

## For family - friendliness

### Students

Have you heard about the weekly **pregnancy meeting** or the **parents' café**? Did you know that meals are **free of charge** for your child at the cafeteria or that the family service office can help you **find emergency care in the daycare center** for your child?



### Employees

**Make up for parental leave.** Did you know that up to 24 months\* can be carried over to the child's eighth year of life without the consent of the employer? \**Children born on or after July 1st, 2015*

Are you an employee or a student with family responsibilities? The **Family Care Office on the University Boulevard** will be happy to provide information and advice. More information is available [online](#).



## Contact

### University of Bremen

#### Women's Representatives

Faculty 11 | Human and Health Sciences

#### Women's Representative of Faculty 11

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Do you feel disadvantaged or / and discriminated against because of your gender? Do you have any questions about the compatibility of studies/work and family or about professional advancement? Do not hesitate to contact us!

The Women's Representatives of Faculty 11

Summer 2022

# The Women's Representatives

of Faculty 11

family  
children  
care work  
consultation  
parental leave  
gender equality  
gender-fair language  
professional advancement  
Women's Representatives  
recruitment process  
emergency care  
compatibility  
gender bias  
pregnancy  
equality  
support

## Gender Bias in the recruitment process



Women are structurally discriminated against and disadvantaged in recruitment processes. The disadvantage of women increases when they have children.<sup>1</sup>

Applications from women are given significantly less priority by employers than applications from men.<sup>1</sup>

Women are classified in advance as less suitable if the job description of high-ranking positions is masculine.<sup>2</sup>

Men tend to construct favorable criteria for male candidates in the recruitment process.<sup>3</sup>

Unconscious stereotypes and distortions are called implicit bias. We recommend the article „The good, the bad, and the ugly of implicit bias“ (2019).<sup>4</sup>



## How is it going? University in numbers<sup>5</sup>

- proportion of women in percent -

University of Bremen	total	FB11
Students:	53%	83%
Graduates:	52%	80%
Mid-level:	40%	70%
PhDs:	44%	72%
Professors:	30%	47%

Source: University of Bremen (2021)

## Our tasks:



- Participation in the recruitment process for scientists
- Inform employees and students about their rights and support measures, advise on suspected disadvantage or discrimination and provide possible support
- Participation in organizational development and participation in meetings of academic self-administration at the department level
- Participation in equality measures, development and updating of equality principles and implementation of the gender perspective in teaching and research
- Support in the reduction of underrepresentation of scientists
- Promotion of the compatibility of family, studies and employment for gender equitable diversity

## Gender – fair language

Generic masculines lead to less cognitive inclusion of women than men.<sup>6,7</sup>

Already in primary school age, children are sensitive to gender-fair language. Girls are more interested in stereotypically masculine professions when they are described with feminine-masculine word pairs.<sup>8</sup>

### References:

<sup>1</sup>González, M. J., Cortina, C., & Rodríguez, J. (2019). The role of gender stereotypes in hiring: A field experiment. *European Sociological Review*, 35(2), 187–204.

<sup>2</sup>Horvath, L. K., & Sczesny, S. (2016). Reducing women's lack of fit with leadership positions? Effects of the wording of job advertisements. *European Journal of Work and Organizational Psychology*, 25(2), 316-328.

<sup>3</sup>Uhlmann, E. L., & Cohen, G. L. (2005). Constructed criteria: Redefining merit to justify discrimination. *Psychological Science*, 16(6), 474-480.

<sup>4</sup>Pritlove, C., Juando-Prats, C., Ala-leppilampi, K. & Parsons, J. A. (2019). The good, the bad, and the ugly of implicit bias. *The Lancet*, 393 (10171), 502-504.

<sup>5</sup>Universität Bremen (2021). *Rechenschaftsbericht des Rektors. „Uni in Zahlen“ 2019.*

<sup>6</sup>Irmen, L., & Linner, U. (2005). Die Repräsentation generisch maskuliner Personenbezeichnungen. *Zeitschrift für Psychologie*, 213, 167-175.

<sup>7</sup>Braun, F., Sczesny, S., & Stahlberg, D. (2005). Cognitive effects of masculine generics in German: An overview of empirical findings. *Communications*, 30(1), 1-21.

<sup>8</sup>Vervecken, D., Hannover, B., & Wolter, I. (2013). Changing (s)expectations: How gender fair job descriptions impact children's perceptions and interest regarding traditionally male occupations *Journal of Vocational Behaviour*, 82(3), 208-220.