

# Gender Equality Plan 2025–2030

**Enacted in Compliance with the Horizon Europe Programme**

Adopted by the Academic Committee on 12 November 2024.



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# 1. Introduction

The Geneva Graduate Institute (Institut de hautes études internationales et du développement, IHEID) is a premier institution of higher learning committed to fostering an inclusive and equitable environment for all students, faculty, and staff. This Gender Equality Plan (GEP) aligns with the Horizon Europe Programme requirements on gender diversity and equality, reflecting the Institute's dedication to advancing gender parity and creating an inclusive academic community. This GEP builds upon the Institute's existing diversity, equity and inclusion (DEI) strategies (see below, page 13), aiming to address gender disparities and promote an environment where diverse communities of people with a variety of intersecting identities based on gender, sexuality, age, race, national origin, language, socioeconomic background, ability, and other markers of difference can thrive.

Gender equality is integral to the Institute's mission of excellence in research, education, and public engagement. The GEP serves as a roadmap to ensure that gender considerations are systematically integrated into all aspects of the Institute's functioning, including governance, recruitment, research, and curriculum development. It is designed to be a dynamic document, evolving in response to the needs of the Institute's community and the broader societal context.

## 2. Objectives and Commitment

The main objectives of the GEP are to:

- **Promote Gender Balance:** Strive for gender parity across all levels of faculty, administration, and student bodies by implementing targeted recruitment, retention, and career progression strategies. Current data from the Institute indicate that women constitute over half of the student body (65% in the academic year 2024–2025), 45% of the faculty (fig. 1) – a figure that is incrementally on the rise (fig. 2) but with lower representation in senior academic positions –, and 68% of the administrative staff.
- **Inclusive Curriculum and Research:** Ensure that gender perspectives are systematically integrated into teaching, research, and academic content. This involves revising course materials to include gender analysis, promoting gender-focused research projects, and encouraging interdisciplinary studies that explore the intersection of gender with other social categories such as race, class, and ethnicity and with other thematic issues such as health, education, technology, and peace.
- **Supportive Work Environment:** Develop a work environment that supports all genders equally, with a focus on work-life balance, antidiscrimination measures, and professional development opportunities. This includes offering flexible work arrangements, establishing clear anti-harassment policies, and providing resources for career development, particularly for women and gender minorities.

- **Monitoring and Evaluation:** Implement a robust monitoring and evaluation framework to regularly assess progress in gender equality, identify areas for improvement, and adjust strategies accordingly. This involves collecting and analysing gender-disaggregated data, conducting regular surveys, and publishing annual reports on the state of gender equality at the Institute.

### 3. Strategic Areas of Action

#### A. Governance and Leadership

**Gender Parity in Leadership:** The Institute aims to achieve equal gender representation in leadership roles, including the Executive Committee, the Academic Committee (college of academic department chairs), and governance boards. For the first time in its history, the Geneva Graduate Institute hired a female director in September 2020 (Marie-Laure Salles). In the same spirit, the Institute's Foundation Board elected a female president in July 2021 (Beth Krasna). The current gender distribution in leadership positions is continuously assessed, and specific targets are being set to ensure gender parity. For instance, the Institute is aiming for a 50/50 gender balance in leadership by 2030, with annual reviews to monitor progress.

**Inclusive Decision-Making:** To ensure that decision-making bodies reflect diverse perspectives, the Institute has implemented policies that require gender-balanced committees. This includes ensuring that women and gender-diverse individuals are represented in key decision-making processes, from faculty hiring to curriculum development. These commitments are an integral part of the Institute's teaching and research staff (TRS) regulations (since 18 November 2022).<sup>1</sup>

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#### 1 Article 1 – General Provisions

... 6. The Institute takes all appropriate action to:

- foster the conditions enabling faculty members to work in an atmosphere of tolerance and mutual respect, free from any direct or indirect discrimination based on any personal characteristic such as origin, gender, sexual orientation, disability or physical trait, religious or political beliefs, specifically as provided in the Code of Conduct;
- implement equality between genders in practice; ...

See also **Appointment and Hiring Regulations (18 November 2022):**

#### CHAPTER I – Appointment and hiring of members of the Collège des professeur·e·s

##### Article 1 – Opening and filling a professorship; rules of procedure

1. ... Insofar as possible, the report must contain an assessment of the chances of attracting diverse candidates (in terms of gender, geographical origin, and any other aspects to enhance the diversity of the faculty) in the requisite field(s) of expertise.

...

#### CHAPTER II – Appointment and hiring of members of the Collège des professeur·e·s by open competition

##### Article 2 – Selection Committee

1. ... The Director must ascertain that the Selection Committee is composed in a manner ensuring the best possible balance between genders and geographical origins. ...

...

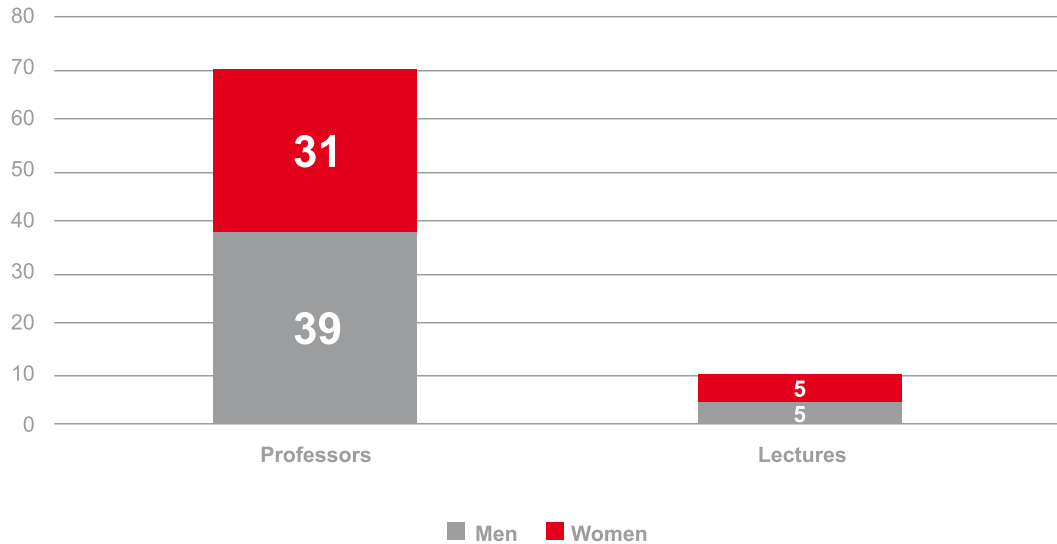
##### Article 3 – Experts

... 2. The list of experts must reflect geographical diversity, diversity of expertise, intellectual diversity, and strive for equal gender representation. Where possible, it must also include a professor from the University of Geneva or from another Swiss university. Experts are presented in alphabetical order with their titles, the institution they belong to, and a summary biography.

The Director invites three Experts, selecting them for their competencies and with a view if possible to ensuring geographical diversity and balanced gender representation; depending on their respective availability, the Director then proceeds to the next in line. To achieve the desired diversity, the Director may ask the department to present another three to six names if too many of the Experts initially called decline the invitation to join the Experts' Committee. ...

**Action Plan:**

- **Review current leadership roles:** Assess the gender composition of leadership positions and set specific targets for achieving parity.
- **Committee guidelines:** Implement guidelines to ensure gender balance in all committees, with the objective of parity but paying attention to not overburden senior female professors who are currently underrepresented.



**Figure 1: Total Number of Professors and Lecturers in 2024**

## B. Recruitment, Retention, and Career Progression

**Gender-Sensitive Recruitment:** The Institute has implemented recruitment practices that address gender biases and promote equal opportunities. This includes reviewing job descriptions and advertisements to ensure they are gender-neutral, using gender-diverse hiring panels, sensitivity training for recruitment (to be organised, see section e), and actively recruiting underrepresented genders in academic and administrative positions. These measures are further strengthened by the Institute’s TRS regulations.<sup>2</sup> As can be seen in Figure 2, this approach is already bearing fruit, with steady, discernible progress in the proportion of female faculty members at the Graduate Institute.

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**Article 5 – Long list and short list**

... 4. The Director submits the short list to the Collège des professeur-e-s for approval. At this stage, the report of the Selection Committee contains statistics concerning candidate distribution in terms of nationality, residence, gender and, in the case of interdisciplinary positions, discipline.

If the gender distribution is imbalanced, the report provides an explanation. ...

In addition, when it opens a faculty position, the Institute inserts the following sentence in the job advertisement:

*The Institute is an equal opportunity employer and values diversity. We do not discriminate on the basis of age, marital status, disability status, race, national origin, colour, gender, sexual orientation or religion.*

**2 Article 24 – Appointment and Hiring Regulations**

... 2. The Institute promotes equal rights and opportunities for men and women, in particular by taking into account maternity periods. The Institute is mindful of balanced gender representation within the various TRS categories.

### Percentage of Women in Faculty (excluding Lecture and Visitors)

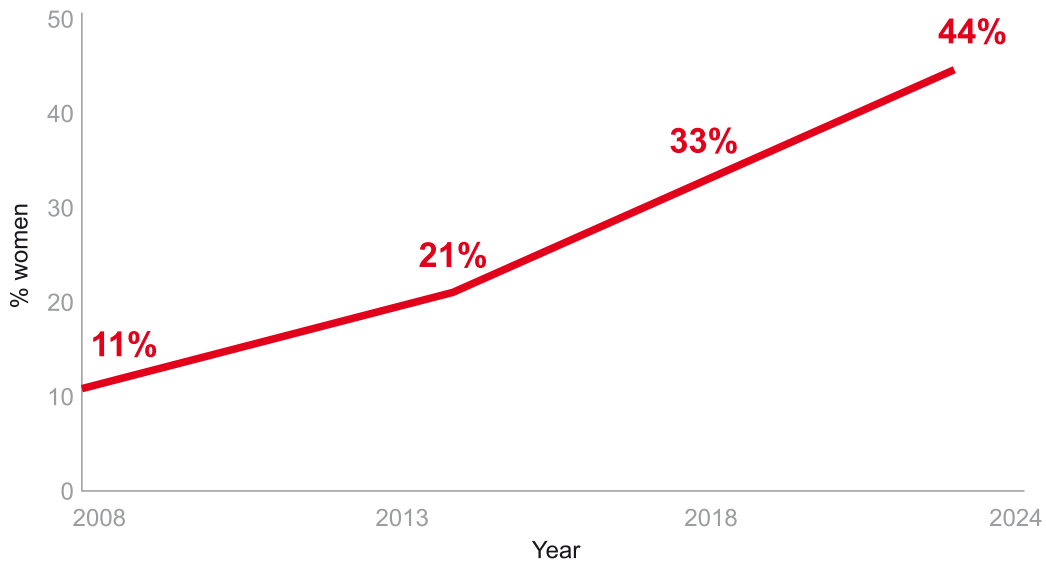


Figure 2: Percentage of Women in Faculty in 2008–2024

**Career Development:** Targeted mentoring and professional development programmes will be offered, especially for women and gender-diverse individuals in academia, to support their career progression. The Institute is in the process of developing a mentorship network that pairs early-career researchers with senior faculty members. This initiative is already being piloted in some academic departments. The Research Office will also produce a regular communication about grant funding opportunities and career development opportunities to PhD candidates.

The Institute has also partnered with the REGARD workshop programme. Established in 2004, this initiative is organised by the Equal Opportunities Offices of the Universities of Fribourg, Geneva, Lausanne, and Neuchâtel, the HES-SO, and the EPFL. Through the REGARD programme, these institutions offer more than 20 transversal skills workshops each year to female PhD candidates, professors, and members of the mid-level faculty. As a member of the consortium, the Institute will have access to these workshops and programmes for members of its research community.

**Retention Strategies:** The Institute has developed initiatives to retain diverse talents, with special attention to maternity/paternity leave, flexible working arrangements, and re-entry programmes for those returning from extended leave. To further consolidate this effort, these strategies will be tailored to meet the specific needs of underrepresented gender groups in academia.<sup>3</sup>

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### 3 Renewal and Promotion Regulations (18 November 2022)

#### CHAPTER II – Promotion procedure for assistant and associate professors

##### Article 28 – Principles

1. The Institute strives to ensure the diversity of its faculty in terms of age, gender and geographical origin. This concern for diversity is in tune with its concern for academic excellence since diversity broadens the perspectives and insights on the subjects addressed.

...

##### Article 30 – Eligibility of assistant professors for promotion to associate professor

... 5. In the event of pregnancy or maternity leave, the existing contract is automatically extended for a period not exceeding one year.



**Action Plan:**

- **Career development:** Enhance and develop the use of mentorship and career development programmes aimed at supporting young researchers and the career advancement of women and gender-diverse faculty. Create new mentorship opportunities as needed.
- **Flexible work policies:** Enhance policies on flexible working conditions, including telecommuting options and flexible hours, particularly for caregivers.

## C. Research and Curriculum

**Integrating Gender into Research:** The Institute encourages research projects that consider gender perspectives and promote gender-sensitive research methodologies. Faculty and students are supported in integrating gender analysis into their research. Research at the Institute has engaged with issues of gender, race and diversity in various ways. Topics related to gender, equality and difference, oppression, exploitation, and liberation surface regularly in research-led publications, research project, theses and dissertations.

**Inclusive Curriculum:** The Institute reviews and revises course content on an ongoing basis to ensure it reflects diverse gender perspectives and contributes to an inclusive academic environment. This involves incorporating gender and queer studies into the core curriculum and offering specialised courses on gender theory and research. In the fall of 2022, the Institute inaugurated a new specialisation in its Master in International and Development Studies (MINT) focused on studying issues of gender, race and diversity. While these topics were included in previous curricula through a gender minor, mandatory and elective classes, the new MINT specialisation gives the issue the visibility and attention that it deserves. Beyond the MINT, issues of gender, diversity and inclusion are salient throughout the Institute's curricula. An analysis of courses offered in the 2022/23 and the 2023/24 academic years showed that about 50% addressed issues of gender, diversity and inclusion (53% in 2022/23; 49% in 2023/24). The Department of Anthropology and Sociology (ANSO) had the highest proportion of GDI-related courses in both academic years (i.e., 68% and 65% of all ANSO courses addressed issues of GDI respectively), though the highest number of GDI-related courses are offered in the MINT programme. The MINT specialisation on Gender, Race and Diversity also offers Applied Research Projects (ARPs) in which small student groups conduct policy-relevant research with policymakers, practitioners and leaders in Geneva and beyond to answer pressing research questions of global concern.

**Action Plan:**

- **Gender in research:** Develop a new guidance document and training for incorporating gender considerations in research projects drawing together existing resources within the Institute.
- **Curriculum audit:** Conduct a forensic audit of existing course content to identify gaps in gender representation and make necessary revisions.

## D. Organisational Culture and Work-Life Balance

**Organisational culture:** The Institute strives to offer a supportive work environment that enables staff, faculty, and students to thrive in their personal and professional lives. In this regard, particular attention is given to caregivers. As mentioned above, the Institute promotes policies that support flexible working conditions, such as remote work and flexible hours, to accommodate the diverse needs of its community. Additionally, the Institute has a dedicated breastfeeding space at Maison de la paix to address the needs of nursing mothers and is planning to develop additional informational supports for families looking for childcare supports in Geneva.

**Work-Life Balance Programmes:** Programmes aimed at balancing professional responsibilities with personal life will be further developed, addressing the needs of all genders. This includes offering support networks for parents and workshops on work-life balance. The Institute's TRS regulations also supports this ambition.<sup>4</sup>

### Action Plan:

- **Childcare services:** Provide information to our staff and faculty in their search for childcare options.
- **Breastfeeding space:** Make more accessible and broaden access to the existing breastfeeding space within our main campus – Maison de la paix.
- **Work-life balance:** Offer a Well-Being and Support service to help staff, students and researchers navigate their personal challenges, offering guidance, assistance, and listening to any difficulties, as well as an annual Well-Being Week with different activities for students and staff.

## E. Training and Awareness

**Gender Equality Training:** The Institute together with its DEI and Respect campaign initiatives will offer gender sensitivity and equality training to all staff and students to raise awareness and foster an inclusive environment. Training will cover topics such as unconscious bias,<sup>5</sup> inclusive teaching practices, and gender-sensitive research methodologies.<sup>6</sup> In addition, and as mentioned above, the Institute has partnered with the REGARD workshop programme, which includes sessions with a focus on gender-equity issues (e.g., addressing sexism, allyship).

**Code of Conduct and New Mechanisms for Handling Harassment Cases:** In 2022, the Institute implemented a new code of conduct with a new mechanism for handling harassment cases. This system gives a strong role to external resources in order to ensure confidentiality and neutrality. It is accessible to all active members (students and employees) of our community and has been designed to protect victims and witnesses of inappropriate behaviour. Various training and awareness campaigns have been put in place to familiarise the community with the code and its associated mechanism, and to generate awareness about harassment and the importance of consent.

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### 4 Article 29 – Leaves and teaching exemptions

... 6. In the case of women full professors, associate professors and assistant professors, maternity leave involves two terms of teaching exemptions to be organised in consultation between the professor concerned, the Head of Department and the Director.

<sup>5</sup> We are endeavouring to offer staff access to online training on unconscious bias at the University of Lausanne.

<sup>6</sup> A course was organised in Spring 2024 on Inclusive Classroom: Difficult Conversations and Situations.

**The Respect Initiative:** Since 2022–2023, the Institute is running a campaign on “Respect” in collaboration with the DEI Initiative. The objective has been to foster an environment of tolerance, inclusion, mutual understanding and kindness among the members of our community. The Respect campaign focuses on different themes, such as Diversity Month (November), Sexual Assault Awareness Month (April) and Pride Month (June).

**Workshops and Seminars:** Regular events focused on gender equality, diversity, and inclusion will be organised to keep the community engaged and informed. These events will feature guest speakers, panel discussions, and interactive workshops to encourage dialogue on gender issues.

**Action Plan:**

- **Gender equity training:** Provide training to faculty, staff, and students on a range of gender equality issues, from gender sensitivity in recruitment to ensuring gender inclusiveness in the classroom.
- **Annual events:** Within our Diversity Month, organise specific workshops, seminars and networking opportunities centred on gender equality.

## 4. Implementation and Monitoring

### A. Implementation Plan

**Timeline:** The GEP is being implemented in phases, with clear deadlines for each strategic action. Short-term goals (1–2 years) include the establishment of a dedicated Gender Equality Focus within the DEI Initiative and the initiation of gender equality training programmes. Mid-term goals (3–5 years) involve achieving gender parity in leadership roles and fully integrating gender perspectives into the curriculum. Long-term goals (5 years and more) will focus on sustaining gender balance across all levels and ensuring continuous improvement.

**Responsibility:** Specific roles within the Institute will be assigned to oversee the implementation of each aspect of the GEP. The DEI Initiative will coordinate these efforts, working closely with department chairs, HR, and the administration.

**Action Plan:**

- **Years 1–2:** Establish the Gender Equality Focus within the DEI Initiative and offer gender equality training.
- **Years 3–5:** Achieve gender parity in leadership roles and further revise the curriculum to incorporate gender perspectives.
- **Year 5:** Monitor progress and adjust strategies to ensure sustained gender equality.

## B. Monitoring and Evaluation

**Data Collection:** The Institute's DEI Initiative will collect and analyse data on gender representation, pay gaps, and career progression regularly. The data will be disaggregated by gender and other relevant factors, such as ethnicity and age, to identify and address specific needs and challenges faced by different groups.

**Annual Reports:** Within its DEI annual report, the Institute will publish an annual assessment on the progress of gender equality measures, including success stories and areas needing improvement. These annual reports will be made available to the entire Institute community and used to inform future strategies.

**Feedback Mechanisms:** Feedback mechanisms will be implemented to allow students and staff to report issues and suggest improvements related to gender equality. This will include anonymous surveys, focus groups, and a dedicated email address for gender equality concerns.

**Action Plan:**

- **Data management:** Develop a system for collecting and analysing gender-related data.
- **Annual reporting:** Publish an annual assessment on the progress of gender equality measures, with actionable insights and recommendations.

## 5. Support Structures

### A. DEI initiative:

In 2021, the Graduate Institute set up the Gender, Diversity and Inclusion (GDI) Initiative – later renamed the Diversity, Equity and Inclusion (DEI) Initiative – to help translate institutional vision into concrete actions. The Initiative meets regularly (about once a month) as a whole and has established seven task forces working on specific areas (figure 3).



**Figure 3:** *The Institute's Diversity, Equity and Inclusion (DEI) Initiative is one of the three target initiatives (DEI, Sustainability, Arts and Culture) of the Institute. It has linkages with all levels of the Institute's academic and service mission, as well as with the students.*

In order to achieve its goals, the Initiative employs a three-pronged approach. First, it has focused on addressing the “low-hanging fruit,” facilitating changes that are relatively easy to implement (such as the establishment of gender-neutral bathrooms, Diversity Month, and the Respect Campaign). Second, it has sought to communicate about issues of gender, diversity and inclusion (such as through Diversity Month, Gender Equality Week, and the Respect Campaign). Third, it has worked to develop a strategic plan on diversity, equity and inclusion (DEI), which was finalised in August 2023.

## B. DEI Initiative Coordinator:

The Institute created in 2022 a part-time coordinating position that will oversee the implementation of the GEP, provide support, and serve as a resource hub. The coordinator will work closely with all departments and research centres to ensure that gender equality initiatives are integrated into every aspect of the Institute's operations.

## C. Gender Centre:

The Gender Centre is an important hub for fostering scholarship at the Institute that addresses issues of gender justice in intersection with other status distinctions including race, class, nationality and sexuality. It does so by showcasing and supporting work of affiliated faculty and PhD students and by catalysing networks of scholars to develop common projects and seek funding for these. In addition, it reaches out to feminist policy circles and International Geneva to communicate Graduate Institute research, fosters networks within and beyond Europe, and participates in existing ones, such as the International Gender Champions, the Women Peace and Security (WPS) Group of Friends, and expert working groups at the World Health Organization (WHO) and the Special Programme for Research and Training in Tropical Diseases (TDR). The Gender Centre has also launched a new initiative – the Sexual and Reproductive Health and Rights (SRHR) Working Group – which brings together faculty at the Institute with members of UN bodies and civil society organisations working on SRHR to discuss contemporary issues in the field. More crucially, the Gender Centre works transversely across the Institute's disciplinary and research foci to foster greater gender awareness and gender-inflected integration.

## 6. Budget and Resources

**Dedicated Funding:** The Institute has allocated funding for the salary of a DEI Initiative coordinator and for the various initiatives already in place (improved maternity leave conditions, Code of Conduct, Respect Initiative, launch of a new Gender, Race and Diversity specialisation within the MINT, etc.). It will continue to invest in priority and targeted initiatives in the coming in order to implement the GEP.

## 7. Conclusion

The Gender Equality Plan (GEP) of the Geneva Graduate Institute represents a comprehensive and actionable framework aimed at fostering an inclusive, equitable, and supportive academic environment. By aligning with the European Commission's guidelines and building on existing diversity, equity and inclusion (DEI) strategies, this plan addresses critical areas such as governance, recruitment, research, and work-life balance.

As of the most recent data, women comprise over half of the student body, yet they represent only 46% of the faculty, with a notably lower presence in senior academic positions. This discrepancy highlights the need for continued recruitment efforts and targeted retention strategies. The Institute has set ambitious targets, including achieving a 50/50 gender balance in leadership roles by 2030 supported by initiatives like gender-balanced committees and mentorship programmes aimed at underrepresented genders.

In the area of research and curriculum, the Institute is deepening its commitment to integrating gender perspectives across all academic disciplines. This includes revising course content, promoting interdisciplinary studies, and encouraging research that incorporates gender-sensitive methodologies.

The GEP also emphasises the importance of work-life balance and flexible work arrangements. By sustaining policies that support remote work, flexible hours, and access to childcare services, the Institute aims to create an environment where all staff and faculty can thrive professionally without compromising their personal responsibilities.

Monitoring and evaluation are critical components of this plan. The Institute will regularly collect and analyse gender-disaggregated data, conduct surveys, and publish annual reports to track progress and adjust strategies as needed. These efforts will ensure that the GEP remains a dynamic document, capable of evolving in response to new challenges and opportunities.

In conclusion, the Geneva Graduate Institute's GEP is a strategic and forward-looking plan that not only aims to achieve gender parity but also seeks to embed gender equality into the very fabric of the institution. Through sustained commitment, clear objectives, and concrete actions, the Institute is poised to become a leading example of gender equality in higher education. By 2030, the Institute aims to not only meet but hopefully to exceed its gender equality targets.