

# Work-Life Balance and Gender Specific Career Patterns in Higher Education and Research: First Results

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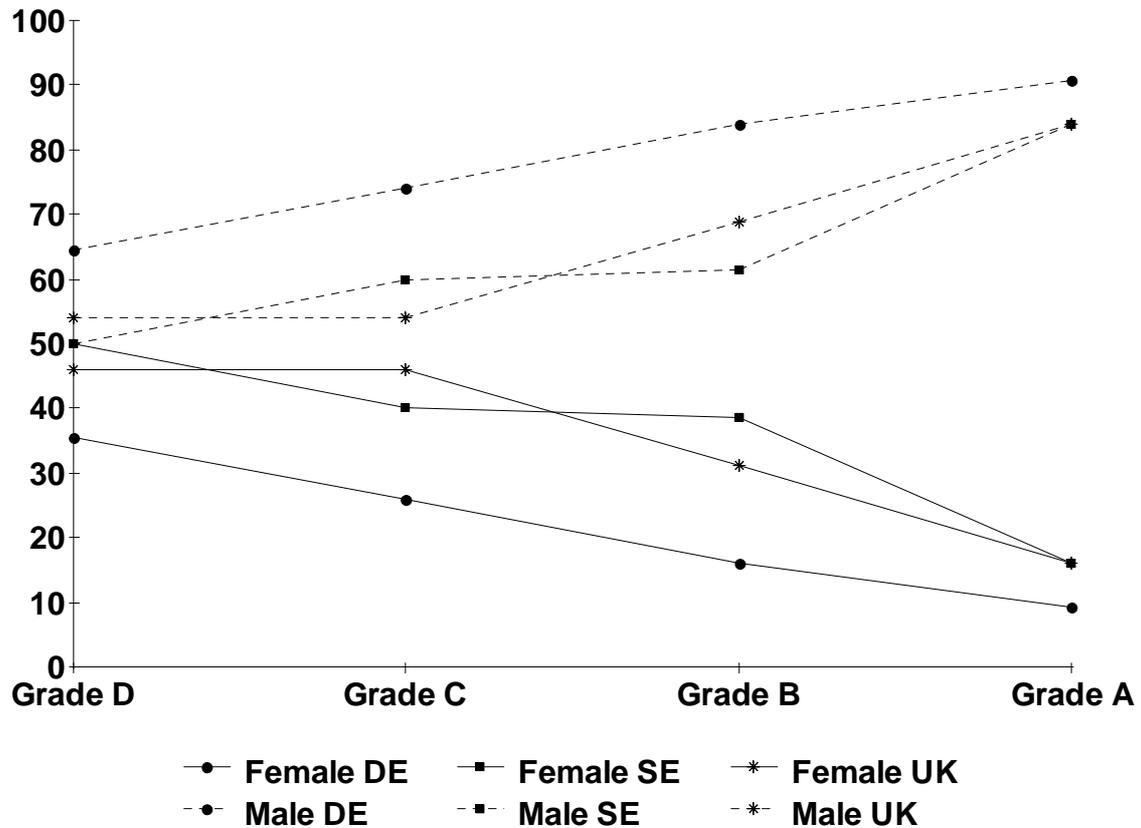
## Introduction

This paper aims to give a first impression of different aspects, shaping the preconditions for the work-life balance and its impacts on gender specific career trajectories in higher education in Sweden, Germany and United Kingdom. It takes up the results of first surveys provided by SULF, GEW and UCU, using a criteria grid, which was developed by GEW. It tries to figure out the common as well as the differing results.

### The leaky pipeline

In all European countries women are increasingly underrepresented at higher ranks of academia. The so-called “leaky pipeline” is leakier in Germany than in Sweden and the United Kingdom. But in all three countries there is still a very long way to go, to reach equal opportunities in higher education and research.

## Share of female and male staff in higher education and research in Germany, Sweden and the United Kingdom in percent



European Commission 2006, 57; Grade A: professors, grade B: senior lecturers, grade C: post docs, lecturers, grade D: graduated academic staff

## 1. Working Time Regulations

### 1.1 Part time employment

SE: For everyone until the child is 8 years (Parental Leave Act, 1995, Section 7), for civil servants until the child is 12 years. SULF normally warns against part-time work, since it affects future pension, sick leave and unemployment compensation, etc.

DE: For parents of children aged not older than three years part time employment is possible (Bundeselterngeld- und Erziehungszeitgesetz, 2006, §15). A large share of junior scientific staff works part time unvoluntarily, because in many fields full jobs are not available. Employees have a general right to part time employment, as long as it is not in conflict with company needs (Teilzeit- und Befristungsgesetz, § 8). Women are more likely to work part time.

UK: There are two types of part time staff in higher education:

- Fractional part time employed on a fraction of full time post
- Hourly paid part time staff, paid per hour and usually on termly or annual (9 months) contracts

Teaching-only contracts are part time very often. Women are more likely to be found in part time employment.

## 1.2 Maternity leave and parental leave

SE: Maternity leave: “A female employee is entitled to full leave in connection with her child's birth during a continuous period of at least seven weeks prior to the estimated time for delivery and seven weeks after the delivery.” (Parental Leave Act, 1995, Section 4) Parental leave: Full leave without parental benefit is possible for mothers and fathers until the child is 18 months old. (Section 5) Full leave with parental benefit during 480 days (16 months) *for everyone* is granted for every child, also adopted ones. For 390 days, the maximum parental allowance is SEK 874 (about USD 110) a day. For the remaining 90 days the allowance is lower (SEK 180 a day in the case of children born on July 1, 2006, or later, otherwise the allowance is SEK 60). 60 days (2 months) are reserved for each parent. (National Insurance Act, 1962, Chapter 4) Many employers compensate the difference between the amount granted by the National Insurance Office up till 80% of the salary. Compensation on taxes is given to a parent not compensated by his/her employer who loses more salary than the other.

DE: Maternity leave is provided six weeks before estimated birth of the child and eight weeks post birth. (Mutterschutzgesetz, § 3, § 6) Full parental leave is possible until the child is three years old. Benefited Leave (“Elterngeld”) is possible for 14 months per child, maximum 12 months for mother or father. The parental benefit amounts to 67% of the regular salary, minimum 300 Euro, maximum 1.800 Euro (Bundeselterngeld- und Elternzeitgesetz, 2006, §1, §2, §4). “Elterngeld” was introduced in 2006 and refers to a modernisation in German family-policy, as it is salary-based and sets incentives for fathers to participate in child care. The number of fathers obtaining “Elterngeld” is increasing, but most of them leave work for only two months.

UK: Statutory maternity leave is 52 weeks with statutory maternity pay for 39 weeks: 6 weeks at 90% normal pay + 33 weeks at the lower of either £123.06 p/week or 90% of earnings. 97 universities have local agreements that are better than the statutory provision.

Paternity leave: Employees can take one week or two consecutive weeks' leave. It cannot be taken as odd days or two separate weeks. Leave cannot begin before the baby's birth. The employee can choose to begin leave either on the day the baby is born, after a specified number of days following the birth, or on a specified date after the birth, as previously notified to the employer. Leave must be completed within 56 days of the actual birth. Parental leave is 13 weeks statutory unpaid leave to be taken in blocks of 4 weeks (not transferable between parents) until the child is five years old. 20 universities have agreements that are better than the statutory provision, with some paid leave and leave allowed up to 13 weeks at one time.

## 1.3 Leave for child-care and maintenance of titles

SE: Leave for child-care is unproblematic if you have a permanent position. When temporarily employed problems may arise if the leave exceeds the working period. If externally funded the position may be lost.

DE: The right to return into the previous job is only possible to realize when the position does not rely on a fixed-term contract, e.g. in a research project.

UK: Employees have the right to return to the same job after ordinary maternity leave. There may be some exceptions to this if the employee takes more than 26 weeks' maternity leave and if it is not reasonably practicable for the employer to hold her job open. However, she must still be offered a job that is suitable with terms and conditions which are not less favourable. (The Maternity and Parental Leave (Amendment) Regulations 2006)

#### **1.4 Teleworking**

SE: Can be agreed upon with the employer. The Working Environment Law makes the employer responsible for the workplace at home as well.

DE: Teleworking is introduced in the public sector. Its extent and organization differs between the employing federal states ("Bundesländer") and institutions of higher education. Conditions are negotiated between employers, unions and employees representatives ("Personalräte"), e.g. at University of Hanover (Gotzmann 2008).

UK: There is a statutory right to request flexible working which could include teleworking, staggered hours etc. (Flexible Working Regulations 2002; Flexible Working (Amendment) Regulations 2006) But there is no actual right to flexible working nationally. 91 universities have local agreements in place on flexible working.

#### **1.5 Working times (evening, week-end)**

SE: As a teacher/researcher the working hours are often to considerable extent at your disposal (National agreement combined with local ones at each HEI).

DE: Working time in a full job is between 38,5h and 42h per week. It differs between the federal states, in eastern Germany it is higher than in western Germany. The disposition of working-hours is generally negotiated locally between institutions of higher education and employees representatives. Scientific staff is in many cases excluded from representatives responsibilities. Working overtime in the evening and on the weekend is common.

UK: There is a long hours culture, but with some degree of flexibility. There is a national employment contract in post '92 new universities.

#### **1.6 Leave at the occasion of a child's illness**

SE: Until the age of 12 years parents get 80% of their salary from the National Insurance Office.

DE: Leave in case of child's illness is possible until it is 12 years old for not more than 10 days per year. Parents obtain 70-90% of regular salary, paid by their health insurance agency ("Krankengeld"). (Sozialgesetzbuch V, § 45)

UK: 66 universities have agreements in place that range from allowing 1 unpaid day off and up to 10 days paid leave for child-care reasons. The statutory right only goes as far as "reasonable unpaid leave to deal with unexpected incidents involving dependents". (The Maternity and Parental Leave (Amendment) Regulations 2001)

## **2. Workplace Culture**

### **2.1 Habitus of the teachers and researchers**

SE: The attitudes on combining the academic career with family life vary, mostly according to age and hierarchy. I.e. older, male professors tend to describe the profession as a “mission”, whereas young doctoral candidates of both sexes call for decent working conditions.

DE: Max Weber mentioned that the “experience” made by a “man of science” is based on “passion” and “hard work” (Max Weber 1919), what might still describe the self-concept of most academics.

UK: The predominant culture of most universities is still largely based on male work patterns and values. The proportion of academics who are women has increased in recent years, but the number in the highest positions is still very low. The gender pay gap remains high. 42% of women who worked part time in 2007-08. Those who work part time often find that they’re not taken seriously and not considered for promotion.

### **2.2 Informal Contacts**

SE: Since informal contacts are important for the academic career male professors will (unconsciously) favour young males (homo sociality). This is why SULF strongly advocates national regulation regarding university teacher positions.

DE: The cooptation of men by male professors for sure is a main reason for women’s under-representation in academia. 70% of academic staff was asked by a known professor to apply for their first job (Grühn/Hecht/Rubelt/Schmidt 2009, 35). There are significant gender differences concerning the active and passive participation of doctorate candidates in research congresses. Women gave an own presentation less often, but also visited them less often as a participant (Thesis 2004, 19). Even women who successfully made it to the top of the career ladder feel less integrated into the male dominated scientific community (Zimmer/Krimmer/Stallmann 2007, 233).

UK: Female professors regret that they can not visit congresses or go to a pub after work very often because of child-care responsibilities. That hinders them to network as successful as their male colleagues and disadvantages their career. (Leontowitsch/Vázquez-Cupeiro 2007, 285)

### **2.3 „Mother“images and role models / prejudices of superiors**

SE: The political amendments have gradually influenced the academic culture. Still the number of female professors is amazingly low (18%). This is not only due to time factors, but also to women not finding academia an attractive workplace and the above mentioned homo sociality.

DE: Mothers are seen as being most responsible for the wellbeing of their children, so mothers are still expected to give priority to family. On the contrary, the preconditions which are expected to manage an academic career successfully are hard to meet when being mother. Female junior academics declare twice as often as male junior academics (43% vs. 28%) that

they have postponed the wish for a child because of professional or financial reasons (Grühn/Hecht/Rubelt/Schmidt 2009, 31). A more traditional partnership seems to apply more to the women: 57% of female scientists declare that they are most responsible for care and domestic work. Only 12% of male scientists do so (Lind 2008: 17). Female professors state more often than male professors do, that they had to make personal sacrifices in having or delaying children and in time spent with children (Majcher 2007, S. 320). All indicates that combining motherhood and academic career is predicted to be hard.

UK: Female academics mention, that going on maternity leave or working part time is not well accepted in academia. Their male colleagues seem not to recognise special challenges of mothers (and fathers) to combine work and family duties. (Leontowitsch/Vázquez-Cupeiro 2007, 287-292)

## **2.4 Self-concept of professional networks**

DE: Many of German traditional student's fraternities ("Burschenschaften") are not open for women. They offer free accommodation to students and are based on life-long membership. Their networks are used for co-optation. Most fraternities are criticised for sexism and a straight conservative ideology. Some of them have connections to the extreme political right. These male networks may be in decline, but still have some influence.

## **2.5 Importance of the quantity of publications performed**

SE: The importance of the quantity of publications performed has been stressed lately, since allocation of research funds is dependant on citations. This has been proven to be a disadvantage for humanities and social sciences, areas with comparatively many females.

DE: Female academics tend to be more committed in teaching and administration, what might be one reason that they do not publish as much as their male colleagues do. Even if teaching-experience is declared to be concerned too, when applying for promotion or funding, the number of publications is the most important indicator.

UK: For promotion merits in two of three fields are requested: teaching, administration and research. Indeed, there is little doubt that commitment in research, measured in the number of publications, is decisive. In Britain, status within academia, and also your financial value to your university, whose public funding largely depends on the amount of high-status research its staff publish, is largely dependant on the amount of research you publish.

## **2.6 Mobility Requirements**

SE: Mobility Requirements are most prominent in medicine and natural sciences where a post doc abroad is mandatory. Since scholarships have no social benefits family life is hard to combine.

DE: Promotion to professor is not possible at the university where the obligatory second book was written ("Habilitation"). Tenure-track options for junior professors (a new alternative career-track, established a few years ago) exist only in a few cases. As a change of university

is obligatory to be promoted, high inner-German mobility is required. Academic experience abroad is increasingly demanded.

UK: No general need for mobility because of the tenure-track model. The traditional male trajectory is to work full-time, strive to get as much published as possible, and be prepared to move anywhere in the country, or indeed even the world, to get promotion.

## **2.7 WLB-related Research topics**

SE: As far as we know there is some general “family research” in Sociology (e.g. Roman and Ahrnhe), Economy (e.g. Stark) and Economical history (Stanfors).

DE: The German Trade Unions Conference (DGB) is publishing an annual “Index of good work”, including a supplemental paper on work-life balance (DGB 2007). There is some research on the work-life balance of double career couples at the “Wissenschaftszentrum Berlin” (WZB) (Emmy-Noether-Nachwuchsgruppe 'Liebe', Arbeit, Anerkennung).

UK: There is some research on work-life balance, commissioned by the Department for Employment and Education (Hogarth/Hasluck/Gaëlle 2001).

## **2.8 „Being in touch with life“ as quality characteristic of scientific work**

SE: „Being in touch with life“ as quality characteristic of scientific work has been/is used as an argument for gender research, also by ministers of education and equity, but has also been ridiculed.

DE: Approaches of research that are “in touch with life” may encourage more women to start an academic career. Female students are more likely to be found in such studies, e.g. software engineering instead of theoretical computer science.

## **2.9 Significance of everyday life’s experiences in connection with higher education and research**

SE: Gender perspectives are considered to be important in HE as well as in research. Equity is stressed in the Act of Higher Education.

# **3. Personal structure**

## **3.1 Unlimited employment below professorship**

SE: Unlimited employment below professorship exists (senior and junior lecturer and some researchers), but the road to get a permanent position is uncertain and takes much too long (on average 7 years after the doctoral degree at Lund University).

DE: Nearly all scientific positions below professorships are based on fixed-term contracts. Employment contracts are running shorter and shorter, as externally funded research is increasing. The Act on Academic Fixed-Term Contracts (“Wissenschaftszeitvertragsgesetz”)

allows fixed-term employment for six years before doctorate and six years post doctorate. Fixed-term employment is unrestrictedly possible, if it is “predominantly” funded externally (Wissenschaftszeitvertragsgesetz, §2).

UK: Lecturers in most cases get tenure after three years. So a large share of scientific staff below professorships is employed unlimitedly (most junior lecturers, senior lecturers). It is used to employ researchers on fixed-term contracts. (Kreckel 2008, 124-126) 25% of research-only academics are on permanent contracts, 49% of teaching-only academics and 89% of teaching-and-research academics. (UCU 2009, 2)

### **3.2 Career plans (tenure-track, etc.)**

SE: The number of post doctoral positions is much too few, compared to the numbers of doctoral degrees awarded.

DE: No tenure-tracks in general. A successfully written second book (“Habilitation”) does not directly lead to a professorship, because a vacancy is needed for promotion. The alternative junior professorship (“Juniorprofessur”) takes six years. It is distinguished from the “Habilitation” by a higher teaching load, autonomous research and cumulative qualification instead of a second book. As this career-track was established a few years ago, there is little knowing about its outcomes. The scientific community seems to prefer the traditional career-track. The share of women in junior professorships amounts to 29% and is higher as in the traditional Habilitation (23%). Promotion to professor is common in the age of 40.

UK: In the years when getting promoted is most likely (age 30-45) many women academics are not in a position to prioritise career development as the responsibility for caring for children or elderly relatives still tends to fall to them.

### **3.3 Horizontal courses of career**

SE: Horizontal courses of career are more often chosen by female doctors and post doctors, since those careers (administrative or non-academia) have more social security. There is a high number of permanent senior lecturers and a considerable number of junior lecturers at Swedish academia. Since 1999 promotion to a higher position is possible if aspirants are appropriately qualified (not necessarily a PhD). Positions do not have to be declared vacant any more. (Swedish National Agency for Higher Education 2006, 75-80)

DE: In the logic of the German system of higher education, every member of academic staff, who is no professor, is seen as an aspirant to a professorship. But as the number of “Habilitationen” is much higher than the number of vacancies, many of them will fail. Because of the lack of a horizontal course of career many academics drop out in the age of 40 years or remain, highly vulnerable, in fixed-term employments or on the basis of benefited (or even un-benefited) teaching assignments.

UK: Many academics remain senior lecturers until retirement, without being promoted to full professor. There are only small differences between senior lecturers and full professors, concerning their duties as well as their academic rights. (Kreckel 2008, 124-126)

### **3.4 Age limits for employment and career**

SE: For post doc positions there are time limits – 2 and 5 years resp. after PhDs – but these can be prolonged if parental leaves have occurred.

DE: The Act on Fixed-Term-Employment in higher education and research limits fixed-term employment (i.e. employment, because permanent contracts are very unpopular among Institutions) to 12 years, six years before doctorate and six years post doctorate. This space of time is enlarged for two years per child, parental leave is excluded.

(Wissenschaftszeitvertragsgesetz, §2) Aspirants to doctoral scholarships are asked for a “speedy” finished diploma. Doctoral scholarships can be extended for a year in case of children aged not older than 12 years. (BMBF 2009)

### **3.5 Options to interrupt one’s career / career change (intersectoral mobility) / Chances to return after career breaks**

SE: Intersectoral mobility is generally not very large, so oftentimes the choice is for good. Parental leaves are usually respected.

D: Intersectoral mobility in universities is very low, but in colleges (“Fachhochschule”) it is higher. As longer a parental leave or a career-break takes, as less likely is a return. There exist a few efforts to enable a return after a career-break, e.g. the Lydia Rabinowitsch Fellowship at Charité in Berlin, addressed to female post-docs who want to return after a parental leave.

UK: 18 universities have local agreements on career breaks, but as continued funding for academic posts depends on lecturers maintaining an active research profile, those who take breaks can be disadvantaged. Sabbaticals are sometimes offered to lecturers with a minimum of 3 years service in their university. The Daphne Jackson Trust provides funding to enable a return into science after a career break.

### **3.6 Regulations of deputyship for projects**

DE: It is very hard to use the right on parental leave in externally funded research-projects, because this will lead to a vacancy in most cases. The most important German research funder DFG asks member institutions to actively empower men and women to combine family and academic career (DFG 2008, 2). A possible way to solve this problem is creating staff-pools in the research institutions.

UK: Good Practice Example: Queen’s University Belfast: The University is considering the possibility of setting up a Paternity Cover Fund to mirror the already existing and successful Maternity Cover Fund – this is a central fund which has been created by the University comprising the amount of money reclaimed through Statutory Pay Credits plus a top up from University funds. It provides assistance to departments and schools to ensure that the essential work of all members of staff who take maternity leave is covered and that women can enjoy an anxiety-free maternity leave. (JNCHES 2008, 22)

### **3.7 Protection against dismissal**

SE: There is no protection against dismissal if „lack of labour“ has been negotiated, but if you are on parental leave the period of notice does not start until the parent returns to work.

DE: Dismissal during pregnancy and four months after the birth of the child is forbidden. (Mutterschutzgesetz, § 9)

UK: Employees are protected from dismissal or unfavourable treatment for reasons connected with their pregnancy.

### **3.8 Flexibility of engagement (commitment) and focus in different phases of life**

SE: The post doctoral phase – merit building - often coincides with the family-building phase and unless the young researcher cannot share/unburden family responsibilities with a partner/someone else the focus is hard to find.

DE: The teaching load is given for all members of an academic group and so is not linked to the phase of life and can not be handled flexibly. Teaching contents became defined more strictly under the rule of the Bologna process. Freedom of research is only given to professors.

UK: Teaching load is handled flexibly.

### **3.9 Dual Career offers**

DE: Dual-Career-Concepts are getting more and more popular: In the case of promotion, spouses or partners should be enabled to an adequate career-development at the same institution or in the same city. Universities are trying to get more attractive for scientists this way, but sometimes the privileged treatment of spouses leads to conflicts at the workplace.

## **4. Child-care**

### **4.1 Welfare-State Regime**

SE: The Swedish welfare-state is seen as the prototype of the *social-democratic welfare-state*. It is universalistic and generously shaped, based on “politics against markets”. Labour market participation of women is high, because public child-care is well developed. High taxes, based on the individual income, set additional incentives for double-earner households. (Esping-Andersen 1990; Ostner 1995)

DE: The corporatist and fragmented German *conservative welfare-state* refers to a traditional concept of families. Small public care-services and the taxation of the household-income support the “male bread-winner model”. Today, increasing labour market participation of women very often takes place in low paid part-time jobs. (Esping-Andersen 1990; Ostner 1995)

UK: In *Liberal welfare-states*, like the British, means-tested programs for the poorest predominate. As the public care-sector is not well developed, women are employed in part-time jobs more often than men. (Esping-Andersen 1990; Ostner 1995)

#### **4. Title to a place in day care**

SE: A place in day care is guaranteed by law by the local community for all employees and students. The costs are heavily subsidised.

DE: A place in a kindergarten is guaranteed by law for every child aged 3 years or older (Sozialgesetzbuch VIII, § 24). Fees vary between the local communities as well as between institutions that offer child day-care (communities, churches, charity-organisations). Some federal states have abolished fees for the last year before school.

#### **4.3 Availability of places**

SE: See above, but in reality it does not *always* work.

DE: Availability of day-care for children younger than three is high in eastern Germany, as it was broadly introduced in the Democratic Republic of Germany and remained high after the reunion in 1991. In western Germany it is considerably lower, while demand is increasing rapidly. The government wants to offer child day-care for 35% of all children up to the age of three years until 2013. Today it amounts to 42% in eastern Germany and to 12% in western Germany. As there is only slow progress in some federal states, the government seems to fail this objective. (Bundesregierung 2009)

UK: Child-care provision is not universal and very expensive.

#### **4.4 Opening hours of child-care facilities**

SE: Opening hours of child-care facilities are *normal* working hours during weekdays. Some communities have special night-care (not for university teachers).

DE: In Germany school, as well as kindergarten, traditionally ends at noon, due to the housewife-concept of mothers. Today afternoon lessons, school lunch and afternoon child-care are expanding, but are still unusual. In western Germany only 33% of children up to three years in child-care find themselves in an institution, that opens more than seven hours per day. In eastern Germany their share amounts to 65%.

#### **4.5 Company day-care**

SE: Since the public responsibility is well defined hardly any company day care exists.

DE: The Associations for Students Affairs (“Studentenwerke”) offer child day care for students and for employees.

UK: Some universities provide crèches (which give priority to students, however). 51 universities have agreements on child-care and some offer vouchers schemes, paying towards employees' child-care costs.

#### **4.6 Children on the Campus**

SE: See child-care.

DE: Sometimes baby-changing tables, rooms for breastfeeding or for playing children exist.

### **5. Study Conditions**

#### **5.1 Part-time studies**

SE: Part-time studies and e-learning courses are offered by most HEIs.

DE: Most German students actually study part-time, as most of them are jobbing. But most curricula don't know part-time-studies. Maternity-leave for a semester is possible.

UK: Part-time studies are available at most institutions and e-learning is also offered in many places.

#### **5.2 Examination dates with child-care**

SE: Examination dates with child-care are (as far as we know) non existent. Some HEIs (e.g. Uppsala University) have a policy to have examination only during office hours.

DE: The equal opportunities schemes of institutions may ask for examination dates during normal working hours. (e.g. Präsidium der Philipps-Universität Marburg 2001, 7)

#### **5.3 Prolongation of deadlines for examinations when a child is ill or when home care duties have to be carried out**

SE: Normally, extra opportunities are offered for written examinations. Deadlines for home assignments can normally be negotiated.

DE: May be found in equal opportunities schemes of institutions. E.g. at University of Marburg it should be possible to postpone examinations if a child is ill. (Präsidium der Philipps-Universität Marburg 2001, 7)

#### **5.4 General Studies vs. tight and restricted fields of study**

SE: General studies are normally easier to adopt to personal needs (part-time, e-learning etc.) than study programs.

DE: Studies have become much more restrictive under the rule of the Bologna process. (Banscherus/Gulbins/Himpele/Staak 2009)

## **6. Financing**

### **6.1 Child-allowance**

SE: Child-allowance is paid to everybody living in Sweden, the amount per child is higher the more children you have. There are however no tax reductions for parents.

DE: Child-allowance amounts to 164 Euro for the first and the second child, 170 Euro for the third child and 195 Euro for the fourth and every next child. Parents also obtain tax reductions for every child, so in the case of high-income households tax reductions are higher than child-allowance and therefore replace it.

UK: There is a tax credit system available to households earning less than £50,000 a year.

### **6.2 Scholarships and child-care allowances**

SE: Post doctors on scholarships abroad are given extra allowances for children.

DE: Doctoral candidates with Scholarships can obtain 155 Euro extra for a child not older than 12 years if the partner does not earn more than 15.340 Euro per year. They get 205 Euro for the second and 255 Euro for the third and every next child. (BMBF 2009, 7-8)

UK: Students with caring responsibilities are entitled to several kinds of funding and benefits, for example a Child-care Grant. This is available to students with children under 15 and the grant pays 85% of actual child-care costs for a year at a time. There is also a tax credit system.

### **6.3 Loans**

SE: When studying, extra loans are given if you have children. (Centrala studiestödsnemnden, CSN)

DE: Students can obtain “BAföG”, dependent on the income of parents or spouses. 50% is a grant and 50% a loan (ex interest). For child-care a monthly grant of 113 Euro for the first and 85 Euro for every next child is added. (Bundesausbildungsförderungsgesetz, § 14b)

### **6.4 Family insurances**

SE: As citizens have direct access to the health system, no family insurance is needed.

DE: Children and young adults until the age of 25 years can join the health insurance of their father or their mother for free if he or she is member of a statutory health insurance agency. Civil servants (and their children) are not included in the statutory insurance system. 50% of costs for medical aid are refunded by the state (“Beihilfe”). They use to be members of a private health insurance agency.

UK: Citizens have direct access to the National Health System (NHS).

### **6.5 Times pursuant to pension law**

SE: Pensions are generally individual, but private and pensions connected to your employment can be divided between parents.

DE: For caring for a child until it is three years old, parents obtain entitlement to higher statutory pensions. (Sozialgesetzbuch VI, § 56, § 70)

## **7. National Particularities**

UK: The great majority of current staff working in pre-92 higher education institutions are members of the Universities Superannuation Scheme (USS), and a small number remains in the modified Federated Superannuation System for Universities (FSSU), or their own university superannuation schemes. Members working in the post-1992 higher education institutions in England and Wales will normally be offered membership of either the Teachers' Pension Scheme (TPS) or a Local Government Pension Scheme (LGPS) as applicable to their post.

DE: The federal system has a significant influence on the academic career development, since universities remain in the sole responsibility of the federal states (Länder). Also the structure of the higher education scene in the Länder differs for many reasons. As a result of this, both the legal situation in academic careers as well as the recruitment of researchers differs in the different Länder. Since the constitutional change in 2006 (reform of the federal system) might have a future influence on those differences. The federal framework legislative competence in staff regulations is no longer valid. The Länder can establish own legislation for academic staff in the future. The sole national legislation remains in the area of employment law, including temporary arrangement regulations for academic staff. (Weber 2009, 8)

## **8. Unions and women in higher education**

SE: 47% of SULF members are women.

DE: Most members of GEW work as teachers, 70% of all members are women. 43% of members employed in higher education are women. Union density in higher education is low, it accounts to only 5% (Grühn/Hecht/Rubelt/Schmidt 2009, 55). Women in GEW are represented by a Women's Committee and a member in the executive board.

UK: UCU only came into being in June 2006, formed from a merger of two previous unions. Its new structures allow for women's issues to be dealt with specifically. There are five reserved seats for women on the National Executive, but in fact women are slightly in the majority on the National Executive, although they make up only about 45% of the membership. UCU holds an annual conference for women members, which all branches are entitled to send a delegate to, and this elects a Women's Committee, which meets four times a year, with election taking place every year.

## 9. Some other aspects

Care of elderly

Gender-specific division of care and domestic work

Work-life balance as a subject of administration and policy of higher education

Keeping in touch with workplace and further qualification during maternity and parental leave

Child-care during congresses and meetings

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