



# Global Education Dialogues

**Equality and diversity, playing the global game:  
inclusion and opportunity – all for one and one for all**

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# Global Education Dialogues

- Inclusive leadership
- Diversity within UK universities
- Why the lack of diversity?
- What has worked, and what has not
- Why inclusive leadership matters

<b>HESA 2011/12</b>	<b>UG (all students)</b>	<b>PGT</b>	<b>PGR</b>	<b>All academic staff</b>	<b>FT permanent</b>	<b>Senior manager</b>	<b>Professors</b>
<b>Women</b>	56.4%	56.9%	46.6%	44.5%	37.4%	27.5%	20.5%
<b>BME (UK domicile/na tional)</b>	18.8%	18.9%	15.7%	7.7%	7.6%	4.3%	6.3%
<b>Disabled (disclosure rate)</b>	8.6%	5.5%	6.1%	3.4%	3.0%	2.8%	2.4%





## The leaders in UK higher education

- **17%** of vice-chancellors are women (29 of 137)  
(compared to UK parliament around 23%)
- **12%** of chairs are women
- **32%** of all governing bodies are women

## How does this compare across 27 EU countries?

- **13%** of all HE institutions are headed by women



## Subjects - Students

Female students in the majority for all non-SET subjects

Education (75.9%)

Languages (67.9%)

50.9% of SET students were female

Subjects allied to medicine (79.5%)

Veterinary science (75.3%)

Biological sciences (61.7%)

Male students comprised the majority in:

Engineering and technology (84.3%)

Computer science (82.2%)

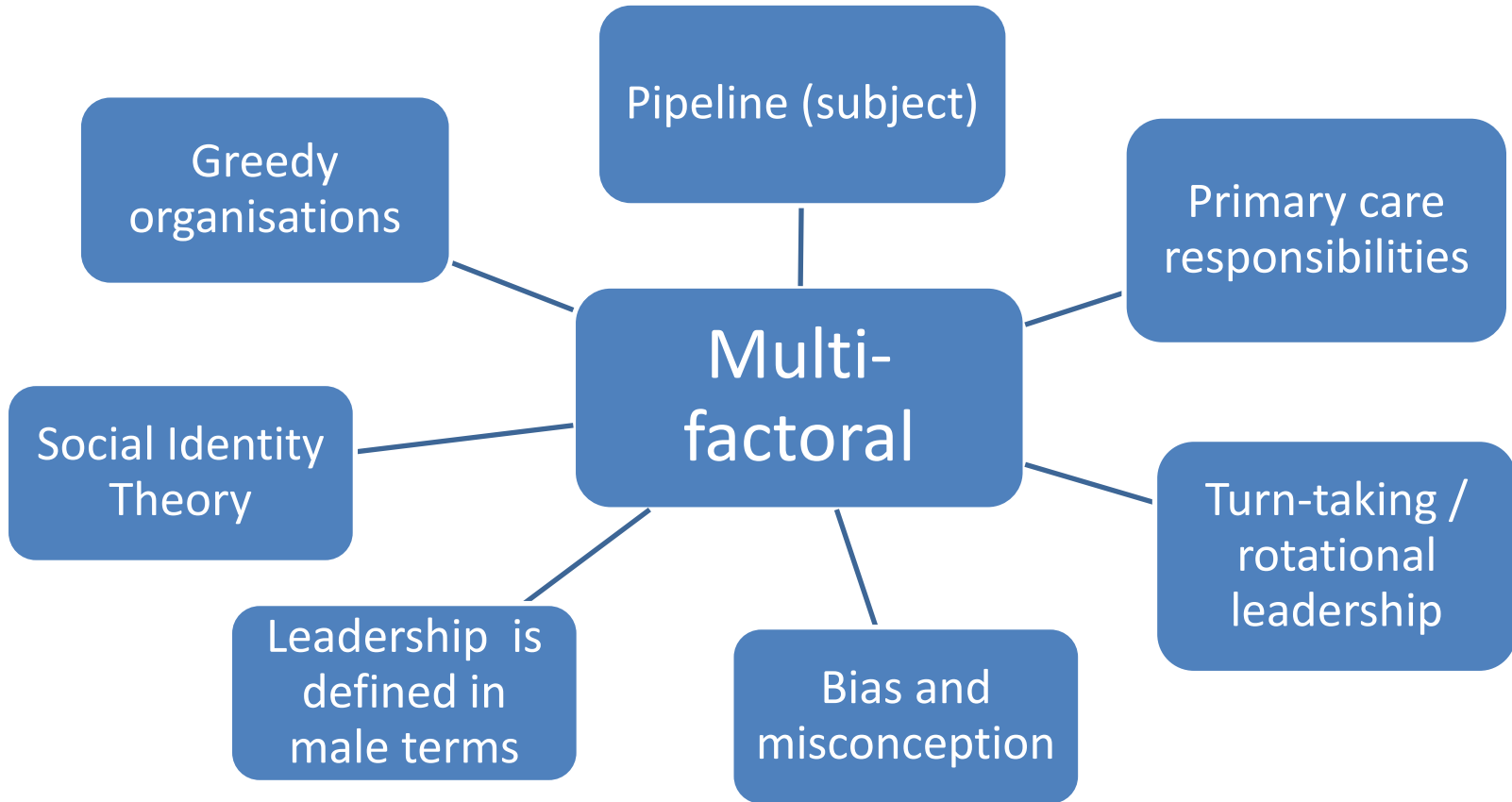
Architecture, building and planning (67.5%)



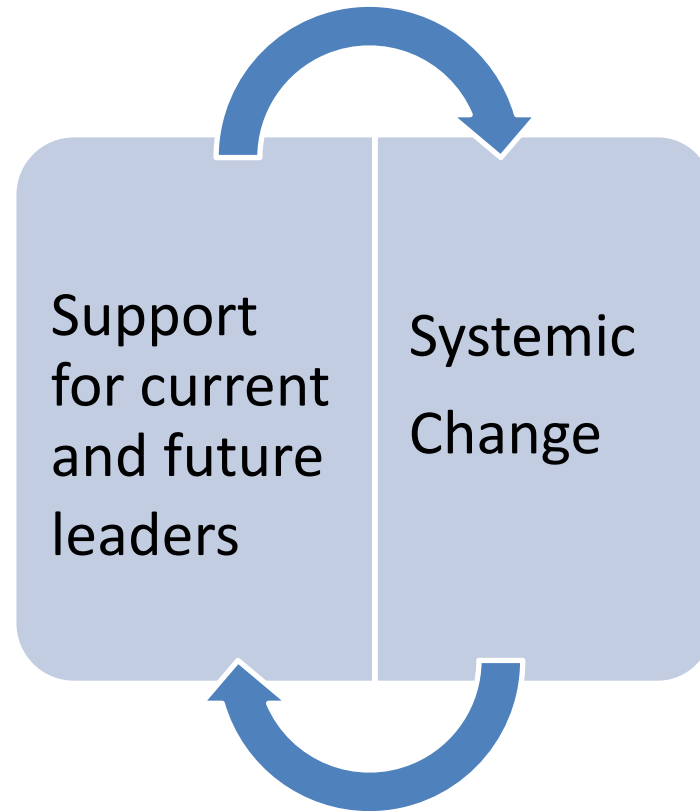
## Academic staff by subject (2013, ECU)

	SET	Non- SET
Female	48.6%	51.4%
Male	57.6%	42.4%





## Twin approach





## Athena SWAN Charter

“Within institutions and departments change is happening: organisational structures and practices are being improved, there is greater awareness around culture and gender equality and the importance of good communication is being highlighted.

For individuals, Athena SWAN has been valuable in encouraging aspiration, identifying and exemplifying role models and illustrating potential academic career pathways and opportunities.” Dame Julia Higgins, Patron Athena Swan



## Where we have been less successful

Diversity gets ‘crowded out’

Uncertainty about solutions

Legal obligations v complexity

Sensitivity of the issues

Role of governing bodies



## Diversity matters

Diversity has an inherent educational value. That is why we need more of it. The university is an educational institution. Our business is about knowledge. That means that we all have to learn, all the time... And we will learn more from those people, those ideas, and those phenomena that we do not know, than from those we know only too well...

We need to pursue this diversity of people and ideas to increase the quality of our core business – which is to learn. Only in this way, I believe, can we really meet our responsibility to our students. We need, and we wish, to prepare our students to become active and confident participants in a multicultural and globalised society. Whatever the advantages may be of a mono-cultural institution, they do not include the opportunity to meet and engage with many different viewpoints, and to learn about many different environments.

*Professor Chris Brink, Vice-Chancellor, University of Newcastle*

