# Hertie School

# Gender Equality Plan 2022-23

Approved by the school leadership and signed by the management

# Gender Equality Plan 2022-23

**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.

# Gender Equality Plan 2022-23

This Gender Equality Plan 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 enhancing gender equality for 2022 to 2023. Input was given in consultations with representatives of the School´s stakeholder groups.

**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 and a recent climate survey. 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) to gender related topics. The DEI Office is being provided a separate budget to implement various measures and activities.

# Gender balance Overview

**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 2021-22, the share of female students by programme are:

- Master of Public Policy programme: 57 %
- Master of International Affairs programme: 51 %
- Master of Data Science for Public Policy programme: 40 %
- Executive Master of Public Administration programme: 45 %

In a Climate Survey on Diversity and Inclusion (2019) 83 % of the participants considered the level of diversity in the student community at the Hertie School regarding gender as sufficiently or very diverse.

**Doctoral programmes**

**Doctoral programmes** The gender ratio among our PhD researchers across all four doctoral programmes is 32:40 (female/male). In our Doctoral Programme in Governance the share of PhD researchers identifying as female is 45%.

Closing a gender gap and increasing the share of female researchers has been the focus of a pilot project in the AY 2019-20. A number of measures have been taken to attract more suitable female candidates to the programme. Due to these measures, 75% of the research fellowships in the Doctoral Programme in Governance in 2020 could be awarded to suitable female applicants. These achievements are to be maintained in the next years.

Data as of September 2021

# Gender balance Overview

**Leadership and decision-making**

The **School leadership** is composed of President, Managing Director and Deans. The current composition is 2 male and 2 female members.

The **Academic Senate** has 21 female members out of 40.

Our **Centres of Competence** are 50 %-led and managed by female faculty members as Directors.

The gender balance in the **Board of Trustees** is 7:10 (female/male) and in the **Supervisory Board** 1:3 (female/male).

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

**Faculty**

**Gender-balanced faculty** The Hertie School has achieved a gender-balanced faculty composition. 18 of our 37 faculty members are women. This is a share of over 49 %, which by far exceeds the average of 26 % in Germany (*2020, Federal Statistical Office of Germany*). The gender-balance is also maintained at most career levels:
- Tenured full professors: 55 % female (11 out of 20)
- Full professors tenure-track: 57 % female (4 out of 7)
- Assistant professors tenure-track: 42 % female (3 out of 7)
- Senior professors non tenure-track: 0 % female (0 out of 4)

**Faculty recruitment** In the past three academic years, 10 out of 15 newly hired professors were female. The regulations on the composition of faculty recruitment committees include a minimum required number of female members.

Status and Data as of 15 March 2022

# Gender balance Overview

**Non-academic staff**

**Gender imbalances in non-academic staff structures** The Hertie School administrative staff is strongly characterized by female presence, altogether 71 % of the School administrative employees are women. The gender ratio varies on the hierarchy levels. The share of female employees are on:

- Assistant level: 92 %
- Associate level: 71 %.
- Manager level: 75 %.
- Director level: 31 %

**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.

While their recruitment is largely decentralized, preserving this share is kept in mind during the selection processes.

**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.

Currently, the share of female adjuncts is 26% (7 of 27). In Fall 2021, 5% of external lecturers are female scholars. A close monitoring in terms of diversity and consideration of gender (and regional) background of instructors in course planning will help improve diversity.

Data as of 1 December 2021, 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** | ✔ • Gender balance in different groups regularly monitored and partly reported | ☐ • Develop annual gender/DEI monitoring<br>☐ • Regularly report to the Academic Senate |
| **Recruitment and promotion** | 2 **Ensure/ maintain gender balance among faculty** | ✔ • Diffusion of Calls for Application in channels targeting women<br>✔ • Regular analysis of faculty composition and consider in ongoing processes<br>✔ • Gender as key criterion in: recruitment committee composition (incl. formal minimum requirement); selection of external reviewers; in all three stages of selection process | |
| | 3 **Consider (gender) diversity in faculty promotion** | ✔ • Gender balance in promotion committees and external reviewers considered | ☐ • Review respective policies and requirements<br>☐ • Raise awareness for diversity-related research/teaching content in faculty promotion procedures |
| | 4 **Strive for more gender diversity among teaching staff** | ✔ • Gender balance statistics available.<br>✔ • Annually monitor the teaching faculty in terms of gender and diversity<br>✔ • Consider gender of instructors in course planning | |

# 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** | ☑ • Websites and information materials revised to make female role models more visible.<br>☑ • Faculty may propose female applicants for scholarship in fast-track procedure. | ☐ • Develop guidelines for PhD board, include enhancement of gender-balanced cohort composition |
| | 6 **Balance gender proportion in all selection committees** | ☑ • Gender balance statistics available. | ☐ • Regularly monitor gender balance and consider in composition process<br>☐ • Strive for gender balance in student admission committees |
| | 7 **Consider gender-balance across all hierarchy levels in recruitment and promotion** | ☑ • Gender balance statistics on staff recruitment available.<br>☑ • Photo requirement and other gender-related data eliminated | ☐ • Targeted calls in women's networks<br>☐ • Strive to increase female share in director positions |
| | 8 **Improve policies and processes on gender pay equality** | ☑ • Process to make information on gender pay gap upon request in place<br>☑ • Bi-annual salary review (horizontal and vertical), last review per staff category and according to gender 2021 | ☐ • Finalize and approve salary structure<br>☐ • Integrate findings in recruitment and personnel development strategy<br>☐ • Conduct and share gender pay gap report per status groups annually<br>☐ • 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** Different courses in our graduate programmes focus on different aspects of diversity, among others specifically on gender issues. We encourage our faculty to develop courses involving gender perspectives. In our MPP and MIA programmes, a number of courses focus on or involve diversity, gender or related topics.

We equip our students with knowledge showing how weak or fragmented legal frameworks create regulatory gaps disproportionately affecting women. Our courses present gender perspectives in political economy, on the impact of gender to health or demonstrate what insights food systems offer into the interplay between power, politics, and identity – including relations between genders.

**Mentoring programmes and career advice**

**Mentoring initiatives** The Hertie School has recently started two mentoring initiatives with a strong gender equality emphasis.

- 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 programmes**

**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. A number of recent, current, or upcoming research projects explore the specific gender implications of social change. This includes projects examining the role of women in culture and the media or the impact of divorce and separation on women's employability or on fatherhood, among others.

Studies about the impact of migration on women's employment opportunities link different aspects of integration and diversity. Examining gender and family perspectives on digitalization and the labor market demonstrates our commitment to current research questions in a gender context.

**Research outreach**

**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.

Faculty and researchers actively engage in public discussion within and outside academia in the context of diversity. To name a few, as invited speakers at public discussions and research colloquia they examine the impact of the COVID-19 pandemic on women, their contribution to data science research or political science methodology. They center attention on LGBTQIA+ people in civil wars or shed light on bias and AI in a gender context.

**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.

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

Hertie School

# 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** | ☑ • Provide support on including (gender) equality in grant proposals<br>☑ • Request shortlisted candidates to submit diversity statements i.a. addressing research | ☐ • Include (gender) diversity in faculty and Centre evaluation<br>☐ • Consider and recognize gender equity related research projects in Faculty Activity Fund<br>☐ • Training for PhD researchers on awareness of biases in research<br>☐ • Feature diversity and gender-related research in communications |
| | 14 **Promote female researchers and gender-balance in research events** | ☑ • No manels @Hertie School<br>☑ • No manel pledge by faculty<br>☑ • Connect with relevant international and national partners i.e. Brussels Binders | ☐ • Monitor participants structure in academic events regularly |
| **Communication and outreach** | 15 **Foster gender inclusivity in events** | ☑ • Briefing for chairs/panelists to ensure inclusive dialogue with audience<br>☑ • Develop digital solutions to enable participation | ☐ • Create policy statement or guideline for all research and public events |
| | 16 **Participate in higher education cooperation on gender equality** | ☑ • Connect with relevant international and national partners<br>☑ • Joint activities and workshops with CIVICA Partners | ☐ • Encourage faculty and Centres to engage actively in outside events and networks on gender topics related to their research where appropriate<br>☐ • 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 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 and Inclusion Officer and take action in case of an assignment by the Diversity 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 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 D&I 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 & 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 with a dedicated module 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 |
|---|---|---|---|
| **Framework** | 17 **Improve policies and procedures** | ✓ • Institutional structure revised (DEIO) <br> ✓ • Benchmarking ongoing | ☐ • Review Code of Conduct, policies and procedures <br> ☐ • Review organisational and governance framework |
| **Information, awareness and trainings** | 18 **Provide Information and ensure ongoing communication** | ✓ • Module at Welcome Week <br> ✓ • Introduce DEIO at meetings of stakeholder groups | ☐ • Benchmarking on publicly available data <br> ☐ • Amend information and communication in regard to form, channels, content <br> ☐ • Set up communication formats with key stakeholder groups <br> ☐ • DEI events at further staff, student community & faculty events |
| | 19 **Provide Trainings** | ✓ • Training needs assessment ongoing <br> ✓ • Training programme for administration (in parts) <br> ✓ • Workshops for/with staff (CIVICA, GE Academy etc.) | ☐ • Develop training programme for students <br> ☐ • Set-up training plan for prevention training & bystander training for students <br> ☐ • Assess and develop training offer for faculty & researchers <br> ☐ • 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.

**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.

In addition, a series of free digital events for children aged 4 - 14 is being offered to support parents affected by the school and nursery closures during the pandemic.

# 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 offer 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 family room for students and employees with families. Hertie School staff and students have the opportunity to make use of the Kids Corner/Child Care for emergency situations and short-term childcare.

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

**Organisational culture**

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

**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.

**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.

# 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** | ✓ • Successful audit in 2021<br>✓ • Action plan available | ☐ • Introduce regular review mechanism<br>☐ • Involve status groups<br>☐ • Report annually |
| | **21 Enhance visibility and accessibility of information on family-friendly policies and resources** | ✓ • Action plan available<br>✓ • Presented on dedicated internal sides for staff and announced at staff meeting | ☐ • Integrate into a broader DEI Comm strategy<br>☐ • Revise website, Moodle and signage on floors |
| | **22 Improve measures for employees with families / care duties** | ✓ • Coordinator family-friendly university: coordinates various measures to ensure family-friendly working conditions<br>✓ • Regular audit by berufundfamilie gGmbH, certification as a family-friendly university<br>✓ • Doctor´s notice required on 3rd day (not on day 1) in case of child sick leave<br>✓ • No mandatory meetings before 9 or after 4, or ask for consent of employee | ☐ • Establish mentoring scheme or workshop for parents/caregivers<br>☐ • Investigate opportunities to offer child-care<br>☐ • Check and update onboarding scheme for caregivers returning from (parental) leave<br>☐ • 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** | ✔ ✔ • Planning finalised<br>• Monitoring implementation and construction of facilities relevant to gender-diverse and family-friendly use | ☐ • Monitor implementation and construction of facilities relevant to gender-diverse and family-friendly use |
| **Organisational culture** | 24 **Promote issue and foster awareness among community** | ✔ • Summer retreat 2021 (working groups on organisational culture, intercultural communication etc.) | ☐ • Promote gender equality at non-academic and all-School events (retreats, all-School meeting, student events)<br>☐ • Evaluate DEI event concept over AY |
| | 25 **Encourage gender-neutral and inclusive communication** | ✔ • Gender-sensitive language in external communication | ☐ • Develop recommendations or guidelines for inclusive language<br>☐ • Introduce pronouns indication in email signatures |

# Hertie School

This Gender Equality Plan was adopted by the Hertie School Leadership on 23 February 2022 and approved by the management

**Prof. Dr. Cornelia Woll**

**President**

**Dr. Axel Baisch**

**Managing Director**