



SULF och Saco-S at Stockholm University
October 1 2025

Work Scheduling at Stockholm University

Three good examples



Work Scheduling at Stockholm University (the report is a translation of *Arbetsstidsplanering vid Stockholms universitet*)

Authors: Ingrid Lander and Sara Van Meerbergen, SULF and Saco-S at Stockholm University

Collection of information: Stephan Baraldi, Gabriella Höstfelt and Sara Van Meerbergen

Table of Contents

Preface	4
Introduction.....	5
Background and purpose of this report.....	6
The interview guide	6
Work scheduling at a department at the Faculty of Social Sciences	7
The staffing process, examples of "bottom-up" planning.....	7
Local working time document and balance sheet	7
Work Scheduling at a Department at the Faculty of Science.....	9
Local working time document and balance sheet	9
SULF and Saco-S SU's reflection.....	10
Work scheduling at a department at the Faculty of Humanities.....	11
The staffing process between top-down and bottom-up planning	11
Local working time document and balance sheet	12
SULF and Saco-S SU's reflection.....	12
Conclusion.....	13
Attachment.....	14
Interview guide:	14
Appendix Chapter 4 Conditional Agreements – SU	15

Preface

This report has been produced by SULF at Stockholm University in collaboration with the Saco-S association. The report has been compiled with the support of material from three departments that have shared their practices for planning working time. Their participation is the very prerequisite for being able to highlight three good examples of how work planning can be done, and we would like to extend a big and warm thank you to the representatives from the departments.

Work scheduling is a recurring issue for our members who are active in teaching at Stockholm University, i.e. professors, senior lecturers, lecturers and doctoral students. Within SULF, both at local and central level, issues are discussed about the advantages and shortcomings of both the central agreement and various local working time agreements. Advantages are the freedom of annual working hours for both individual teachers and employers, and flexible planning based on the local university/department's conditions. Among the shortcomings, the issue of balance and control of one's own division of duties between the four tasks stipulated in the Higher Education Ordinance is raised: teaching, research, administration and collaboration with the surrounding society. Our overall picture is that in a well-anchored collegial process that is transparent and open to individual flexibility, the benefits of annual working hours outweigh them. We can see that good balance and flexibility are prerequisites for the flourishing of scientific work with both research and education. It is also necessary for creating a well-functioning work environment.

Introduction

Work scheduling for lecturers, senior lecturers and professors, what is referred to as teachers in collective agreements, is a recurring issue at Stockholm University and at virtually all universities. However, there are different interpretations and perceptions of our working hours agreement. The purpose of this report is primarily to show how planning can be done based on three good examples.

The local collective agreement, Chapter 4 of the Conditional Agreement – SU, contains rules and guidelines for how the calculation of working hours is to be done (see appendix). The agreement means that each department has a minimum benchmark to use when developing its local principles. There are mandatory rules, such as hours of service per year, a minimum share of the division of duties between teaching and research, and additional and overtime pay. But the agreement also contains a part "depends on" and "normally in the case" which means that the application can look different and that the interpretation of the application depends on the interpreter.

The starting point for SULF and the Saco-S association at Stockholm University is that local application of the collective agreement for teachers' working hours should take place collegially. By this we mean that the calculation for how many clock hours a teaching assignment generates is a question that should be discussed and proposed in a teaching staff collegium or similar. We believe that the main principle is that the local application is developed by the parties concerned, i.e. teachers, directors of studies and department management. The department board then approves the proposal, which is then negotiated centrally at SU. The latter stage is important and a guarantee that both trade unions and the employer have insight into and can monitor compliance with the collective agreement.

Staffing and work task planning must be preceded by a good dialogue between the individual teacher and the head of department/director of studies/subject coordinators. It is not only at the so-called performance appraisal that this should take place, but also before each new semester. We also believe that discussions and dialogues about staffing of courses should take place collegially, i.e. within the teaching teams. In the end, it is the employer who leads and distributes the work, but our experience is that friction and conflicts are reduced at the departments that have a good collegial dialogue about the teaching assignment and teachers who are involved in planning and staffing.

A prerequisite for the agreement on annual working hours is that the planning of its teaching component takes place and that it is transparent. Each individual teacher should be given the conditions to influence their own working hours so that a good balance between the tasks occurs. As stipulated by our local agreement, it may sometimes be necessary to teach more, in order to have greater opportunities for continuous research time. Our firm opinion is that the working time debt in terms of under-hours cannot be transferred between calendar years unless this has been agreed between teachers and employers. This requires that the employer has good planning and dialogue with teaching staff. The three good examples below show just that, work planning that is based on dialogue, transparency and predictability.

Background and purpose of this report

In this report, we present three good examples of routines for work scheduling that we have identified at Stockholm University. The information presented is based on interviews with representatives (directors of studies and deputy head of department) from three departments at SU, which were conducted in the spring of 2024. Prior to the interviews, a joint interview guide was drawn up (see appendix). The selection of the departments was made in light of the fact that routines for work planning differ between both departments and faculties. The examples come from a small department at the Faculty of Humanities, a small but teaching-heavy department at the Faculty of Social Sciences and a large and teaching-heavy department at the Faculty of Science.

The purpose of the report is not to come up with specific routines for work scheduling that should apply to the entire university, but rather the goal is to provide good examples of practices that work well in different contexts. A basic idea for the entire work has been to highlight various examples from Stockholm University where the decentralized structure results in departments' activities and organization being able to differ depending on various factors such as the size of a department, its teaching commitment and its faculty affiliation. With the report, we want to create dialogue and inspire departments at Stockholm University in their work with working time planning.

The interview guide

Work scheduling can either be seen as a "top-down" process where the 'staffing' of teachers is determined and controlled centrally, 'from the top', within an organization or it can be seen as a 'bottom-up' process where work scheduling takes place based on the individual teacher's conditions and perspective. Of course, these are two opposite poles, and our examples in the report show that in practice, work planning often contains a mixture of these two approaches. Some overall structures are decided centrally, such as how teaching hours are to be calculated, while in the distribution of teaching elements, courses, etc., there is room for the individual teacher to be involved. In the presentation of the interviews, we therefore discuss the advantages and disadvantages that may exist between the different working methods and what difficulties may arise in the process depending on the choice of working methods and routines for working time planning.

To find out how the process for work planning is structured and more concretely works in practice, we asked both general questions about what the staffing process looks like in practice, what procedures and principles are handled and how to relate to central/local governing documents, but also more specific questions such as how to work with the balance sheet. The entire interview guide is attached as an appendix to the report.

Each interview is presented below in its own section. We have chosen not to name the departments and the interviewed representatives. The main focus is, as already pointed out, on highlighting some examples from the business that can inspire others. At the same time, it should be emphasized that the examples reflect a practice as it is conveyed by the representatives of the departments. It cannot therefore be excluded that another employee could have a divergent view of what practice looks like in some cases.

Work scheduling at a department at the Faculty of Social Sciences

The staffing process, examples of "bottom-up" planning

The department has a document established by IS (department board) and negotiated by IS that describes the staffing principles and there is an Excel sheet with course calculations that forms the basis for teaching. There are different calculation bases for professors, senior lecturers and lecturers on the one hand, and doctoral students who receive a higher factor allocation for teaching, on the other.

At the end of each semester, the individual teacher makes a plan of the next semester's teaching assignment. The allocation of course responsibility, supervision assignments and teaching in other courses is normally done within the teaching staff and then in more detail by the staffing manager. Each teacher thus fills in a preliminary staffing plan which is then submitted to the staffing manager. At the end of the semester, a reconciliation of the current semester's teaching will also take place.

Staffing managers always take into account changed or unforeseen circumstances, e.g. increased workload due to a larger student group than planned or difficulties with room booking, something that the teacher is responsible for. The courses rarely have course administrators, instead they usually have two course coordinators, where one is advantageously a doctoral student who can learn from the other. In the calculation of the teaching assignment, there are clock hours for the actual teaching, administration/course responsibility, supervision and examination. As well as calculation criteria for other assignments that, according to the staffing principles, generate hours or percentage reduction in the teaching assignment.

Illness or VAB (taking care of sick child) is adjusted in the staffing plan if it applies to longer periods. On a few days, they trust that the teachers themselves can control their planning and adjust their teaching times when the need arises. If another teacher needs to step in and take extra teaching, this will be reconciled in the final reconciliation.

Local working time document and balance sheet

The department's internal documents describe the various job descriptions, which describe the various job descriptions. Which largely follows the local collective agreement, i.e. professors teach 60% and research/competence time of 40% while senior lecturers teach 70% and consequently a research/competence time of 30%. When external research grants are awarded, the distribution of hours is made proportionate to the teaching and research component in relation to the part of the working time that remains after deduction of the proportion of externally funded research time.

In the first semester, course responsibility is compensated with 7 hours per credit. On other semesters, with 5 hours per credit. Course responsibility for a new course in the first semester is compensated with 12 hours per credit, which includes compensation for the development of the course (90 hours for a course of 7.5 credits). Course responsibility for a new course in other semesters is compensated with 10 hours per credit. If two teachers share the course responsibility, it gives slightly more hours in total and is distributed equally between the teachers.

According to the regulations, doctoral students are allowed to teach to an extent of a maximum of 20% and most doctoral students are taught in the position. Since it is a merit to have had course responsibility, the doctoral student is always offered this opportunity. Doctoral students receive a conversion rate of 4 for teaching, which is higher than for teachers with a PhD who receive a conversion rate of 3, which is considered a standard conversion rate for teaching at the department.

When it comes to balance sheets, the picture from the intuition side is that under-hours do not occur to any great extent, but any minus time is regulated and carried over to the coming semester in agreement with the teacher. This can easily be regulated when the preliminary staffing plan is submitted and followed up later in the semester. Through this procedure, all teachers have a good overview of their working hours.

SULF/Saco-S SU:s reflection

Overall, according to the deputy head of department who was interviewed, they feel that the work with work scheduling works well at the department. The report above shows that in this business, a greater element of the "bottom-up" principle has been chosen. Since the teachers themselves are responsible for planning their courses, a great deal of responsibility is given to each and every one of them to work out most of their staffing plan. It also results in teachers actively participating in their own planning, by keeping track of which principles apply. Teachers are thus well acquainted with both the process and the guidelines for working time planning at the department. This way of working has great trust in each teacher and assumes that everyone follows the guidelines. It is possible that greater responsibility will fall on the teachers table for the course, to whom a large part of the responsibility for course planning and development has been delegated. At the same time, this responsibility is replaced by the staffing principles.

However, there seems to be ambiguity regarding the regulation of sick days and VAB, for which the staffing plan has clear guidelines. Since the responsibility for planning teaching lies with each individual teacher, the responsibility for compensation in the event of illness/VAB and other leave also falls to the teachers, who have to help each other cover for each or replan their teaching and make up for it at another time. Here the authors of the report can add that the unions would like to see clear guidelines for what applies when a teacher becomes ill, needs to take sick leave or take (leave) leave at short notice for other reasons (e.g. leave due to family matters in the event of death within the family, union work or other) and how this can be adjusted in a visible way in a staffing plan and in annual working hours. The risk with a model where the teacher has to compensate for her/himself is easily that lost research time cannot be made up for and that the lack of teaching is at the expense of research time.

Work Scheduling at a Department at the Faculty of Science

The staffing process, examples of "top-down" planning with elements of "bottom-up"

At this department, the staffing process does not take place every semester, but once per calendar year. They will begin the work in the autumn with a survey to each teaching teacher about current teaching. The information is compiled by the director of studies in an Excel document at both individual and course level. This compilation is followed up by a coding meeting where the compilation and the Excel document are reviewed. This meeting is attended by the management team, HR, director of studies and program directors. The latter then convene course coordinators (each of whom has their own teaching team for the course), for the courses included in their program for a more detailed review and planning at the course level.

The program director draws up a plan at course level for the coming planning period and sends it to the director of studies responsible for staffing. This in turn sends out a preliminary staffing plan for each teacher for referral to the college. After the referral, the completed staffing plan for the coming calendar year will be posted on the intranet (to which all teachers have access) in December.

Teaching staff are not offered planning discussions¹, but each course coordinator logs the course teachers' hours in %, not hours. They enter the percentage as items in a staffing plan where it is reported what various tasks such as course development, examination, writing of course reports, etc. correspond to. Reconciliation of staffing plans is built into the process and thus takes place collectively. An individual follow-up does not take place because it is considered to be built into the process.

The interviewed director of studies does not experience it as a problem in the business, as each teacher never has more than 2% over- or under-production. Compensation for sick leave, parental leave and other forms of leave is done in consultation with and in close cooperation with HR. In this context, it is important that there is close cooperation between the department's various units so that the information can be included in the planning of working hours.

Local working time document and balance sheet

Collective agreements, and other governing documents such as terms and conditions, do not seem to be particularly explicitly made visible in the activities, but their content is known and the working method seems to follow their content. A local working time document exists but does not seem to be available to the College. The balance sheet is checked on an ongoing basis every semester.

The interviewed director of studies means that despite the rather controlled process from above, there is still a good balance between "top down" and the opportunity to influence for the individual teacher. Here, the director of studies

¹ Starting in autumn 2024, they have introduced individual planning discussions during the autumn (in parallel with the payment process) with all staff who teach more than 5% (excluding doctoral students).

particularly emphasizes that communication with each teacher is an important prerequisite for this model for work planning to work well. The director of studies says that the advantage of the system is that there is transparency in the different steps, as there is an open collegial planning that is discussed and anchored in the meetings that course coordinators have with their teaching team. In addition, all staffing plans are also available to employees on the intranet. All teachers are thus offered the opportunity to gain good insight into their own, but also into others' work time planning. Difficulties that are highlighted are that there are sometimes discussions about the percentage compensation of working hours for the various courses.

SULF and Saco-S SU's reflection

In this model, a lot is planned and controlled from above, while at the same time there is also room for individual teachers to influence and have their say at the course meetings. At this large department, where there are many programs that in turn include many courses, working time planning is a large process involving several stages that involve many employees. A similar arrangement for work scheduling each semester would thus potentially have meant a higher workload for everyone involved and possibly not been sustainable to carry out each semester.

A reflection that can be made is that an arrangement where large programs with fairly fixed structures potentially offer less flexibility and opportunity for the individual teacher to influence the structure and planning of the individual teaching. However, here they are keen to involve the teachers in the planning and create good communication about the planning before everything is then determined and decided at a higher level. In other words, such a model seems to work better for a larger operation where there are large programs with fixed courses that require more central planning.

A shortcoming in the above model, which can be highlighted from the trade union side, is that in this particular case, greater emphasis should be placed on making both central and local governing documents visible in the business. Another shortcoming is also that there is only a so-called course budget in the form of a percentage in the position. There is thus a not entirely comprehensive understanding of how each form of teaching is calculated. We would also like to point out in particular that the local application of terms and conditions agreements according to rules and guidelines must be available to all employees. In this way, greater transparency is created about how working time planning is regulated and implemented in practice among teaching staff. A basic prerequisite for all teaching staff is to be able to take part in the specific guidelines that apply locally at the department of work planning in order to then also be able to evaluate and influence that process.

Work scheduling at a department at the Faculty of Humanities

The staffing process between top-down and bottom-up planning

The staffing work begins each semester with the subject directors of studies sending out a request in the form of a form to the teachers where they can state their wishes for courses and schedules. It also includes information on additional assignments, sick days, VAB, etc., from the past period, which is to be regulated in the upcoming staffing plan. For the coming semester, planned assignments, extra research time with external funding and any other activities/leaves (e.g. leave of absence or parental leave) that are to be included in the staffing plan are stated. In this way, the director of studies gathers all the information and then begins the planning for the coming semester. This usually takes place around the middle of the semester so that all teachers can receive their staffing plan well in advance (1 to 2 months) for the next semester.

Courses are allocated based on wishes and reconciliation of the previous semester's plan. Everything is entered into an individual Excel file for each teacher that follows a template for staffing plans that has been developed jointly at the department. The director of studies usually has a reconciliation meeting with each teacher to go through the preliminary staffing plan, discuss the work with the courses and capture any questions. When everything is ready, the plans are reviewed by the department's coordinating director of studies, the human resources and finance manager and the management team.

The staffing plans are then printed out in duplicate and signed by the head of department, director of studies and teachers. One copy is kept by the teacher, the other is saved in a binder that is accessible to anyone who wants to consult it.

Some important principles that are handled in the staffing work are not to staff teachers with more than two evenings of teaching, this is because a lot of the department's teaching takes place in the evenings. It is also important that professors or other senior teachers also teach the basic course (even on "less popular" modules) and in the evenings, and that some 'popular' courses, which many people want to teach, can rotate between different interested teachers.

Doctoral students usually teach to an extent of 20% and are offered, if possible, to teach together with another teacher for the first time. In this way, the doctoral students are channeled into the teaching by a more experienced colleague. The same principle is sometimes applied to newly hired teachers. The director of studies is keen to offer teaching on different courses for doctoral students and, if possible, at different levels so that they can qualify for the future.

The interviewed director of studies emphasizes that transparency and fairness are important principles in the staffing process. By involving the teachers in the process (through the form with wishes and follow-up conversations), you want to have an open and good dialogue about the working time planning at the department.

Local working time document and balance sheet

A balance sheet (overtime/undertime) is made every semester when the staffing plans are followed up and discussed with the teachers in the staffing discussions and through the information collected through the form (see above). Overtime and undertime are specified in the staffing plan so that transparency and the opportunity for dialogue about this are created between management, the director of studies and teachers.

The department has a local application of the terms and conditions agreement, which is used as a steering document in staffing. The document is available to all employees on the department's website. In addition to regulating teaching and supervision of various kinds, the document also regulates the remuneration for departmental internal assignments such as IS member, chairman of RALV, environmental manager, etc. The document also describes the various steps in the staffing and working time planning process at the department.

The local application also regulates which conversion rates are used for teaching. Normally, conversion rate 3 applies to the rates. For large online courses, where group work is to be moderated or individual feedback is to be given, an extra teacher is sometimes staffed as a course assistant. In this case, a conversion rate of 2 is given because that teacher is not responsible for planning and preparing the teaching. For lectures in parallel groups, conversion rate 2 is also applied. If you are teaching for the first time on a course, conversion rate 4 is applied. In the case of large groups or extensive examinations, the subject director of studies may, by agreement made in advance or after reconciliation afterwards, award the teacher compensation in the form of clock hours.

In recent years, many teachers have experienced an increasing workload with additional administrative tasks, digitalization of examinations and new demands to develop AI-resistant forms of examination. Therefore, it has been decided that extra hourly compensation will be given for certain teaching-related tasks (course reports, examinations, etc.). All these tasks are reported separately in the staffing plans. The advantage of this is that it creates transparency among the teachers about the work tasks. The disadvantage is that there are a lot of details and items in the staffing plans, as well as a lot for the directors of studies to keep track of and plan for.

SULF and Saco-S SU's reflection

In this model, ambitious work is carried out with work scheduling that shows both aspects of "bottom-up", in that there is a clear dialogue with the teachers who have the opportunity to make requests and influence staffing, and "top-down" where the director of studies is ultimately the one who decides and plans. The process is based on the director of studies conducting creative and employee-adapted work where it is easy and quick to coordinate things with teachers before and during staffing work. This way of working probably works better at a smaller department where the director of studies can have a daily contact and dialogue with the teaching teams, or even be a teaching her/himself. The way of working to rotate courses between different teachers, which can mean that the staffing work looks a little different for the teachers each semester, also requires that the director of studies has good knowledge of the structure and content of the courses.

Conclusion

This report presents a number of examples and models for work scheduling at Stockholm University. The report clearly shows that routines for conducting the work with 'staffing' and work scheduling differ greatly between different departments and types of activities at the university.

From SULF and Saco-S at SU, we see this 1) as a consequence of the decentralized structure at our university and 2) that the actual work is governed by the size of the activities and the resources available to carry out the work with working time planning. It is not possible to determine which factor is most important.

In our union work and, in the dialogue, conducted with members of SULF and Saco-S SU, we can note that the work with teaching planning is not optimal at all departments. It happens that routines, or parts of routines, for the planning are simply missing, or that existing routines are not made visible to all employees. It may also happen that employees feel that they do not have the opportunity to influence or be involved in the planning of working hours.

Our hope is that this report can contribute knowledge and inspire and promote the work with work scheduling at SU's various departments. We also want to create increased awareness of the importance of having good and transparent routines for work planning at each department. Finally, we hope that our work can contribute to increased job security for our members and that the opportunities for dialogue and participation in the work increase.

Finally, SULF and Saco-S SU would like to emphasize that a good work environment is strongly linked to transparent and collegial processes, especially in relation to time planning.

Attachment

Interview guide:

1. How does the staffing process work? What steps are included?
 - a. Advantages of this way of working
 - b. What difficulties can arise in the process? Are there areas for improvement?
2. Do you offer teachers planning discussions?
3. What can be included in teaching hours and what is formulated as separate items in a staffing plan (course development, examination, writing of course reports, ...)?
4. How are the planning conversations designed?
5. How are the staffing plans reconciled with the employee?
6. What are the forms of follow-up?
7. How are additional hours (so-called "overtime") compensated?
8. How are sick leave, sick leave and parental leave compensated and what are the routines for this at the department?
9. Are you familiar with Villkorsavtal-SU and the section on working time planning?
 - a. How do you apply the Conditional Agreement SU at your department?
10. Do you have a local "working time document", i.e. a local application of the Terms and Conditions Agreement, and what is its function for you?
 - a. Is it a living and visible document at your institution?
 - b. How do you apply your working hours document in your business?
11. How do you see the concept of "underhours" and how do you work with it at your department?
12. How do you handle accumulations of overhours and underhours?
13. Is the balance sheet of your lecturers/teaching staff monitored?
 - a. In what way? How do you book it?
 - b. What does it look like in general at your department? Do you have many senior lecturers with a lot of overtime/undertime and how do you work with this within the organisation?

Appendix Chapter 4 Conditional Agreements – SU

Chapter 4. Working hours and working hours-related compensation

Working time regulations for teachers

Scope of application of Sections 2-11 (Chapter 4. The Terms and Conditions Agreement and Appendix 5 to the Terms and Conditions Agreement)

Sections 1 2-11 of this chapter apply to teachers in accordance with the Employment Regulations at Stockholm University, but not to part-time teachers.

Duties of teachers

2 §

Enlightenment:

From Chapter 3. Section 1 of the Higher Education Act (1992:1434) states what is included in a teacher's duties. A teacher's duties include:

- education/teaching,
- research/development work/own skills development,
- administrative work,
- building contacts and collaboration with the surrounding community.

The area of education/teaching includes preparation for and implementation of teaching in various forms in both undergraduate and postgraduate education. Examples of teaching methods are lectures, lectures, seminars, supervision (individually or in groups) and management of laboratory sessions, calculation exercises and excursions. This area also includes examinations as well as course and/or program development and other pedagogical development work.

An important element of a teacher's duties, which is also of great importance for education/teaching, is to follow and contribute to the development of knowledge in his or her own subject area. This area also includes following the development of society in those parts that are of importance to the teacher's work at the University.

Administrative work refers to, for example, assignments as head of department (equivalent), director of studies, course director and member of various decision-making bodies, committees and working groups within the university.

Regarding the building of contacts and collaboration with the surrounding society, this can take the form of educational, research and/or development projects that are carried out for or in collaboration with the state, municipalities, companies, organizations, etc.

How the scope and distribution of different tasks for the individual teacher is regulated is set out in Section 5.

Annual working hours

3 §

Enlightenment:

The total annual working hours for teachers are set out in Section 3, Appendix 5 to the Terms and Conditions Agreement and are

- 1,700 hours for employees with 35 days of annual leave;
- 1,732 hours for employees with 31 days of annual leave;
- 1,756 hours for employees with 28 days of annual leave.

All tasks for a teacher must be accommodated within the annual working hours. This also applies to teachers who have assignments as head of department, etc.

Distribution of working time

4 §

Enlightenment:

Section 4 of Appendix 5 to the Terms and Conditions Agreement contains provisions on the distribution of working hours. The division of work between different teachers of the tasks that occur must be based on the operational plan and the educational and research assignment assigned to the department/equivalent, as well as on the financial framework. The operational plan must cover all activities, regardless of funding.

When distributing existing tasks, the aim shall be to create a good balance between education/teaching and research/development work for the individual teacher.

The distribution of the individual teacher's tasks in each area will normally vary over time. Each individual permanently employed teacher must be given time for research/development work/personal competence development during a planning period, which should normally cover 3 years. This time can be combined into longer continuous periods or posted more continuously during the planning period set by the employer.

In consultation between the employer and the individual teacher, both short-term and long-term plans are drawn up for the teacher's professional development.

For the current planning period, the following framework for the distribution of annual working hours shall be indicative for different categories of teachers.

- Professor, employed by recruitment
The teaching component for the individual teacher in undergraduate and postgraduate education shall normally comprise a maximum of 30 per cent of the annual working hours, including examination and supervision of doctoral students. The remaining part of the annual working hours must be set aside for research/development work/own skills development. In the

case of supervision of more than three doctoral students, the employer decides to what extent this should lead to a reduced teaching commitment. What is stated above about a maximum of 30 percent shall instead apply a maximum of 25 percent until 2007-06-30.

However, for those who have been appointed to a position that has been vacant after 2007-01-01, the teaching component of undergraduate and postgraduate education shall normally comprise a maximum of 50 per cent of the annual working hours, including examination and supervision of doctoral students, unless otherwise specifically agreed in connection with the employment. The remaining part of the annual working hours must be set aside for research/development work/own skills development.

For professors employed before 1 January 1999, working hours shall mainly be devoted to research and doctoral education in accordance with previous regulations.

- Professor, employed by promotion
The teaching component for the individual professor in undergraduate and postgraduate education shall normally comprise a maximum of 60 per cent of the annual working hours, including examination and supervision of doctoral students. The remaining part of the annual working hours must be set aside for research/development work/own skills development.

For those who are employed as a professor through promotion, until 2007-06-30, the distribution of working hours applies that the teaching component for the individual teacher in undergraduate and postgraduate education shall normally comprise a maximum of 70 per cent of the annual working hours including examination.

For professors, the employer can examine whether special circumstances lead to a decision on a larger part of the teaching than what follows from the agreement.

- Lecturer
The teaching component for the individual teacher in undergraduate and postgraduate education shall normally comprise a maximum of 70 per cent of the annual working hours, including examinations. The remaining part of the annual working hours must be set aside for research/development work/own skills development. When supervising doctoral students, the employer decides to what extent this will lead to a reduced teaching commitment.
- Associate Senior Lecturer
Employment as an associate senior lecturer is strategic for both the university's long-term skills supply and for the individual assistant professor's career opportunities. An associate senior lecturer should therefore mainly conduct research, but should also participate in undergraduate and postgraduate education in order to gain pedagogical qualifications. The teaching component should normally comprise a maximum of 30 per cent of the annual working hours.
- Universitetsadjunkt
The teaching component for the individual teacher in undergraduate and postgraduate education shall normally comprise a maximum of 85 per cent of the annual working hours, including examinations. The remaining part of the annual working hours must be set aside for research/development work/own skills development.

For a lecturer with the same type of teaching as a senior lecturer, the teaching component shall normally comprise a maximum of 70 per cent of the annual working hours.

The remaining part of the annual working hours must be set aside for research/development work/own skills development.

The parties agree on the value of providing lecturers – to the extent that financial conditions allow – with good opportunities to pursue doctoral education in order to complete the same with a doctoral degree.

- Assistant Professor
Employment as a research assistant is strategic for both the university's long-term skills supply and for the individual research assistant's career opportunities. A research assistant should therefore mainly conduct research, but should also participate in undergraduate and postgraduate education in order to gain pedagogical qualifications. The teaching component should normally comprise a maximum of 20 per cent of the annual working hours.

For professors, senior lecturers, lecturers and research assistants, participation in e.g. internal seminars, conferences and other joint department administration should not normally lead to a reduced teaching commitment. In the case of more extensive administrative tasks, e.g. course/component responsibility and/or the fulfilment of various positions of trust within the university, the employer decides to what extent this will lead to a reduced teaching commitment for the individual teacher.

The task of collaboration in various forms with the surrounding society should normally form a natural part of the individual teacher's research/own development. In special cases, the employer may decide whether this task should lead to a reduced teaching commitment.

(The section was amended as of April 2007.)

Determination of the scope of teaching

5 §

There are large variations in the nature of teaching between different subjects/fields of study, and concepts such as "classroom teaching" can have different meanings in different parts of the university's activities. In view of the great variation in the nature of the teaching, it is therefore not possible to establish general calculation bases for the time required for different types of teaching. However, the starting point for determining the extent of teaching for the individual teacher may be that one hour of teaching, including pre- and post-work, with the range of variations that exist, corresponds to two to six clock hours. In the case of interventions that are in the nature of being available, giving advice, etc., it is natural that these are regarded as normal working hours.

Guidelines for the calculation of teaching efforts shall be established by the employer following co-operation negotiations or other consultations between the employer and representatives of the local trade unions.

The decision should take into account, among other things:

- the level and difficulty of the course/module,
- the nature of the teaching and the subject,
- the structure and method of teaching and examination,
- number of students,
- pre- and post-work (including examination).

When determining the scope of teaching for the individual teacher, the teacher's competence and experience of teaching in the field should be taken into account.

Teaching in the evenings/equivalent

6 §

For scheduled teaching hours that are at least half completed on weekdays after 18.00 and on Saturdays, Sundays and public holidays, a salary supplement of SEK 145 is payable.

The amount includes holiday pay according to the Annual Holidays Act.

(The section was amended as of July 2009.)

Consultation and decisions on the planning of annual working hours

7 §

Enlightenment:

Provisions on the employer's obligation to consult with the individual teacher regarding the planning of annual working hours are contained in Section 5, Appendix 5 to the Terms and Conditions Agreement.

Before each academic year or other relevant period of time, a duty schedule must be prepared for each individual teacher. This establishes the division of labour, i.e. the scope and organisation during the period of all the tasks of the teacher concerned in the areas of education/teaching, research/development work/own competence development, collaboration with the surrounding society and other tasks. The planning must be documented.

Before a teacher's work schedule is established by the employer, unless otherwise agreed between the employer and the local workers' organisations, the organisation concerned must be informed. If the organization calls for a negotiation on the matter within five working days, the following applies. If the parties do not agree at a negotiation pursuant to this section or if a negotiation is not requested within the specified time, the employer may decide on the matter

This duty to inform and negotiate replaces the employer's obligation to provide information and negotiate under the Act (1976:580) on co-determination in working life.

Additional time and overtime

8 §

Overtime in excess of the total annual working hours should normally not occur. When designing a work schedule, the aim shall be to minimise the need for overtime work input.

If special needs arise to perform certain unplanned tasks, a redistribution of tasks must be made in the first instance. If the need for overtime nevertheless arises, teachers who voluntarily undertake such work should be hired in the first instance.

If the employer assesses that there are special reasons, a teacher is obliged to work additional hours/overtime with a maximum of 175 and 150 clock hours per calendar year, respectively. However, during a calendar year, the total additional time and overtime of a teacher may not exceed 200 clock hours. Additional time and overtime compensated with leave are not included in the total additional time and overtime per calendar year a teacher is obliged to perform.

Additional time and overtime are calculated after completed annual work. Reconciliation can take place on a semester-by-semester basis if operational or other reasons exist.

Enlightenment:

The definition, etc., of the terms additional time and overtime is set out in Chapter 4. Sections 9 and 17 of the Terms and Conditions Agreement.

Compensation for additional time and overtime

9 §

A teacher is entitled to compensation for additional time and overtime only if this has been ordered by the employer in advance or, exceptionally, approved retrospectively.

For tasks performed on such a proportion of working hours over which the teacher himself determines the scheduling of time and space, additional time or overtime pay cannot be paid.

Teachers who, according to a decision by the employer, have worked additional hours are entitled to compensation. Compensation is paid in the form of leave (compensatory leave) or financial compensation (additional time supplement). Compensatory leave must be granted provided that the teacher so wishes and that the employer assesses that it is possible with regard to the requirements of the business.

Teachers, but not professors, who have worked overtime according to a decision by the employer are entitled to compensation. Compensation is paid in the form of leave (compensatory leave) or financial compensation (overtime allowance). Compensatory leave must be granted provided that the teacher so wishes and that the employer assesses that it is possible with regard to the requirements of the business.

Compensation for ordered, completed additional time/overtime according to the third and fourth paragraphs is paid for the time actually worked, i.e. also for any pre- and post-work.

An additional time supplement of $\frac{1}{142}$ of the individual salary (full-time) is paid for the hour completed to a person who is working part-time and performs tasks in addition to the part-time service and up to full annual working hours. The supplement includes holiday pay under the Annual Holidays Act.

Enlightenment:

Additional hours completed in the form of teaching shall be replaced by as many clock hours as are required for the performance of the work in accordance with what is stated above under section 5. An additional hour that is considered to have taken, for example, three clock hours of the annual working time is compensated by $\frac{3}{142}$ of the individual salary.

Overtime allowances are paid at the rate of $\frac{1}{94}$ (simple overtime) and $\frac{1}{72}$ (qualified overtime) of the individual monthly salary for the hour ordered and completed to teachers who are in full-time employment and perform duties in addition to the annual working hours. Which time is simple and qualified overtime is stated in Chapter 4. Section 21 of the Conditional Agreement.

Enlightenment:

Overtime hours completed in the form of teaching are compensated by as many clock hours as are required for the performance of the work in accordance with the above. under Section 5. An overtime hour that is considered to have taken, for example, three clock hours of the annual working time is compensated by $\frac{3}{94}$ and $\frac{3}{72}$ respectively of the individual salary.

Compensatory leave for additional work covers the same period as the additional time. In the case of overtime, compensatory leave covers one and a half times as long as overtime work for single overtime and twice as long as overtime work for qualified overtime.

Enlightenment:

For teachers covered by the managerial agreement, no compensation is paid for overtime. In some cases, however, compensation may be paid in accordance with Section 10.

Hourly compensation for professors in certain cases

10 §

In cases where a professor carries out teaching in addition to the staffing plan, this must be regulated in the current or in the future staffing plan after consultation between the employer and the individual professor.

If this is not possible, hourly compensation is paid for a maximum of 50 teaching hours per academic year. Each such teaching hour shall be replaced by the amount that applies to "professor teaching" in Chapter 3. 2 §. This compensation includes pre- and post-work for teaching. The compensation also includes holiday pay under the Annual Holidays Act.

(The section was amended as of April 2007.)

Presence at the workplace

11 §

The employer and an individual teacher can make a written agreement on the placement of work at a place other than the regular workplace.



**The Swedish Association of University Teachers
and Researchers**

Ferkens gränd 4
111 30 Stockholm
kansli@sulf.se
08 505 836 00