

SPECIFIED COLLECTIVE AGREEMENT  
FOR STATE CIVIL SERVANTS AND  
EMPLOYEES UNDER CONTRACT  
MINISTRY OF EDUCATION  
DEPARTMENT OF EDUCATION AND  
SCIENCE POLICY  
**Universities**

**Specified collective agreement for**  
*Collective Agreement for State Civil Servants  
and Employees Under Contract* concerning  
the introduction of a new salary system in the  
universities

The agreement was signed on 21<sup>st</sup> of June  
2006, between the Ministry of Education and  
the Public Sector Negotiating Commission  
(JUKO), the Trade Union for the Public and  
Welfare Sectors (JHL) and the Confederation  
of State Employees (Pardia).

### **1 § Grounds for the agreement**

This agreement is made in accordance with the central collective agreement signed on the 14<sup>th</sup> of December 2004, concerning the overall introduction of new salary systems within the public sector.

### **2 § Scope and the content of the agreement**

A new salary system will be introduced in universities on the 1<sup>st</sup> of January, 2006. The provisions of the contract are included in Appendices 1 to 5 in this document.

### **3 § Period covered by the agreement**

This agreement comes into effect on the 1<sup>st</sup> of January, 2006, and expires on the 30<sup>th</sup> of September, 2007. The agreement will be renewed annually after this, unless one of the parties has given at least six weeks notice of their intention to terminate the contract. This agreement will also be cancelled if the *Collective Agreement for State Civil Servants and Employees Under Contract* is terminated.

### **4 § Industrial peace obligation**

#### *Collective Agreement for State Civil Servants*

For the duration of this agreement, no party to the agreement is permitted to engage in industrial action on matters concerning the validity, duration and content of the agreement, or other requirement in the agreement in order to establish a new

agreement before the expiry of the existing agreement. In addition, any union signatory to this agreement is obliged to ensure that sub-associations or personnel covered by the agreement breach neither the industrial peace obligation nor other terms of the agreement. This obligation means that unions must not support precluded industrial action or in any other way influence such action, and is obliged to try to prevent such action from occurring.

***Collective Agreement for Employees Under Contract***

For the duration of this agreement, strike action, lock-outs and other similar actions which are directed against this agreement or the stipulations in the appendices or are aimed to change this agreement or the stipulations in the appendices, are not permitted.

Helsinki the 21<sup>st</sup> of June 2006

Ministry of Education

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Public Sector Negotiating Commission (JUKO),

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Trade Union for the Public and Welfare Sectors (JHL)

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Confederation of State Employees (Pardia)

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## APPENDIX 1

### **Provisions of the new salaries system**

#### **1 § Objectives of the provisions**

The objectives of the new salaries system for universities are to promote fair salaries, to improve salary competitiveness for universities as employers, to support staff in developing their skills and in seeking more demanding tasks, to encourage staff to perform better and to develop, and to improve their leadership and leadership skills.

#### **2 § Scope of the provisions and structure**

The provisions apply to permanent staff under the *Collective Agreement for State Civil Servants and Employees Under Contract*.

The agreement also applies to contract staff provided the contract or contracts linked together without intermissions exceed 6 months. The agreement applies from the beginning of the period during which 6 months will be reached. The agreement does not apply to contract-based employment of less than six months' duration. For those referred to in the previous sentence, the employer will confirm that Euro-based salaries correspond to salaries for jobs that meet the requirements for *job demands* and *personal work performance* components as stipulated in 6 § 2 of the *collective agreement*.

Intermissions referred to in Section 2 of this paragraph lasting no longer than 30 days or one calendar month are not taken into account. Also, intermissions lasting no longer than 180 days or 6 months are not taken into account if they are connected to the person's work at the university due to postgraduate studies being undertaken at the university or due to scholarly or artistic work funded by grants. However, the time which elapses during intermissions of the types outlined above are not considered to be 'employment'.

The new salary system will also be applied to externally funded personnel on contracts of definite duration by no later than the 1<sup>st</sup> of January 2007.

The provisions do not apply to those staff representing employers or to teaching personnel in teacher training schools ('harjoittelukoulu'), nor to students in practicum placements in the workforce or staff employed by universities under government-subsidised schemes for the long-term unemployed ('tukityöllistetty').

#### **3 § Components of Salary**

The salary for *State Civil Servants and Employees Under Contract* is based on three components: a work-specific component based on *job demands*, a personal component based on *personal work performance* and a *guaranteed salary* component, as referred to in 9 §.

#### 4 § The *job demands* component

This task-specific component is based on the level of the job's *job demands*. There are two assessment systems for university jobs, one for *teaching and research staff*, and one for *general staff*. The employer decides which system should be applied to an employee, according to agreed criteria.

For teaching and research staff, the main demand factors relate to the nature of the job and its responsibilities, interaction skills and knowledge and expertise.

For general staff, the main demand criteria are skills in problem solving and organisation, interaction skills, responsibilities and knowledge and expertise.

Tables for the task-specific salary component for teaching and research staff and for general staff are shown in Appendices 2 and 3 respectively.

For teaching and research staff enrolled for a university degree who have not completed a master's degree, the task-specific part of the salary is to be at least 75 per cent of the salary for the *job demands* level in question.

The assessment of the tasks for the *job demands* component is based on a job description and an assessment system applied to those tasks. These are considered during *assessment discussions* between the employee and his/her supervisor. The supervisor proposes a *job demands* level based on the assessment discussion.

The assessment procedures for teaching and research personnel may vary between universities. Assistance sought from expert groups consisting of several persons can be used when undertaking the assessment.

In general, assessment discussions are to be held annually. However, assessment discussions with teaching and research personnel with job demands levels between 5-11 must be held at least every three years

Each university has two *assessment groups* comprising representatives of both the employer and the employees: one for teaching and research staff and one for general staff.

The employer confirms the *job demands* assessments and levels and the task-specific salary components after getting the proposals from supervisors and *assessment groups*. If there are new or changed jobs, the *assessment groups* form an opinion based on their assessments of those new or altered jobs.

Assessments of externally funded new jobs should take place no longer than six months after those jobs are first occupied and for other jobs no longer than three months after they are first occupied. The salaries for new jobs are paid according to a preliminary assessment undertaken by the employer, until the *job demands* level is confirmed as stated earlier in this paragraph. A job is considered new if the job demands level for this particular job or for corresponding tasks have not been handled previously by the assessment group. Within the government funded sector, tasks are considered to be corresponding if they are fundamentally similar.

The procedure stipulated in sections 6 to 10 of this paragraph is also to be followed when an employee's tasks have changed markedly. In such cases, the employee or a union representative can instigate re-assessment procedures.

Salary changes which follow *job demands* re-assessments outlined in section 8 (above), come into force from the beginning of May of the year in question for general staff, and from the beginning of August of the year in question for teaching and research staff. The changes in salaries outlined in section 10 (above) come into force from the beginning of the month following the assessment.

The employer decides about job tasks and any changes to them. When changing tasks for a permanent employee, the *job demands* level will normally stay the same or will be increased. If the employer proposes a change in the demand level for permanent staff that would lead to a lower *job demands* level, and the employee disagrees, the employer has to look into the possibility of rearranging the tasks of that job so that the *job demands* level is preserved. The assessment group also provides an opinion as to the changes of tasks, the grounds for those changes and also to the possibility of a rearrangement of tasks. What has been stated in this section with respect to changes of tasks also applies to contract-based employment within the duration of that appointment or contract.

## **5 § The *Personal Work Performance* component of the salary**

The *personal work performance* component of the salary is determined on the basis of the employee's performance level.

There are two assessment systems for university jobs, one for teaching and research staff, and one for general staff. The assessment system for *personal work performance* is determined according to which assessment system has been used for the *job demands* assessment.

For teaching and research personnel, the main criteria of the assessment system are points for teaching merit, research merit and merit in community or university service.

For general staff, the assessment system's main criteria are professional skills, acceptance of responsibility, interaction within the work environment, work quality and productivity.

The *personal work performance* component of the salary can not exceed 46 per cent of the task-specific *job demands* component of the salary at the time of assessment.

Tables for the *personal work performance* component for teaching and research staff and for general staff are shown in Appendices 4 and 5 respectively.

*Personal work performance* is considered during *assessment discussions*. Performance assessment relates to the employee's performance within his/her job and against mutually agreed targets. Based on the assessment, the supervisor proposes what the employee's *personal work performance* assessments and levels should be.

The assessment procedures for teaching and research personnel may vary between universities. Assistance sought from expert groups consisting of several persons can be used when undertaking the assessment.

In general, assessment discussions are to be held annually. However, assessment discussions with personnel with job demands levels between 5-11 must be held at least every three years

The employer also confirms the *personal work performance* assessments and levels and the *personal work performance* component of the employee's overall salary in other cases referred to later.

Procedures mentioned in this paragraph can be utilised in cases other than when an employee's job has changed markedly. In such cases, the employee or a union representative (with the employee's permission) can instigate a re-assessment.

A new employee employed by a university will be paid the *personal work performance* component of salary at a level estimated to match his/her competence, job experience and previous performance. The performance level will be assessed no later than six months after the employee commences employment, at which time the *personal work performance* salary component will be determined according to that performance level. For teaching and research staff which have an assessment period longer than one year, the initial assessment should occur within the first twelve months.

If the *job demands* level of a position changes, the *personal work performance* will continue at the level as previously established, until a new *personal work performance* assessment is undertaken. The new assessment must be performed no later than six months after the change to the *job demands* level. At this stage, the new *personal work performance* assessment will come into force. For teaching and research staff who have an assessment period longer than one year, the initial assessment should occur within the first twelve months.

If an employee's *job demands* level or if the *job demands* component increases because:

a) an employee (either a 'civil servant' or an 'employee under contract') is appointed to a new position or enters into a new end-dated contract, OR  
b) the *job demands* level is increased by at least two steps, OR  
c) the employee transfers from one assessment system to another,  
his/her personal salary component will be established at a level estimated to match his/her competence, job experience and previous performance. The overall salary cannot be reduced at this juncture. The actual level of *personal work performance* will be re-assessed according to procedures outlined above.

If during assessment discussions it is found that the *personal work performance* level has declined, discussions to establish mutually-agreed measures to improve the employee's *personal work performance* will take place. For general staff, a new assessment must be undertaken as soon as possible, but no later than six months after the previous assessment. For teaching and research staff who have an assessment

period longer than one year, the subsequent assessment should occur as soon as possible, but no later than twelve months after the previous assessment. If the *personal work performance* level has not reverted to its previous level, the *personal work performance* component of salary will be recalculated according to the new assessment.

The regulations in Sections A and B (below) are to be followed in circumstances where an employee has been on sick leave, childbirth leave or parental leave (in accordance with regulations in the collective agreement) during the period the assessment is to relate to.

A) If an employee has been absent for some of the period covered by an assessment period or an annual development review for reasons of sick leave, childbirth leave or parental leave, his/her job performance will be assessed based only on the rest of the period. If the absence has been for longer than six months, the personal salary component will be paid according to his/her competence, job experience and previous performance.

B) If an employee has been on leave as defined in A) (above) for a considerable period of time covered by the two assessment periods as outlined in section 15 (above), a third assessment can be undertaken which should occur as soon as possible, but no later than three months after the previous assessment. If the *personal work performance* has not improved, the personal salary component will be matched to the level established in the third assessment.

If the employee's lower performance leading to the lower re-assessments mentioned above can be explained by reasons of childbirth or leave connected with childbirth, the personal salary component will not be reduced.

For general staff, changes in salaries according to confirmed performance levels as outlined in section 9 of this paragraph will take effect from the beginning of May of the year in question. For teaching and research staff, the changes will take effect from the beginning of August of the year in question. Changes in salaries according to changes in performance levels outlined in section 11 of this paragraph will take effect from the beginning of the month following the assessment.

## **6 § Transition remuneration**

A person, who at the time of implementation was employed by the university and who up to that moment and after would have been entitled to remuneration for working in cold areas will be paid a euro-based remuneration. The remuneration is 50 per cent of the remuneration for working in cold areas that had been paid until the time of implementation.

The euro-based remuneration is to be calculated and confirmed at each time of implementation. The remuneration will be paid during the implantation period as part of the phased implementation as outlined in 8 § so that the remuneration will be added to the salary during each phase. The remuneration will end or diminish if the person moves to a job in an area in which staff are not entitled to remuneration for working in cold areas or entitled to remuneration for working in cold areas on a lower level. The

right to remuneration ends when the person's employment with the university terminates.

## **7 § Work time remuneration**

Employees doing *office work* are entitled to remuneration per 13 § 1 of the Collective Agreement concerning working hours, if the job demands level does not exceed level 6 for teaching and research staff and level 10 for general staff. Employees for which the job demands level is higher are entitled to remuneration per 18 § of the same agreement, as long as they do not occupy a supervisory position.

## **8 § The salary system's implementation and transition periods**

The new salary system will be implemented on the 1<sup>st</sup> of January, 2006, for all universities. The terms of implementation and transition periods concerning externally funded employments are dealt with below in 8a §.

From the 1<sup>st</sup> of July 2006, salaries will become 'euro-based' and at the same time, the 'A-Salary Tables', the criteria for the salary components regulated by the central and other collective agreements, and all other salary supplements will become inoperative, except for those fees payable to staff for undertaking administrative tasks, union representatives and occupational health and safety officers.

The job-specific salary component and the fees payable to staff for undertaking administrative tasks, union representatives and occupational health and safety officers will be paid from the 1<sup>st</sup> of January 2006 to their full extent. Otherwise, the salaries defined by the new salary system will take effect during the transition period in stages, as follows:

### Stage 1 (from the 1<sup>st</sup> of January 2006)

From this date on, an employee has the right to receive

- a) his/her euro-based salary or higher salary if the *job demands* component level at the time of implementation is higher, and
- b) that part of the personal salary component which is equal to 25 per cent of the difference between the overall salary via the new system and the salary defined in a) (above)

If at the date of implementation the difference between the salary calculated by the new and old systems is equal to or less than 35 Euros per month, this sum will be paid out in full.

### Stages 2 – 4

Salaries will be adjusted incrementally as follows:

- 29.5 per cent on the 1<sup>st</sup> of June, 2006,
- 39.2 per cent on the 1<sup>st</sup> of October, 2007, and
- 51.5 per cent on the 1<sup>st</sup> of October, 2008.

Each increment will be based on the difference between the salary paid at each date and the salary payable according to the new salary system.

#### Stage 5 (Final adjustment of the transition period)

Any difference remaining between the salary calculated by the new and old systems, will be fully paid out by the 1<sup>st</sup> of October, 2009.

When calculating the differences referred to in Stages 1 – 4, the salary according to the new system comprises both the *job demands* level and the *personal work performance* level. If the *job demands* level or the *personal work performance* level change during the transition period due to assessment discussions, annual development discussions, or at some other time, the adjusted salary due to be paid out will be changed according to the same proportions as the overall salary via the new salary system changes.

During the transition period, new staff will be paid the *job demands* component of salary in full, but the personal component of salary defined by 5 § 7 they receive cannot be greater than the salary paid to existing staff members in existing positions with equivalent *job demands* and *personal work performance* levels at that stage of transition. After this, a new employee's salary will be revised during the transition period as described earlier in this paragraph.

The sectoral allowance due for 2005, and the sectoral and equality allowances due for 2006 and certain university-specific allowances based on central agreements such as sectoral, adjustment and equality allowances that will come into effect after the implementation will be used to fund the implementation in stages as described before. All of these funds, 2.4 per cent in all, will be used as soon as they are transferred to the universities according to the terms of central agreement,.

The personal work performance level will be increased to 48% and the other percentages in those tables will be increased by an equivalent proportion. The increases will come into effect when the university-specific allowances mentioned in the previous paragraph are realised unless they are tied to funding designated for the gradual implementation.

#### **8a § Implementation of the new salary system and the transition period for externally funded employment with a definite duration.**

The date of implementation of the new salary system for externally funded employees on contracts with an end-date shall be no later than the 1<sup>st</sup> of January 2007. If the date of implementation is earlier than the 1<sup>st</sup> of June 2006 the transition regulations as outlined in 8 § are to be followed. If the date of implementation is 1<sup>st</sup> of June 2006 or later, the following regulations apply.

The salaries will become euro-based from the 1<sup>st</sup> of July 2006 and at the same time, the 'A-Salary Tables', the criteria for the salary components regulated by the central

and other collective agreements, and all other salary supplements will become inoperative, except for those fees payable to staff for undertaking administrative tasks, union representatives and occupational health and safety officers.

The job demands component and the fees for union representatives and occupational health and safety officers will be paid fully from the date of implementation. Otherwise, the salaries defined by the new salary system will take effect during the transition period in stages, as follows:

Stage 1 (from the time of implementation, no later than 1.1.2007)

- a) his/her euro-based salary or higher salary if the *job demands* component level at the time of implementation is higher, and
- b) that part of the personal salary component which is equal to 47.1 per cent of the difference between the overall salary via the new system and the salary.

If at the date of implementation the difference between the salary calculated by the new and old systems is equal to or less than 35 Euros per month, this sum will be paid out in full.

Stages 2 – 3

Salaries will be adjusted incrementally as follows:

- 39.2 per cent on the 1<sup>st</sup> of October, 2007, and
- 51.5 per cent on the 1<sup>st</sup> of October, 2008.

Each increment will be based on the difference between the salary paid at each date and the salary payable according to the new salary system.

Stage 4 (Final adjustment of the transition period)

Any difference remaining between the salary calculated by the new and old systems, will be fully paid out by the 1<sup>st</sup> of October, 2009

When calculating the differences referred to in Stages 1 – 3, the salary according to the new system comprises both the *job demands* level and the *personal work performance* level. If the *job demands* level or the *personal work performance* level change during the transition period due to assessment discussions, annual development discussions, or at some other time, the adjusted salary due to be paid out will be changed according to the same proportions as the overall salary via the new salary system changes.

During the transition period, new staff will be paid the *job demands* component of salary in full, but the personal component of salary defined by 5 § 7 they receive cannot be greater than the salary paid to existing staff members in existing positions with equivalent *job demands* and *personal work performance* levels at that stage of transition. After this, a new employee's salary will be revised during the transition period as described earlier in this paragraph.

The sectoral allowance due for 2005, and the sectoral and equality allowances due for 2006 and certain university-specific allowances based on central agreements such as sectoral, adjustment and equality allowances that will come into effect after the implementation will be used to fund the implementation in stages as described before. All of these funds, 2.4 per cent in all, will be used as soon as they are transferred to the universities according to the terms of central agreement.

The personal work performance level will be increased to 48% and the other percentages in those tables will be increased by an equivalent proportion. The increases will come into effect when the university-specific allowances mentioned in the previous paragraph are realised unless they are tied to funding designated for the gradual implementation.

## **9 § Guaranteed Salary**

A permanent employee of the university at the time of implementation of the new salary system is entitled to a euro-based, guaranteed salary. The right to this guaranteed salary will be preserved so long as the employee remains continuously employed by the same university. The guaranteed salary will be paid so long as it is higher than the salary which would be paid according to the new salary system outlined in this agreement.

The guaranteed salary includes all regularly recurring monthly-paid salary items, including salary supplements and additional fees that the employee was entitled to receive at the time of the implementation of the new salary system. If an employee is acting in a job at a higher level at the time of the implementation, when they return to their substantive position, their guaranteed salary will revert to what that salary would have been at the time of the implementation. If an employee is receiving a salary benefit for a prescribed period, their guaranteed salary will revert to what it would have been, once the prescribed period is finished.

If an employee had been entitled to receive a seniority allowance, as defined in the old salary system, in the period 1<sup>st</sup> of January 2006 to 31<sup>st</sup> of December 2006, that employee's guaranteed salary will be increased by an equivalent amount from the date it would have fallen due.

According to the old salary system, if an employee becomes entitled to a salary increase other than the one mentioned above in the period 1<sup>st</sup> of January to 30<sup>th</sup> of June 2006, his/her guaranteed salary will be increased by an equivalent amount from the date it falls due. If the salary increase is fixed for a specific term, the guaranteed salary will revert to the original level when the time expires,

An employee employed under contract also has the right to a guaranteed salary for the duration of the contract. The right to a guaranteed salary will be preserved as long the employee's employment is continuous with the same university, undertaking duties which are at the same *job demands* level as they were at the time of implementation. If the employee is subsequently appointed to a permanent position, the principles as outlined in the second sentence of section 2 will pertain.

If breaks in employment mentioned in the previous section are of less than thirty (30) days' or one calendar month's duration, they will not be taken into account. Also, intermissions lasting no longer than 180 days or 6 months are not taken into account if they are connected to the person's work at the university due to postgraduate studies being undertaken at the university or due to scholarly or artistic work funded by grants. However, the time which elapses during intermissions of the types outlined above are not considered to be 'employment'.

Guaranteed salaries will be revised through or by centrally-agreed general salary increases. Should there be a difference in the salary increase generated by either the guaranteed salary or the new salary system, an employee would be entitled to the higher of the two.

An employee on a guaranteed salary is still subject to the assessments of both *job demands* and *personal work performance* criteria, as outline in 4 § and 5 §. If an employee voluntarily seeks tasks that are set at a lower level than his/her permanent employment at the time of the implementation, their guaranteed salary will be re-established at that lower level.

Certain allowances paid in accordance with the collective agreement for university and science administration will also be included in the guaranteed salary until the end of the transition period on 30<sup>th</sup> September, 2009, as outlined in 8 §, if an employee had been entitled to these allowances at the time of implementation of the new system on 1<sup>st</sup> of January, 2006. These allowances include

- The professorial allowance for teaching and postgraduate supervision
- The productivity allowance for university lecturers, 'tohtoriassistentti', senior research associates (yliassistentti), 'apulaisopettajan' and clinical teachers.

## **10 § Information provision and statistical co-operation**

An employee is entitled to receive in writing, details of the assessment outcomes and the grounds for those assessments, with regard to their *job demands* and *personal work performance* assessments. An employee is also entitled to receive information about how different components of their salary and other salary supplements defined in this agreement have been derived.

The parties to the agreement and major union representatives, and other union representatives have the right to receive confidential statistical information about employees under their coverage. The statistical information on overall salaries and salary development is to be provided by gender, within education level, within *job demands* level, within personnel group, within assessment system, within university unit, within each university. This information has to be provided annually, during the implementation and transition phases stipulated in 8 §, and before salary negotiations occur.

Under 10 § 2, union representatives have the right to obtain information about the people they represent on job descriptions, *job demands* assessments and levels and the overall salary specified by component, and the grounds for them. Universities may

not provide information on the grounds for the personal salary component without the written approval of the employee.

What is stated above is not intended to change the application of existing agreements concerning union representatives and statistical co-operation.

When giving out the information outlined in this paragraph, the requirements of legislation relating to privacy protection and data security must not be breached. Information must be supplied free of charge.

## **11 § Dispute resolution**

If disputes concerning the assessment of the *job demands* or *personal work performance* occur, resolution will be sought as outlined below.

Disputes concerning *job demands* assessments will be dealt within each university following a request to do so by the employee in question or his/her union representative, in negotiations with the supervisor responsible for the original assessment, other members of the university responsible for salary administration or the university assessment group. The assessment group can be called in by either of the parties.

Disputes concerning *personal work performance* assessments will be dealt with in each university following a request to do so by the employee in question or their union representative, in negotiations with the supervisor responsible for the original assessment or that supervisor's supervisor, or other members of the university responsible for salary administration.

The employer will certify any changes in assessment levels or salaries due to resolution of disputes mentioned previously in this paragraph.

If the dispute is not resolved, it can be forwarded for resolution according to negotiation procedures, as is the case with any dispute concerning this agreement or the interpretation of this agreement. For civil servants, negotiation procedures will follow what has been agreed upon in the main collective agreement. For employees under contract, the negotiation procedures will follow 5 § 3 and the last sentence of 5 § 6, when applicable.

## **12 § Follow up and the further development of the salary system**

The parties to this agreement will follow up and co-operate in ensuring the uniform implementation of the salary system during the transition period and after. The parties will review annually the extent to which the system has fulfilled its purpose, examine progress in salary competition by comparing university salary levels with salaries in other parts of the government sector and in private enterprise, and revise the needs and options for the development of the salaries system.

### **13 § Payments of a non-recurring nature due to the sectoral and equality allowances 2005 and 2006**

The sectoral allowances of a non-recurring nature for 2005 for the period 1<sup>st</sup> of March to 31<sup>st</sup> of December and also for externally funded staff for a fixed period for the period 1<sup>st</sup> of January to 31<sup>st</sup> of May 2006 will be paid to those who were employed by the university in March 2006. The payment is due to be paid no later than when the salary for November 2006 is due to be paid.

The sectoral and equality allowances of a non-recurring nature for 2005 and 2006 for externally funded staff for a fixed period in the period 1<sup>st</sup> of June to the date of implementation, will be paid to those who were employed by the university in March 2006.

## APPENDIX 2

### The work-specific salary component for teaching and research staff

Demand level	Job-specific salary component (€/month)	Job-specific salary component (€/month)
	1.1.2006	1.6.2006
1	1,492	1,512.89
2	1,597	1,619.36
3	1,761	1,785.65
4	2,043	2,071.60
5	2,350	2,382.90
6	2,723	2,761.12
7	3,130	3,173.82
8	3,821	3,874.49
9	4,274	4,333.84
10	4,886	4,954.40
11	5,605	5,683.47

**APPENDIX 3****The work-specific salary component for general staff**

<b>Demand level</b>	<b>Job-specific salary component (€/month)</b>	<b>Job-specific salary component (€/month)</b>
	<b>1.1.2006</b>	<b>1.6.2006</b>
2	1,305	1,323.27
3	1,429	1,449.01
4	1,511	1,532.15
5	1,588	1,610.23
6	1,691	1,714.67
7	1,818	1,843.45
8	2,059	2,087.83
9	2,369	2,402.17
10	2,657	2,694.20
11	2,978	3,019.69
12	3,398	3,445.57
13	3,888	3,942.43
14	4,483	4,545.76
15	4,955	5,024.37

#### **APPENDIX 4**

#### **The personal salary component for teaching and research staff**

<b>Assessment outcome</b>	<b>Performance level</b>	<b>Personal salary component</b>
1.00-1.88	1	0.0%
1.89-2.77	2	4.0%
2.78-3.66	3	10.0%
3.67-4.55	4	16.0%
4.56-5.44	5	22.0%
5.45-6.33	6	28.0%
6.34-7.22	7	34.0%
7.23-8.11	8	40.0%
8.12-9.00	9	46.0%

**APPENDIX 5****The personal salary component for general staff**

<b>Assessment outcome</b>	<b>Performance level</b>	<b>Personal salary component</b>
9.00-12.99	1	0.0%
13.00-16.99	2	4.0%
17.00-20.99	3	10.0%
21.00-24.99	4	16.0%
25.00-28.99	5	22.0%
29.00-32.99	6	28.0%
33.00-36.99	7	34.0%
37.00-40.99	8	40.0%
41.00-45.00	9	46.0%

This is a protocol based on negotiations between the Ministry of Education and the Public Sector Negotiating Commission (JUKO), the Trade Union for the Public and Welfare Sectors (JHL) and the Confederation of State Employees (Pardia) concerning the specified collective agreement on or about the new salary system to be introduced in universities from the 1<sup>st</sup> of January 2006.

The parties to the agreement have agreed on:

### **1 § Content of the signed protocol**

The parties have agreed upon some of the issues concerning the introduction and application of the new salary system as outlined in the specified collective agreement 21<sup>st</sup> of June 2006 as follows in this protocol and the appendices.

### **2 § The *job demands* assessment systems and the principles concerning the assessments**

The application of the regulations is based on two assessment systems, as follows

1. the assessment system for teaching and research staff (Appendix 1)
2. the assessment system for general staff (Appendix 2)

The *job demands* assessment system for teaching and research staff is applied to staff working on teaching or research tasks, regardless of their classification. The tasks assessed in, or by, this system should be focussed on both scholarly research and the management of scholarly research, or on teaching based on research which will lead to a university degree and supervising student dissertations which are part of the degree.

A teaching and research employee whose set of tasks changes during an assessment period by virtue of their election to a position of trust which includes a higher load of administrative work (e.g. heads of department, deans, vice-rectors) will continue to be assessed according to the teaching and research assessment system.

The assessment system for teaching and research staff is also to be applied to students employed to undertake teaching duties at the same time as they are completing their own studies.

The decision about which assessment system is to be used is made by the employer, according to criteria mentioned above. If there is a dispute concerning the choice of system, the employer must hold discussions with a representative of the relevant union

before a final decision is taken. The choice of assessment system will not have any effect on the systems used to establish an employee's hours of work and annual leave.

The job demand levels are specified as follows in  
Appendix 1) *Job Demands* Chart for Teaching and Research Staff and  
Appendix 2) *Job Demands* Chart for General Staff.

In addition to the general *job demands* chart for teaching and research staff, there is a separate *job demands* chart for teaching and research staff employed within the creative and performing disciplines (see Appendix 1). When establishing the *job demands* level, the most appropriate chart should be selected. For example, for professors in the creative and performing arts, the emphasis is more likely to be on undergraduate teaching than on research student supervision.

### **3 § Assessment of *job demands***

The *job demands* level is assessed according to the job description and follows the appropriate assessment system.

The *job demands* level will be reassessed if from the supervisor's point of view the job has changed in such a way that a new assessment is required to clarify whether or not the *job demands* level should be revised. The employee or his/her union representative can also request a reassessment.

The assessment procedures for teaching and research staff may vary between universities. The assessment procedures used at each university should be discussed with the union representatives representing the staff group in question. Assistance sought from expert groups consisting of several persons can be used when undertaking the assessment.

### **4 § Assessment of *personal work performance***

The *personal performance assessment* of teaching and research staff should be undertaken according to the assessment system outlined in Appendix 3.

The *personal performance assessment* of general staff should be performed according to the assessment system outlined in Appendix 4.

### **5 § Assessment groups**

In each university there are two assessment groups, comprising representatives of both the employer and employees. The assessment groups assess the *job demands* of teaching and research staff and general staff, respectively.

The university appoints the employer's representatives and their alternates to these assessment groups. The organisations who are party to this agreement appoint their own representatives and alternates. These groups will be chaired by a member

appointed by the university to represent the employer. The number of members appointed by the unions should be at least equal to the number of members appointed by the employer. Where possible, equity issues should be considered when forming the assessment groups. Each university decides how many members are to be on each group.

#### **6 § Confirmation of the assessments**

The employer confirms by the 31<sup>st</sup> of May 2006 the *job demands* levels and *personal work performance* levels assessed by the same date unless this is prevented by insuperable barriers.

#### **7 § Monitoring new assessments**

According to this agreement, before the salaries are paid for the first time the parties will meet to view the assessments and confirmed *job demands* levels and *personal work performance* levels performed after the spring 2006, and the cost effects of them regarding the 7.24 cost realization. The first review will take place no later than the 15<sup>th</sup> of September 2006. The next reviews will take place progressively as new assessments are completed and before the salaries are paid.

#### **8 § Impact on other agreements**

This negotiated outcome concerns only the new salary system for universities and is not intended to have any impact on employment conditions, such as those involving e.g. work time remuneration levels, regulated in the valid collective agreement.

#### **9 § Determination of the salaries for main union representatives, union representatives and occupational health and safety representatives**

The salaries for union major representatives, union representatives and occupational health and safety representatives (hereafter called union representatives) in the new salary system for universities will be follow as stated in this paragraph.

The *job demands* level and *personal work performance* components for union representatives will basically follow what has been agreed upon in the *Collective Agreement for State Civil Servants and Employees Under Contract* concerning the new university salary system.

If a union representative is completely exempt from his/her actual duties, he/she will be paid according to 8 § in this agreement, as stated in 6 § 4 in the appendix to the collective agreement mentioned above, or the salary which has been agreed upon individually.

If the employer and a union representative who is partially exempted from his/her actual duties agree that certain arrangements have to be made concerning the main duties because of the tasks as a union representative for this period, and if these arrangements cause the *job demands* level to go down, his/her *job demands* component should be compensated for through increased remuneration. The remuneration is regarded as being equal to the *job demand* levels component including

when general salary increases are coming into effect. At the same time the parties must agree on how the duties are to be rearranged when the officer ceases to undertake duties as a union representative.

The performance assessment for a union representative who has been partially exempted from his/her actual duties shall be based on his/her performance within the main duties and the performance should not be confirmed at a lower level because of the partial exemption from duties.

If a union representative's performance becomes unsuitable for the performance assessment because he or she has been exempted from at least half of the actual duties, and if this is acknowledged by both the employer and the union representative, the *personal work* performance component will be paid according to a performance level that is estimated to correlate with the union representative's competence, experience and performance of the actual duties of their previous position. The performance level should be at least the same as the last confirmed level.

## **10 § Manual**

The parties to this agreement will, on the basis of the summary proposed by the employer during these negotiations, prepare a manual for the new salary system for universities.

## **11 § Separate remuneration**

A lecturer who is on guaranteed salary and who at the time of implementation was entitled to productivity-based remuneration, is entitled to remuneration totalling 150 euros as long he/she remains a lecturer at the same university without intermissions and provided the duties are the same as they were at the time of implementation.

## **12 § University-specific remunerations**

Universities may in the past have paid remuneration and allowances based on internal agreements. The universities will continue to decide whether the payments should continue or not. Such remuneration and allowances cannot overlap with the salary components within the new salary system.

## **13 § Revision of the universities belonging to the second standard price group**

The *job demand* and *personal work performance* levels in universities and university units belonging to the (so called) 'second standard price group', except the University of Turku, shall be revised by employer and employee representatives by the 31<sup>st</sup> of August 2006 in line with national policy. The results of the revisions will be brought to the parties involved as stated in § 7. The changes in the assessments will be confirmed and carried out from the date of implementation.

#### **14 § The emergency duty remuneration for staff at the University of Helsinki animal hospital**

By the 31<sup>st</sup> of August 2006, the parties will review the remuneration and allowances connected with the activities at the animal hospital clinics at the University of Helsinki in order to clarify the system.

#### **15 § Securing the salary in certain cases**

If a person has been employed by a university and became part of the new salary system during the period from 2<sup>nd</sup> of January to 30<sup>th</sup> of June 2006, he/she is entitled to the salary paid to him/her during this period if the salary according to the new system would be lower and for as long as he/she is holding this position without intermissions.

#### **16 § The final personal work performance component table**

The 48 % per cent table according to the last section in 8 § and 8a § is as follows:

Performance level	Personal salary component
1	0 %
2	4.3 %
3	10.6 %
4	16.8%
5	23.0%
6	29.3%
7	35.5%
8	41.8%
9	48.0%

#### **17 § Follow up and development of the salary system**

The Ministry of Education will appoint a negotiation group to follow up on matters relating to the salary system, to secure the needs for development of, the uniform application of, and the functionality of, the salary system. The group will consist of members representing the Ministry, the university sector (as employers) and organisations representing staff. If needed, there can be two follow up groups, one for each system of assessment.

The universities are responsible for providing training concerning the new system to both supervisors and staff. The university is also responsible for providing information to staff. Unions will contribute to the content of training.

#### **18 § Duration of the protocol**

This protocol is valid from the 1<sup>st</sup> of January, 2006, and its end date will be the same as that specified for the Collective Agreement mentioned in 1 § of this Protocol.

This signed Protocol is not a collective agreement. The Protocol expresses the mutual and uniform view of issues dealt with in the Protocol.

**19 § Signatures**

There are four copies of this signed Protocol, one for each of the parties.  
Helsinki, 21<sup>st</sup> of June 2006

The Ministry of Education

.....

The Public Sector Negotiating Commission (JUKO)

.....

The Trade Union for the Public and Welfare Sectors (JHL)

.....

The Confederation of State Employees (Pardia)

.....

## Appendix 1 Job Demands Chart for Teaching and Research Staff

[Erillisenä liitteenä]

## JOB DESCRIPTION AND EVALUATION FORM FOR TEACHING AND RESEARCH STAFF

### Instructions

Read the job profile chart carefully before filling out the form and evaluating the *job demands* level of your job. The purpose of the evaluation is to identify the suitable the *job demands* level for the position according to the job profile chart.

The objective is to evaluate the demands of the job, not employee performance.

The employee should prepare a description of his/her job and go over it with their supervisor. The parties should try to reach agreement on the job description. The employer makes the ultimate decision as to what is in the job description and any changes to those contents. The *actual* tasks of the job should be listed in the job description.

If the employee and supervisor do not agree on the *job demands* level, reasons should be provided at the end of the form under "Further information".

The supervisor and employee should both receive a signed copy of the job description and evaluation form.

The supervisor should propose a suitable *job demands* level. The head of the unit should compare the job with others to which this scheme is applied, and should provide his/her own view.

The evaluations should be forwarded to the University Job Evaluation Panel. The Panel handles the evaluations, and forms its own opinion of the evaluations by comparing them to other jobs under the same evaluation scheme. The evaluation panel proposes a suitable demand level for each position to the employer. The employer confirms the demand level.

General information		
Job Title	Occupational Code	Unit Code
Employee	Social security No.	Highest Qualification Obtained
Faculty or Equivalent	Department	
Employment Type <input type="checkbox"/> Civil Service <input type="checkbox"/> Employee Under contract	Formal Job Title (per contract)	
Job Format <input type="checkbox"/> Continuing <input type="checkbox"/> Fixed Term	Employment Start Date	
<input type="checkbox"/> Acting, For whom?	Start/End Dates (if Fixed Term)	



<b>EMPLOYEE'S AND SUPERVISOR'S PROPOSAL FOR JOB DEMANDS LEVEL</b>	
Employee:	Supervisor:
Grounds for employee's proposal (if different from supervisor's proposal);	Grounds for supervisor's proposal (if different from employee's proposal);

<b>EMPLOYEE'S AND SUPERVISOR'S SIGNATURES</b>		
Employee	Date	Signature and Name
Supervisor	Date	Signature and Name

<b>HEAD of UNIT'S PROPOSAL</b>	
Job Demands Level:	
The Job Demands Level of this job compared with other jobs in the unit and system.	
Date	Signature and Name

<b>PROPOSAL by Dean, Director of Independent Research Institute or Similar Unit (To be completed if this procedure is used):</b>	
Job Demands Level:	
The Job Demands Level of this job compared with other jobs in this system.	
Date	Signature and Name

<b>PROPOSAL by Assessment Group</b>	
Job Demands Level:	
Grounds for Proposal	
Date	

<b>Additional Comments by Assessment Group</b>	
<input type="checkbox"/> The Job Description Form has been returned for completion: To Whom? Why?	
<input type="checkbox"/> Assessment Group will seek expert advice: From Whom?	
<input type="checkbox"/> Assessment Group will seek additional information: How?	
<input type="checkbox"/> New job	
<input type="checkbox"/> Modified job	
Date	
<b>Employer's Decision about Job Demands Level</b>	
Job Demands Level:	
Grounds for Job Demands Level	
Date	Signature

## Appendix 2

### **JOB DEMANDS CHART FOR GENERAL STAFF**

The *Job Demands Chart* should be applied when assessing the *job demands* level of tasks performed by general staff. The chart should also be applied to those jobs where carrying out development and “investigation” projects cannot be regarded as academic research (e.g. in continuing education units). The framework should also be applied to jobs in which some research is done but which are not actual research positions by definition.

In the *Job Demands Chart* for general staff, the use of foreign languages refers to tasks in which a person needs to use more than one language.

In the job evaluation factors alternatives are described using the word **or**. The listed items in the profiles are not exhaustive, they are only examples, and they are not all necessarily required to be fulfilled.

The typical training and academic capacities mentioned above should not be considered as a prerequisite for the position. It refers to the qualifications and skills customarily needed to carry out the tasks and duties of the position.

The tasks at each level may include responsibilities (e.g. supervisory or financial responsibilities) that are not mentioned in administrative regulations or guidelines. In such cases these should be specified in the job description.

Working in difficult and dangerous circumstances may be taken into consideration when defining job demands levels.

Starting at Level 8, the knowledge and skills required for library jobs/work is typically based on information studies. In tasks requiring expertise in library work, information studies are usually included in the related university degree or are carried out in addition to the degree.

[Vaativuuskehikko erillisenä liitteenä]

## JOB DESCRIPTION AND EVALUATION FORM FOR UNIVERSITY GENERAL STAFF

### INSTRUCTIONS TO GENERAL STAFF

Read the job profile chart carefully before filling in the form and evaluating the *job demands* level of your job. The purpose of the evaluation is to identify the appropriate *job demands* level for the job from the job profile chart.

The objective is to evaluate the demands of the job, not employee performance.

The employee should prepare a description of his/her job and go over it with their supervisor. The parties should try to reach agreement on the job description. The supervisor makes the ultimate decision as to what is in the job description and any changes to those contents. The *actual* tasks of the job should be listed in the job description.

The demands of the job are to be evaluated by comparing the job description to the job profiles and evaluation factors at each level. The evaluation is to be carried out factor by factor. If the demands of the job for one factor are at a different level than for the rest, this (*job demands* level) should be indicated in the job description and evaluation form. If there are elements that correspond to the job at several levels, the level to which the majority of the tasks correspond to should be recorded as the *job demands* level of the job. The overall picture provided by the job profile and evaluation factors determines the *job demands* level of the job.

If the employee and supervisor do not agree on the *job demands* level, reasons should be provided at the end of the form under "Further information".

The supervisor and employee should both receive a signed copy of the job description and evaluation form. The supervisor should propose a suitable *job demands* level. The head of the unit should compare the job with others to which this scheme is applied, and should provide his/her own view.

The evaluations should be forwarded to the University Job Evaluation Panel. The Panel handles the evaluations, and forms its own opinion of the evaluations by comparing them to other jobs under the same evaluation scheme. The Evaluation Panel will propose a suitable demand level for each position to the employer. The employer confirms the demand level.

General information		
Job Title	Occupational Code	Unit Code
Employee	Social security No.	Highest Qualification Obtained
Faculty or Equivalent	Department	
Employment Type <input type="checkbox"/> Civil Service <input type="checkbox"/> Employee Under contract	Formal Job Title (per contract)	
Job Format <input type="checkbox"/> Continuing <input type="checkbox"/> Fixed Term	Employment Start Date	
<input type="checkbox"/> Acting, For whom?	Start/End Dates (if Fixed Term)	

**GENERAL DESCRIPTION OF THE UNIT (Employer to complete)**

Description of the Unit's Basic Tasks:

No. Staff (by level) within Unit:

No. Undergraduates and Postgraduates:

Financial Structure of Unit (Budget/External Funding):

Other Information, as relevant:

**NATURE OF WORK AND PRINCIPAL TASKS**

Employee describes the tasks, and goes through the description with the supervisor. The aim is to reach a mutual view of the job description.

**SKILLS IN PROBLEM SOLVING AND ORGANISATION**

Describe by using the Job Demands level chart under what circumstances skills in problem solving and organisation are required. Verify your view by using commonly understood expressions.

**REQUIRED COMMUNICATION AND RELATIONSHIP SKILLS**

Describe by using the Job Demands level chart under what circumstances skills in communication and relationships are required. Verify your view by using commonly understood expressions.

<b>RESPONSIBILITIES</b>
Describe by using the Job Demands level chart r what responsibilities your tasks comprise Verify your view by using commonly understood expressions.

<b>REQUIRED KNOWLEDGE, TRAINING AND EXPERIENCE</b>
Describe briefly what knowledge, training and experience your tasks require. Verify your view by using commonly understood expressions.

<b>EMPLOYEE'S AND SUPERVISOR'S PROPOSAL FOR JOB DEMANDS LEVEL</b>	
Employee:	Supervisor
Grounds for employee's proposal (if different from supervisor's proposal);	Grounds for supervisor's proposal (if different from employee's proposal);

<b>EMPLOYEE'S AND SUPERVISOR'S SIGNATURES</b>		
Employee	Date	Signature and Name
Supervisor	Date	Signature and Name

<b>HEAD of UNIT'S PROPOSAL</b>	
Job Demands Level:	
The Job Demands Level of this job compared with other jobs in the unit and system	
Date	Signature and Name

<b>PROPOSAL by Dean, Director of Independent Research Institute or Similar Unit (To be completed if this procedure is used):</b>	
Job Demands Level:	
The Job Demands Level of this job compared with other jobs assessed in this system:	
Date	Signature and Name

<b>PROPOSAL by Assessment Group</b>
Job Demands level:
Grounds for Proposal:
Date

<b>Additional Comments by Assessment Group</b>
<input type="checkbox"/> The Job Description Form has been returned for completion: To Whom? Why? <input type="checkbox"/> Assessment Group will seek expert advice: From Whom? <input type="checkbox"/> Assessment Group will seek additional information: How? <input type="checkbox"/> New job <input type="checkbox"/> Modified job
Date

<b>Employer's Decision about Job Demands Level</b>	
Job Demands level:	
Grounds for Job Demands Level:	
Date	Signature

## **Appendix 3**

### **THE SYSTEM FOR EVALUATING *PERSONAL WORK PERFORMANCE* FOR TEACHING AND RESEARCH STAFF**

The personal wage component of salary is based on criteria and procedures that have been established to evaluate how civil servants perform the tasks assigned to them and the impact their performance should have on their salary. The personal wage component constitutes that part of a civil servant's salary which is determined by *personal work performance*. This system is applied to teachers and researchers whose work has been evaluated according to the *job demands* level chart.

#### **1. Evaluation criteria**

The universities' functions are defined in 4 § of the University Act. Teachers' functions are defined in § 19 of the decree concerning the qualification requirements for university staff. According to this, the main criteria for evaluating the personal performance of teachers and researchers are :

1. Teaching merit
2. Research merit
3. Merit with respect to community and university service

The criteria for each *job demands level*, on which the personal work performance for teachers and researchers is based, are specified in Appendix 3a.

The main criteria, with examples of different factors in the left side column in Appendix 3a, are the same for all universities. In the creative and performing arts universities and disciplines, the performance factors within in the main criteria should be defined according to the special features of the creative and performing arts disciplines.

The specific *job demands level* criteria, as shown in the right side column in Appendix 3a, are also basically the same for all universities. However, each university can specify additional *job demands level* criteria. Existing appropriate evaluation schemes and procedures which have been used within universities can be taken into account. Examples of such schemes could be presentation portfolios, the basis on which professors receive bonuses for the supervision of postgraduate research students and evaluation models and practices used in the creative and performing art universities and disciplines. However, the university-specific criteria should be consistent with the main criteria, the assessed performance factors and the general policy for the clarifying *job demands level* criteria, as shown in Appendix 1.

#### **2. Evaluation of *personal work performance***

The personal salary component is based on how well the employee has met the tasks or targets outlined in his/her job description and work plan.

The criteria for the evaluation of merit for each member of the teaching and research staff, according to the demands level specific criteria, are documented on the form (Appendix 3b) and are to be used as grounds for the evaluation of the personal work performance. The university-specific criteria mentioned above should be determined before the start of the performance assessment. The documentation of additional university-specific criteria should be attended to as part of the evaluation

scheme for *personal work performance* for university teaching and research staff. The merit attributable to the jobs should be documented for the last three years for levels 5 and higher and for one year for levels 1 to 4.

The evaluation is graded for each main criterion (teaching merit, etc) on a scale from 1 to 9. In the evaluation, '9' corresponds to an outstanding level of merit, '5' corresponds to a good level of merit, '3' to meeting expectations and '1' to very little merit.

## 2.1 The evaluation process

Each teacher and researcher lists his/her merit points according to the specific *job demands* level criteria as in Appendix 3a and jobs (number of publications, teaching merit etc) using the form in Appendix 3b. The head of department or the supervisor will check the merit points and provide his/her preliminary view on the form in Appendix 3b.

Later, a body or a civil servant (e.g. dean, a personnel administrator, academic quality assessment panel, rector) defined by the assessment practice within the university will compare merit levels by type of job, discipline and *job demands levels*, as outlined in Appendix 3a in such a way that the relative merit level for each teacher or researcher in relation to the merit level of others in equivalent jobs within the same control group can be assessed. Then the merit levels are assessed according to the main criteria for each job graded on a scale from 1 to 9. The procedure applied within each university should enable agreement on its content to be reached with the local union representatives of the staff group in question.

Personal performance is assessed by comparing merit levels between job tasks with the merit levels of other staff in equivalent *job demands level* groups and jobs. In other words, the merit points of a teacher at a certain level are compared to those of other teachers in jobs with similar requirements. If an employee meets the tasks of only one criterion (i.e. in only research **or** teaching), the personal performance of employees in equivalent jobs representing the same discipline and *job demands level* group will be considered. For example, the research merit level for a researcher doing research only at *job demands* level 4 should be compared to the merits of researchers in basically the same situation.

Special features of particular disciplines should also be considered in the evaluations, so that teaching or research merit within disciplines that differ from each other (e.g. 'science' and 'arts') should be performed by comparing teachers and researchers in equivalent disciplines.

## 2.2. Defining the results of the evaluation

*Personal work performance* is to be evaluated with regard to the job description and work plan as described above in 2.1. The specific performance criteria applied to an employee are defined so as to correspond to the demands level group in question as outlined in Appendix 3, based on the *job demands* level and possible university-specific definitions.

When evaluating teaching and research staff, the main criteria should be emphasised according to the job. When the job comprises only research **or** teaching, the work performance should be evaluated based only on these tasks. If the job comprises various proportions of research, teaching and community service tasks, the merit points reflecting the tasks should be assessed relative to those proportions.

For instance, in Examples 1 and 2 (below), the overall assessment result for *personal work performance* is calculated by summing the weighted results calculated from tasks and merit points.

**Example 1**

<b>Tasks</b>	<b>Task Proportion</b>	<b>Assessment (based on merit points) (Scale 1 -9)</b>	<b>Weighted Result</b>
Teaching	60%	6	$0.6 \times 6 = 3.6$
Research	30%	5	$0.3 \times 5 = 1.5$
Community Service	10%	4	$0.1 \times 4 = 0.4$
<b>Assessment Result</b>			<b>5.5</b>

**Example 2**

	<b>Task Proportion</b>	<b>Assessment (based on merit points) (Scale 1 -9)</b>	<b>Weighted Result</b>
Research	90%	5	$0.9 \times 5 = 4.5$
Community Service	10%	4	$0.1 \times 4 = 0.4$
<b>Assessment Result</b>			<b>4.9</b>

The assessment should be documented on the form in Appendix 3c. The employer is to verify the personal work assessment.

### Appendix 3a. Main Criteria and Level-Specific Clarification Criteria

**Criteria can also be applied so that merit points relevant to a higher *job demands* level can also be taken into account in an employee's evaluation**

Main Criteria	Level-Specific Clarification Criteria
<p><b>1 Teaching Merit Points</b></p> <p>Factors which should be taken into account in the performance assessment regarding weightings between teaching and research for the task in question:</p> <ul style="list-style-type: none"> <li>• Teaching merit points, e.g. developing own teaching skills, methods and materials</li> <li>• Pedagogical education</li> <li>• Obtain degrees and scholarly, artistic and pedagogical qualifications, docents, especially at Levels 6 and 7</li> <li>• Wide ranging skills and proficiencies</li> <li>• Long term teaching experience</li> <li>• Maintaining teacher material networks</li> <li>• Teaching portfolio: an outlined functional and successful approach to teaching</li> <li>• Number of tasks relating to student supervision, from personal study plans to projects/essays/minor theses</li> </ul>	<p><b>Job Demands Levels 1 – 4</b></p> <ul style="list-style-type: none"> <li>• Functioning in teaching tasks</li> </ul> <p><b>Job Demands Levels 5 - 6 (Emphasis on Research)</b></p> <ul style="list-style-type: none"> <li>• Teaching and counselling merit points</li> <li>• Becoming qualified</li> <li>• University pedagogical studies</li> <li>• Developing the teaching of undergraduate students</li> </ul> <p><b>Job Demands Levels 5 - 6 (Emphasis on Teaching)</b></p> <ul style="list-style-type: none"> <li>• Teaching and counselling merit points and teaching development</li> <li>• University pedagogical studies</li> <li>• Skills in teaching and training technology, development activities</li> </ul> <p><b>Job Demands Level 7</b></p> <ul style="list-style-type: none"> <li>• Teaching merit points and development of teaching</li> <li>• University pedagogical studies</li> <li>• Long term teaching experience</li> <li>• Teacher networks</li> </ul> <p><b>Job Demands Levels 8 – 11</b></p> <ul style="list-style-type: none"> <li>• Teaching activities in discipline</li> <li>• Teaching development</li> <li>• Skills in teaching and training technology</li> <li>• Awards and prizes related to teaching</li> </ul>
<p><b>2 Research Merit Points</b></p> <p>Factors which should be taken into account in the performance assessments regarding the weightings in the work plan:</p> <ul style="list-style-type: none"> <li>• Success in writing own thesis, progress in thesis</li> <li>• Scholarly and artistic publications</li> <li>• Scholarly and artistic merit points</li> <li>• Reputation acquired within the scholarly or university community</li> <li>• Obtain degrees and scholarly, artistic and pedagogical qualifications, docents, especially at Levels 6 and 7</li> <li>• Awards and prizes related to scholarly and artistic skills</li> <li>• Expertise sought by the wider community</li> <li>• Acting as opponent in PhD defences</li> <li>• Number of theses supervised</li> <li>• External funding</li> </ul>	<p><b>Job Demands Levels 1 – 4</b></p> <ul style="list-style-type: none"> <li>• PhD thesis progress according to plan</li> <li>• Publications</li> <li>• Merit points in project work</li> </ul> <p><b>Job Demands Levels 5 - 6 (Emphasis on Research)</b></p> <ul style="list-style-type: none"> <li>• Publications</li> <li>• Scholarly expertise and expertise sought by the wider community</li> <li>• Government funding and external funding</li> </ul> <p><b>Job Demands Levels 5 - 6 (Emphasis on Teaching)</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Publications</li> <li>• Thesis counselling</li> <li>• Obtain degrees</li> </ul> <p><b>Job Demands Level 7</b></p> <ul style="list-style-type: none"> <li>• Refereed publications and other publications</li> <li>• Number of counselled degrees</li> <li>• Scholarly merit points</li> <li>• Obtain degrees</li> <li>• Government and external funding</li> </ul> <p><b>Job Demands Levels 8 – 11</b></p> <ul style="list-style-type: none"> <li>• Number of counselled degrees</li> <li>• Scholarly publications (particularly refereed) and other outstanding scholarly merit points</li> <li>• Government and external funding</li> </ul>

**Appendix 3a. Main Criteria and Level-Specific Criteria (Continued)**

<b>Main Criteria</b>	<b>Level-Specific Clarification Criteria</b>
<b>3 Community and University Service</b>	
Factors which should be taken into account in the performance assessments: <ul style="list-style-type: none"> <li>• Tasks within the university community</li> <li>• Community service merit points</li> <li>• Cooperation skills, supervising skills (if needed)</li> <li>• Commitment to work and work society</li> <li>• Interactions in networks and stakeholder groups</li> </ul>	<b>All Job Demands Levels</b> <ul style="list-style-type: none"> <li>• Substantial merit points and expertise sought by the wider community</li> </ul> <b>Job Demands Levels 1 – 7</b> <ul style="list-style-type: none"> <li>• University community merit points should be evaluated during assessment discussions</li> </ul>



**3 COMMUNITY SERVICE MERIT POINTS (Corresponding to the Level which best describes your job, per Appendix 3a)**

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**Supervisor's Statement (including Community Service Merit Points, especially at Levels 1 – 7):**

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Supervisor \_\_\_\_\_

Signature and Name

**Employee Dissent Report (if required)**

The supervisor's statement (above) differs from my view.

Explanation:

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**Employee**

Signature: \_\_\_\_\_

Site: \_\_\_\_\_

**Appendix 3c**

**SUMMARY OF PERSONAL WORK PERFORMANCE OF TEACHING AND RESEARCH STAFF**

Employee:

Supervisor:

Representative of Employer:

The assessment has been assisted by an assessment group comprised of several people:

Date of Assessment:

**Instructions to the Assessment Performance Supervisor:**

Mark the assessments in grids 1 to 3, the merit points in question will be documented and recorded separately.

The assessments should be conducted for job demands levels and discipline.

The main criteria of the assessments (1-3) are weighted according to the tasks.

The assessment scale is 1 to 9.

Instructions in greater detail can be found in the description concerning the assessment system

**1. Teaching Merit Points**

Assessment according to main and level-specific criteria as in Appendix 3a

	Weighting	Assessment based on Merit Points	Weighted Result
Supervisor (if required):			
Employer:			

**2. Research Merit Points**

Assessment according to main and level-specific criteria as in Appendix 3a

	Weighting	Assessment based on Merit Points	Weighted Result
Supervisor (if required):			
Employer:			

**3. Community Service Merit Points**

Assessment according to main and level-specific criteria as in Appendix 3a

	Weighting	Assessment based on Merit Points	Weighted Result
Supervisor (if required):			
Employer:			

**Employer's Decision**

Summarised Outcome of Assessment: \_\_\_\_\_

Personal Performance Assessment: \_\_\_\_\_

Employer's Signature:

\_\_\_\_\_

**Further information (if required)**

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Archive

## **Appendix 4**

### **Evaluating the *Personal Work Performance* of University General Staff**

The *personal work performance* of university personnel is to be evaluated using a scheme based on evaluation methods, factors and an evaluation scale. The impact of *personal work performance* on employees' personal wage component will be agreed on in the Collective Agreements for State Employees.

#### **Evaluation methods**

Employees' *personal work performance* is to be evaluated in conjunction with their annual assessment discussion. The evaluation focuses on the employee's performance in his/her duties and the objectives set in the previous development discussion. Assessment discussions are an important part of the work of supervisors and staff in personnel management, as is the interaction between an employee and his/her supervisor.

A successful assessment discussion requires careful preparation. An employee can prepare for the discussion by evaluating his/her performance in advance, for instance. Time should be set aside for the discussion so that neither party is distracted by other tasks.

The employee and supervisor decide which evaluation scheme for the *personal work performance* is appropriate. The supervisor is responsible for the evaluation of the employee's performance. The supervisor records the results of the evaluation and related information on the evaluation form. The employee will receive a copy of this form. If the supervisor's evaluation does not correspond with the employee's own evaluation, the employee's own evaluation and reasons should also be noted. The supervisor will propose a suitable performance level on the basis of the evaluation, and will confirm the performance evaluation and level.

Any disagreement relating to the *personal work performance* evaluation should be dealt with on the request of the employee or his/her union representative (acting on his/her behalf) with the supervisor or any other representative of the employer responsible for salary system issues.

#### **Evaluation factors**

##### **1. PROFICIENCY**

###### **1.1 Skills**, for example:

- overall mastery of the tasks; knowledge, skills, methods and tools
- maintaining professional skills
- ability to focus on what is important

###### **1.2 Focus**, for example:

- responding to new challenges and ideas; attitude towards new tasks and practices
- active role in developing the job
- developing professional knowledge and skills

1.3 **Multi-disciplinary skills / specialisation**, for example:

- special skills or expertise possibly unrelated to the job but beneficial to the work community

2. RESPONSIBILITY AND ACTIVITY IN THE WORK COMMUNITY

2.1 **Initiative**, for example:

- taking initiatives at work
- taking initiatives in developing working practices and the work community

2.2 **Cooperation skills**, for example:

- how the person cooperates within the work community and with outside parties and interest groups
- promoting unity and a good atmosphere
- how the person acts in conflict situations

2.3 **Commitment to the job and the work community**, for example:

- developing the work community
- observing common practices
- commitment to tasks and the objectives of the work community
- the extent to which the person participates in performance of university community tasks

For example the following should be taken into account when evaluating the cooperation skills and commitment of supervisors:

- supporting, encouraging and motivating employees in pursuing their goals
- creating a positive, functioning and productive work community

3. QUALITY AND RESULTS

3.1 **Productivity**, for example:

- achievement of objectives related to e.g. quantity or schedules

3.2 **Quality of work**, for example:

- work quality with regard to the requirements and objectives

3.3 **Efficiency and effectiveness**, for example:

- carrying out tasks in an economical way
- careful use of resources

## Evaluation scale

*Personal work performance* is to be evaluated factor by factor (sections 1.1. – 3.3) on a scale of 1 – 5.

The employee's personal objectives refer to the objectives set during the development discussion with their supervisor.

All evaluations are to be justified. If the overall evaluation indicates that a satisfactory level has been attained, or the employee's performance requires development, the employee and supervisor should agree on practical measures to improve performance.

- 5 points**      **Outstanding performance.** The person's work performance clearly exceeds all the performance requirements and personal objectives related to the job, both qualitatively and quantitatively.
- 4 points**      **Above expectations.** The person's work performance meets the job requirements very well. Work performance exceeds the personal objectives related to the job both qualitatively and quantitatively on many counts.
- 3 points**      **Good; according to expectations.** The person's work performance meets the performance requirements and personal objectives related to the job. High-quality performance in the key areas of the job.
- 2 points**      **Satisfactory performance.** The person's work performance meets the basic performance requirements and main personal objectives related to the job. However, some aspects of the performance might need to be developed.
- 1 point**      **Improvement required.** The person's work performance needs to be significantly improved. The performance does not meet the requirements or performance level that can reasonably be expected.

**Personal Work Performance Evaluation Form for University General Staff**

Employee
Supervisor
Evaluation date

**Evaluation scale (on a scale of 1-5, incl. half points):**

- 5 Outstanding
- 4 Above expectations
- 3 According to expectations
- 2 Satisfactory
- 1 Development required

<b>1. PROFICIENCY</b>	Points
1.1 Skills	
1.2 Development	
1.3 Multi-disciplinarity/specialisation	

<b>2. RESPONSIBILITY AND ACTIVITY IN THE WORK COMMUNITY</b>	
2.1 Initiative	
2.2 Cooperation skills	
2.3 Commitment to the job and the work community	

<b>3. QUALITY AND RESULTS</b>	
3.1 Productivity	
3.2 Quality of work	
3.3 Efficiency and effectiveness	

TOTAL POINTS (1.1—3.3) (to be transferred to Summary Form)	
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Further information
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Mutually agreed measures to improve the performance if the outcome of the assessment so requires

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### Overall *Personal Work Performance* Form

<b>Employee</b>	<b>Supervisor</b>
<b>Occupational code</b>	
<b>Unit</b>	<b>Job title</b>
<b>Demand level</b>	<b>Performance level</b>

We have discussed the employee's work performance

Date \_\_\_\_\_

Signatures (and name in block letters)

\_\_\_\_\_  
Supervisor                      Employee

The evaluation above does not correspond to my own evaluation of my performance

<b>Further information:</b>
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Employee's signature (and name in block letters) \_\_\_\_\_

<b>Grounds for employer's decision (if needed):</b>
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Date \_\_\_\_\_

Employer's signature \_\_\_\_\_

Performance level \_\_\_\_\_

<b>Archive</b>
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