

Course Title

Experiential Learning Seminar

Course Number

NODEP-UA.9982D01; INDIV-UG.9100D01

Instruction Mode: Blended**Fall 2020**

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for NYU Berlin, please make sure that you've completed the online academic orientation via NYU Classes so you are aware of site specific support structure, policies and procedures. Please contact berlin.academics@nyu.edu if you have trouble accessing the NYU Classes site.

Syllabus last updated on: 14-Sept-2020

Lecturer Contact Information

Your instructor will inform you about the office hours.

Course Details

Thursdays, 4:00pm to 5:15pm (plus special dates in red)

All times are Central European Time (Daylight Saving Time ends Oct 25, 2020).

Location: Rooms will be posted in Albert before your first class.

Prerequisites

The course is limited to students accepted in the academic internship program.

Units earned

4

Course Description

As the academic component of the internship/placement, this seminar helps students reflect critically on their internships as a way to further their individual academic and professional goals. This includes evaluating various aspects of the internship site, such as its mission, approach, policies, and the local, regional and international contexts in which it operates. Students will be challenged to think analytically about their internships and host organizations and to connect their internship experiences to past and present academic work.

The course first familiarizes students with the social, economic and cultural past and present of their host city and makes them aware of differences to the work environments they are

used to. It then moves on to teaching workplace skills such as job interviews and mastering difficult conversations. Finally, the course turns to the research and writing of an academic paper (and the presentation of it) related to the internship. Students are graded on the academic work produced in this course.

Course Objective

This course, which is required for all students undertaking an internship for credit at NYU's study away sites, has three goals. First, it provides an opportunity for students to integrate their internship experience with relevant academic research and debates. Second, the course helps students learn and enhance professional skills - including writing, communication, and presentation skills - needed for future work experiences and academic study. Thirdly, the course delivers a socio-cultural introduction to the host city and country.

Assessment Components

Class Participation: 15%

Reading Response: 10%

Presentation of Preliminary Research Report: 10%

Written Preliminary Research Report: 10%

Final Research Presentation: 20%

Final Research Paper: 35%

You are expected to attend class in person or remote synchronously. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

Reading Response (600 to 800 words): 01 Oct 2020

See detailed description in the session plan.

Research Project

The goal of the research project is to help students integrate their workplace experiences with academic research and knowledge. The research project has to be related to their placement, but it should go beyond their workplace experience and be relevant for the entire industry. Sample research project questions/topics include:

1. Conduct a market scan and analysis in which your organization is situated.
2. Conduct a strategic analysis of your organization's lobbying and advocacy strategy.
3. Conduct an audience satisfaction survey or observation (if museum, gallery, library or archive, e.g.).
4. Conduct a labor analysis of your workplace, including how employees are recruited and hired, and an analysis of gender, racial, ethnic and class diversity.
5. Analyze specific marketing plan actions and their intended impact versus actual results.
6. Examine a social media strategy and its resulting impact on readership or content direction for a music publication.

The Research Project consists of four parts:

Presentation of Preliminary Research Report (5 minutes): 22 Oct 2020

Regarding the contents and structure of your presentation, please follow the guidance given below for the Written Preliminary Research Report. Use visual aids for your

presentation, but try to have no more than five slides. Supply your lecturers with the slides that you wish to use at least four hours before the start of class. Number your slides. Stick to the 5 minutes. The audience you are addressing are your fellow students, i.e. not specialists in your field. Note that at this stage you should have already consulted the first sources and formed an idea of likely conclusions. It may be helpful to finish with a slide listing your sources.

Written Preliminary Research Report (1,000-1,500 words, incl. notes & bibliography): 29 Oct 2020

The report should include questions, methodology, as well as primary and secondary sources that you have already consulted or will consult, and interviews that you conducted as well as potential interviewees. The Preliminary Research Report should address the connections between your topic and your internship site/experience. A minimum of 5 peer-reviewed sources (not included in the course syllabus) should be used for your Preliminary Research Report, and you should already be aware of the information gained from these five sources. When conducting interviews, please make your interviewee aware that this is a formal interview, agree on a specific time for the interview (i.e. not a casual office chat), have a set of questions ready, minute and date your interview. Please submit your paper via NYU Classes before the end of the day. For references please use MLA or another widely recognized standard citation style (see also [NYU Libraries Citation Style Guide](#)).

Research Presentation (10 minutes): 10 Dec 2020

The Final Research Presentation expands and completes your Preliminary Research Report. Regarding the contents and structure of your presentation please follow the guidance given below for the Written Research Paper. Use visual aids for your presentation. Supply your lecturers with the slides that you wish to use at least four hours before the start of class. Number your slides. The audience you are addressing are your fellow students **and** invited experts in the field. Stick to the 10 minutes. It may be helpful to finish with a slide listing your sources. Note that at this stage your research should be completed, and the Final Research Paper should only be the written version of this presentation plus incorporated feedback and inspirations that you received from the audience at the presentation.

Final Research Paper (4,000 to 5,000 words, incl. notes & bibliography): 17 Dec 2020

The Final Research Paper expands and completes your Written Preliminary Research Report. The final project should include explanation and analysis of sources informing conclusions, i.e. field notes, data sets, interviews (who was willing or accessible to talk and who was not, how did you obtain informants), and surveys. It should ask how conclusions were shaped or hindered by availability of sources or informants. In as many ways as relevant or salient, students should be connecting what they have learned at the internship with components of their academic experiences at university. A minimum of 10 peer-reviewed sources (not included in the course syllabus) should be used for your paper (this includes the 5 sources that already featured in your Preliminary Research Report). When conducting interviews, please make your interviewee aware that this is a formal interview, agree on a specific time for the interview (i.e. not a casual office chat), have a set of questions ready, minute and date your interview. Please submit your paper via NYU Classes before the end of the day. For references please use MLA or another widely recognized standard citation style (see also [NYU Libraries Citation Style Guide](#)).

Required Text(s)

All required readings are available on NYU classes and/or online. Please see each session to find out which texts you need to read in preparation. Complete books are available in NYU Berlin's Reading Room ([NYU Berlin Library Catalogue](#) or follow the link on NYU Berlin's website). The lecturers will aid you in finding suitable literature for your research project. Do also make use of NYU's library services (when contacting them, mention that you are inquiring from a global site). The following site gives you an overview of [NYU's specialist subject librarians](#).

Session 1 – 03 Sept 2020

One-on-one coaching with William Maier, Senior Director of Cultural Vistas' European Office in Berlin, and Matthias Neureither, Program Manager Cultural Vistas Berlin.

Please arrange an individual appointment with Will Maier (wmaier@culturalvistas.eu). Topics will be the practicalities of your placements, your first day at work, local workplace cultures, conflict management, and any open questions.

Recommended Follow-up Reading:

- On traditional German workplace culture: Graff, Joachim & Schaupp, Gretchen. *More than Manners: The Business Professional's Guide to Success in Germany*. Medien, 2010, pp.15-69 (on NYU Classes), 121-139, 148-152, 162-166, 173-176, 181-189 (a copy of the book is available in NYU Berlin's Reading Room).
- [A more recent German workplace-culture experience](#) by a student placed through Cultural Vistas.
- *GoinGlobal*: online Career Guides for Germany and Berlin, accessible [through NYU Library](#) (if you cannot get to GoinGlobal through the link, go via NYU Libraries - BobCat - Databases A-Z - GoinGlobal).
- (If you read in German) On the future of women in the workplace and leadership roles: Christiane Funken. *Sheconomy: Warum die Zukunft der Arbeitswelt weiblich ist*. Bertelsmann, 2016 (available in NYU Berlin's Reading Room). See also the [interview](#) with Christiane Funken in *Die Zeit*, 14 November 2016.
- On Berlin's start-up businesses: Berlin Startup Monitor for 2018: https://deutscherstartupmonitor.de/fileadmin/bsm/bsm_2018/Studie%20Berlin%20Startup%20Monitor%202018.pdf; for Germany for 2019: https://deutscherstartupmonitor.de/fileadmin/dsm/dsm-19/files/Deutscher_Start-Monitor_2019.pdf

Session 2 – 04 Sept 2020 (Friday, 11:00am to 12:30pm)

Panel Discussion on “Germany in the Headlines”

In this panel, experts from fields such as politics, journalism, NGO organizations and the arts will analyze and discuss with students current topics that appear in the headlines and relate to Germany – including Germany and the European Union, right-wing extremism, social justice as well as Berlin spaces and Covid-19.

This panel discussion will be held via Zoom. Please use this access link:

<https://nyu.zoom.us/j/96960321902>

Session 3 – 04 Sept 2020 (Friday, 2:30pm to 3:30pm, Academic Center)

Berlin Communities Project

"Berlin Communities" is a series of seminars and field trips organized by NYU Berlin, exploring the diverse communities of your host city Berlin. The series provides students with an insight into the historic origins, and vocational and geographical concentrations of these communities, and delves into themes of multiculturalism, identity, belonging, and diversity in

Berlin and Germany. You are required to attend this introduction and the wrap-up seminar, as well as participating in at least one of the community explorations, which will introduce you to Vietnamese, Jewish, Turkish, LGBTQ*, and Black communities in Berlin over the course of the semester. You may already pick one of the two explorations offered on Sept 4 after this seminar, from 3:30pm to 5:30pm (Vietnamese Berlin Walk or Jewish Berlin History Walk).

You can also join this seminar via Zoom. Please use this access link:

<https://nyu.zoom.us/j/93204664044>

Session 4 – 10 Sept 2020

Introductions. Outline of the course. First impressions of German/Berlin workplace cultures. Reflections on Sessions 1, 2 and 3. Towards the end of the session you are asked to identify 3-5 personal learning objectives for this course, i.e. how do you see the course complementing your internship, long-term academic and career goals?

Session 5 – 17 Sept 2020

Work, Politics and Culture in Germany since 1945: Part 1

The impact of the different ideologies and political systems (Social Market Economy vs Socialism) on work-life and culture in West and East Germany after 1945, migrant workers in East and West, and women in the workplace.

Reading for this Session (on NYU Classes):

- Chin, Rita. *The Guest Worker Question in Post-war Germany*. CUP, 2007, pp.1-29.
- Fulbrook, Mary. *A Concise History of Germany*. CUP, 2003, pp.230-243.
- Fulbrook, Mary. *A History of Germany, 1918-2014: The Divided Nation*. Wiley, 2015, pp.308-318.

Suggested Additional Readings for this Session (on NYU Classes):

- Miller, Jennifer. *Turkish Guest Workers in Germany: Hidden Lives and Contested Borders, 1960s to 1980s*. University of Toronto Press, 2018, pp.162-179 (NYU Classes; entire book available in NYU Berlin Reading Room or via NYU Library - Ebook Central).
- Speckesser, Stefan. "[The Immigrant Workforce in Germany: Formal and Informal Barriers to Addressing Skills Deficits](#)". *Migration Policy Institute*, 2013.

Session 6 – 24 Sept 2020

Work, Politics and Culture in Germany since 1945: Part 2

German unification and the challenging economic and cultural transition in the East. Comparative look at the "Welfare State" in Germany, Europe and the US.

Reading for this Part of the Session (on NYU Classes):

- Alesina, Alberto; Glaeser, Edward L. "[Why are Welfare States in the US and Europe so different?](#)". *Horizon Stratégiques*, 2006/2.

Guiding Questions when reading the Alesina & Glaeser text: The authors propose two main reasons why the Welfare States in the US and Europe are so different. They also discard many other possible reasons for the differences. See if you agree with them. Please also check if the authors' theories about the development of social services and labor market regulations are applicable to the country that you are most familiar with (if this is not the US).

Suggested Additional Readings (on NYU Classes):

- Holmberg, Susan. "[Workers on Corporate Boards? Germany Had Them for Decades](#)". *The New York Times*, 06 January 2019.
- Sarva, Amol. "[Why Germans Work Fewer Hours but Produce More: A Study in Culture](#)". *HuffPost*, 2017.

Introduction to Research Project

We discuss the requirements of your research project and brainstorm on topics.

Reading Response due on 01 Oct 2020: Contextualized Reading Response (600 to 800 words) on any of the readings that the course has covered so far. To be submitted via NYU Classes by the end of the day. This Reading Response is a contextualized reaction to the readings; your task is to set the reading in relation to our discussions in class. The Reading Response can focus on one or two aspects that appeared to emerge as the most important take-away from the respective session and the readings.

Session 7 – 01 Oct 2020

Interviews & Leadership

We discuss the interviews below by Adam Bryant from the *New York Times* "Corner Office" series of conversations with successful CEOs/entrepreneurs on leadership, management and hiring strategies.

1. [Want to know me? Just Read My User Manual](#)
2. [If I Hire You. What's your 100-Day Plan?](#)
3. [Sure. Your References Like You. But What Would Your Critics Say?](#)
4. [Jessie Woolley-Wilson on Creating Benevolent Friction at Work](#)
5. [Lisa Su on the Art of Setting Ambitious Goals](#)
6. [Freeman A. Hrabowski III on the Value of Resilience](#)

Suggested Additional Reading on Leadership:

- Brodbeck, Felix C.; Frese, Michael; Javidan, Mansour. "Leadership made in Germany: Low in Compassion, high on Performance". *Academic of Management Executive*, vol.16, no.1, 2002, pp.16-29 (NYU Classes).

Suggested Additional Reading on Job Interviews (online):

- [NYU Wagner: Interview Guide](#)
- [Harvard Office of Career Services: Interviewing](#)
- [UC Berkley Career Center: Interviewing](#)

Session 8: 02 Oct 2020 (Friday, time tbd)

Special Event: 1990 to 2020: 30 Years of German Unification

Online Panel.

Session 9: 08 Oct 2020

One-on-One Consultations on Research Project

Session 10: 15 Oct 2020

One-on-One Consultations on Research Project

Session 11 – 22 Oct 2020**Presentation of Preliminary Research Report**

Please carefully read the detailed instructions for the presentation and the Written Preliminary Research Report under the Assessment Components above.

Reading & Viewing on Public Speaking (on NYU Classes; not mandatory):

- Anderson, Chris. *TED Talks: The Official TED Guide to Public Speaking*. Brealey Publishing, 2016, pp.113-155.
- Berkun, Scott. *Confessions of a Public Speaker*. O'Reilly, 2011, pp.12-23.
- For the importance of performance during a presentation, see Will Stephen's humoristic take on [how to sound smart in your TEDx Talk](#).

Session 12: 29 Oct 2020

Submission of Written Preliminary Research Report. No class meeting.

Session X: DATE TBD**Wrap-up Session “Berlin Communities Project”****Session 13: 05 Nov 2020**

One-on-One Feedback on Written Preliminary Research Report

Session 14: 12 Nov 2020

One-on-One Consultations on Research Project. No class meeting.

Session 15: 19 Nov 2020

One-on-One Consultations on Research Project

26 Nov 2020: No Class

Public holiday in the US.

Session 16: 03 Dec 2020

One-on-One Consultations on Research Project

Session 17: 10 Dec 2020**Final Research Presentations & Feedback Round**

Please carefully read the detailed instructions for the presentation under the Assessment Components above. An external guest from relevant industries will attend and give feedback.

Session 18: 17 Dec 2020

Submission of Final Research Paper. No class meeting.

Suggested Co-Curricular Activities

You are encouraged to attend further walks and events of NYU Berlin's "Berlin Communities" series, and generally to make use of NYU Berlin's extra-curricular seminars and learning journeys, which familiarize you with Berlin and Germany.

Look out for NYU's Global Career Week (Sept 8-14), a week-long series of seminars and coaching sessions for NYU Go Local students. If you have not done so already, we recommend you register with NYU's [Handshake](#), an electronic career community useful for remote career coaching, accessing resources for interview practice and CV writing, and concrete job offers.

[Radical Networks](#), an annual conference that promotes artistic, grassroots activist, and experimental work in telecommunications, intends to hold their next conference in October 2020 in Berlin. Visit their website for updates.

[Ars Electronica](#) (Sept 9-13) in Linz (Austria), a festival on arts, technology and culture, may offer some online events due to the Covid restrictions.

[Node Forum for Digital Arts](#) (Oct 2-8), an online festival bringing together artists, designers, researchers, and technologists to critically reflect on emergent creative practices in a dynamic hybrid format. Requires conference fee.

Important Hygiene/Social Distancing Regulations in the Classroom

In the interest of protecting the NYU Berlin community, we are closely following guidance around COVID-19 from the Robert Koch Institute (Germany's institute for disease control and prevention), the Centers for Disease Control and Prevention (CDC), the World Health Organization, and the New York City Department of Health and Mental Hygiene and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority. Please consult the NYU Berlin Resource Page frequently for the latest information. You are required to adhere to the most recent policies.

If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class meeting in-person; however, this may change during the drop/add period if in-person student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing.

Classroom Etiquette

To optimize the experience in a blended learning environment, please consider the following:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.

- Students should be respectful and courteous at all times to all participants in class.

Your Lecturers

Gabriella Etmektsoglou is Director of NYU Berlin since 2010 and Gallatin Global Faculty. She holds a PhD in European history from Emory University. The principal concerns of her research and writing are the Holocaust in Greece, narratives of self-victimization in present-day Germany, and questions of reparations and transitional justice in the context of postwar Europe. Before joining NYU, she taught subjects in Modern European History, Balkan History, and Civil Wars in universities in the U.S., Europe, and Australia. She is a founding member of the US National Peace Academy and committed to reshaping higher education, especially global education, so that it becomes a central driver in creating a more humane and sustainable world. In addition to teaching at NYU Berlin, she continues to participate in conflict resolution projects in Greece and Cyprus.

Roland Pietsch is Assistant Director for Academics at NYU Berlin. Before joining NYU in 2011, he taught modern history at the University of London (Queen Mary), worked as a historian for television documentaries and as a manager of an award-winning music venue, thus gaining insights into a variety of workplace cultures. He received his PhD in history from the University of London, and his M.A. in Economics and History from the Technische Universität Berlin. He has published widely on early modern maritime and youth history.

Academic Policies

Grade Conversion

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

A = 94-100 or 4.0
A- = 90-93 or 3.7
B+ = 87-89 or 3.3
B = 84-86 or 3.0
B- = 80-83 or 2.7
C+ = 77-79 or 2.3
C = 74-76 or 2.0
C- = 70-73 or 1.7
D+ = 67-69 or 1.3
D = 65-66 or 1.0
F = below 65 or 0

Attendance Policy

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Classes if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to berlin.academics@nyu.edu to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team (berlin.academics@nyu.edu) by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or NYU Berlin's administration may ask you to present a doctor's note or an exceptional permission from NYU Berlin's Director or Wellness Counselor as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to the Director. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences will be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to berlin.academics@nyu.edu; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU Berlin's Academics Office in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

Final exams

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team by writing to berlin.academics@nyu.edu. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Late Submission of Work

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU Berlin's administration), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director Dr. Gabriella Etmektsoglou (ge377@nyu.edu).
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Berlin (berlin.academics@nyu.edu).

Academic Honesty/Plagiarism

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU Berlin takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

Inclusion, Diversity, Belonging and Equity

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, "...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities." At NYU Berlin, we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.