

leadership positions are the only important and valuable one's. From the German perspective, qualities that are important for scientists – such as strength and toughness – are perceived as neutral, so those who choose blend in are believed to perceive field as gendered, discussing gender power balance and issues.

Most of the German participants discuss problems and concerns related to male power in the STEM and try to challenge it with their own views on female leadership as a successful strategy. The strategy of challenging is chosen by those who are convinced that women can be good leaders and attempt to challenge and transform the current norms and rules which do give women enough room to be successful leaders. Women claim that they have all the qualities that are important for pursuing a career in the academia and for being leaders. I did not observe the challenging strategy in this form in the Russian context.

How Do Identity and Career Strategy Work Together?

In Germany universities provide institutional support, e.g. equal opportunities committees, parental leaves, day-care and financial support; women discuss the problems that exist in the field, which men are aware of too. Even though few respondents claimed they had never faced discrimination themselves, all of them share a view of the STEM field as gender-imbalanced and still favoring men. Attempts to challenge the current state of affairs are seen in the actions of gender opportunities committees, in local faculty initiatives, in the talks and the reflexivity that women have about the current situation. Attaching importance to both identities encourages women to challenge existing norms as they want to succeed in all spheres of life.

In Russia institutional support in that form is less present and awareness about discrimination issues is quite low. Few women are aware of the problematic aspects of male behavior, such as paternalistic comments, stereotypes and jokes about women in science, expectations from women to take care of the lab, etc. The interviewees in Russia assume teaching roles and claim to have successful careers. It can be seen as an avoidance strategy when women try to fill vacant positions by taking 'acceptable' positions in a gendered, male-oriented field, e.g. teaching positions. They adjust to the field by accepting its traditions but at the same time not turning away from their feminine identity or transforming their qualities. This helps them keep both identities separated and not conflicting.

The main difference between Russian and German participants is that some 'feminine' qualities are seen as good but in Russia, they confine women to a 'subordinate' (though not necessarily perceived as such) roles while cooperating with male leaders, while in Germany, 'feminine' 'soft' skills can be beneficial in leadership positions both for men and women.

To understand what a woman has to take into account and how that can help fit in, it is important to look at the career strategies women pursue, meanings they attach to mem-

bership in the academia and norms they see as dominant. My findings showed that the way women adjust — through positioning themselves in the academic discourse and by choosing certain professional identities and strategies for working in STEM — is closely related to the perceptions of a specific country context.

Reference

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Academic Career Challenges for Women in Switzerland

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If Professor Pleischner from the popular Russian TV show about Soviet intelligence activities in Nazi Germany, Seventeen Moments of Spring (1973), had really been in Bern during the 1940s, he would not have found Blumenstrasse because such street never existed in the Swiss capital. If this story had taken place today, Professor Pleischner would have rather been very surprised to find Tumarkinweg, a street named after a Russian woman, Anna Tumarkin. Who is Anna Tumarkin, and why is Switzerland so proud of her?

Anna Esther Tumarkin, or Anna Pavlovna Tumarkina (1875–1951), become the first female professor in Switzerland, and in all of Europe, in 1909 when she joined the faculty of the University of Bern. In addition to her major contributions to philosophy, her field of study, Tumarkin was actively engaged in the women's movement in Switzerland and beyond. Gustav Emil Mueller (1898–1987), her student and later professor of philosophy at the University of Oklahoma (USA), argued that, "Anna Tumarkin is the precious gift that vast Russia has bequeathed tiny Switzerland."

While the name of Anna Tumarkin has entered into history as the first female professor, her countrywoman, Nadezhda Prokofyevna Suslova (1843–1918), made her name as the first women in Switzerland to complete a doctorate in 1867 at the University of Zurich. Suslova, a daughter of former serfs (!), was the first ever female physician to hold a PhD. Indeed, the impact of Russians on the academic careers — including higher education — of women in Switzerland is more than significant. Swiss universities in Bern

and Zurich, together with the university in Paris, were the first universities in Europe to accept female candidates. It was one of the main reasons why many ambitious Russians studied in Switzerland. At the University of Zurich, for example, in the winter of 1872, about 30% of all the students enrolled were from Czarist Russia and the majority of them were women. In some disciplines, especially in medicine, women even outnumbered men. This “Russinenflut,” or “flood of Russians” provoked several protests among some Swiss students and faculty who doubted the qualifications of incoming students from Russia and demanded more favours for domestic students. The imperial government was also worried about the high number of students going to Switzerland. Its main concern was rather the uncontrolled political views of young people and the establishment of a strong opposition. On 2 June 1873, Alexander II (1818–1881) issued an ukaz banning the hiring of employees who had received their higher education in Zurich. The ukaz was aimed only at female students and graduates, however, and applied to almost 25% of the students enrolled at the University of Zurich.

In spite of this early progress in terms of equal opportunities in enrollment for both genders, Switzerland still has a long way to go toward full equality in other gender-related issues in the academia. Recent statistics show that the percentage of women earning bachelor's degrees has overtaken men – 53% vs 47%. On the PhD level, however, the number of women slightly declines – 43% women vs 57% men receiving PhDs. While this number is low in the European context (where women account for 47% of degree recipients on average), it is a very positive trend for Switzerland: in 2004, only 37% of all new PhDs were women. Nevertheless, the number of women receiving full-time professorships is significantly lower: only 19%, on average. In some disciplines, like economics, medicine and engineering, this indicator falls further down. Women are also underrepresented among university leaders (only 18%) and university consuls (23%). Experts often name two reasons for this trend: the family obligations that many female scholars might have, and their ability to understand and apply the informal rules for making an academic career.

It might be a challenge to combine family obligations and an academic career. It is important to mention that the role of women in Swiss society is rather traditional. The fact that women first got the right to vote in Switzerland only in 1971 — with one canton, Appenzell Innerrhoden, granting women the right to vote only in 1990 — shows how conservative this country is in terms of gender equality. Another late but very important decision was the introduction of a 14-week maternity leave in 2005. The structure and opening hours of pre-schools and elementary schools are established with the assumption that at least one family member — typically the mother — is available and, if working, then often part-time. Moreover, some employers might consider women with families to be immobile due the partner's career, making them less desirable as potential employees.

It might be difficult for women to enter, remain and rise within the academia. A career in the academia offers al-

most no tenure-track options and/or other opportunities to start as a young faculty member and to be promoted within the same institution. An academic career also often means temporary contracts with a permanent position only available at the level of full-time professorship. Vacant positions are always announced and presentations of all invited candidates are open to the public but decisions made by assessment committees might not always be transparent. Some members of assessment committees might support people they already know from elsewhere — a position that some might consider to be a normal collegial gesture, while others may judge as favoritism. Some members of the committee might favor candidate A, while others candidate B, and the job offer might be made to candidate C — a decision that some might call a compromise but others an internal intrigue. Some committee members might not favor bright, extraordinary candidates in order not to be overshadowed by their fame when they become colleagues. Moreover, hiring committees are not always trained or experienced in assessing international candidates and/or candidates from other disciplines. While these rules of the game apply for both genders, women suffer more from the lack of influential networks ready to advocate for them and share information on how the system works.

A Gender Perspective on Local and Cosmopolitan Identities in Academia

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Background

Research on gender differences in academic staff indicates that female academics display more international career orientations than their male counterparts (Halvorsen 2002, Archer 2008). Drawing on Gouldner's local and cosmopolitan identities (1957) this paper analyses gender differences in academic staff of Croatia, Poland and Romania.

Analytical framework

Locals are academic staff loyal to their institutions, where they remain throughout their careers and achieve leadership positions. They seek acknowledgement from local constituencies and do not specifically pursue international peers' recognition. Cosmopolitans are academic staff committed to the ideals of the academic profession, they constantly train to update their expertise and move between institutions and countries.

According to a power perspective women perceive themselves as cosmopolitan out of necessity, as they find difficult to progress in their career within the same university