



# Diversity, Equity and Inclusion Strategic plan

Gender equality, respect for diversity, and the inclusion of all in an equitable manner are important goals and ongoing challenges for all societies. They are recognized as such at the global level in the UN's sustainable development goals and in the strategies of an increasing number of governments, institutions and organizations. Institutions of higher education carry particular responsibility for leading societal change and can play a prominent role in advancing diversity, equity and inclusion. If they are to optimize their role as producers and disseminators of knowledge, they need to create a welcoming, formative environment that fosters the potential of all. The umbrella organization of Swiss universities and the European Union's Horizon Europe program both recognize this responsibility and encourage universities and research organizations to develop plans to make considerations of diversity, equity and inclusion an integral part of their governance.

Due to its location at the heart of International Geneva and as an educator of the leaders of tomorrow, the Geneva Graduate Institute can make a singular contribution to advancing these goals. Its vision statement, developed in 2020/21, highlights its distinctive role in 'fostering positive transformation' for peace, equity and sustainability, and it envisions to do so by opening creative spaces for *diverse communities*. Diversity is thus a key value embraced by the Institute and equity a key goal built into its vision.

Diverse communities include people with a variety of intersecting identities based on gender, sexuality, age, race, national origin, language, socioeconomic background, ability, and other markers of difference. But diversity also reflects the variety of our life experiences, education, and perspectives on the world. Creating an inclusive space for diverse communities requires an effort at the level of an institution to ensure that a broad variety of individuals and groups feel that they find a space, are accepted, welcomed, can thrive but can also share, exchange and learn from each other in respect. In diverse and inclusive communities people with different identities flourish, can succeed professionally and can grow through respectful and productive exchanges, sharing and debates.

Promoting equity, diversity and inclusion is not simply a matter of adding people with different skin colors, gender identities, or backgrounds to our community – indeed, many are already here. It also means recognizing that identity markers, such as race and gender – in intersection with other characteristics – have long served to sort people into hierarchies and distribute advantage. Promoting diversity thus also means creating awareness of histories of discrimination and oppression, addressing everyday enactments of (implicit) biases and micro-aggressions, and in this way changing who we are. It means questioning how privilege has been allocated inequitably and how it is reproduced through routinized institutional practices. Promoting diversity and inclusion means interrogating what kinds of knowledge is valued in our research and teaching and what kinds of voices and perspectives are silenced. It also means creating the conditions for fostering discussions between diverse voices and perspectives, for

exchanging, debating, testing ideas in full respect, for learning and growing through these exchanges.

This policy spells out the concrete objectives that the Graduate Institute will pursue in the coming years in order to realize its commitment to diversity, equity and inclusion. These objectives pertain to distinct areas of intervention, namely the areas of engagement, personnel, teaching and research. The Institute will put in place the necessary infrastructures and make available the necessary means to achieve these objectives. It will develop a plan that specifies concrete actions, associated timelines for completion and assign responsible actors. It will also establish a monitoring system in order to track progress in attaining its goals.

Specifically, we seek to achieve the following objectives:

## 1. ENGAGEMENT

The Geneva Graduate Institute shall take steps to create a culture of diversity, equity and inclusion by engaging all members of the Institute's community, through tailored training, activities and initiatives, in co-creating an equitable, inclusive and safe environment.

**Overall objective: To invest in a culture of respectful debate, exchange and mutual enrichment and learning.**

1.1 Raise awareness and promote a culture of shared learning through campaigns and trainings on DEI topics

1.2 Facilitate internal and external learning opportunities by encouraging and supporting DEI-related activities by student initiatives and research centers

## 2. PEOPLE

The Geneva Graduate Institute commits to putting in place processes of recruitment and admission that are equitable and unbiased and that enhance the diversity of our community. We want to ensure that students, faculty and staff with different identities, educational backgrounds, and perspectives on the world can thrive at the Institute so that our diversity becomes a source of innovation and creativity.

**Overall objective : To ensure an environment for work and study that is inclusive with regard to people with different cultural, gender, sexual, racial, and other identities, and supports people with special needs, such as senior staff, parents, careers, and student and staff with disabilities, and that upholds the dignity and respect of all.**

2.1 Identify barriers to inclusion and opportunities related to achieving greater diversity of faculty staff and students.

2.3 Sustain the recent dynamics of a more gender-diverse faculty by focusing on career progression.

2.4 Develop a strategy to increase accessibility for people with disabilities

### 3. TEACHING AND RESEARCH

The Geneva Graduate Institute will **promote a more diverse and inclusive learning environment and create the conditions making it possible for all its students to deploy their full potential, irrespective of identity, background, perspectives and views**, as long as this remains within the bounds of respectful engagement.

3.1 Empower teaching faculty in their efforts to promote a safe, nurturing and welcoming learning environment that supports a diversity of learning needs, thoughts, perspectives and experiences, and honors students' identities, while encouraging the creativity that comes from respectful sharing and exchange across diversities.

3.2 Promote diversity in research topics and the curriculum, and equity in the content of what we teach and research with a focus on decolonizing curricula and academic research