote female participation. Finally, the enterprises or industries that participate in the action are expected to contribute to the research. (Laws 1514/85, 1733/87, 2741/99)

Although the G.S.R.T. programmes support research carried out in universities, their main objective is not to strengthen the academia but the research manpower of Greece. Therefore they can be considered as complementary to the more recent, still under development but more focused policy of the National Ministry of Education and Religious Affairs, which expressly aims at the strengthening of the academic workplace.

Despite the rather recent initiatives at the central (governmental) level for the internationalisation of higher education and the strengthening of the research potential of higher education institutions, most to-date existing policies have been formed either at the level of the Department or at the even lower level of the Department Division.

These were usually initiated as a result of the European orientation and the interest of particular academics and are even today sustained and further developed to a great extent due to their efforts and initiatives. Therefore, it should be more correct to view these policies as an "ad hoc" response of higher education institutions to the challenges posed by internationalisation tendencies.

D. ACADEMIC STAFF AND THE INTERNATIONALISATION OF HIGHER EDUCATION

Universities constitute the highest level of the national education system. As such they traditionally aimed at the reproduction of knowledge, the production of national discourse and the training of a national administrative and political elite. What was not made explicit was the fact that this national discourse acquired heavy ideological undertones, in its effort to better serve the national interest. Since its (re-) institution in 1837 and until recently (symbolically until 1981, date of entrance of Greece in the EEC) the Greek University reproduced accurately and speedily the knowledge that was produced outside Greece and could be judged as successful in its mission of production of a national ideology (Stamelos G and K.Karanatsis, 2002:19-21).

During this period, the competitiveness, standing and performance of universities were judged in principle by the substantial number of Greek professors and/or researchers in foreign universities and research institutes of Greeks studying abroad and. It should be noted that traditionally universities were proud of the fact that their graduates were of high enough standard to follow, easily and successfully, study programmes of foreign universities, either at graduate or doctoral level.

This can be seen as related to two peculiarities of the Greek University system. On the one hand it developed and maintained close relations to the sources where new knowledge was produced, through its connection with (diaspora) Greek scientists and researchers working abroad, and on the other hand it was staffed by Greek scientists that have studied abroad.

The participation of Greece in the European Union (the EEC at that time) as well as the challenges posed and the opportunities offered by the EU policies and programmes appear to have created an atmosphere that is conducive to the development of personal initiatives. This development has gradually altered the picture described above and has resulted in a heightened interest for research and the production of new knowledge. This came as a result of the participation of the universities in European and other international research and mobility programmes.

The debate concerning the international positioning, performance and competitiveness of Greek universities is rather recent and develops as a response to the European and international debate about the new role of the university and the creation of a European Research Area.

It could be argued that the research activities of institutions and/or departments foster and support their European and international profile and collaborations. Internationalisation activities, student and teaching staff mobility (seem to) increase as a “natural” result of research, even when the institution has no particular view in promoting relevant policies. In contrast institutions that present fewer research activities and have less developed infrastructure seem less able to take advantage of the opportunities offered by EU programmes. In such institutions internationalisation activities depend a lot on the initiatives of interested academics. Participation in research programmes brought to the surface the potential of Greek universities and led to the creation of collaborations with supra-national structures of production of new knowledge. Furthermore, the “national” orientation of the University and the national discourse has become less prominent, and this is not totally accidental.

Risking the danger of over-simplifying the situation we could say that “active” academics, meaning the ones who seek and develop international collaborations, seem to be worried and motivated by the belief that a future evaluation will lead to a new hierarchy of departments, institutions, fields of study and education systems.

Nowadays, the discourse focuses around the necessity of participation in international research and educational networks. Such participation is considered as proof of relation to and knowledge of the current international developments and of good standing and reputation among an international peer-group. It appears that a new inter-university hierarchy may be formed in the recent, characterised by its international relations and which can be clearly juxtaposed to the traditional university hierarchy. The change appears to be significant to the extent that in the recent past the (minimum) requirement for an academic was knowledge of one foreign language.

However it would be misleading to regard such changes as related to an explicit and concerted internationalisation policy either at the institutional (university) or the national (state) level. Policies at the national and the institutional levels are not altogether absent but they are rather recent or still under development.

I. The Institutional Level

To some extent university policies have been formed after 1995, following the launch of the second phase of the Socrates/Erasmus programme and as a result of the introduction of the Institutional Contract. A qualitative research by Polydorides, Stamelos and Papadiamantaki (ADMIT, 1998-2000) in selected university departments and five Greek universities, revealed that institutional policies and practices on internationalisation vary depending on:

- (a) The positioning of the University within the “hierarchy” of institutions and the desire to develop and project an “international” or “European” profile.
- (b) The scientific field which the department serves, meaning that some scientific fields are more prone to internationalisation than others;

In all cases the academics (their aims, views and attitudes) played a major role in the development, or not, of a departmental or university policy for internationalisation and the support of the international activities of the institution.

1. Positive Response

The institutions that responded positively to the challenges posed by EU policy, promote EU programmes in a systematic way, embracing them as part of a university policy. It appears that such institutions are more committed than others to internationalisation and usually present extensive research activities, which seem to facilitate their internationalisation activities and policies. It should be noted however that these institutions promote an “international” rather than a “European” approach to internationalisation, and that their academics “do not wish, neither conceptually, nor pragmatically an exclusive emphasis on Europe” (Scot, 1998:93). The Greek universities that responded positively to EU policies are either

- Institutions, (usually but not exclusively) specialising in a field of study prone to internationalisation. As such have been identified (a) Technology Oriented Studies (e.g. Engineering and Computer Science), (b) Economics and Business Studies (c) Foreign Language Studies.
- Regional universities (located close to major urban centres) who view the support of internationalisation policies as a means to enhance their position within the country's university hierarchy.

The academics in these universities equally promote joint research projects; educational exchanges and student mobility towards the U.S. As the interviews with academics indicated, activities undertaken within the framework of Socrates/Erasmus are seen as part of a broader internationalisation policy. Interested academics have further promoted the international collaborations of their departments by formulating a policy for the recognition of coursework completed during a period of study abroad or participation in E.C.T.S.

Departmental Level.

The departments of universities that responded positively to EU policy adopted different policies concerning mobility, according to their positioning within the university hierarchy, the internationalisation of the field of study and the positioning of the field of study in the hierarchy of specialities.

The internationalisation activities of the academics within high status universities tend to be centred on research activities and collaborations. With regard to EU mobility schemes, it seems that such departments assign greater importance to “targeted” mobility schemes at the postgraduate level. These schemes are a means to train students in the latest techniques, with a view to enhance research practice and recruit scientific personnel both for the departments and the affiliated research institutes.

In contrast, academics in departments who do not present extensive research activities view EU policies and programmes as a means of enhancing the department's visibility and international profile. It furthermore appears that, in such cases, active participation by the involved academics is of heightened importance. For example, in the case of Erasmus exchanges, the close supervision and contact with the incoming students may help achieve the desired result (an academically productive experience) and partially compensate for the lack of infrastructure.

2. Minimal Response

Some institutions choose not to develop any institutional policy. Also at the departmental level EU programmes is rarely treated in a systematic way. Therefore any response is usually the initiative of certain interested academics, which were left free to decide whether they wanted to participate in EU programmes. Such institutions present on the whole few research activities, related to specific fields of study or departments. The role of the academics in supporting the international activities of the institution, (as for example setting and supporting student mobility schemes) acquires an importance beyond any reasonable academic practice, but is very rare.

Departmental Level

The attitudes of academics towards internationalisation activities vary according to the benefits they may receive and their own incentives. Such incentives might include enhanced teaching opportunities at other European universities, opportunities to establish professional relations and international visibility of their scientific work.

Lower status departments in low status universities seem to be less willing and able to support internationalisation activities. It may be that the lack of a relevant infrastructure, such as libraries and/or affiliated research institutes influences the attitude of academics and impedes the development of internationalisation activities. However, even in such cases, quite successful schemes have been developed in fields of study prone to internationalisation, as a result of the interest of a minority of academics in the department (Kontogiannopoulou-Polydorides and Papdiamantaki, 2000).

II. State Policies

The Ministry of Education, after remaining passive for a rather long period of time, now appears to design and develop a full-fledged policy for internationalisation. This policy is about to enter the implementation phase and the concrete results of such a policy remain to be seen.

International collaboration is also strengthened through other complementary state initiatives. For example, the French and Greek governments have reached a joint decision to offer joint post-graduate studies programmes as of 2003/04. Similar discussions are going on between the Greek and the German governments.

Greece also takes part in the discussions concerning the foundation of the (international) University of the Adriatic. This university is to be a joint initiative of countries around the Adriatic Sea. From Greece three universities participate in the discussions, the Universities of Patras and Ioannina and the Ionian University. The foundation of an international university located in Thessaloniki, is also discussed, however it is not clear as yet if it will be a result of the collaboration of existing universities or if it will be a completely new institution.

CONCLUDING REMARKS

The Greek education system, especially the higher education system, appears to change radically, as a result of the pressures of globalisation, europeanisation and internationalization processes.

However, national, i.e. state and institutional, policies are shaped ad hoc and as an immediate or less immediate response to challenges posed by the European and international policies. Until recently, the development of an indigenous sui generis education policy, including a policy for the strengthening of the academic workplace, did not appear to be the case in Greece. In contrast the personal initiatives of academics appear to acquire extreme importance for the development of one's own career, the strengthening of the research potential of the university and for the implementation of a policy that is at confluence with the developments in Europe. Recently the MoE has started developing a more explicit policy for the strengthening

STAMELOS Y. – PAPADIAMANTAKI Y., 2004, The attractiveness of the academic workplace in Greece, p.183-203, in Enders J. – De Weert E. (eds), 2004, *The international attractiveness of the academic workplace in Europe*, Frankfurt/Main, Ed.Hans Böckler Stiftung/Socrates.

of the academic workplace as well as a more general policy for internationalisation, which appears to be in the right direction. This policy is still either at the design or an (early) implementation stage and its concrete results remain to be seen.

STAMELOS Y. – PAPADIAMANTAKI Y., 2004, The attractiveness of the academic workplace in Greece, p.183-203, in Enders J. – De Weert E. (eds), 2004, *The international attractiveness of the academic workplace in Europe*, Frankfurt/Main, Ed.Hans Böckler Stiftung/Socrates.

TABLE 1

Number of University Students and Graduates				
Academic year	Students	1st degree Grads	(Master's)	Doctoral
1996-97	244,970	22,770	846	740
1997-98	253,915	21,309	1,555	728
1998-99	266,103	21,154	1,354	796
1999-00	276,902	22,784	2,275	1,049

Source: Euridyce Database: MoE, Operational Research and Statistics Branch, 2001 Athens

TABLE 2

Number of faculty members and admin/technical staff at Universities						
Academic year	Faculty		EDTP*		DP**	
	Total	Tenured***	Total	Permanent	Total	Permanent
1996-97	9,587	7,593	2,216	2,202	3,351	2,360
1997-98	9,794	7,999	2,200	2,176	3,885	2,713
1998-99	10,038	8,260	1,994	1,937	3,719	2,603
1999-00	10,459	8,027	1,949	1,923	3,560	3,049

Source: Euridyce Database: MoE, Operational Research and Statistics Branch, 2001 Athens

* EDTP: Special Administrative and Technical Staff

** DP: Administrative Staff

*** Also includes tenured faculty member (DEPs) (Lecturers and Associate Professors under the new regime) together with the scientific associates and assistants not holding a doctoral degree. Special scientists and educators falling under presidential decree 407 are not included.

TABLE 3

Number of students/graduates and teaching/administrative staff at TEI					
Academic Year	Students	Graduates	Tenured Faculty	Contract Faculty	Auxiliary / Admin. Staff
1996-97	101,206	8,623	2,456	4,100	1,399
1998-99	116,106	9,452	2,593	4,490	1,512

STAMELOS Y. – PAPADIAMANTAKI Y., 2004, The attractiveness of the academic workplace in Greece, p.183-203, in Enders J. – De Weert E. (eds), 2004, *The international attractiveness of the academic workplace in Europe*, Frankfurt/Main, Ed.Hans Böckler Stiftung/Socrates.

1999-00	129,683	9,301	2,636	5,050	1,488
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Source: Euridyce Database: MoE, Operational Research and Statistics Branch, 2001 Athens

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