

Shaping Excellent Empirical Political Science through Diversity

Our team of empirical political scientists is committed to fostering an inclusive and diverse community in which each individual, regardless of their background, gender, sexual orientation, religion, age or disability, can develop their full potential in methodologically oriented empirical political science.¹

We believe that diversity in all its forms enriches our academic environment and provides the basis for innovative teaching, research and collaboration. By fostering a respectful and supportive environment in which different perspectives are valued, we aim to promote the full potential of each team member and our students. Together, we strive to create a culture of openness and mutual respect in which diversity is not only accepted but actively embraced.

As empirical political scientists, we know that dimensions of structural inequality make it difficult for people to realise their potential over the course of their lives. These complicating circumstances are often not directly visible or measurable, which makes it all the more important to reflect on their effects and to include these insights in decision-making.

With this mission statement, we want to make our principles visible to people who want to work or study with us, and to build a framework for ourselves from which we can derive concrete action points and evaluate them at regular intervals.

1. We see our working group as part of the modern, inclusive University of Duisburg-Essen. Our goal is to optimise the way we deal with diversity. To this end, we work together with other university offices such as the Diversity Support Center, the Inclusion Officer or relevant departments of the AStA.
2. We use inclusive and egalitarian language and are friendly and cooperative in our interactions. We resolve conflicts objectively, without referring to the personal characteristics of those involved.
3. In our communication and organisation, we consider the limited time flexibility of people with extensive care work and the individual needs of people with health impairments.

¹ With our mission statement, we are building on the declaration of principles of the University of Duisburg-Essen as a 'Place of Tolerance' (<https://www.uni-due.de/en/university/tolerance.php>), the teaching-learning strategy 'Shaping Change Together' (<https://www.uni-due.de/de/universitaet/lehr-lern-strategie.php>) and the anti-discrimination guidelines of the Diversity Support Centre (<https://www.uni-due.de/diversity/en/>).

4. We take our influence as role models in dealing with structural inequalities towards students, colleagues and outsiders seriously and reflect on them critically.
5. We help each other, especially new team members, and regularly educate ourselves informally and/or formally on how to best deal with diversity in empirical political science.
6. We acknowledge that there are only partially known mechanisms by which certain groups, regardless of their potential, are more or less likely to be selected into methodologically oriented empirical political science at all career levels (bachelor, master, PhD, postdoc). We develop strategies to counteract these mechanisms and regularly evaluate them.
7. We seek to better understand and publicise the empirical relationships between individual characteristics and access to and practice of methodologically oriented political science through our research, in particular regular teaching-learning accompanying research.
8. We design our teaching, especially our materials, to be diverse in perspective and group-inclusive. We ensure that access to teaching rooms and materials is possible for everyone and, if necessary, actively seek support from other university departments.
9. We integrate the inclusive and productive handling of structural inequalities as a meta-skill in our teaching. For example, we reflect with students on the topic of unequal participation between groups or dynamics of unequal distribution of group work tasks based on certain characteristics of the members.
10. In our teaching, we act as mediators to refer students and teachers to specialised university offices, including student representation.

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