

## D. Gender and diversity appropriate personnel selection at the University of Bayreuth

In its Structural & Developmental Planning "(StEP 2025), the University of Bayreuth affirmed its support of

"The University of Bayreuth values the diversity of its students, faculty and staff as an enrichment. We are expressly committed to the goals of gender equality, inclusion, equal opportunities and family friendliness. In all areas, we will identify and eliminate existing forms of personnel and structural discrimination at the University."

In the StEP, the University of Bayreuth has also set itself the task of implementing fair and transparent personnel processes, which is to be achieved by "professionalizing personnel selection for all employee groups through gender- and diversity-appropriate selection processes" (StEP 2025). After all, gender- and diversity-responsive personnel selection is the basic prerequisite for making the most of talent markets.



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Gender and diversity competence presupposes knowledge and awareness of the society-forming relevance of gender norms and the inequality relations produced. Since not only the members of an appointment committee but also future employees should have these competencies, these handouts will give you an insight into what constitutes these competencies and how they can be checked.

### A person exhibits gender and diversity sensitivity by

- engaging in self-reflection on attitudes, stereotypes and assumptions,
- being able and willing to treat others in a diverse team with respect and equality regardless of background, physical appearance, age, gender, sexual orientation, disabilities, religion (world-view),
- taking responsibility for creating an open communication and learning culture (towards students and staff);
- being flexible enough to take special needs into account and allow for new strategies,
- supporting and encouraging equal opportunities.

### Gender equality

One of the University of Bayreuth's central objectives and legal responsibilities (Art. 22 BayHIG) is gender equality and increasing the proportion of women in leadership positions and in areas in which women are under-represented.

### What you can do:

- formulate your vacancy description such that it addresses men and women equally.
- create a large applicant pool, e.g. by proactively approaching and searching for female candidates.

### **Non-discrimination and non-discrimination on grounds unrelated to science**

Another central objective is the prevention and elimination of discrimination with regard to protected characteristics as well as any discrimination on grounds unrelated to science. This includes

- Non-discrimination with regard to protected characteristics within the meaning of the General Equal Treatment Act (AGG): ethnic origin and any racist attributions, gender (female, male, third gender), religion/belief, disability, age, sexual identity,
- Non-discrimination due to other non-scientific reasons according to the recommendation of the Federal Anti-Discrimination Agency for Universities, in particular social origin/social status, chronic illness, marital status.

### **What you can do:**

- Specify and explain the selection criteria in accordance with the requirements profile set out in the advertisement at an early stage, meaning before reviewing the applications received, and thus create clarity at the beginning of the selection process.
- Identify, document and discuss (potential) discrimination and disadvantage features and indicators already during the summary comparison of the overall qualification of all applications received.
- Give the invited candidates the opportunity to explain discrimination or disadvantages with regard to their scientific career in a discussion with the committee.

### **Consideration of biographical features**

Another approach to promoting equal opportunities for all applicants in the appointment procedure is to take into account unavoidable delays in the academic career as well as other biographical peculiarities and hardships.

- Unavoidable delays in one's scientific career include, in particular, pregnancy and childbirth, childcare, care of relatives in need of care, disability or chronic illness, long, serious illness, military or civilian service (this is also taken into account in decisions by the German Research Foundation on applications for funding of research projects) as well as dual careers or part-time employment.
- Individually, there may be further biographical peculiarities and hardships, e.g. in connection with moving or fleeing to a different country.

### **What you can do:**

- When making a summary comparison of the overall qualifications of all the applications received, take account of delays in the academic career and biographical peculiarities as far as the application documents or the level of knowledge of the committee members make this possible.
- For this purpose, calculate the scientific age of the applicants (actual age minus special periods) and include biographical peculiarities in your overall assessment, e.g. - in accordance with the recommendations of the DFG - with regard to longer qualification phases, any publication gaps or reduced periods spent abroad<sup>5</sup>.
- Give the invited candidates the opportunity to explain discrimination or disadvantages with regard to their scientific career in a discussion with the committee.

### **Equal treatment, recognition and avoidance of stereotypes**

Stereotypes affect our expectation of how people should be, or how they shouldn't be merely on the basis of belonging to certain social groups. Women are therefore often assessed differently than men, irrespective of their professional performance and competence. This captures, for example, the so-called "think manager, think male" phenomenon: Comparing stereotypes that people have about men, women and leaders, it can be seen that stereotypes about men and leaders are very similar, while stereotypes about women and leaders tend to differ. This lack of fit between our role perceptions about leaders and about women can lead us to judge women as less suitable for leadership positions and even punish demonstrated leadership behaviour with social devaluation.<sup>6</sup>

### **What you can do:**

- Formulate a single list of questions to be used for all applicants independent of their heterogeneity or differences.
- Within the appointment board, cultivate a respectful communication culture with regard to all applicants.
- Reflect on potential stereotypes relating to the applicants and address them openly within the appointment board should they become relevant in the course of selecting a candidate or making appointment suggestions.
- Attend a continuing education workshop on gender and diversity sensitive communication.

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<sup>5</sup> [https://www.dfg.de/foerderung/grundlagen\\_rahmenbedingungen/chancengleichheit/allg\\_informationen/gleichstellungsstandards/index.html](https://www.dfg.de/foerderung/grundlagen_rahmenbedingungen/chancengleichheit/allg_informationen/gleichstellungsstandards/index.html) (last accessed 05 December 2022).

<sup>6</sup> See also Isabell Welp and Claudia Peus (2014). Gendergerechte Personalauswahl und Beförderung. Handreichung für EntscheidungsträgerInnen in Wirtschaft und Wissenschaft. Available at: [https://www.chancengleichheit.tum.de/fileadmin/w00blt/www/Karriere\\_und\\_Weiterbildung/Gendergerechte\\_Personalauswahl\\_und\\_Befoerderung\\_AuBeFuehr.pdf](https://www.chancengleichheit.tum.de/fileadmin/w00blt/www/Karriere_und_Weiterbildung/Gendergerechte_Personalauswahl_und_Befoerderung_AuBeFuehr.pdf) (last accessed 05 December 2022).