

29 March 2012

LOCAL WORKING HOURS AGREEMENT FOR TEACHERS AT JÖNKÖPING UNIVERSITY

Guiding principles

The guiding principles of this Agreement are using available resources in the best way and striking a fair balance between a teacher's various tasks and between different categories of teachers.

In terms of volume, teaching is the largest part of the core activities of the University and the part that directly affects most people in society, the students and their future employers. The relevance and quality of teaching is therefore of utmost importance for the good name and reputation of the University. High-quality education implies close collaboration between teaching and research.

Research and third-cycle study programmes are therefore of the greatest importance for the growth of the University as an academic institution and for an increased share of scholarly 'teachers. The aspiration is to promote an increase in total working hours for research, development work and continuing professional development over several years and across all teacher categories at Jönköping University. This creates opportunities to increase the University's attraction as employer and to secure a creative academic environment for the teachers, students and collaboration partners of the University.

1 § Preamble

This Agreement is concluded under the General Salary and Benefit Agreement for Government Employees (ALFA) and ALFA Annexes 2 and 5.

2 § Area of application and period of validity

This Agreement applies to the categories of teachers stated in "Appointments procedure for teachers at Jönköping University", confirmed by the Board of the Foundation 26 April 2010.

This Agreement is in force from 1 August 2012 and onwards under ALFA, i.e. with three months' period of notice.

This Agreement supersedes 24-30 §§ in "Jönköping University Collective Agreement" as well as all previously signed working hours agreements at the Schools of Jönköping University which hereby cease to be effective 31 July 2012.

3 § Annual working hours

Total working hours for teachers are

1 700 hours for employees with 35 holiday days

1 732 hours for employees with 31 holiday days

1 756 hours for employees with 28 holiday days

All duties of a teacher shall normally be included in the annual working hours.

4 § Distribution of working hours

Duties of teachers

The main work tasks of teachers are to carry out research and teaching with a disciplinary foundation and proven experience with third stream activities. *In addition to teaching duties, there shall be room for continuing professional development such as keeping abreast of research.*

Teaching: Teachers' teaching tasks include preparation, implementation, follow-up and management of teaching as well as third-cycle courses. This heading also includes examination, courses, programme development, evaluation of courses and study programmes and other educational development, course coordination and timetabling.

Research and third-cycle courses: The task primarily includes own research and supervision in third-cycle courses. This includes, among other things, composing one's own and assessing others' research applications and research reports, disseminating research information to the general public and researchers, serving as external expert and faculty examiner as well as carrying out requisite administrative and other developmental work.

Continuing professional development: This includes academic professional development, such as keeping abreast of research, as well as development of professional qualifications, educational expertise, language skills, aptitude for third-stream activities, managerial skills, administrative skills and other qualifications needed for the activities of the University.

Teachers' work tasks can include comprehensive duties such as management and functional responsibilities, subject and programme coordination, third-stream activities and other duties in the activities of the University. Teachers' work tasks include latitude for common activities such as department and staff meetings and in-service training days corresponding to 5 % of annual working hours.

Distribution of work tasks among teachers

The following starting points form the basis for the distribution of work tasks among teachers in a field:

- objectives and outcome of the activities
- financial prerequisites for the activities
- competence profile of the group of teachers
- professional development needs in the activities
- other duties such as management and functional responsibilities

The distribution shall be organised in a perspective of several years in which the scope of different work tasks can vary over time.

To safeguard the quality and the research basis of the education, work hours for planning, development, implementation, related administration and follow-up of first- and second-cycle teaching are normally allocated to teachers of all categories.

Research is normally included in work tasks of teachers with academic competence.

It is to the teachers with academic competence that work hours for research in all essentials will be allocated.

Special regard shall be paid to managerial tasks for teaching and research within the subject as well as otherwise. This also applies to responsibilities as principal supervisor or assistant supervisor for third-cycle students.

With regard to the requirements of the activities and the teacher concerned, hours for research can be fixed for longer continuous periods or be allocated continually. For a professor, own research and organisation of research environments is normally one of the main tasks.

5 § Planning of annual work hours in consultation with an individual teacher

Planning of annual work hours shall take place in consultation with the teacher concerned and with regard to the University's mission, the requirements of the activities, the financial prerequisites for the activities and a holistic view of the teacher's work tasks and work circumstances.

In consultation with the teacher concerned, preferably at the annual developmental conversation, the employer shall in advance plan the annual working hours based on the requirements of the activities and a holistic view of the teacher's work tasks and work circumstances.

Distribution of an individual teacher's work tasks

Planning of work hours of the individual teacher must meet the requirements of a good work environment. Planning of annual work hours shall pay regard to the teacher's need of a balance between the tasks attached to the appointment.

With regard to the requirements of the activities and the wishes of the teacher concerned, work tasks should normally be planned in a perspective of several years. It shall be possible to concentrate work hours for a task when the teacher concerned and the employer agree. Likewise, the need for short- as well as long-term professional development shall be taken into consideration and at least 10 % of annual work hours shall normally be dedicated to professional development excluding the time set aside for research and third-cycle studies.

Consultation shall result in a transparent plan of the scope and allocation of the teacher's work tasks including teaching, supervision, research or artistic development, professional development and other tasks such as organising certain projects or third-stream activities. This planning shall be documented.

In addition an individual plan for continuing professional development shall be drawn up in consultation between the employee and the employer. Collation and revision of the plan shall be done in connection with the annual developmental conversation. Wishes of and opportunities for an individual teacher to deepen or broaden his or her qualifications by participating in research projects, accepting duties within the frame of the activities that facilitate keeping abreast of the development in his or her subject and following practice in related professions in working life should be promoted.

The scope and distribution of work tasks should be laid down with regard to the teaching ability of the teacher and the ability to conduct research or artistic development as well as to the financial prerequisites of the work tasks.

The scope of work tasks in teaching for the individual teacher shall be laid down with regard also to

- preparatory and complementary work
- degree of difficulty, implementation and distribution of courses
- character of the tuition and the subject
- organisation and method of the tuition and examination
- number of students
- whether the teacher is a course coordinator
- travel time, when required for the course

Particular regard shall be paid when a course is run for the first time.

The basis for assessment of allocated work hours is that one hour of teaching shall normally generate more than two hours of working time. One teaching hour is normally 45 minutes with the students.

6 § Decision on work schedule/plan

The work schedule/plan of a teacher is determined by the employer.

Before the employer informs about work schedule/plan, the local trade union concerned shall be notified. If the trade union concerned demands a negotiation of the matter within five working days, the following regulations apply. If the parties cannot come to terms in a negotiation according to this section or if a negotiation has not been demanded within the time stated, the employer may decide on the matter.

This obligation to negotiate and inform supersedes the employer's obligation to negotiate and inform under the Codetermination Act (MBL).

For each year of activity a proposal for a work plan for the teachers shall be drawn up no later than one month before the start of the year of activity. The work plan shall be ratified by the employer before entering into force. The plan shall regulate the scope and distribution of the teacher's work tasks. Follow-up of the plan shall be conducted before each semester. If needed, a ratified yearly plan shall be revised in consultation with the teacher concerned.

7 § Follow-up

During the annual developmental conversation a follow-up of the outcome of the past years shall be documented with regard to both teaching and research. The follow-up shall take into account that the work tasks are distributed over several years and concern the past three years. This follow-up should form the basis of the subsequent distribution of the teacher's work tasks.

The scope and allocation among teachers of work hours for professional development as well as results achieved shall be followed up on individual as well as organisational level.

8 § Calculation of annual work hours in case of absence

Full-time sick leave and leave of absence will reduce the annual work hours by eight hours per workday for full-time employment. If sick leave lasts for one or more whole months, the annual working time will be reduced by 165 hours per month. Otherwise the annual working time is reduced in relation to the length of the sick leave and leave of absence.

9 § Holidays

Holidays for teachers are normally presumed to be taken during the students' vacation or other non-teaching time.

Holidays for teachers shall be taken into account when drawing up the work schedule/plan. Normally the holidays stipulated in 3 § shall be granted during non-teaching time. The annual working time shall be adjusted by eight hours per holiday saved or taken.

10 § Additional time

Additional time is the time a part-time employee works in addition to the part-time work up to full time. Additional working time counts as ordinary working time.

When calculating compensation for additional time, the salary shall be increased up to the salary corresponding to full-time work. If the superior and the employee agree that the compensation shall instead be given in the form of compensatory leave, this shall be granted with one free hour per additional worked hour.

11 § Overtime

The work tasks of a teacher shall be planned so that all duties are included in the annual working time. This means that overtime normally does not apply to teachers.

If there are special needs during the period of activity for a teacher to fulfil work tasks above those included within the frame of the annual working time and these cannot be met through a revision of the time schedule within that frame, the superior in charge is authorised to request overtime, however not more than 40 clock hours per month and totally not exceeding 150 hours per year.

One hour of overtime is compensated for by the individual monthly salary divided by 94 including holiday pay. If the superior and the employee agree that the compensation shall instead be given in the form of compensatory leave, this time shall be deducted in the time schedule by 1.5 free hours per hour of overtime.

Compensation for overtime should be paid during the same calendar year if earned during the period January to November. Compensation for overtime earned in December should be paid in January the following year.

A teacher with statutory part-time leave is not obliged to work overtime. A teacher who is on partial pension leave or partial sick leave must not work additional time or overtime.

12 § Bonus for evening and public holiday work

Teaching and examination agreed to be done after 06.00 p.m. Monday to Thursday is paid with a bonus per hour amounting to the monthly salary divided by 200.

Teaching and examination agreed to be done on Friday after 06.00 p.m. and Saturday – Sunday or public holiday is paid with a bonus per hour amounting to the monthly salary divided by 150.

JÖNKÖPING UNIVERSITY

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JOINT SUPPLEMENTARY MATERIAL TO THE LOCAL WORKING HOURS AGREEMENT AT JÖNKÖPING UNIVERSITY

Preamble and background

The purpose of this supplementary material is for the parties to present a joint interpretation of certain parts of the Agreement and supplement certain parts of the Agreement with the writing of the supplementary material. The parties will jointly follow the implementation and application of the agreement and may change the contents of this supplementary material if needed. Should further guidance be required, this will be administered in the future process.

After the spring term of 2014 a first joint assessment will be done. The parties will then after the follow-up decide whether the working time agreement needs to be revised. The intention is to regularly carry out a joint follow-up every two years.

Deviations from the agreement in individual employment contracts remain in force until further notice.

2 § Application to doctoral students

Universities have special posts for doctoral students to undertake their third-cycle studies. The working time agreement applies to doctoral students¹ in the part of their employment in which they function as teachers.

Employment as a doctoral student applies to full-time work. If a doctoral student so demands, the employment may apply to part-time work, but not less than 50 % of full time.

A person employed as a doctoral student shall primarily pursue his or her own studies. A doctoral student may, however, to a limited extent work with teaching and administration. Such work may not, before a doctoral degree has been awarded, amount to more than 20 per cent during a five-year employment. This work shall be planned in a way that it does not delay the research studies.

4 § Work tasks for teachers and reference points for the planning of work tasks

The distribution of work shall take into consideration a teacher's need of a balance between the tasks connected with the employment.

To maintain a high quality of courses and study programmes, the estimation of working time for a course shall not be arbitrary. The parties write in the agreement that one hour of teaching shall normally generate more than two hours of working time. However, the parties are of the opinion that there may be certain practical elements for which less than two hours of working time can be allocated. The time required for the task shall be allocated and discussed in a dialogue between the superior and the employee.

¹ 'Doctoral students' refers to research students irrespective of the objective of the studies.

The marketability of the University requires research to be done in the University's prioritised specialisations. In addition, research shall be conducted so that the courses and study programmes of the University rest on a disciplinary foundation and so that the University's first- and second-cycle degree-awarding powers are secured. This also creates opportunities for increasing the University's attraction as employer and guaranteeing a creative academic environment for its teachers, students and collaboration partners.

Continuing professional development is of great importance for the growth of the University's activities. An aim of the University is to increase the share of teachers with academic competence to facilitate the development of the University as an academic institution and to secure the research basis of the study programmes and supervision resources for doctoral students.

Continuing professional development shall be seen in a broad perspective comprising several different areas such as keeping abreast of research, attending third-cycle courses and study programmes, deepening and widening of subject knowledge and educational expertise, having management and leadership training and training in the use of educational aids and tools, attending courses in teaching and training in higher education as well as the University's internal courses, etc. Teachers who have not completed third-cycle courses and study programmes can, for instance, follow research.

Teachers active in research can, for instance, develop their educational expertise and leadership skills.

All teachers need continuous professional development. In some cases it may be important to save their time for professional development in order to have a longer continuous period in subsequent years. This shall be evident from the professional development plan from the beginning. The planning horizon should, however, not extend over more than three years.

The time for professional development agreed on shall be adhered to. If a teacher for some reason cannot follow the plan agreed on, his or her immediate superior shall be informed and a revised plan be worked out.

An individual professional development plan for several years shall be drawn up in consultation between the employer and the employee. Collation and revision of the plan shall be done in connection with the annual developmental conversation.

Professional development time that has not been used can never be paid as salary or free time. If a teacher does not use the time for professional development, that time shall be used for other work tasks.

Routine administration of continuing professional development shall be avoided. Having clear, concentrated efforts targeted at individuals or groups implies that during one period certain teachers can have substantial backing for professional development and that such measures are then transferred to another individual or group with corresponding needs.

If a teacher asks to be dismissed, the employer may depart from implementing the professional development that shall normally be included in a teacher's work plan. Also when a teacher for other reasons does not need or does not want professional development, an exception may be made. In the latter case the employer and the teacher must agree and this must be documented.

Teachers employed for a limited period (up to one year) are assumed to have the competence needed for the job, and professional development is therefore considered unnecessary unless the employer thinks that the work so requires.

The parties wish to emphasise the importance of participation in the internal work of the department to exchange information and discuss work, environment, etc. and that it is crucial that time required for this is set aside.

5-6 §§ Planning regulations and work plan

With regard to the demands of the activities and requirements of the teacher concerned, time for teaching, research/own development and continuing professional development shall be planned in a perspective of several years. Consequently the need for short- as well as long-term professional development shall be taken into account.

When the distribution of working time is planned, time shall be allocated proportionate to the teacher's extent of duty.

With "a perspective of several years" the parties refer to a period of three years.

Under the working time agreement the employer shall plan the annual work hours in consultation with the teacher concerned. Planning shall be done based on the requirements of the work and a holistic view of the teacher's work tasks and work situation. The consultation shall result in an overall work plan signed by both parties; the plan shall include extent and principal distribution of time for the teacher's work tasks, irrespective of funding.

To monitor the application of the agreement, all work plans are to be handed over to the local trade union.

A teacher has the option to refrain from accepting a work plan that he or she considers unreasonable. If this happens, the superior is responsible for handing over a copy of the work plan to the trade union concerned without delay. The reason for this is that the reasonableness of the work plan can be assessed since the trade union can demand a negotiation to resolve the matter within five working days after receiving the work plan. If no negotiation has been demanded within those days the work plan will be confirmed according to the superior's proposal.

Minor modifications caused by changed circumstances such as sickness, etc. may be made continuously in consultation with the teacher.

A workload that is balanced as evenly as possible over the year should be striven for.

7 § Follow-up

The employer is responsible for setting up a follow-up system in which the results of the past years, regarding both teaching and research, shall be documented by the superior as well as the teacher.

The follow-up system shall also monitor the extent and distribution among teachers of working time for continuing professional development as well as results achieved on both individual and organisational level.

The parties shall conduct a joint follow-up study of the professional development efforts.

Additional comments

Developmental conversations

Individual developmental conversations between teachers and their superiors shall be held annually. The developmental conversations shall, among other things, include a follow-up of results achieved with regard to the past year's tasks as well as prerequisites, objectives and wishes for the coming year. The outcome of the developmental conversation shall be considered when setting the salary rate.

Implementation

The parties agree that successful implementation requires that all superiors and teachers be acquainted with the text and with the rights and duties they have as superior or teacher. Before the agreement enters into force, the employer and the trade unions shall therefore jointly and separately inform all department managers, teachers and other staff concerned about the implementation of the new agreement.

The parties will then meet continually in the ongoing process to follow the implementation and application of the agreement.