Diversity and Inclusion Task Force 2019

Outcome Report

CONTENT

BACKGROUND

As part of the ongoing development of the Diversity and Inclusion Strategy of the Hertie School, President Henrik Enderlein convened a Diversity and Inclusion Task Force in February 2019. Ombudsperson for Diversity Başak Çalı was asked to chair the Task Force alongside members of faculty, administrative staff, academic staff and students as members. Susann Park-Gessner (Director Quality Management) served as coordinator.

The mandate of the Task Force was to:

a) Identify general strategic objectives for the school, including definitions of equality, diversity and inclusion
b) Identify action- and issue-area specific goals
c) Recommend action and issue-area specific measures to achieve the goals identified

The Diversity and Inclusion Task Force convened three times between March and early June on 1 March, 30 April and June 3. In the first meeting, the Task Force discussions focused on general and definitional issues, and the organisation of the orientation week in 2019. In the second meeting, the focus was on the vision statement, our definitions of equality, diversity and inclusion, strategic objectives and the action area of Teaching and Studying. In the third and final meeting, the Task Force discussed the remaining action areas, namely, Faculty and Research, Communication and Outreach, Organisation and Campus, and Students and Community.

In between the meetings, the members collaborated via a project page on Moodle. Members commented on the wording of the vision statement, definitions and strategic objectives and provided input with regard to area and issue specific challenges, goals and measures. In order to make the work of the Task Force more manageable, each issue area was assigned to three members of the task force. In addition, suggestions and comments from the administration, students, research associates and alumni provided via digital pinboards were also taken into account.

FOUNDATIONS

The Hertie School respects and observes the German and international legal frameworks concerning non-discrimination, harassment and sexual harassment. Respective standards are stipulated in the Code of Conduct.

1.   Vision Statement

The Hertie School of Governance is committed to embedding and mainstreaming equality, diversity and inclusion into all areas of its activities.

2.   Definitions

Equality:

Equality is ensuring individuals or groups of individuals are not treated differently or less favourably, on the basis of their specific protected characteristics, including areas of race, gender, disability, religion or belief, sexual orientation, age or other social status. Promoting equality should remove discrimination in all of the aforementioned areas. Bullying, mobbing, harassment, sexual harassment or victimization also fall within the scope of equality.

Diversity:

Diversity refers to the social, psychological and physical differences that occur among any and all individuals. The Hertie School's concept of diversity includes intersecting dimensions of diversity including gender, sexual orientation, religion/belief/world view, physical and mental abilities, age, race, ethnicity, socio-economic status as well as differences in geographical background, national origin, political affiliation and sectoral background.

Inclusion

Inclusion encompasses mutual respect for the rights, differences and dignity of others and positive recognition of differences.

3. Strategic Objectives

Equality:

- Equal treatment and opportunities for all members of the community
- Reasonable accommodation of persons with disabilities
- Gender equality in all spheres of activity

Diversity:

- A diverse student community
- A diverse faculty and staff community.
- Diversity of perspectives in teaching programmes, research and outreach.

Inclusion:

- An equitable learning and working environment.
- A community characterized by mutual support and respect.
- A culture of appreciation and recognition.
- A welcoming and enabling environment for members of the community who wish to celebrate differences.
- A safe and positive campus climate.

ACTION AREAS

1.   Teaching and Studying

1. Curriculum and courses:

Challenges	1. Perceived lack of diversity with regard to theoretical breadth (esp. critical approaches), regional focus (esp. Eurocentrism), methodology (esp. lack of qualitative methods) 2. Diverse backgrounds of students when it comes to substantive knowledge, academic research and writing skills
Concrete Goals	1. Raise awareness among faculty & adjuncts about the perceived lack of diversity in the curriculum & different levels of academic backgrounds to be expected 2. A more diverse curriculum building on the strengths of core faculty & complemented with external expertise 3. Clear guidance to incoming students about the focus of the courses offered & the requirements of post-graduate study 4. Level the playing field by support to incoming students more proactively

Measures	1. Increase awareness among faculty & adjuncts on diversity in course content
	2. Offer a more diverse curriculum by
	    a. Review curriculum an annual basis
	    b. Discuss diversity in annual teaching conversations
	    c. Buy-in external expertise, where possible/appropriate
	    d. Offer an info session for incoming teachers
	3. Level the playing field by
	    a. Hold mandatory info session about academic writing
	    b. Provide information and guidelines in writing
	    c. Review the streams in core courses
	    d. Offer systematic flanking training

2. Teaching faculty

Challenges	Lack of diversity amongst the teaching faculty
Concrete Goals	Increase diversity of our teaching faculty, in particular, the adjunct faculty
Measures	1. Consider gender and regional background of instructors in course planning 2. Annually monitor the teaching faculty in terms of diversity 3. Compile data that enables multi-year comparisons

3. Learning environment and classroom situation

Challenges	1. Potential unconscious bias by instructors 2. Male dominance in classroom (interruptions of female classmates, mansplaining, sexist comments) 3. Lower assertiveness in the classroom from some students, especially female students and students from the global south 4. Difficulty to challenge dominant perspectives or schools of thought presented in the classroom 5. Insecurity and/or self-censorship when challenging the comments/perspectives of students
Concrete Goals	Create inclusive classroom
Measures	1. Mandatory training for faculty and adjuncts on diversity, unconscious bias, how to foster participation by "silent" or non-assertive students and how to deal with hostile and/or harassing behaviour by students in class. 2. Hold an annual sharing of experience meetings in creating inclusive class rooms with faculty and adjuncts. 3. Include recommendations and best practices in the instructor handbook

4. Grading

Challenges	Potential unconscious bias by instructors
Concrete Goals	Fair, non-biased grading
Measures	1. Anonymize all exams, and where possible assignments 2. Provide information on unconscious bias for faculty in instructor handbook 3. Monitor if there are biases in grading

5. Course evaluations

Challenges	Potential bias by students
Concrete Goals	Awareness amongst management, in particular President, Dean of Research and Faculty
Measures	1. Raise awareness of bias in the institution especially in regard to faculty evaluation 2. Monitor and measure bias

6. Study abroad

Challenges	1. Lack of diversity in study abroad destinations 2. Absence of Erasmus financing option (Erasmus Plus) for non-European destinations
Concrete Goals	1. Increase diversity of study abroad destinations 2. Students are enabled to choose study abroad destination independent from financial means
Measures	1. Annually monitor study abroad destinations 2. Design a needs-based financial aid scheme for study abroad at non-European partner universities

7. Career: Internships, professional year, career events

Challenges	1. Difficulty for international students to enter German job market 2. Current practice acknowledging professional experience is biased as it only credits full-time positions and not part-time jobs (i.e. to finance studies). Same applies to internship requirements: Only 6 weeks full-time internships are accepted but not part-time jobs.
Concrete Goals	1. Improve career advancement opportunities for underrepresented groups 2. Support penetration of international students in the German job market 3. Recognize professional experience and internships taking into account socio-economic diversity
Measures	1. Monitor and analyze career advancement for underrepresented groups 2. Encourage faculty to link with institutions for career opportunity 3. Offer specific professional and career development support networks/classes for students from diverse backgrounds 4. Strengthen the options for students to learn/practice German through their studies 5. Review professional experience and internship recognition policy

2.   Faculty and Research

1. Faculty recruitment

Challenges	To create a truly global faculty
Concrete Goals	Hertie's stated claim towards global policy relevance is matched with globally diverse faculty
Measures	1. Search actively and broadly, through different channels. 2. Evaluate the effectiveness of our recruitment strategy in attracting a diverse pool. 3. Monitor how an applicant has learned about the job by making this information mandatory in the application form

2. Recruitment of research assistants, research associates and PhD students

Challenges	1. Lack of gender diversity among PhD students in the recent cohorts 2. Potential lack of diversity among research assistants and research associates 3. Potential bias in hiring student assistants in terms of gender, ethnicity, nationality, disability
Concrete Goals	1. Higher share of women in research at the Hertie School, in particular at doctoral level 2. Higher share of minorities and people with disabilities in research
Measures	1. Annually monitor the diversity of PhD students, research associates and research assistants 2. Research assistants: Specifically encourage female students to apply for job 3. Research associates: Send job ads through channels which reach females, people with disabilities, minorities, e.g. by connecting with scholarship programs targeted at these groups 4. PhD students: Design and offer recruitment events or campaigns especially for targeted groups (e.g. PhD info session for females) 5. Evaluate the effectiveness of our recruitment strategy to attract a diverse pool 6. Monitor number of female applications, number of women shortlisted and number of acceptances on an annual basis

3. Doctoral training

Challenges	Lack of diversity awareness amongst PhD students
Concrete Goals	PhD students are well prepared to deal with diversity issues in their career
Measures	1. Diversity training for classroom interaction for PhD students 2. Diversity training to strengthen awareness of gender/race/other bias in research

4. Library and resources

Challenges	1. Lack of diversity in reading lists (syllabi) 2. Potentially, lack of diversity in book purchases, journals or other sources
Concrete Goals	1. Increased diversity in reading/reference lists 2. Increased diversity in book purchases

Measures	1. Ask the LIA team to evaluate measures to increase diversity s.a.
	    o Audit purchases for library for diversity enhancement of sources.
	    o Offer diverse reference lists on topics important at Hertie, (e.i. all female authors on topic x; gender and public policy)
	    o Or propose alternatives
	2. Include LIA team in inclusion and diversity training

3. Communication and Outreach

1. Public dialogue

Challenges	1. Non-diverse panels, all male panels 2. Event times might be exclusive (too late for parents)
Concrete Goals	1. Increased diversity on panels 2. Increased diversity of participants / participation of diverse audience
Measures	1. Ensure participation of at least one female speaker (excluding the moderator/chair) 2. Connect with or join initiatives s.a. Brussels Binder 3. Brief moderators/chairs to take questions and proactively encourage questions that seeks a gender balance 4. Provide the option to ask questions digitally (i.e. via twitter) 5. Analyse attendee structure in events 6. Ask the male members of faculty to take the 'I will not take part in an all male panel pledge' 7. Create a policy statement or guideline (see LSE for example) 8. Offer childcare during evening events for panelists and attendees (like e.g. at WZB) 9. Ensure that there are lunch time events as well as evening ones

4.   Organisation and Campus

1. Personnel recruitment (and development)

Challenges	1. Lack of diversity in the administration in terms of disability and gender (most staff members are female, but most directors are male and that may point to a glass ceiling problem) 2. Potentially, non-inclusive job ads (by wording or description) 3. Potential biases in selection processes
Concrete Goals	1. Increased diversity among administration 2. Non-discriminatory and bias-free recruitment and personnel development
Measures	1. Define hiring and development goal also in terms of diversity by each department and by management 2. Job ads: Non-exclusion and non-discrimination check of job ads; include D&I commitment statement; include statement that disabled applicants will be preferred; post all job ads in German and English. 3. Application material/forms: Eliminate photo requirement on da vinci, ask for CVs without picture and not to include date of birth and marital status 4. Provide trainings for directors/managers & faculty on fair interviews and on unconscious bias (could be part of D&I trainings) 5. Develop guidelines with regard to how to phrase job ads, how to conduct interviews etc. 6. Monitor annually measures taken

2. Salaries

Challenges	Unequal pay (pay gap between gender and academic/administrative staff)
Concrete Goals	Pay equity
Measures	1. Make information available on gender pay gap upon request 2. Conduct review of salaries in regard to gender equality 3. Integrate findings in recruitment and personnel development strategy 4. Publish diversity pay gap report (see for example LSE's gender pay gap report)

3. Family-friendly: Work/study and family-life reconciliation

Challenges	1. Level of work and family-life reconciliation varies between job levels and departments 2. Lack of clarity and transparency in regard to rights and rules 3. Lack of (knowledge about) child care options at Hertie
Concrete Goals	1. Improved conditions for employees and students to reconcile work/study and family-life 2. Clear and transparent rules 3. Improve (knowledge about) especially emergency childcare options
Measures	1. Require doctor's notice on 3rd day (not on day 1) in case of child sick leave 2. Permit working from home in case of a sick child 3. No mandatory meetings before 9 and after 4 or provide child care options for late meetings 4. Offer part-time and job share options for leadership positions 5. Provide more information on "family-friendly" measures, including care leave options. 6. Provide onboarding for parents returning from parental leave 7. Establish mentoring scheme or workshop for parents 8. Offer specific family events for employees 9. Investigate to offer child-care opportunities, possibly in cooperation with other organisations 10. Develop family friendly policy that encompasses all form of care responsibilities that the staff may have

4. Building and facilities

Challenges	1. Lack of accessibility for physically impaired (entrance area, area in front of wheelchair bathroom, no evacuation option in case of fire) 2. Lack of information on facilities for physically impaired and parents
Concrete Goals	An accessible and inclusive campus

Measures	1. Provide information on special equipped bathrooms and access/key, non-gendered restroom, family-room etc and include in
	    a. Signage on each floor
	    b. A map of the building
	    c. In onboarding material for students, faculty and staff
	2. Purchase an evacuation chair for physically disabled in case of fire and/or non-functioning of the elevator
	3. Observe wheel-chair accessibility for Robert Koch Forum

5. Catering

Challenges	1. Very scarce options for gluten-intolerant individuals 2. Lack of labeling of substances or products causing allergies and intolerances in the cafeteria
Concrete Goals	1. Catering options for gluten-free individuals 2. Transparency regarding allergens in food offered at the cafeteria and at events
Measures	1. Ensure gluten-free food options during Hertie events and in the cafeteria. 2. Ask Mr. Fuhrmann to provide information on allergens in the food options in English

5. Students and Community

1. Student recruitment

Challenges	Lack of diversity in terms of underrepresentation of students
	   1. from less privileged socio-economic backgrounds (especially in MIA)
	   2. from Africa and Asia
	   3. from Germany with migrant background
	   4. from Central and Eastern European countries
	   5. with a disability

Concrete Goals	Increased socio-economic diversity / reduced access barriers for non-privileged applicants
Measures	1. Review financial aid and scholarships in terms of achieving diversity, in particular socio-economic diversity 2. Provide financial aid options s.a. "prodigy" 3. Design and offer recruitment events or campaigns especially for targeted groups (e.g. PhD info session for females) 4. Design outreach or mentoring programs for target groups by alumni or advanced peers

2. Student community climate

Challenges	1. Incidents of harassment and sexual harassment within student community 2. Male dominance 3. German - international division
Concrete Goals	1. An inclusive student community **2.** Respectful student interaction
Measures	1. Hold awareness training or event during Orientation week 2. Include Hertie's diversity statement and relevant policies in the pre-arrival literature 3. Support student projects on D&I 4. Create and communicate short and accessible policies regarding bullying, harassment, sexual harassment, family friendly student life (see for example LSE) Recommendations to the HSR: 5. Introduce the role of Diversity and Inclusion champions for all programmes in your structure 6. Create a confidential and anonymous channel/space for students to share their concerns about discrimination, harassment, sexual harassment, diversity and inclusion with HSR 7. Ensure that all HSR reps have a set meeting w the Diversity Ombudsperson and Ombudsperson soon after they are elected. 8. Ensure that Hertie objectives on diversity and inclusion are taken into account in all spheres of HSR activity. 9. Include diversity and inclusion as a standard agenda item in your board meetings.

RECOMMENDATIONS AS TO PROCESS, IMPLEMENTATION AND FOLLOW UP

In order to mainstream diversity and inclusion and to ensure continuous monitoring, we recommend the following measures:

1. Introduce diversity and inclusion as a standard reporting item in all relevant school committees and meetings including the Academic Senate, Faculty Retreat, All School Meeting, Admin Leadership Meeting, and Admin Meeting.

2. Ensure that all respective units review and report on relevant measures annually to Director Quality Management.

3. Ask Ombudsperson for Diversity and Director Quality Management to produce short and accessible policies and guidelines (1-2 pages) on the following topics in time for discussion at the winter Faculty Retreat
   a. Anti-discrimination, positive recognition of difference and reasonable accommodation
   b. Bullying, mobbing and harassment
   c. Sexual harassment
   d. Family-friendly
   e. Diversity and public events
   f. Diversity and recruitment (How to phrase job ads, how to conduct interviews)

4. Earmark annual budget for proposed diversity and inclusion measures

5. Establish a stocktaking process and publicly report as to whether and to what extent strategic objectives are met.