



Hertie School

Diversity, Equity and Inclusion



Gender Equality Plan 2024-25

Including an assessment of the GEP 2022-23

Approved by the school leadership and signed by the management



Gender Equality Plan 2024-25



Commitment

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

We believe we can attain the best in research and teaching in a community that promotes different perspectives and new ideas, and which celebrates the full spectrum of human diversity across all dimensions, including gender, ethnicity, socio-economic status, age, race, national origin, sexual orientation, disability and religion or belief/world view. In all of its endeavors, the Hertie School strives to eliminate gender discrimination and promote equal rights, taking into consideration the different living situations of men and women (gender mainstreaming). The Hertie School strongly condemns all forms of discrimination, (sexual) harassment, bullying and violence and applies a zero-tolerance approach in cases of violation.

The Hertie School has signed the Diversity Charter (Charta der Vielfalt e. V.), a corporate initiative supported by the German government to promote diversity in companies and institutions.



Gender equality and DEI Strategy

The Gender Equality Plan is embedded in the Diversity, Equity and Inclusion Strategy. Since 2018, a comprehensive strategy process was conducted involving all stakeholder groups and external experts. In 2019, based on the work of a Diversity and Inclusion Task Force, the school adopted a D&I mission, key strategic objectives and a portfolio of measures to foster and promote equality, diversity and inclusion. One key strategic objective was to include gender equality in all spheres of activity. Various measures across the main action areas of the school specifically addressed gender equality.

In 2020, a Task Force was mandated to identify processes of institutional and systemic discrimination based, among others, on gender, as well as gaps, shortcomings and barriers in existing procedures and structures. Recommendations by that task force included several measures with a gender equality context.

The Hertie School adopted its first Gender Equality Plan for the years 2022 and 2023 at the beginning of 2022. In January 2024, the Gender Equality Plan was reviewed, adapted and expanded for the calendar years 2024-2025. The results of a **comprehensive evaluation of the GEP 2022-23** in consultation with the central administrative units have been incorporated into this document.

Gender Equality Plan 2024-25

This Gender Equality Plan 2024-25 has been developed in line with the Horizon Europe Guidance on Gender Equality Plans issued by the European Commission and was approved and signed by the Hertie School leadership. It outlines measures, activities and policies in place as well as planned initiatives as part of the DEI strategy with a specific focus on further enhancing gender equality for 2024 to 2025. The results of a comprehensive evaluation of the GEP 2022-23 in consultation with the central administrative units have been integrated into this plan.



Structure

This GEP lists **key action areas** based on the recommended building blocks of the Horizon Europe GEP Guidance and completed by additional field of action tailored to our community's specific needs and expectations.

1. Gender Balance
2. Integration into Research, Teaching and Outreach
3. Measures against Gender Violence
4. Work-life Balance and Organizational Culture



Data Collection

This plan is based on **data** regularly and systematically collected by the School, dialogue and strategy processes, a climate survey and the assessment of the GEP 2022-23 concluded in fall 2023. Data regarding the gender balance of different status groups of the School is to a large part publicly available. Further monitoring and analysis of data in the context of certain processes and developments over time is conducted (such as faculty development and others).



Dedicated Resources

The School dedicates a wide range of different **resources** to ensure, develop and promote gender equality, diversity and inclusion for all its members.






The DEI Office, staffed with two persons, leads the strategy and activities across the organization and **is tasked to coordinate and monitor the implementation of the Gender Equality Plan. This includes the collection and monitoring of all relevant data and information.** The coordinator family-friendly university coordinates various measures to ensure family-friendly working conditions. Further staff time is dedicated throughout different units (HR, Student Life, Curricular Affairs) to gender related topics. The DEI Office is being provided a separate budget to implement various measures and activities.

Gender balance Overview Masters' Students



Student
Community

Student Community The School's student body is a highly vibrant and diverse group from 77 countries and has an overall balanced gender ratio. In the academic year 2023-24, the share of female students by programme are (in comparison to ratio in Sept 2021):

Study Programme	Ratio female, %		Trend 2021 - 2023
	2021 (Sept)	2023 (Sept)	
All Masters' Programmes	55	53	
Master of Public Policy	57	57	
Master of International Affairs	51	54	
Master of Data Science	40	40	
Exec. MA of Public Administration	45	42	

Over the period of the GEP 2022-23, an increase in the proportion of female students can be observed in the MIA programme, while further efforts are needed to attract female students in the MDS and EMPA programmes.

The Hertie School also has a noticeable proportion of students who identify as non-binary/diverse.

Gender balance Overview PhD Researchers





Doctoral Programmes

Doctoral programmes Closing a gender gap and increasing the share of female researchers has been the focus of a pilot project in the AY 2019-20 as well as the Gender Equality Plan 2022-23. A number of measures have been taken to successfully attract more suitable female candidates to the programmes.

All programmes The gender ratio among our PhD researchers across all four doctoral programmes is 38:25 (female/male).






In our **Doctoral Programme in Governance** the share of PhD researchers identifying as female is 51%. In 2023, 10 PhD researchers were accepted into the Doctoral Programme in Governance, of which 6 identify as female researchers. These achievements are to be maintained in the next years.

PhD Programme	Ratio female, %		Trend 2021-2023
	2021 (Sept)	2023 (Sept)	
All PhD Programmes	44	59	
Doctoral Programme in Governance	45	51	

Gender balance Overview Core Faculty



Gender-balanced faculty The Hertie School has achieved a gender-balanced faculty composition. **18 of our 35** faculty members are women. This is a share of over **50 %**, which by far exceeds the average of **28 %** in Germany (2022, *Federal Statistical Office of Germany*). The gender-balance is also maintained at most career levels:

Faculty Career Level	Ratio female, %		Trend
	2022 (March)	2023 (Dec)	
Core Faculty	48	51	
Tenured full professor	55	50	
Full professor tenure-track	57	50	
Assistant professor tenure-track	42	80	
Senior professor	0	0	

Core
Faculty

Faculty recruitment In the past three academic years, 66 % of newly hired professors were female. The regulations on the composition of faculty recruitment committees include a minimum required number of female members. In addition, we extended the requirement of submitting a diversity statement for all applicants in our faculty recruitment procedures.



Faculty support The Hertie School aims to provide an inclusive and family-friendly environment to all members of its core faculty with a special attention to professors with care duties and junior or newly hired members of our faculty.

Gender balance Overview Researchers



Researchers

Our group of researchers (research associates, policy fellows and postdoctoral researchers) shows a balanced gender ratio. Slightly more than half of them are women. The goal of maintaining this proportion despite a largely decentralized selection process was achieved in the 2022-23 GEP project period. This objective should be pursued further in the GEP 2024-25 project period.

Researchers	Ratio female, %		Trend
	2021 (Dec)	2023 (Dec)	
Postdoctoral Researcher/Policy Fellows (PhD)	45	50	
Research Associate/Policy Fellows	54	50	

Gender balance Overview External Lecturers



Adjuncts /
External lecturers

Adjuncts and external lecturers teach regularly or temporarily at the School and thus play a key role in student experience in graduate programmes. In 2023 a targeted analysis of our teaching staff in regard to gender composition in the past 5 years was concluded and measures to permanently monitor and assess relevant data developed.

The share of female external lecturers (as first instructor) has remained unchanged since Fall 2021. Only 25 % of external lecturers are female scholars. Even less female scholars teach over a longer period and thus become appointed to adjunct. In 2023, the share of female adjuncts is as low as 14% (26 % in 2021). Thus, a close monitoring in terms of diversity and consideration of gender (and regional) background of instructors in course planning is considered as a strategic item for the GEP period 2024-25.







External Teaching Staff	Ratio female, %		Trend
	2021 (Dec)	2023 (Dec)	
Adjuncts	26	14	↓
External lecturers (including adjunct faculty)	29	25	↘

Gender balance Overview Leadership & Decision-making



Leadership and Decision-making

In regard to **leadership and decision-making roles**, the School remains well-balanced. The managing body of the Hertie School (HSL) is composed of President, Managing Director and Deans.

School Body	Ratio female, %		Trend
	2021 (Sept)	2023 (Dec)	
All leadership	47	48	
School management (HSL)	50 (as of March 2022)	60	
Academic Senate	52	58	
Centres of Competence	43	43	
Board of Trustees	70	60	
Supervisory Board	25	25	

In **school bodies and committees**, we strive for and in most cases ensure a balanced representation. The current compositions vary by committee.

The composition of the Academic Senates varies every year, among others due to faculty sabbaticals.






Gender balance Overview Non-Academic Staff



Non-academic
Staff



Gender imbalances in non-academic staff structures The Hertie School administrative staff continues to be strongly characterized by female presence. Altogether 67 % of the School administrative employees are women (71 % in 2021). The gender ratio varies on the hierarchy levels.

In the project period of the GEP 2022-23, significant progress has been made towards improving diversity on all levels. The School attracted more male employees for assistant and associate roles and substantially decreased imbalance on the level of directors.


Staff Category	Ratio female, %		Trend 2021-23
	2021 (Dec)	2023 (Dec)	
All staff	71	69	
Assistant	92	76	
Associate	71	68	
Manager	75	77	
Director	31	45	

Data includes staff on parental leave.

Gender balance Measures and implementation

Action area	Measure	In place/Ongoing	Next steps
 Monitoring and reporting	1 Develop monitoring and reporting concept for all status groups	<input checked="" type="checkbox"/> • Gender balance in different groups annually monitored and partly reported	<input type="checkbox"/> • Regularly report to the Academic Senate
	2 Ensure/maintain gender balance among faculty	<input checked="" type="checkbox"/> • Regular analysis of faculty composition and consideration in ongoing processes. <input checked="" type="checkbox"/> • Gender as key criterion when a) composing a recruitment committee (incl. formal minimum requirement); b) selecting external reviewers; c) establishing a short-list of candidates <input checked="" type="checkbox"/> • Diffusion of Calls for Application in channels targeting women	
 Faculty Development and Support	3 Consider (gender) diversity in faculty promotion and support	<input checked="" type="checkbox"/> • Gender as key criterion considered when a) composing a mid-term or tenure review committee b) selecting of external reviewers	<input type="checkbox"/> • Prepare benchmark analysis on faculty parental leave and tenure clock policy <input type="checkbox"/> • Review existing policies, processes <input type="checkbox"/> • Raise awareness for diversity-related research/teaching content in faculty promotion procedures
	4 Strive for more gender diversity among teaching staff	<input checked="" type="checkbox"/> • Gender balance statistics available <input checked="" type="checkbox"/> • Annually monitor the teaching faculty in terms of gender and diversity <input checked="" type="checkbox"/> • Consider gender of instructors in course planning	<input type="checkbox"/> • Develop an empirically-grounded strategy to increase our recruitment of female external instructors

Gender balance Measures and implementation

Action area	Measure	In place/Ongoing	Next steps
 Recruitment and Promotion	5 Increase and maintain gender-balance among PhD researchers	<input checked="" type="checkbox"/> • Websites and information materials revised to make female role models more visible <input checked="" type="checkbox"/> • Faculty may propose female applicants for scholarship in fast-track procedure	<input type="checkbox"/> • Develop guidelines for PhD board, include enhancement of gender-balanced cohort composition
	6 Balance gender proportion in all selection committees	<input checked="" type="checkbox"/> • Gender balance statistics available. <input checked="" type="checkbox"/> • Regularly monitor gender balance and consider in composition process	<input type="checkbox"/> • Continue fostering gender balance in student admission committees
	7 Consider gender-balance across all hierarchy levels in recruitment and promotion	<input checked="" type="checkbox"/> • Gender balance statistics on staff recruitment available <input checked="" type="checkbox"/> • Photo requirement and other gender-related data eliminated <input checked="" type="checkbox"/> • Strive to increase female share in director positions	<input type="checkbox"/> • Targeted calls in women's networks <input type="checkbox"/> • Maintain gender balance in leadership positions
	8 Improve policies and processes on gender pay equality	<input checked="" type="checkbox"/> • Process to make information on gender pay gap upon request in place <input checked="" type="checkbox"/> • Bi-annual salary review (horizontal and vertical), last review per staff category and according to gender: 2021 <input checked="" type="checkbox"/> • Conduct gender pay gap report per status groups annually	<input type="checkbox"/> • Finalize and approve salary structure <input type="checkbox"/> • Integrate findings in recruitment and personnel development strategy <input type="checkbox"/> • Share gender pay gap report per status groups annually <input type="checkbox"/> • Assess measures to address gender imbalances in wage structure if there are any

Integration into research, teaching and outreach Overview



Course Offers

Courses in graduate programmes Multiple courses in our graduate programmes focus on different aspects of diversity, among others specifically on gender issues. We encourage our instructors to develop courses involving gender perspectives. In our MPP, MDS and MIA programmes, we continue to offer a number of courses which focus on or involve diversity, gender or related topics.

We equip our students with theoretical and analytical tools to assess the implications for gender parity of specific policies and institutions. Through our teaching, we aim to raise awareness of the gender dimension of policymaking. Among other topics, courses explore the intersection of gender and business, migration, human rights, the political economy, health, food systems, and power, politics, and identity.



Mentoring Programmes and Career Advice

Mentoring initiatives The Hertie School continues and will further develop its mentoring initiatives with a strong gender equality emphasis. To enhance accessibility, we have recently developed a specific website and thus offer a transparent and easily reached overview of support programmes for all underrepresented or underprivileged groups. Specific programmes supporting female students are:

- Focusing on the access of young female-identifying students to often male-dominated professions, the Women in Sustainability Mentoring Programme provides students with orientation on careers in climate, energy, and sustainability policy and encourages young women to enter these fields.
- Our First-Generation Mentoring Programme provides counseling by mentors of different genders and takes into account a balanced gender ratio among those served. Other mentoring programmes run by the Centres strive for a balanced composition of mentees and encourage female students to participate.

Career advice programmes Targeted counseling workshops for female students on career opportunities in male-dominated fields are offered (e.g., careers in security).

Integration into research, teaching and outreach Overview



Research

Our research programmes and projects As a public policy school, the Hertie School strives to shed light on various aspects of social cohesion, family life, and gender equality. We continue to explore the specific gender implications of social change. Current or recent research projects led by or contributed to by our faculty demonstrate our commitment to current research questions in a gender context.

Academic discussion Our faculty and the Centres of Competence are deeply involved in academic dialogue about gender-related topics with our student community and the public. They regularly offer events either specifically on gender topics in their respective research field or with a cross-topic, horizontal approach.

The history of inequality, gendering de-democratization, women's rights movement in Iran, antiabortion legal mobilization in Brazil or centering black women in EU equality law are some examples of the global perspective we offer on gender equality.

Faculty and researchers actively engage in academic discussion in the context of diversity and equality. Specifically, our series of Social Policy Research Colloquia examines topical issues of gender inequality in the context of parenthood.




Events/No Manel Pledge



Hertie School events The Hertie School strives for utmost diversity of speakers and perspectives in events. Inter alia, we consider gender balance when selecting speakers for our events with the aim to include 50% female participants. As a rule, we do not offer all-male events and panels. We continue to focus on female perspectives in all our events celebrating 20 years Hertie School.

Faculty participation Our faculty committed themselves to avoid participating in all-male panels in their public appearance outside the school, too.

Integration into research, teaching and outreach Measures and implementation

Action area	Measure	In place/Ongoing	Next steps
 Teaching and Learning	9 Monitor and report gender diversity data	<input checked="" type="checkbox"/> • Monitor gender diversity of teaching staff (adjuncts and external lecturers) <input checked="" type="checkbox"/> • Monitor and report on potential grading biases	<input type="checkbox"/> • Assess how to include (gender) diversity as an aspect in student course evaluation
	10 Encourage diversity in course offer and content	<input checked="" type="checkbox"/> • Annual review of curriculum in terms of set of courses offered <input checked="" type="checkbox"/> • Diversity statement in syllabi <input checked="" type="checkbox"/> • DEI experience part of course info Questionnaire <input checked="" type="checkbox"/> • Diversity issue in annual teaching conversations	<input type="checkbox"/> • Development of best practice repository in progress <input type="checkbox"/> • Provide guidelines, support material and training
	11 Improve learning environment and classroom situation	<input checked="" type="checkbox"/> • Recommendations included in instructor handbook <input checked="" type="checkbox"/> • Training offers for Post-docs on Inclusive classroom	<input type="checkbox"/> • Development of best practice repository in progress <input type="checkbox"/> • Further training for teaching staff <input type="checkbox"/> • Develop format for peer learning / sharing of experience
	12 Provide support considering gender aspects	<input checked="" type="checkbox"/> • Targeted counseling workshops for female students and PhD researchers offered <input checked="" type="checkbox"/> • Mentorship programmes for female students <input checked="" type="checkbox"/> • Alumnae invited to share experience and offer exchange	<input type="checkbox"/> • Assess development of targeted career advice programme for female/diverse students

Integration into research, teaching and outreach Measures and implementation

Action area	Measure	In place/Ongoing	Next steps
 Academic Research	13 Make visible and encourage diversity and gender-related research	<input checked="" type="checkbox"/> • Provide support on including (gender) equality in grant proposals <input checked="" type="checkbox"/> • Request all candidates to submit diversity statements i.a. addressing research	<input type="checkbox"/> • Include (gender) diversity in faculty and Centre evaluation <input type="checkbox"/> • Training for PhD researchers on awareness of biases in research <input type="checkbox"/> • Feature diversity and gender-related research in communications
	14 Promote female researchers and gender-balance in research events	<input checked="" type="checkbox"/> • No manels @Hertie School <input checked="" type="checkbox"/> • No manel pledge by faculty <input checked="" type="checkbox"/> • Connect with relevant international and national partners	
 Communication and Outreach	15 Foster gender inclusivity in events	<input checked="" type="checkbox"/> • Briefing for chairs/panelists to ensure inclusive dialogue with audience <input checked="" type="checkbox"/> • Develop digital solutions to enable participation	<input type="checkbox"/> • Create policy statement or guideline for all research and public events
	16 Participate in higher education cooperation on gender equality	<input checked="" type="checkbox"/> • Connect with relevant international and national partners <input checked="" type="checkbox"/> • Joint activities and workshops with CIVICA Partners	<input type="checkbox"/> • Encourage faculty and Centres to engage actively in outside events and networks on gender topics related to their research where appropriate <input type="checkbox"/> • Further expand network

Measures against gender-based violence Overview



Legal Framework

The **Code of Conduct** stipulates values, legal requirements and internal regulations at the Hertie School with respect to research, teaching and business operations. It states that the School aims to provide a discrimination-free and safe work and study environment in which all members of the community are protected, respected, valued and treated equally.

It stipulates the principle of non-discrimination and the definition and standards regarding discrimination, harassment and sexual harassment. The Code also stipulates the organizational framework and the procedures in case of misconduct.



Key Bodies

Diversity and Inclusion Officer as complaints body The Diversity, Equity and Inclusion Officer provides counselling and advice on alleged discrimination, harassment and/or sexual harassment. They further serve as complaint body in such cases, investigate the matter and initiate respective proceedings.

Ethics Committee as appeal body The Ethics Committee is an appeal body responsible for overseeing and clarifying ethical issues and conflicts. It may take further action in response to the report of the Diversity, Equity and Inclusion Officer and take action in case of an assignment by the Diversity, Equity and Inclusion Officer or if requested by one of its members.



Procedures in Cases of Gender-based Violence

The Procedures are stipulated in the Code of Conduct in Section 3.4.3 and 6

Sec. 3.4.3. (2) stipulates that in case of a suspected discrimination, harassment or sexual harassment, the Diversity, Equity and Inclusion Officer shall be informed, they then shall investigate the matter and initiate respective proceedings.

Sec. 6.2. and 6.3. outline the exact proceeding, the procedure and the roles of the DEI Officer and the Ethics Committee. It defines possible actions by them such as advice, informal resolution and investigations. Further, it stipulates potential outcomes, remedial measures and the right to appeal.

Measures against gender-based violence Overview



Dedicated
Resources
for GEP

The **Diversity, Equity and Inclusion Office** initiates, leads and monitors measures and policies improving gender awareness and equality. The office

- develops, coordinates, and implements preventive measures, coordinates and provides training/workshops;
- serves as main point of contact for questions, ideas and concerns and provides information, resources, advice and support for members of the school community;
- provides information to and liaises with external partners and funders.

The Diversity, Equity and Inclusion Officer is part of this Office.



Other administrative units are involved in the implementation of measures listed in the School's Diversity, Equity and Inclusion Strategy and in this plan (family-friendly-audit, providing mental health services and many more).

Information The School provides a comprehensive collection of information material, including the DEI Strategy, our Code of Conduct and other relevant policy documents on its website and intranet. Weblinks to available other sources of information and external institutions are made available to students and staff on our Moodle site.

Staff is regularly informed about developments in key meetings and new staff receives information on the rules and regulations as part of their onboarding. Students are provided information during Welcome Week on the Code of Conduct introducing our key values, presenting the key bodies and regulations and procedures in case of misconduct.

DEI budget The School's annual budget includes an earmarked budget for financing of measures such as trainings, workshops and communication.

Measures against gender-based violence Measures and implementation

Action area	Measure	In place/Ongoing	Next steps
 <p>Framework</p>	<p>17</p> <p>Improve policies and procedures</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> • Institutional structure revised (DEIO) <input checked="" type="checkbox"/> • Benchmarking ongoing <input checked="" type="checkbox"/> • Review Code of Conduct, policies and procedures <input checked="" type="checkbox"/> • Review organisational and governance framework 	<ul style="list-style-type: none"> <input type="checkbox"/> • Regularly monitor adequacy of policies and governance framework after review
 <p>Information, Awareness and Trainings</p>	<p>18</p> <p>Provide Information and ensure ongoing communication</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> • Module at Welcome Week <input checked="" type="checkbox"/> • Introduce DEIO at meetings of stakeholder groups 	<ul style="list-style-type: none"> <input type="checkbox"/> • Benchmarking on publicly available data <input type="checkbox"/> • Amend information and communication in regard to form, channels, content <input type="checkbox"/> • Set up communication formats with key stakeholder groups <input type="checkbox"/> • DEI events at further staff, student community & faculty events
	<p>19</p> <p>Provide Trainings</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> • Training needs assessment ongoing <input checked="" type="checkbox"/> • Training programme for administration (in parts) <input checked="" type="checkbox"/> • Workshops for/with staff (CIVICA, GE Academy etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> • Build in-house capacity for training <input type="checkbox"/> • Develop training programme for students. <input type="checkbox"/> • Set-up training plan for prevention training & bystander training for students <input type="checkbox"/> • Assess and develop training offer for faculty & researchers <input type="checkbox"/> • Assess and further develop training programme for leadership and admin

Work-life balance and organisational culture Overview



Family-friendly School

Family-friendly institution We are dedicated to helping promote equal opportunities for all, regardless of their gender. The Hertie School defines family as being all partnerships in which long-term social responsibilities are assumed. This particularly includes all parents and/or guardians of children, as well as those who are responsible for the care of relatives and/or partners.

Among others, facilitated conditions apply for the care of sick children. Part-time study models and semesters off for students to combine pregnancy and child-rearing are available for mothers and fathers studying at the school.

The **Coordinator family-friendly university** coordinates various measures to ensure family-friendly working conditions at the School. Areas of action are derived from the evaluations conducted during the certification as a family-friendly university. Responsibilities include providing information and consulting staff on family-related topics.

Audit Familienfreundliche Hochschule The Hertie School has been regularly audited by berufundfamilie gGmbH and certified as a family-friendly university since 2008 (last audit 2021). The audit checks how the organization provides and continuously improves family-friendly conditions for work and study. During the next GEP period, we will continue our efforts to be a family-friendly place to work and study.

Holiday activities and childcare. The Hertie School is partnering with an organisation that offers holiday activities for children aged 5-13, with special discounts for staff.

Work-life balance and organisational culture Overview



Mental Health

Mental health counselling Students of different gender or identity might require specific approaches of psychological support during their studies in cases of stress, fear, failure, depression or eating disorders, or simply maintaining a healthy work-life balance. Therefore, we have successfully offered gender-sensitive counseling by both female and male counselors, among others with a special focus on providing a safe space for LGBTQIA+ related topics.



Facilities

At our facilities, we have bathrooms with diaper-changing stations and a separate room for students and employees with families is available for child-care.

We offer gender-neutral restrooms for students and employees and provide menstrual health products.



Campus Life

Student clubs and initiatives The School's staff and faculty closely cooperate with different interested student advocacy groups on several facets of gender diversity.




Organisational Culture

Future of Work A cross-unit working group on the future of work assesses working conditions and develops proposals to foster a more inclusive environment considering aspects of gender-equality and family-friendliness among others.



Inclusive language The Hertie School encourages all members of the community to be mindful of using inclusive language in conversations, work, classes and in writing, both in internal and external communications to foster an inclusive environment for everyone.

Climate Survey To measure and assess both our strengths and weaknesses around diversity and inclusion efforts for students, faculty, and staff, a campus climate survey was conducted in 2019. The results were thoroughly analyzed and integrated in the School's Diversity & Inclusion strategy process. A non-representative consultation in early 2022 provided additional input.

Work-life balance and organisational culture Measures and implementation

Action area	Measure	In place/Ongoing	Next steps
 Work and Study Environment	20 Monitor and adjust the family-friendly action plan annually	<input checked="" type="checkbox"/> • Successful audit in 2021 <input checked="" type="checkbox"/> • Action plan available	
	21 Enhance visibility and accessibility of information on family-friendly policies and resources	<input checked="" type="checkbox"/> • Action plan available <input checked="" type="checkbox"/> • Presented on dedicated internal sides for staff and announced at staff meeting <input checked="" type="checkbox"/> • Integrate into a broader DEI Comm strategy	<input type="checkbox"/> • Revise website, Moodle and signage on floors
	22 Improve measures for employees with families / care duties	<input checked="" type="checkbox"/> • Coordinator family-friendly university <input checked="" type="checkbox"/> • Regular audit by berufundfamilie gGmbH, certification as a family-friendly university <input checked="" type="checkbox"/> • Offer (external) workshops for parents/caregivers <input checked="" type="checkbox"/> • Doctor's notice required on 3rd day (not on day 1) in case of child sick leave <input checked="" type="checkbox"/> • No mandatory meetings before 9 or after 4, or ask for consent of employee <input checked="" type="checkbox"/> • Working group on future of work developing proposals	<input type="checkbox"/> • Check and update onboarding scheme for caregivers returning from (parental) leave <input type="checkbox"/> • Develop family friendly policy that encompasses all form of care responsibilities that the staff may have

Work-life balance and organisational culture Measures and implementation

Action area	Measure	In place/Ongoing	Next steps
 Work and Study Environment	23 Strive for highest possible accessibility level at Robert-Koch-Forum	<input checked="" type="checkbox"/> • Planning finalised <input checked="" type="checkbox"/> • Monitoring implementation and construction of facilities relevant to gender-diverse and family-friendly use	<input type="checkbox"/> • Monitor implementation and construction of facilities relevant to gender-diverse and family-friendly use
 Organisational Culture	24 Promote issue and foster awareness among community	<input checked="" type="checkbox"/> • Summer retreat 2021 (working groups on organisational culture, intercultural communication etc.)	<input type="checkbox"/> • Promote gender equality at non-academic and all-School events (retreats, all-School meeting, student events)
	25 Encourage gender-neutral and inclusive communication	<input checked="" type="checkbox"/> • Gender-sensitive language in external communication <input checked="" type="checkbox"/> • Changing first name in M365 and related tools available.	<input type="checkbox"/> • Develop recommendations for inclusive language <input type="checkbox"/> • Introduce pronouns indication in email signatures

This Gender Equality Plan was adopted by the Hertie School Leadership on 24 January 2024 and approved by the management.



Prof. Dr. Cornelia Woll
President



Dr. Axel Baisch
Managing Director

