

**White Paper "Diversity and Inclusivity"**  
**for the Section DPPD (Individual Differences, Personality, and  
Psychological Assessment) of the German Psychological Association**

Written by the Task Force "Diversity and Inclusivity"

(Baumert, A., Fehringer, B., Hildebrandt, A., Hoffmann, C., Klee,  
S., Krumm, S., Olderbak, S., Ortner, T., Renner, C., & Röhner, J.)

March 2022

## Introduction

### Background and Purpose of White Paper

In 2020, the task force "diversity and inclusivity" was installed by the speaker group of the section of Individual Differences, Personality, and Psychological Assessment (i.e., DPPD) of the German Psychological Association (DGPs). The task force was asked to draft a **value statement** for the section, define **goals, and propose means** for fostering inclusivity and diversity in the section.

The task force consists of 10 members, diverse along several dimensions (e.g., gender, career stage, academic age, country of origin, type of contract, parental academic background, health status, family status, and research focus).

### Overview of White Paper

The white paper is divided into six major parts. *First*, we clarify working definitions of key terms that are derived from existing literature. *Second*, we introduce the theoretical, empirical, and legal background of discrimination, bias, and diversity. *Third*, we present approaches to diversity management. *Fourth*, the white paper proposes a value statement for the DPPD section. *Fifth*, the white paper compiles information about the current state of affairs with regard to diversity as well as inclusivity within the DPPD section, and beyond in the relevant academic domain of personality and assessment. Based on this information, we outline an evaluation of the status quo. *Sixth*, means are proposed for working towards the goal of more diversity and inclusivity in the section.

### Reliance on (international) norms for diversity in organizations

The white paper makes use of existing literature and resources related to diversity and inclusivity. Most importantly, it is based on existing norms for diversity in organizations that can be sensibly adapted for the Section's purposes.

### References:

ÖNORM S 2501:2020 03 01. *Diversity Management - Allgemeiner Leitfaden über Grundsätze, Systeme und Hilfsinstrumente.*

## Language of White Paper

Choice of language is an important aspect with regard to inclusivity. We decided to draft the white paper in English to allow participation of non-German speakers. However, a German translation might be recommendable given that English, in turn, could be a hurdle for some German speakers.

# 1. Working Definitions of Key Terms

## 1.1 Dimensions of Diversity

“At its core, the concept of diversity is all about matters of *difference* and *inclusion*” (Prasad et al., 2005, p. 2). The Austrian Norms for Diversity Management define dimensions of diversity as “characteristics of individuals and groups which create individual, social, and structural differences and similarities” (“Merkmale von Personen und Gruppen, die individuelle, soziale und strukturelle Unterschiede und Gemeinsamkeiten ausmachen” ÖNORM S 2501:2020 03 01, translated by the authors of this paper). Others have emphasized that diversity is about *perceived* differences: “Diversity is typically conceptualized as referring to differences between individuals on any attribute that may lead to the perception that another person is different from self” (van Knippenberg & Schippers, 2007, p. 517). A meaningful understanding of diversity can focus on those differences that have been discriminated against, such that the respective social groups have faced systematic disadvantage (Prasad et al., 2005). We are particularly interested in dimensions of diversity relevant in this regard in the academic context.

According to the initiative “Charta der Vielfalt”, six core dimensions of diversity are identified for the work context (<https://www.charta-der-vielfalt.de/fuer-arbeitgebende/vielfaltdimensionen/>). These include, in alphabetical order:

1. Age
2. Disability
3. Ethnicity & nationality
4. Gender
5. Religion & ideology
6. Sexual orientation

We include additional dimensions in our focus, because we argue that these are relevant in the context of the DPPD section (again ordered alphabetically):

7. Academic background in family
8. Career stage
9. Family status
10. Income & type of employment

Clearly, this list is open for extension. Also, intersections between dimensions have to be taken into account. For now, this list is meant to ensure a broad view on the topic of diversity.

## **1.2 Discrimination and Prejudice**

(Social) *discrimination* refers to social behavior that puts others at a disadvantage because of their group memberships (van Dick, 2006). Discrimination can derive from prejudice that an individual holds. *Prejudice*, in turn, is defined as “derogatory social attitudes or cognitive beliefs, ... expression of negative affect, display of hostile behavior ... towards members of a group on account of their membership of that group” (Brown, 1995). Prejudices and their interpersonal consequences might be more or less consciously accessible to the prejudiced individual (see below, implicit bias).

In addition to discrimination based on prejudice, *systemic discrimination* is an important phenomenon to consider in the present context. Even in the absence of prejudice, individuals might be systematically disadvantaged because they face disproportionate barriers or lack access to resources compared to members of other social groups, or because their needs and concerns are not accounted for by default (e.g., people who face difficulties to pay conference fees from their own pocket).

## **2. Background on Discrimination, Bias, and Diversity**

### **2.1 Selected Research on Discrimination in Professional Settings**

Discrimination in professional settings is still prevalent. For instance, a recent meta-analysis concluded that perceptions of mistreatment are significantly higher among certain groups of employees (e.g., perceptions of sexist treatment among women; McCord, Joseph, Dhanani, & Beus, 2018). Another recent meta-analysis examined discrimination in personnel selection. Quillian et al. (2017) revealed that call-back rates for applications with

fabricated CVs were substantially higher when the fictitious applicant was presented as a White person as compared to a Black person. Notably, the authors did not see a decline in such discrimination over time. In a similar field experiment in Germany, Hipp (2020) found that invitation rates differed significantly for (fictitious) mothers as opposed to women without children, whereas no such difference was evident for men (fathers vs. men without children). Discrimination against women, and against other groups, is also observed when organizations use modern recruitment strategies, such as using social network sites (Kroll, Veit, & Ziegler, 2021).

Furthermore, a systematic review has examined gender gaps in representation and career advancement, specifically in psychological science (Gruber et al., 2021). Whereas some historical gaps seem to have closed, according to their analyses (e.g. hiring, awarding of certain grants), gender gaps favoring men remain, for example, when "women PhDs are less likely to enter tenure-track positions, are less productive (by many metrics), are paid less, are less eminent, and may be asked to spend more time on service than men." (p. 484) Moreover, an analysis of pay levels among German professors revealed a widening gender pay gap in 2019, with female professors earning 720 € less than their male colleagues per month (for W3 professorships); in 2018, this gap was at 690 € (Hochschulverband, 2021).

## **2.2 Selected Research on Implicit Bias**

The term *bias*, when applied to discrimination, can be understood as the extent to which a certain evaluative perception and response is more likely for one group (e.g., men, Whites) relative to another (e.g., women, Blacks; Axt & Lai, 2019). Biases can be explicit and implicit in nature. Implicit biases refer to biases that occur automatically without necessary consciousness about it. Critically, people can report explicitly to have no preferences regarding social groups, but nonetheless express preferences on implicit measures (e.g., Nosek et al. 2007). Such implicit preferences can guide decision making and behavior, particularly under certain situational conditions. For example, members of an appointment committee may not even be aware of their biases when deciding about whom to appoint and whom not.

Implicit biases have been suggested to be major contributors to the perpetuation of discrimination (e.g., Devine, 1989; Fiske, 1998; Gaertner & Dovidio, 1986, Gawronski, Ledgerwood & Eastwick, 2020). For example, implicit biases have been shown to be positively related to hiring-discrimination against obese people, disabled people, older people, or women (e.g., Agerström & Rooth, 2011; McDonnell & Antonelli, 2018; Kleissner & Jahn, 2021; Moss-Racusin

et al., 2012) and negatively related to friendliness in interracial interaction (e.g., Dovidio et al., 2002). Moreover, research demonstrated that these biases are quite robust against change (e.g., Röhner & Lai, 2021). Notably, research has highlighted that implicit biases are widespread among academics, too (e.g., Roper, 2019).

Generally, implicit biases are most likely to impact decision making and behavior under conditions that require spontaneous responses, involve a high informational load, and exhaust cognitive control resources with multiple simultaneously challenging tasks. Conversely, conditions that allow for careful information searches, weighing of information, and deliberation offer the opportunity to correct for implicit preferences (Axt & Lai, 2019).

### **2.3 Selected Research on Effects of Diversity**

The effects of diversity on performance have been investigated at the team level and at the organizational level. Regarding the composition of teams, it has been proposed that positive effects of team diversity can lie in more elaboration, while negative effects can come with social categorization processes. Specifically, diversity among team members can be perceived as a threat and result in negative outcomes (for a comprehensive summary of model propositions and related research, see Meyer, 2017). For the positive effects of diversity (on elaboration) to play out, it is, therefore, imperative to tackle potential negative beliefs about diversity, for instance by promoting positive attitudes towards diversity among team members (Homan, van Knippenberg, van Kleef, & De Dreu, 2007; McKay, Avery, & Morris, 2009).

At the organizational level, there seems to be a unanimous consent that diversity is valuable to organizations. This can be inferred from the large amount of money which companies spend on diversity initiatives (Leslie, 2019). One benefit of diversity in organizations lies in the perception of customers, applicants, and other stake-holders. For instance, Schäpers, Windscheid, Mazei, Thielsch, and Hertel (2020) showed that multicultural management boards were perceived as more attractive than non-diverse management boards. Beyond making organizations more attractive, actual performance of work units and organizations was also shown to correlate with their diversity, which, however, may depend on the type of work and other contextual variables (Richard, Murthi, & Ismail, 2007).

## 2.4 Legal Aspects of Diversity

The recognition of diversity is not only a matter of moral judgment or enhancing performance outcomes in organizations but also part of legal regulations. Since the 2006 German AGG (Allgemeines Gleichbehandlungsgesetz), companies and organizations are obliged to take action against discrimination due to gender, religion, disabilities or sexual orientation. This also includes the duty to provide information and preventive measures to ensure a discrimination-free code of conduct. Moreover, since 2016, the German law requires certain types of organizations to have a quota of at least 30% women on their supervisory boards and to communicate target quotas for key positions in the organization.

Furthermore, diversity is part of the overall concept of the European Union (the motto of the EU is: United in diversity!) and third-party funding agencies have also introduced evaluations as to whether aspects of diversity and inclusion are considered. In doing so, the Deutsche Forschungsgemeinschaft (DFG) has established research-related equality standards that have to be met by universities who aim at establishing research groups funded by the DFG<sup>1</sup>. In a similar vein, the European Union strives for a stronger participation of female scientists and - wherever possible - the consideration of gender-related aspects in EU funded research projects<sup>2</sup>.

## 3. Approaches to Diversity Management

### 3.1 Theoretical Approaches to Diversity Management

Diversity management can be defined "as the set of formalized practices developed and implemented by organizations to manage diversity effectively" (Yang & Konrad, 2011, p. 8). The "Charta der Vielfalt" recommends three guiding questions for organizations engaging in diversity management:

1. What are the *benefits* and why does the organization value diversity?
2. What is the *current state* of diversity and diversity measures within the organization?
3. Through what *measures* can diversity be fostered in the organization?

---

1

[https://www.dfg.de/download/pdf/foerderung/grundlagen\\_dfg\\_foerderung/chancengleichheit/forschungsorientierte\\_gleichstellungsstandards\\_2017.pdf](https://www.dfg.de/download/pdf/foerderung/grundlagen_dfg_foerderung/chancengleichheit/forschungsorientierte_gleichstellungsstandards_2017.pdf)

<sup>2</sup> <https://www.euburo.de/fif-gender.htm#Differenzierung%20Genderdimension%20und%20Chancengleichheit%20in%20Forschungsprojekten>

Speaking to the first guiding question, five theoretical approaches to Diversity Management are distinguished by OENORM (ÖNORM S 2501:2020 03 01).

- 1) Diversity is taken into account by an organization because of normative considerations of fairness and legal anti-discrimination requirements
- 2) Diversity is perceived as a means for increased productivity and legitimation of an organization.
- 3) Encompassing a and b, a third approach emphasizes diversity as being a resource and a value of its own.
- 4) Fostering diversity is emphasized as a goal within the organization, but also beyond, by understanding the organization as responsible agent in society (Corporate Social Responsibility)
- 5) The organization acts to foster diversity as innovative, economic and transformative potential with the goal of impacting on societal developments.

### **3.2 Proposed Approach to Diversity Management in the DPPD section**

The task force followed the guiding questions of "Charta-der-Vielfalt". Thus, the rest of the white paper follows these guiding questions. With respect to the benefits and value of diversity (i.e., guiding question 1), in the present white paper, we propose a value-oriented approach to diversity for the DPPD section, and formulate it into a Value Statement (see below). In order to give an overview on the status quo (i.e., guiding question 2), we investigated the current state of diversity and diversity measures in the section and related academic domains. Last but not least, we present a broad collection of possible measures to implement and foster diversity in the DPPD section (see guiding question 3).

In doing so, this white paper seeks to stipulate a discussion among DPPD members on the section's approach to diversity. The herein proposed Value Statement serves as a basis for this discussion. If embraced by the majority of section members, the Value Statement can guide subsequent diversity practices and can be upheld whenever members feel that some forms of discrimination or biases are evident.



## **4. What are the *benefits* and why does the DPPD value diversity?: Value-approach to Diversity and Value Statement**

### **4.1 Value-approach to Diversity**

In line with the existing approaches to diversity management, we propose that DPPD should not only passively value diversity but also actively implement practices to increase awareness for diversity and to foster diversity-sensitive and inclusive policies (Sabharwal, 2014).

Concretely for the DPPD section, diversity can represent a resource in (a) attracting new members (e.g., by signaling its inclusiveness and providing role models to students and early career researchers), (b) providing legitimacy as representing all researchers in Personality and Differential Psychology as well as Psychological Assessment, and (c) increasing scientific scope, creativity, and productivity (Page, 2008). This section may even benefit more than other sections from inclusivity, as differences between individuals are at the core of the scientific investigation it represents, for which multiple perspectives on differences should be inherently beneficial.

At the same time, diversity and inclusivity represent a value of its own. As a matter of fairness, equal access to the section's resources and equal opportunity to participate should be fostered. Moreover, as highlighted by theoretical approaches d and e (see above), the DPPD section can take on societal responsibility and act as agent for sustainable development beyond its boundaries, particularly with regard to the academic domains that it is most closely connected to.

We recommend the section to consider signing the Charta-der-Vielfalt: <https://www.charta-der-vielfalt.de/ueber-uns/ueber-die-initiative/urkunde-charta-der-vielfalt-im-wortlaut/>

### **4.2 Proposed Value Statement for the DPPD Section**

The goals of the DPPD section, as specified in the "Satzung" §2, consist in promoting and informing about research in personality and assessment in German speaking countries; organizing the section's conference; ensuring inclusion of personality and assessment in teaching schemes of psychology degrees; fostering international collaboration; and promoting early career researchers.

To pursue these goals, the section aims to include and represent researchers and students in personality and assessment

working in German speaking countries, independent of their social group memberships regarding age, disability, nationality or ethnic background, gender, religion or ideology, sexual orientation, academic background in the family, career stage, family status, income or type of employment. Accordingly, the DPPD section is dedicated to ensuring equal access to the section and its resources, unrestricted by social group membership.

The DPPD section embraces diversity as a core value to strive for. This is informed by empirical evidence for the important positive effects of diversity, for example on creative team achievements; acknowledging specifically that without diversity in viewpoints and perspectives which come with diverse experiences and realities, psychological research runs the danger of myopia with regard to basic assumptions or research questions. However, the section also regards diversity as a value on its own, beyond its positive effects for scientific progress. The section takes responsibility for promoting diversity among its membership, and beyond, in the academic domains that it represents, and through the influence it can take on the broader society.

The DPPD section embraces the basic values of mutual respect, inclusion, and free expression of ideas. It endorses shared responsibility of its members to create a respectful and inclusive environment.

In all its activities, the DPPD section strives to promote diversity in its various dimensions. The section acknowledges that historical preconditions have installed certain groups as majorities, and that therefore, default procedures are likely tailored to the needs and realities of these groups, rather than other (minority) groups. To alleviate unequal barriers, DPPD section is committed to scrutinizing continuously all of its procedures, decision mechanisms, and default settings. Moreover, the section supports and encourages the creation of inclusive practices in the academic domains that it represents, for example with regard to teaching, administration, recruitment and selection, collaboration, research and publication. Considering diversity dimensions in research on personality and assessment is encouraged and recommended.

## 5. What is the Current State of Diversity and Inclusivity in the DPPD section?

Recommended as part of diversity management (see Charta-der-Vielfalt), and as a starting point for proposing measures to foster diversity, we collected information on the present state of diversity and inclusivity in the DPPD section and in the related academic domains.

First, we used archival data to scrutinize diversity among DPPD members and with regard to career-relevant aspects (such as award winners, keynote speakers etc.). Note that the available archival data allowed the identification of gender and status groups. Therefore, our analyses focus on these diversity dimensions. However, this does not mean that we consider these dimensions more important than others. Rather, we are lacking data on the status quo regarding other diversity dimensions.

Second, we conducted a survey among DPPD members and asked about experiences of discrimination and perceptions of inclusivity in the section and in the related academic domains.

Third, we collected information on the ways that diversity and inclusivity have been accounted for up to now in the procedures and decisions regarding (a) the section, (b) the section's Journal of Individual Differences (JID) and (c) the Testkuratorium. For this purpose, we conducted (written) interviews with (former) speakers of the section, (former) Editors-in-Chiefs of JID and Personality Science (PS), and the present Chair of the Diagnostik- und Testkuratorium. Note. Before publication, the personalized interview results were taken out of this report.

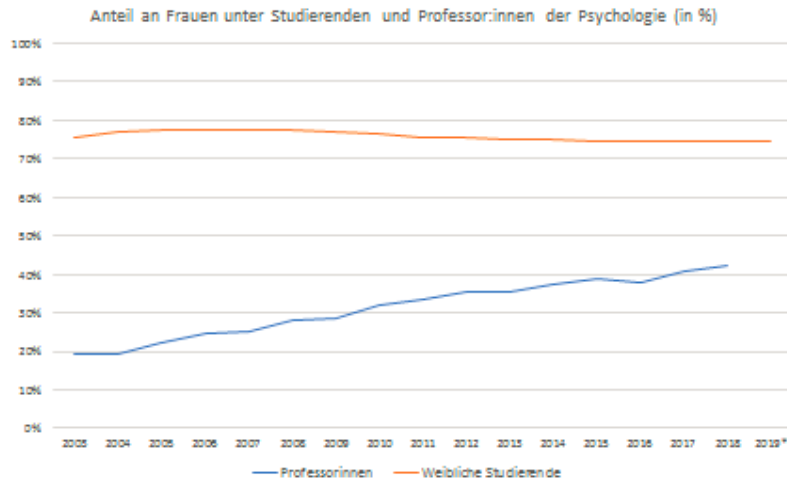
### 5.1 Diversity among DPPD members with regard to career-relevant aspects

#### 5.1.1 Demographic Information on Gender x Status Group in the DPPD Section and in Academic Psychology Overall

The available data on gender by academic status group suggest that, overall in academic psychology, there is still a gender disparity among psychology professors, even though the percentage of female professors has been steadily growing over time (see Figure 1). Notably, this disparity is more pronounced in the DPPD section (see Figure 2) than in academic psychology overall. Among DPPD professors, only about 25% are women (as compared to about 40% among all fields of psychology).

Figure 1. Gender among students and professors in psychology in Germany

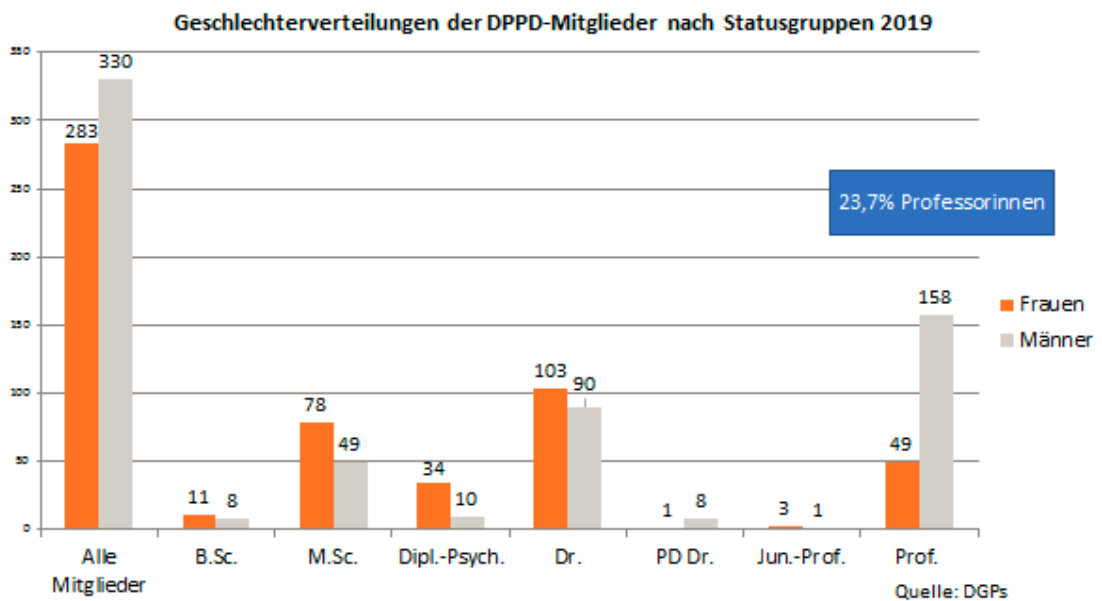
### Veränderung im Anteil Psychologiestudentinnen & -professorinnen



\*Keine Daten zum Anteil an Professorinnen vorliegend

Quelle: Statistisches Bundesamt

Figure 2. Demographic information (Gender by Status group) of DPPD members, provided by the DGPs office (2019)



### 5.1.2 Diversity Regarding Career-relevant Aspects (journal, awards, etc.)

The underrepresentation of women is evident not only in professorships, but also when it comes to awards and keynote presentations (see Figures 3 and 4). Whereas gender proportions among the winners of the Awards for best diploma and master theses roughly reflect the proportion of women studying psychology, women are underrepresented when it comes to keynotes, position papers, and awards that are given to non-student DPPD members. As an only exception, organizers of the "State-of-the-art sessions" at the DPPD Conference 2019 were women in 75% of the sessions.

Figure 3. Gender of keynote speakers and speakers of "Positionsreferate" at DPPD Conferences as identified from names in Conference Programs

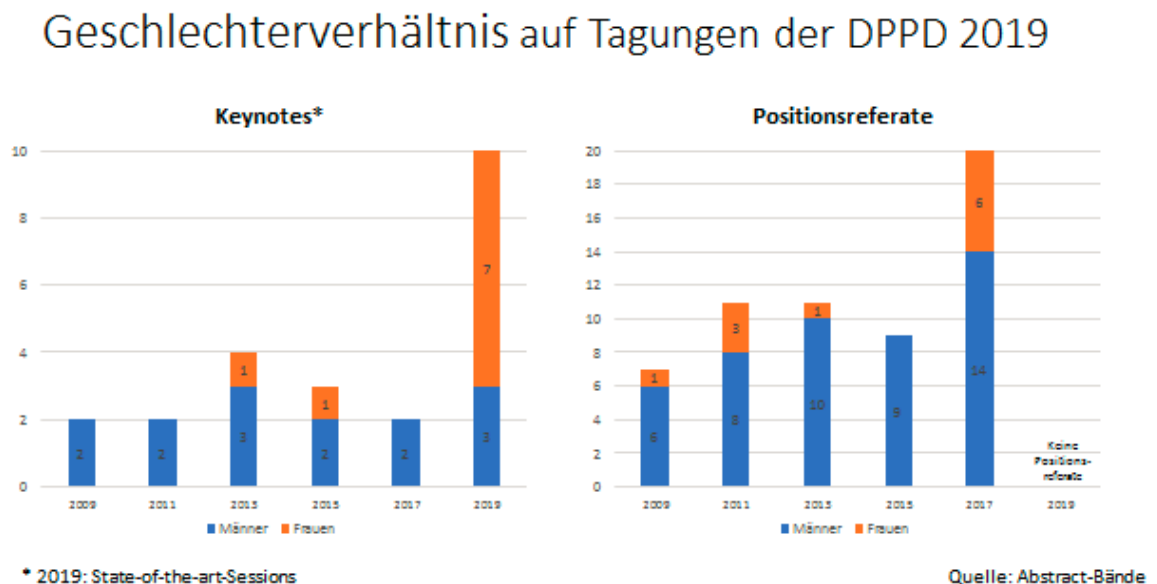
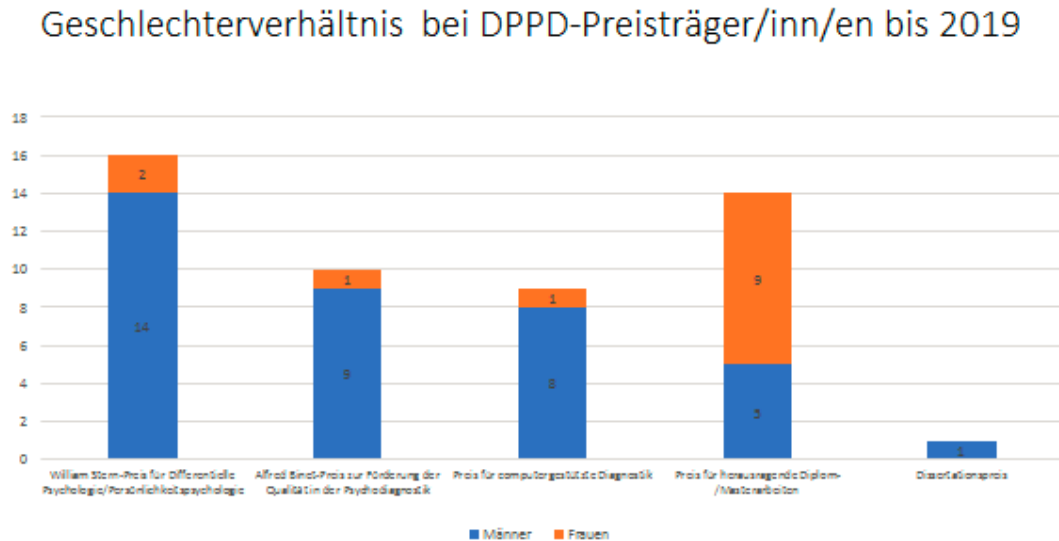


Figure 4. Gender among award winners of DPPD



Quelle: [http://www.dgps.de/fachgruppen/diff\\_psy/preise.php](http://www.dgps.de/fachgruppen/diff_psy/preise.php)

## 5.2 Experiences of discrimination and perceptions of inclusivity among DPPD members

From August to September 2020, DPPD surveyed its members on experiences of discrimination within the organization, at DPPD events, and in regards to the section's Journal of Individual Differences (JID).

**Participants.** Of 613 DPPD members,  $N = 205$  individuals completed the survey (45% men, 45% women, 1% diverse, 8% not responding). This corresponds to a response rate of 33%. Participants were spread across academic levels (18% Doctoral students, 31% Post-Docs, 36% Professors, 15% other). Most participants were full members (69% Regular membership, 29% Associate membership, 2% Student). 40% of those responding said that they felt they bring diversity to DPPD because of their gender, sexual orientation, family status, and/or migration background.

**Method and Procedure.** See survey questions here:

<https://dseng.formr.org/1/> (German-Version:

<https://dsdeu.formr.org/1/>).

**Results.** *Experiences of discrimination.* When asked about personal experiences, 11% said they had experienced discrimination within DPPD, and another 11% said they knew of someone who had been discriminated against. Of those who had experienced or knew of someone who had experienced discrimination, 88% told a colleague

about this experience and 50% told an official organization (e.g., DPPD, local university).

With regard to how discrimination might take place, 25% agreed with the statement that DPPD discriminates in its selection of award winners and nominations for the speaker group. Notably, agreement with this statement was higher among women than men. Some participants of the survey wrote that there was insufficient standardization in how awards were assigned. 4% of participants indicated that DPPD discriminates through its communication with its members (described as elitist) and 13% disagreed with the statement that DPPD was open and welcoming. These responses did not differ between men and women.

Further, 39% disagreed with the statement that academic positions in the domain of DPPD are allocated in fair ways and free from discrimination. Higher rates of disagreement were found among women than men. Some open-ended responses converged on describing an attitude insinuating that women get a job to meet a quota rather than for merit. Others described cases of discrimination due to biological age. Furthermore, it was mentioned that getting a job depended on one's network and not necessarily on one's abilities. When asked about which groups might be discriminated against in the context of DPPD, respondents listed the following: older individuals, women, first-generation academics, people with migration backgrounds, persons without networks, and young scientists (who are left out of backroom conversations). When asked about which groups they perceived as discriminated against in the broader context of academia, they listed women, parents, People of Color, and individuals with a migration background.

*Perceived Barriers to Participation.* Since events of the DPPD, such as its biennial conference and small group meetings, are ideally as inclusive as possible, we asked participants to report reasons for not attending:

- 19% could not meet the time requirements (i.e., event was too long, over a holiday or weekend),
- 11% said the personal costs were too high,
- 11% had insufficient child care

In an open response format, further reasons were given, such as language, that the event coincided with another conference, and that the conferences were difficult to attend for those with physical disabilities.

We also asked for reasons not to apply for a job within the context of DPPD. We received the following answers:

- location of new job (28%),
- time requirement of new job (11%),
- travel requirements (7%),
- language requirements (3%).

These concerns were comparable between men and women with one exception: The location of the new job was indicated as problematic more by women than by men. In an open response format, we received additional reasons not to apply for a position in the domain of DPPD such as the absent possibility of tenure or the short duration of contracts for positions as "Wissenschaftliche\*r Mitarbeiter\*in".

*Suggestions for Improvement.* There were many suggestions for how to improve the diversity and inclusiveness within DPPD. Many suggested using quotas of some kind (e.g., one year, only women could be considered for a particular award; or every year the keynotes could be determined to feature 1 man, 1 woman, and 1 other minority group member). It was suggested that DPPD should directly address minority or discriminated groups, and invite them as speakers, to join decision-making committees, or nominate them for awards. It was further suggested that international keynote speakers should be invited from other regions of the world than North America or Western Europe. More transparency in decision making criteria (e.g. for awards) was called for. Finally, use of gender-fair language was mentioned as a means for improving inclusivity in DPPD.

### **5.3 Existing Diversity Practices**

How is diversity accounted for in the existing practices and procedures in the DPPD section and the related domains? To gain insight, we conducted structured (written) interviews with (former) section speakers, editors-in-chief of JID and the newly established journal *Personality Science* (PS), and the current head of Testkuratorium. See interview questions in the Appendix.

Note. Before publication, the personalized interview results were taken out of this report.

#### **5.3.4 Conclusion drawn by Task Force**

In conclusion, DPPD's status quo in terms of its diversity and inclusivity is mixed. On the one hand, speakers, editors, and other chairpersons demonstrated sensitivity towards the topic. This is, not least, evidenced by the fact that the current speaker team installed this task force and requested a white paper on diversity and inclusivity. However, the actual composition of prestigious DPPD groups - such as professors, award winners, or keynote speakers -



paints a different picture, at least regarding gender diversity. When surveyed, DPPD members also expressed concerns related to other diversity dimensions, such as age, socio-economic, and family status. Finally, as many as 25% of survey participants agreed that DPPD discriminates in its selection of award winners / the speaker group; and 39% disagreed that academic positions in the area of DPPD are fairly allocated. This is particularly troublesome in and of itself, but even more so for DPPD as a section whose expertise includes selection and assessment.

## **6. Through what Measures can Diversity and Inclusivity be Fostered in the DPPD section?**

In this chapter, we provide ideas and recommendations for diversity management in the DPPD section. We acknowledge that these recommendations are by no means comprehensive. Similar and further relevant recommendations could be adapted from other fields of science (e.g. Grogan, 2019; Swartz et al., 2019). Moreover, we emphasize that while some of them might be easily implemented, others might require more fundamental rethinking of common practices and criteria. In the second part of this chapter, we sought to broaden the view on specific challenges faced by different social groups. Insight into these challenges should be beneficial for the work of the DPPD section as well as for the activities of individual members of the DPPD section within the different professional roles they fulfill.

### **6.1 Fostering Diversity-sensitive and Inclusive Practices and Policies for the DPPD section**

In accordance with the Value Statement, the DPPD section can adopt some guiding principles as part of its approach to diversity management.

#### *6.1.1. Increase Awareness for Diversity*

Several studies have shown that awareness is an important aspect to managing diversity and to overcoming biases (e.g., Devine et al., 2012; Harrison-Bernard et al., 2020). Thus, we suggest that:

- DPPD actively communicates its Value Statement. DPPD actively reaches out and invites students and researchers from diverse backgrounds to join as members, to actively participate in the section, and to voice their needs and desiderata.

- The status-quo regarding diversity and inclusivity within the DPPD section will be monitored on a regular basis, and the results will be communicated to the DPPD members. The DPPD congress can provide a platform for the presentation and discussion of results, for example, as part of the section meeting.
- DPPD events are used to raise awareness for the specific challenges faced by certain subgroups (e.g., time restrictions due to child-care, lack of travel opportunities)
- A tailored version of the present report on the state of diversity and inclusivity is made available to several stakeholders and decision making bodies within DPPD. For instance, award committees may be informed regularly about the demographic composition of past award holders.
- The section evaluates its activities against the goal of fostering diversity and inclusivity. Activities and schemes should be revised to better serve this goal (e.g. by allowing self-nominations for awards, by installing search committees to seek nominations from diverse candidates), or dropped and replaced by more effective measures (e.g. awards for research on diverse populations; mentoring programs, networking opportunities...)
- The section installs "diversity promoters" as part of or as advisory to the Speaker group, with the explicit task to monitor and foster diversity and inclusivity in the section and its activities.

#### *6.1.2 Inclusive Communication*

Research has demonstrated that the use of masculine generics in language (compared to gender-fair versions) leads to enhanced cognitive accessibility and biased recognition of male over female exemplars (e.g. Bailey, Dovidio, & LaFrance, 2021) while general readability and memory retention rates of texts were not enhanced (Stahlberg, Sczesny, & Braun, 2000). Therefore, inclusive language seems imperative for any communication of the DPPD. This does not only relate to gender, but also points to the need for a form of communication to which all groups (concerning age, disability, ethnicity & nationality, gender, religion & ideology, sexual orientation, academic background in family, career stage, family status, income & type of employment) can relate to.

- In case of DPPD events, special needs (e.g., child care or obstacle-free access) should be addressed in their communication, and individuals should be encouraged to contact organizers to express their needs and perspectives.
- DPPD communication should not suggest that DPPD events (workshops, conferences, conference dinners) are affordable

for every member and should thus offer means to make events accessible for members with low income.

- DPPD communication platforms should be scrutinized with respect to their inclusivity. For instance, very rapid scheduling tools may not serve the needs of members with childcare responsibilities as they first have to organize childcare before agreeing to meeting dates or deadlines.
- DPPD should communicate in English and German language whenever possible. Fluency in those languages (including their grammatically correct use) may not be taken as a given, nor be taken as a sign of lower academic skills.

Communication of values and norms is an important step for organizations to promote diversity and its positive impact (e.g. Gilbert & Ivancevich, 2000; Moon & Christensen, 2020). Upholding values and norms also includes reactions to potential violations of such values and norms. The whistleblowing literature has shown that violations are more likely confronted and called out if transparent communication channels are available (e.g. e.g., Previtali & Cerchiello, 2018)

- The section should provide transparent communication channels for instances of violations of its values (e.g. complaints about lacking diversity, feedback on disregarded needs; complaints about discrimination or harassment)

### *6.1.3 Composition and Decision Making Procedures of Committees and Official Bodies of the DPPD section*

- Any committee installed or authorized by the DPPD (e.g. conference organizing committees, award committees, editorial boards) as well as any official body of the DPPD section should be composed as diversely as possible. This serves several purposes. First, members may not always be aware of specific issues of a group they do not belong to themselves. Having members of this group on a committee makes it more likely that their issues are addressed and that the decisions taken are more reflective of specifics of different groups. Second, members of committees and official bodies serve as role models. Third, installing diverse committees communicates to all members of DPPD that diversity is taken seriously.
- Each committee and decision making body actively takes into account diversity issues at all stages of their decision making. For instance, conference organizing committees might analyze demographics of past and current keynote speakers and actively strive for a diverse set of speakers. They might also inspect the demographics of past attendees and create ways to be more inclusive for previously underrepresented groups of

attendees. Critically, diversity should be considered a criterion in all decision making.

- Committees and decision making bodies should avoid "fast and frugal" decision making by applying (transparent) procedural rules. For instance, "meta-communication phases" can be scheduled in any decision process, during which it is explicitly asked whether all possible measures have been taken to foster diversity and inclusivity. Decision processes should be planned ahead, in order to foster diversity "as early as possible". In selection decisions (e.g. awards, experts, keynotes, handbook authors, composition of working groups...) ensure a *large* pool of *diverse* candidates from which to choose. Also, selection criteria should be specified and made transparent. Representation of people from diverse backgrounds should be considered as a criterion of its own right, aside from e.g. quantitative productivity.

#### 6.1.4 Decision criteria

Members of DPPD are involved in personnel selection decisions as part of their professional roles. In addition, personnel selection is a topic that genuinely belongs to DPPD's areas of expertise. In fact, several members of DPPD were involved when the DIN 33430 ("Anforderungen an berufsbezogene Eignungsbeurteilung"; Diagnostik- und Testkuratorium, 2018) was created. Promoting diversity as well as ensuring fairness in personnel selection decisions at all levels of academic appointments is therefore, along with promoting validity in assessments, a core responsibility of DPPD members. Moreover, the DPPD as a section regularly makes selection decisions (e.g., when awarding prizes), which should also meet the quality standards specified by DIN 33430. In other words, we should practice what we preach. Next, we present some recommendations on how this may be achieved.

- Standardized and structured selection practices should be preferred. Decision criteria should be justified, well-documented, and operationalized a-priori.
- Members of selection committees should be aware of the so-called diversity-validity dilemma (Ployhart & Holtz, 2008), indicating that the use of some valid selection instruments and strategies may actually reduce diversity. Although this phenomenon has been mostly attributed to selection instruments that are not typically used in academia (i.e., cognitive ability tests), more frequently used strategies in academia may also be prone to such biases. For instance, counting publications may systematically put some groups at a disadvantage. Accordingly, the section should scrutinize its decision criteria in how much they might reflect differential

access, resources, networks, visibility etc. and thus, could perpetuate systemic discrimination (Nielsen, 2018).

- Sensitivity review panels may be put in place. Such panels consist of subject matter experts who scrutinize existing selection processes with regard to their potential to reduce diversity or to impose biases (Reckase, 1996).

#### *6.1.5 Continuous Monitoring and Discussion*

Evidence-based diversity management requires the monitoring of diversity and inclusivity within the DPPD section on a regular basis. The present report includes data on the status quo as of 2019. Nevertheless, the present report was restricted to the available archival data.

- We suggest that the section discusses what additional data besides gender and academic status of their members could be assessed, within the limits of ethical and data protection considerations.
- The available data (archival, survey, interviews) should be used to evaluate and optimize measures for diversity management.
- A recurrent evaluation scheme should be developed and implemented, so that the status quo of diversity and inclusivity within the DPPD section is monitored on a regular basis, and measures and activities can be evaluated regarding their potential impact on diversity.

#### *6.1.6. Fostering inclusivity in academic teaching*

Inclusive communication is also an important aspect in DPPD members' teaching activities. While it is beyond the scope of this white paper to discuss principles of diversity-sensitive teaching, we emphasize that many teaching-related recommendations (e.g., <https://www.genderdiversitylehre.fu-berlin.de/en/toolbox/index.html>) can and should be adopted beyond teaching.

- The section could provide its members with teaching-related recommendations (e.g. link to existing recommendations, such as those provided by FU Berlin) and resources.

## **6.2 Broadening the view on specific challenges faced by different social groups**

Along the different dimensions of diversity, social groups are faced with quite specific challenges to participation and representation. In order to foster diversity and enhance inclusivity, it is important to learn about these specific challenges. The task force started collecting such specific

challenges, some of which might be unique and some of which might be shared across groups. We provide these lists together with recommendations to the DPPD section in order to inform its diversity management, as well as to the individual members of the DPPD section in order to inform decisions and behavior within the different professional roles they fulfill. We explicitly acknowledge that these lists are by no means complete, and we advise the section to seek further input from members of different social groups to gain from their unique perspectives.

Importantly, we do not cover the specific challenges of social groups along all the dimensions of diversity. We do not cover age, religion & ideology and sexual orientation. Importantly, we want to stress that social groups along these dimensions certainly face unique and shared challenges, and the present report needs to be extended, and informed by the unique perspectives of members of these social groups. Our task force lacked expertise, and unfortunately, we lacked the time to investigate these challenges.

### **6.2.1 Disability**

Based on an analysis of UK data, Brown and Leigh (2018) concluded that "there is a stark under-representation of disabilities, chronic conditions, invisible illnesses and neurodiversity amongst academic staff" (p. 985). This may in fact be a result of work conditions in academia posing distinct obstacles to individuals with disabilities. Depending on the specific disability, different disadvantages arise from practical aspects, such as for example great walking distances at conference sites. Furthermore, role models are rare who credibly represent and live the issue of being disabled while working in academia. In fact, Brown and Leigh (2018) even suggest that a work culture of high performance and excellence may make it difficult to even disclose disabilities.

#### Recommendations:

- Use an appreciative language when it comes to disabled people.
- Identify authentic role models who credibly represent and live the issue of being disabled while working in academia and make these role models visible (e.g., invite role models to talk or write about their unique ways, hurdles and coping strategies in academia).
- Make disabled scientists and researchers visible in your teaching and supervising routine.
- Treat disabled students fairly and respectfully (e.g., if someone's disability is related to extra time in exams, or

other forms of exams [e.g., orally exams instead of written ones]).

- Ask disabled persons what they can do and what they cannot do instead of transferring your beliefs about what they can or cannot.
- Offer the possibility of online attendance with hybrid events, meetings, discussions, socializing events, whenever possible.
- The section should promote the protection of university employees in the event of a serious illness or severe disability, with a particular focus on cases in which a longer sick leave cannot be covered by the fixed-term employment contract (Wissenschaftszeitgesetz).

### **6.2.2 Ethnicity and Nationality**

Although research is widely understood as being a global, international endeavor, differences in nationality are nevertheless relevant in academia (see for instance the substantial differences between academic systems). A different cultural background and a foreign language are reasons for misunderstandings, and therefore, this could lead to restraint. Furthermore, different academic systems come with different incentives, which results in people making different decisions over the course of their career. This might put them at a disadvantage when their achievements or CVs are inspected through the lens of another academic system.

Moreover, ethnicity is a relevant aspect because of social categorization processes that give rise to stereotyping and prejudice. Valuable contributions might get lost if communication is not inclusive, and the competence of minority group members might be underestimated.

#### Recommendations:

- Advertise positions on listservs outside of German-speaking countries to attract international applicants.
- Be attentive to potential exclusion of individuals with a diverse ethnic background.
- Be aware that intercultural communication conflicts might occur; react in time if conflicts occur between individuals of different nationality or ethnicity; if necessary, seek or provide professional help.
- Be aware of the fact that countries of origin may elicit different stereotypes with reference to the country of origin's modernity and scientificness and that this may bias the estimation of the individual's potential.

- In international contexts, find a good balance for communication in the domestic vs. foreign language.
- If people want to learn German, create opportunities for communication in German and be supportive even if it might be somewhat more time consuming than speaking English or another common language.
- Support language learning activities, offer free time during the regular working hours for language class activities.
- Take every opportunity to reduce abstract prejudice and learn about real individuals next door.
- Do not overestimate pronunciation and spelling mistakes.
- Evaluate CVs of international candidates bearing in mind the differences in academic systems.

### **6.2.3 Gender**

Various factors have been discussed in order to explain the low proportion of women in higher academic positions. The absence of female role models might hamper female students to decide for a career at the university (e.g., Quimby & DeSantis, 2006). Furthermore, it might also affect the self-concept as an expert in a certain field. A further consequence of the low proportion is that fewer women are considered for positions within the DPPD (e.g., as speaker) and therefore, in case of a parity occupation of these positions, women have to take over relatively more positions and service tasks than men. As a consequence, these women have less time to foster their own career. Moreover, there is evidence that women face bias when it comes to the evaluation of their work, visible for instance in the lower rates of citation of women's scientific work (Brown, & Goh, 2016; Dworkin, Linn, Teich, et al., 2020) compared to men's work, or less favorable assessments of women as principal investigators of grants (Witteman, Hendricks, Straus, & Tannenbaum, 2018). Critically, women also show biases when evaluating other women's work (e.g., Nielsen et al., 2017).

#### Recommendations

- Use inclusive language since research has established that other genders do not feel included when generic male form is used.
- Sensitize members to gender pay gap and its specific forms in academia (it has been shown empirically that in academia more women than men have short-term limited contracts and more often part-time employment with less %-employment).
- Assure gender-diverse composition of all decision bodies (speaker group; Diagnostik- und Testkuratorium; editorial boards; hiring committees, award committees etc.).



- For men, specifically, be an ally: Give feedback or avoid participation in committees/panels/work groups/author groups that violate diversity and inclusivity ("manels").
- Assure gender-diversity at conferences, regarding keynote speakers, composition of panels, symposia etc.
- Showcase diverse routes to career success (e.g., through mentoring programs).
- Encourage (gender) diversity of authors featured in teaching.
- Evaluate CVs bearing in mind the challenges of motherhood or care for family members for academic achievements.

#### **6.2.4 Income**

Availability of sufficient funding for one's education predicts achievement and retention in college (Robbins, Lauver, Le, Davis, Langley, & Carlstrom, 2004). This may also be true beyond college education. Low income might be a disadvantage for a career at the university. For one, if individuals are not able to sustain their life on their university salary alone, they can spend less time on their academic career and have to take over additional jobs. And even if one's life can be sustained, more costly academic activities may be difficult to undertake. For example, attendance of (international) conferences and, especially, of the conference dinners is not affordable with low income. Late reimbursement poses a fundamental problem. Some social events might not be reimbursed at all, despite representing important opportunities for creating social networks for potential research cooperations and the exchange of knowledge.

#### Recommendations:

- Foster participation in conferences for those with low or no income by reduced or completely waiving fees and providing travel stipends.
- Provide advance payment of funds; avoid long delays in refunding.
- Sensitize funding agencies to precarious situations resulting from requirements of guaranteed employment during funding periods (e.g. DFG grants).
- Avoid precarious levels or durations of employment contracts

#### **6.2.5 Family Status**

The compatibility of family with an academic career is challenging due to the limited flexibility in working time and mobility, especially for single parents and parents with young children. For instance, a distinct disadvantage of having children

has been shown for women who have not accumulated many academic achievements before motherhood (Lutter & Schröder, 2020). Notably, flexibility has been an important factor for an academic career. For example, flexibility in residency is important to get the university position that fits the own academic profile and, for example, conference attendances demand a flexible working time (i.e., absence from home). Evaluations and assessment practices that emphasize the bare quantity of scientific output and related indicators compared to the quality of work, pose a clear disadvantage for those who care for children or engage in other care related tasks.

Recommendations:

- When scheduling meetings, take the needs of families into account (e.g. no default meetings after 4pm, no workshops or conferences over the weekend, no meetings or conference times during school holidays etc.)
- Showcase successful career routes for men and women with children (parental leave; working part time etc.), especially in mentoring programs.
- Be aware that researchers may have to (or choose to) attend conferences and meetings with children (or while pregnant, or breast feeding). Needs will vary considerably with the age of children. Therefore, prepare to flexibly adapt to needs. In particular: Actively invite special requests to meet the respective needs (e.g. separate room for breastfeeding / pumping / sleeping children / playing children; possibility of child care or recompensation if the care-taker is traveling with the parents).
- Furthermore, there should always be the possibility of online participation with an innovative usage of existing technology to provide the possibility of online chats with other participants.
- Hiring committees should consider times of child care not simply as a reduction of working years but also regarding other consequences, such as less time spending at locations abroad and less attendance on conferences/workshops/etc.
- The possibility of home office should be provided, and the obligation to spend several days in presence at the department (especially for people holding temporary positions, i.e. also junior professorships) should be reduced to a minimum if necessary at all. In this context, the possibility of online teaching, online meetings, but also "online corridor discussions" (this would be possible through the innovative use of already existing online systems) should be expanded.
- Deadlines should be planned with a buffer for unforeseeable family issues, in particular, if people have younger children.

- Especially the innovative usage of online technologies could be strengthened. In the course of the Corona pandemic, many efforts have already been made to provide online technologies. In the future, these efforts should be maintained and expanded as an alternative for people with family obligations.

#### **6.2.6 Academic Background in Family**

The German "Hochschulbildungsreport 2020" attested that the odds ratio of children from non-academic households vs. academic households to achieve a PhD is 1:10 ([www.hochschulbildungsreport2020.de/chancen-fuer-nichtakademikerkinder](http://www.hochschulbildungsreport2020.de/chancen-fuer-nichtakademikerkinder)). A survey among professors from one German federal state (Nordrhein-Westfalen) showed that about one third of the surveyed professors had parents with high status jobs (e.g., leadership positions, senior state employees) whereas only 11% had parents whose jobs fell into the lowest status group (e.g., workers without academic degree; Möller, 2013). So, academic background in the family matters in academia. Unwritten rules may be more difficult to access for people who cannot rely on specific advice from their family members. Social networks determine access to information and collaborative opportunities; but social networks might be less accessible for individuals who are less acquainted with academic contexts. This means that for example recommendation letters might be more difficult to obtain for first generation academics (#hiddencurriculum). Inequalities and disadvantages related to academic background may also be associated to what is referred to as classism, i.e. discrimination related to social status (e.g. Kemper & Weinbach, 2009), a phenomenon which is observed in academia as well (e.g. Altieri & Hüttner, 2022).

#### Recommendations:

- Detect and explicate unwritten rules that may be more difficult to access for people who cannot rely on specific advice from their family members.
- Offer networking opportunities for individuals from all family backgrounds. Social networks determine access to information and collaborative opportunities; but social networks might be less accessible for individuals who are less acquainted with academic contexts. For instance, recommendation letters might be more difficult to obtain for first generation academics.
- Implement mentoring programs for first generation academics.
- Support networks like [www.Arbeiterkind.de](http://www.Arbeiterkind.de).
- Be tolerant with regard to "untypical" ways of communication.

## 7. Final Statement and Outlook

The task force would like to thank the speaker group of the DPPD section for the opportunity to write this white paper. We think that this initial step to implementing diversity management within the DPPD section is important and necessary. We are looking forward to the discussion among the DPPD members. We hope that other sections and the DGPs will follow the example of the DPPD section and engage proactively with the topic of diversity and inclusivity.

We would like to share our impression that as a task force, we were only able to "scratch the surface" of the complexity of this topic. Fostering diversity and enhancing inclusivity in academia will require some fundamental reconsideration of norms, values, habits and routines. On an anecdotal level, we would like to mention that our task force had to pause its work due to the unexpected and disproportional challenges that the COVID-19 pandemic posed for its members, connected with their family status, gender, disability, career status, income and employment etc. So, in a way, having a diverse composition of the task force was also connected to substantial delay in finalizing the white paper. Luckily, the speaker group was patient. But this anecdote might highlight how the diverse challenges can constitute a dilemma because they pose objective restrictions on working time. Accommodating these challenges requires more than "small fixes".

### References

- Agerström, J., & Rooth, D.-O. (2011). The role of automatic obesity stereotypes in real hiring discrimination. *Journal of Applied Psychology, 96*, 790-805. <https://doi.org/10.1037/a0021594>
- Altieri, R., & Hüttner, B. (2020). (Hg.). *Klassismus und Wissenschaft. Erfahrungsberichte und Bewältigungsstrategien*. BdWi-Verlag, Marburg 2020.
- American Psychological Association. (2010). Publication manual of the American Psychological Association. (6th ed.). American Psychological Association.
- Axt, J. R., & Lai, C. K. (2019). Reducing discrimination: A bias versus noise perspective. *Journal of Personality and Social Psychology, 117*, 26-49. <https://doi.org/10.1037/pspa0000153>
- Dworkin, J.D., Linn, K.A., Teich, E.G. et al. (2020) The extent and drivers of gender imbalance in neuroscience reference lists. *Nat Neurosci 23*, 918-926. <https://doi.org/10.1038/s41593-020-0658-y>

- Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56, 5-18. <https://doi.org/10.1037/0022-3514.56.1.5>
- Devine, P. G., Forscher, P. S., Austin, A. J., & Cox, W. T. L. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of Experimental Social Psychology*, 48(6), 1267-1278. <https://doi.org/10.1016/j.jesp.2012.06.003>
- Diagnostik- und Testkuratorium (2018). *Personalauswahl kompetent gestalten: Grundlagen und Praxis der Eignungsdiagnostik nach DIN 33430*. Berlin: Springer. <https://doi.org/10.1007/978-3-662-53772-5>
- Gawronski, B., Ledgerwood, A., & Eastwick, P. W. (2020). Implicit bias and antidiscrimination policy. *Policy Insights from the Behavioral and Brain Sciences*, 7(2), 99-106. <https://doi.org/10.1177/2372732220939128>
- Gilbert, J. A., & Ivancevich, J. M. (2000). Valuing diversity: A tale of two organizations. *Academy of Management Perspectives*, 14(1), 93-105.
- Grogan, K. E. (2019). How the entire scientific community can confront gender bias in the workplace. *Nature Ecology & Evolution*, 3(1), 3-6.
- Harrison-Bernard, L. M, Augustus-Wallace, A. C, Souza-Smith, F. M, Tsien, F, Casey, G. P, & Gunaldo, T. P. (2020). Knowledge gains in a professional development workshop on diversity, equity, inclusion, and implicit bias in academia. *Adv Physiol Educ.*, 44, 286-294. doi:10.1152/advan.00164.2019
- Hipp, L. (2020). Do hiring practices penalize women and benefit men for having children? Experimental evidence from Germany, *European Sociological Review*, 36, 250-264. <https://doi.org/10.1093/esr/jcz056>
- Kemper, A. & Weinbach, H. (2009). *Klassismus. Eine Einführung*. Münster: Unrast.
- Kleissner, V., & Jahn, G. (2021). Implicit and explicit age cues influence the evaluation of job applications. *Journal of Applied Social Psychology*, 85, 107-120. <https://doi.org/10.1111/jasp.12720>
- Kroll, E., Veit, S., & Ziegler, M. (2021). The discriminatory potential of modern recruitment trends—A mixed-method study

- from Germany. *Frontiers in Psychology*, 4564.  
<https://doi.org/10.3389/fpsyg.2021.634376>
- Leslie, L. M. (2019). Diversity initiative effectiveness: A typological theory of unintended consequences. *Academy of management review*, 44(3), 538-563.
- McCord, M. A., Joseph, D. L., Dhanani, L. Y., & Beus, J. M. (2018). A meta-analysis of sex and race differences in perceived workplace mistreatment. *Journal of Applied Psychology*, 103(2), 137-163. <https://doi.org/10.1037/ap10000250>
- McDonnall, M. C., & Antonelli, K. (2018). Employers' implicit attitudes about the competence of people who are blind. *Rehabilitation Psychology*, 63, 502-511.  
<https://doi.org/10.1037/rep0000235>
- McKay, P. F., Avery, D. R., & Morris, M. A. (2009). A tale of two climates: Diversity climate from subordinates' and managers' perspectives and their role in store unit sales performance. *Personnel Psychology*, 62(4), 767-791.
- Meyer, B. (2017). Team diversity: A review of the literature. In R. Rico (Ed.), *The Wiley Blackwell handbook of the psychology of teamwork and collaborative processes* (p. 151-175). Chichester, UK: Wiley-Blackwell.
- Moon, K. K., & Christensen, R. K. (2020). Realizing the performance benefits of workforce diversity in the US federal government: The moderating role of diversity climate. *Public Personnel Management*, 49(1), 141-165.
- Moss-Racusin, C.A., Dovidio, J. F., Brescoll, V. L., Graham, M. J., & Handelsman, J. (2012). Science faculty's subtle gender biases favor male students. *Proceedings of the National Academy of Sciences*, 109, 16474-16479.  
<https://doi.org/10.1073/pnas.1211286109>
- Nielsen, M. W. (2018). Scientific performance assessments through a gender lens: A case study on evaluation and selection practices in academia. *Science & Technology Studies*, 31(1), 2-30.
- Nielsen, M. W., Alegria, S., Börjeson, L., Etzkowitz, H., Falk-Krzesinski, H. J., Joshi, A., ... & Schiebinger, L. (2017). Opinion: Gender diversity leads to better science. *Proceedings of the National Academy of Sciences*, 114(8), 1740-1742.
- Page, S. E. (2008). *The difference: How the power of diversity creates better groups, firms, schools, and societies*. Princeton University Press.

- Ployhart, R. E., & Holtz, B. C. (2008). The diversity-validity dilemma: Strategies for reducing racioethnic and sex subgroup differences and adverse impact in selection. *Personnel Psychology*, 61, 153-172. doi: 10.1111/j.1744-6570.2008.00109.x
- Prasad, P., Pringle, J. K., & Konrad, A. M. (2005). Examining the contours of workplace diversity: Concepts, contexts and challenges. In A. M. Konrad, P. Prasad & J. K. Pringle (Eds.), *Handbook of Workplace Diversity*, (p. 1-22). Sage Publications.
- Previtali, P., & Cerchiello, P. (2018). The determinants of whistleblowing in public administrations: an analysis conducted in Italian health organizations, universities, and municipalities. *Public Management Review*, 20(11), 1683-1701.xxx).
- Quillian, L., Pager, D., Hexel, O., & Midtbøen, A. H. (2017). Meta-analysis of field experiments shows no change in racial discrimination in hiring over time. *Proceedings of the National Academy of Sciences*, 114(41), 10870-10875. <https://doi.org/10.1073/pnas.1706255114>
- Reckase, M. D. (1996). Test construction in the 1990s: Recent approaches every psychologist should know. *Psychological Assessment*, 8, 354-359. doi: 10.1037/1040-3590.8.4.354
- Richard, O. C., Murthi, B. S., & Ismail, K. (2007). The impact of racial diversity on intermediate and long-term performance: The moderating role of environmental context. *Strategic Management Journal*, 28(12), 1213-1233.
- Roper, R. L., (2019). Does gender bias still affect women in science? *Microbiology and Molecular Biology Reviews*, 83, e00018-19;. doi:10.1128/MMBR.00018-19
- Röhner, J., & Lai, C. K. (2021). A diffusion model approach for understanding the impact of 17 interventions on the Race Implicit Association Test. *Personality and Social Psychology Bulletin*, 47(9), 1374-1389. <https://doi.org/10.1177/0146167220974489>
- Stahlberg, D., Braun, F., Irmen, L., & Sczesny, S. (2007). Representation of the sexes in language. In K. Fiedler (Hrsg.), *Social Communication. A Volume in the Series Frontiers of Social Psychology*, 163-187. New York: Psychology Press. doi:10.4324/9780203837702
- Stahlberg, D., & Sczesny, S. (2001). Effekte des generischen Maskulinums und alternativer Sprachformen auf den gedanklichen Einbezug von Frauen [The impact of masculine generics on the cognitive inclusion of women]. *Psychologische Rundschau*, 52, 131-140. doi:10.1026//0033-3042.52.3.131

Swartz, T. H., Palermo, A. G. S., Masur, S. K., & Aberg, J. A. (2019). The science and value of diversity: closing the gaps in our understanding of inclusion and diversity. *The Journal of infectious diseases*, 220(Supplement\_2), S33-S41.

Witteman, H.O., Hendricks, M., Straus, S. & Tannenbaum, C. (2019). Female grant applicants are equally successful when peer reviewers assess the science, but not when they assess the scientist. *Lancet*, 393 (10171), pp. 531-540. doi: <https://doi.org/10.1101/232868>



## Appendix

### Interview questions

The DPPD section has implemented a "Diversity and Inclusion" task force with the aim to write a "White paper" and to develop proposals for goals and proposals for the section how inclusion can be ensured and improved. As a basis for developing these guidelines, the status quo in the section will be assessed. We do this in three different ways: surveying all members, evaluating archive data and semi-structured interviews of important executives of the section. In the latter role, we turn to here and wait for your hands! It is important for our paper and the proposals to be developed to get insights how diversity and inclusion have been integrated already in decision processes and (implicit) rules in the past of the section. We would like to ask you as a (past) section speaker to reply to the questions below. Please do not hesitate to ask in case of any questions.

Term of office of the speaker from \_\_\_\_\_ to \_\_\_\_\_.

During your period as the speaker...

- 1) ... to what extent did diversity and inclusion play a role in decision-making processes? (e.g., when filling positions in committees or working groups; when awarding conferences or prizes or when inviting keynotes; etc.)
- 2) ... which formal or informal rules were / are there to ensure diversity in the section group? Were or will these rules be passed on to the next speaker group?
- 3) ... what changes did you experience with regard to the consideration of aspects of diversity?
- 4) ... have you been approached as the spokesperson for the section group with regard to diversity topics? If yes, what kind of topics?

I would like to add on this subject: