

“AdvanceHE

+ Understanding Inclusive Leadership in practice

A guide to enhancing your inclusive leadership practice in
higher education

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A decorative graphic in the bottom right corner consisting of several squares of different sizes and colors (teal, blue, purple, and light blue) arranged in a staggered, geometric pattern.

Contents

Foreword	4
1 Understanding Inclusive Leadership	6
1.1 Introduction	6
1.2 Understanding Inclusive Leadership	7
2 Inclusive Leadership in practice	11
2.1 Developing Inclusive Leadership competency and skills	11
2.2 Other Advance HE resources	17
References	18

Foreword

In an increasingly diverse and interconnected world, inclusive leadership is a cornerstone for building successful and equitable institutions. This is particularly true in higher education, universities communities are microcosms of society, and reflect its complexities and challenges. Consequently, it replicates some of the same issues of inequity and marginalisation that exists in the wider society.

A multifaceted concept, leadership involves guiding, influencing, and inspiring others to achieve a common goal. At its core is about creating a vision, setting direction, and motivating people to commit to its delivery. These core elements of leadership are essential in any context, whether it be in business, politics, education, or community organisations. As hubs for future leaders, innovators, and changemakers, the imperative for inclusive leadership in higher education cannot be overstated.

Inclusive leadership builds on the fundamental principles of leadership, but supplements them with by integrating principles of equity, diversity, and inclusion (EDI) into leadership practices. Inclusive leaders not only guide and inspire but also ensure their leadership approaches are inclusive of all individuals, regardless of backgrounds or identities.

The UK higher education sector is renowned globally for its high standards and rich traditions. However, it is not without its challenges. Issues such as racial disparities, gender inequality, and underrepresentation of racialised minority groups persist. According to the Higher Education Statistics Agency (HESA), only 1% of UK university professors are Black, and women hold fewer than 30% of senior academic positions. These statistics highlight the need for a concerted effort towards more inclusive practices to create more a diverse and inclusive workforce. This is a time when there is greater diversity in our student population, a global and mobile workforce.

The integration of inclusive practices within traditional leadership frameworks can have significant positive impacts on organisations, including:

- + **Improved Organisational Performance:** Studies (McKinsey, 2019: *Diversity wins*) show that diverse and inclusive teams often outperform their less diverse counterparts. Inclusive leadership harnesses the full potential of all team members, driving innovation and performance.
- + **Higher Employee Satisfaction and Retention:** When individuals feel included and valued, they are more likely to be fulfilled in their roles and remain committed to their organisations.

- + **Enhanced Reputation and Trust:** Organisations that prioritise inclusive leadership are seen as more equitable and socially responsible, enhancing their reputation, and building trust with stakeholders.

Inclusive leadership contributes significantly to the success of an organisation. Leaders who practice inclusive leadership can create a culture where everyone can thrive and succeed.

This guide is part of the ["Creating a Culture for Strategic EDI Change"](#) member project. To accompany the guide, we have produced [a series of vlogs from leaders in higher education](#) to help bring to life what inclusive leadership means in practice. The Inclusive Leadership InSight vlogs explore with leaders why they think inclusive leadership matters, how they practice the principles of inclusive leadership and apply them every day in their work, and the impact and outcomes of their practice.

Leadership and inclusive leadership are intrinsically related. Inclusive leadership embellishes traditional leadership practices. By integrating principles of equity, diversity, and inclusion, inclusive leaders not only guide and inspire but also create environments where everyone can thrive. In today's diverse and interconnected world, the ability to lead inclusively has become essential. Embracing inclusive leadership can transform organisations, foster innovation, and build a more equitable society for all.

Inclusive leadership is not just a moral imperative but a strategic necessity for higher education. It is fundamental to creating equitable, innovative, and responsive institutions that can meet the challenges of the 21st century. By embracing inclusive leadership, universities can unlock the full potential of their diverse communities, enhance learning and research, and contribute to the creation of a fairer and equitable society. As higher education continues to evolve, the commitment to inclusivity at the forefront of institutional priorities leads to stronger and more robust higher education providers and the creation of a future where everyone can thrive and succeed.

We hope our guide and the [vlogs](#) from leaders in higher education provide practical insights and guidance for leaders striving to create more equitable and inclusive campuses and workforces.

[Baljit Birring](#)

Senior Consultant for Equality, Diversity and Inclusion at Advance HE.

1 Understanding Inclusive Leadership

1.1 Introduction

Inclusive Leadership has come into focus for leaders trying to navigate increasingly diverse and globalised staff and customer bases and operations. It can be defined by the focus on the values, perspectives and actions taken by leaders to understand their strengths and development areas, and how this can aid them in meeting the diversity-related challenges facing their organisations and enable colleagues to realise their potential. It aligns and draws on other approaches to leadership, such as Ubuntu (collective leadership), service leadership or authentic leadership.

In higher education, the impact of internationalisation and the inclusion of historically disadvantaged or under-represented groups (such as women, minoritized ethnic, socio-economically disadvantaged communities and disabled people) have in recent decades offered unprecedented opportunities for growth and expansion. This has resulted in increased diversity, a globally and regionally mobile workforce, student population, and institutions more reflective of the diversity within their local community. It has enabled institutions to establish international campuses¹ and partnerships and provided transnational funding opportunities² to increase research collaboration and studentships.

These changes have not been without tensions, particularly in the need for organisational culture change. To remain competitive, leaders must manage increasingly complex teams while ensuring fairness and equity.

‘The cornerstone of inclusive leadership is the fact that the centrality of inclusion is visible, and the intentionality with which the leader develops and supports inclusive culture is prime. I think for me the first thing is to have that visible commitment.’

*Udy Archibong PhD MBE,
Pro Vice-Chancellor (Equality, Diversity and Inclusion),
University of Bradford*

¹ UK University Overseas Campus Network (UKUOCN) was established in 2021 and currently has 18 members <https://www.universitiesuk.ac.uk/universities-uk-international/insights-and-publications/uuki-publications/uk-university-overseas-campus-network#:~:text=Founded%20in%20November%202021%2C%20the,significant%20campuses%20around%20the%20world.>

² For example, Horizon Europe and Gates Foundation

Inclusive Leadership focuses on the leader and their behaviours. It places the onus of responsibility on senior staff within higher education and seeks to draw out ways in which individual leaders can work to enhance their self-awareness and practice.

This guide presents an overview of Inclusive Leadership principles, considers how they impact higher education specifically, shares insights from leaders from within the sector and suggests ways in which colleagues can enhance their Inclusive Leadership awareness and competency.

1.2 Understanding Inclusive Leadership

Inclusive Leadership is a distinctive approach to leadership that responds to increasing diversity and focuses on the practices and approaches of individual leaders. It is particularly relevant to higher education as issues related to diversity have become more important to education and research activities, requiring more considered and deliberate institutional responses from sector leaders. Diversity and Inclusive Leadership

The focus on diversity is central to the rationale for Inclusive Leadership. Diversity comes in multiple forms, with four identified diversity ‘mega trends’ in markets, customers, ideas and talent. Understanding these in the context of the higher education sector helps leaders to understand the business case.

Diversity of markets – there is increased demand for higher education in Asian and African emerging markets with a growing middle class which contrasts with relatively lower growth in the UK and other more established markets. In higher education, the fee differentiation between home and international students, the below-inflation increase in home fees since 2010 and the competitive offering of UK higher education have resulted in increased demand from overseas students and incentives to recruit international students ³.

Additionally, the increase in cross-national research and teaching collaborations has further increased the internationalisation of staff⁴ alongside the increasing inclusion of UK minoritized ethnic communities has furthered diversified university communities.

Diversity of customers – higher education students and staff have increased choice, whether through more competition between international providers, increased domestic provision from in-country providers or online delivery. Furthermore, broader systemic push-pull factors, such as the availability of graduate visas or minimum salary levels, impact on institutional and country appeal, and the ability to understand and respond to student and staff needs require increased consumer sensitivity by higher education providers and their leaders.

³ 15.0% undergraduates, 46.1% post-graduate taught, and 40.9% post-graduate research are from an international domicile (p19, Equality + higher education - Students statistical report 2023, Advance HE)

⁴ 23.0% of staff have a non-UK nationality (of whom 12.4% were EU nationals and 10.6% non-EU nationals) (p25, Equality + higher education - Staff statistical report 2023, Advance HE)

Diversity of ideas – the ability to connect and engage in education has changed. Increased online provision, multi-institutional courses, partnership and overseas courses and the impact of the COVID-19 pandemic have enabled more flexible ways to access education, increasing choice and competition. Additionally, institutions have responded to pressures to diversify syllabus content (such as decolonisation of the curriculum or ensuring representation of the Global South) to include the full ambit of academic contribution is reflected in the provision.

‘Inclusive leadership is important... because I want to make sure that as an institution, we're drawing on the widest talent possible, but also that our ideas and viewpoints are made up from lots of different places, lots of different voices.’

Professor Katie Normington, Vice Chancellor, De Montfort University in Leicester

Diversity of talent – Higher education has seen rapid demographic shifts in recent decades. Changes in the participation and engagement of women, minoritized ethnic⁵, international, disabled⁶, LGBTQIA+⁷, socio-economically and older learners and staff have challenged well-established ways of working. The impact of the pandemic in terms of working and learning patterns has further catalysed pressures for change and posed new challenges for delivering equity and meeting staff and student expectations.

5 The proportion of BAME students has increased from 14.9% in 2003/4 to 27.0% in 2021/22 (Table 3.3 Equality + higher education - Students statistical report 2023, Advance HE). For staff, Between 2003/04 and 2021/22, non-UK White backgrounds increased from 8.3% to 14.2%), UK Black, Asian and minority ethnic increased from 4.8% to 9.5%, and non-UK Black, Asian and minority ethnic staff increased from 3.8% to 8.0%.

6 Disability disclosure rates for UK HE students have increased from 5.4% in 2003/04 to 15.9% in 2021/22. (p84 Equality + higher education - Students statistical report 2023, Advance HE)

7 7.7% of students identified as LGB (Table 7.2.4 Equality + higher education - Students statistical report 2023, Advance HE). The corresponding figure for staff was 3.7% (Table 6.6 Equality + higher education - Staff statistical report 2023, Advance HE)

1.2.1 Focusing on the Leader

Inclusive Leadership actively requires leaders to consider, reflect and challenge themselves. It squarely places responsibility on them:

‘Inclusive leadership isn’t easy. Far from it. It requires action. It demands you to know yourself, acknowledge your privilege, and step up. It requires you to be uncomfortable and do things that may not be popular. ‘(Bach, M⁸)

Inclusive Leadership provides a framework to help leaders improve their understanding of who they are, their privileges, positionality, preferences and biases. It then seeks to help leaders to develop approaches to increase their understanding of others in conscious and cognisant ways, enabling them to engage and respond to others more effectively.

‘An inclusive leader is someone who has a strong self-awareness about their own preferred work style, but is able to flex this style to connect with all of their team, even those who think and work differently and who may have totally different motivators’ (Sweeney and Bothwick, 2016)

‘Inclusive leadership also allows us to understand something about emotional intelligence...trying to understand other people's viewpoints, I dare say also understand vulnerabilities and weaknesses because we have vulnerabilities. I do have vulnerabilities and weaknesses. And I also need to understand that that exists in others, and it's how we provide that safe space to begin to work around our vulnerabilities.’

Professor Charles Egbu, Vice Chancellor, Leeds Trinity University

⁸ What Real Inclusive Leadership Looks Like, Leadership Excellence presented by HR.com) Leadership Excellence presented by HR.com February 2021

Dillon and Bourke (Deloitte University Press;2016)⁹, have identified six signature traits of an inclusive leader:

- 1 **Commitment** - Inclusive leaders are committed to equality, diversity and inclusion because it aligns with both their personal values and an understanding of the “business case” for EDI. They proactively engage with work and initiatives that seek to change workplace culture.
- 2 **Courage** - Inclusive leaders want to change the status quo and are resilient in driving forward change despite setbacks. They use their positional power, authority and voice to foster a more diverse and inclusive workplace.
- 3 **Cognisance of bias** - Inclusive leaders have high levels of self-awareness, are actively mindful of their personal and organisational biases and work on ways to mitigate these. This consciousness is translated into action and role-modelled to others.
- 4 **Curiosity** - Inclusive leaders are actively curious about others, seeking to understand, value and embrace colleagues’ approaches. This supports learning and growth, broadening the range of skills and experiences available to the leader as they encounter new challenges.
- 5 **Cultural intelligence** - Inclusive leaders have cultural intelligence, making them open and welcoming of differences and valuing the opportunities that this brings to them.
- 6 **Collaboration** - Inclusive leaders empower their colleagues and teams, enabling them to operate independently, and hearing their voices by facilitating the questioning and sharing of opinions and contributions. They consciously recognise that diverse teams can help to solve problems by harnessing the broadest range of experience and knowledge to provide innovation and creativity in responses.

⁹ ‘The six signature traits of inclusive leaders: Thriving in a diverse new world’, Deloitte University Press (2016)

2 Inclusive Leadership in practice

Inclusive Leadership requires action. This section focuses on developing Inclusive Leadership competency by highlighting the key skills, techniques and practices that help individuals enhance their performance.

2.1 Developing Inclusive Leadership competency and skills

Inclusive Leaders have an approach that seeks to proactively increase self-awareness, actively engage and support colleagues to participate and respectfully share and exchange their experiences and perspectives, model positive behaviours and challenge inappropriate behaviours. All of these require conscious effort as well as time and a commitment to act.

Travis et al. (2019)¹⁰ cluster the work involved into two broad areas, firstly, *Leading Outward* and, secondly, *Leading Inward*. These two areas can be broken down into more specific focus areas that can enable individuals to develop their Inclusive Leadership competencies.

Leading outward is the work that is done to ensure team members are treated fairly, empowered and able to flourish. It includes:

- 1 setting goals and sharing feedback whilst challenging colleagues on their behaviour and actions (*accountability*)
- 2 supporting colleagues to have agency over their work and solve problems and share and an understanding of the bigger picture (*ownership*)
- 3 proactively supporting minoritised colleagues by amplifying the (*allyship*)

‘So sometimes being an inclusive leader can be quite isolating because there are many people who are not on the same page as you or who've not done the work. I think being an inclusive leader involves labour. You've got to educate yourself. You've got to keep striving to develop yourself, looking at new resources, educating yourself so often you can find yourself on your own in that space.’

Jennifer Fearon, Head of Skills, Sheffield Hallam University

¹⁰ D. Travis, PhD, E. Shaffer, PhD and J. Thorpe-Moscon, PhD, ‘GETTING REAL ABOUT INCLUSIVE LEADERSHIP: Why Change Starts with You’, Catalyst (2019)

Leading inward is the work to develop more introspection and reflection and includes:

1. having a willingness to seek out and engage meaningfully with colleagues and their different perspectives and points of view (curiosity)
2. sustaining an ability to acknowledge, recognise and learn from personal mistakes and sharing these challenges and learnings with colleagues (humility)
3. acting congruently with principles and values even where this places you at risk (courage)

2.1.1 Self-awareness

Being willing and able to increase self-awareness is key to fostering and nurturing Inclusive Leadership competencies. Regular introspection and mindfulness help uncover hidden assumptions and stereotypes that can impact decision-making. Whilst understanding our limitations it is also valuable to identify personal attributes, experiences and insights that individuals possess. This could include:

- + equality-related protected identities (such as gender, race, sexual orientation or disability)
- + other identities and groups (such as socio-economic background, academic disciplines, staff group)
- + life experiences (where you grew up, migratory experience, living abroad university/higher education attendance, employment, caring/parenting)

In recognising these attributes and experiences, it is helpful to assess how these can impact or influence positively or negatively our perspectives on issues, groups or people, whether at work or in our society. This can also help to recognise where privilege/disadvantage can impact and shape our perspectives and worldview. It can help to align individual leaders with minoritized groups, enable allyship and identify areas where we may be at risk of homophily or bias.

Leaders can cultivate self-awareness by reflecting on their own biases and how these may impact diversity-related issues and then consider options to mitigate these.

2.1.2 Active engagement with others

When recognising areas where individuals may have less experience, leaders can proactively seek out professional development opportunities to increase personal knowledge and capacity.

Similarly, developing a network of allies and confidants to explore and share approaches and experiences can improve practice, galvanise and develop resilience to challenges. This can be done in numerous ways, such as engaging with colleagues on an individual basis, participating in institutional networks, and joining and contributing to subject-specific or sector-specific networks.

2.1.3 Allyship

Allyship as a strategic mechanism used by individuals to become collaborators, accomplices, and co-conspirators who fight injustice and promote equity in the workplace through supportive personal relationships (Melaku et al; 2020¹¹)

Allyship refers to situations where individuals are not members of a specific group but care to use their agency or positional authority to engage and work actively towards change. For example, White-allies, Male-allies or Straight-allies are terms used to refer to individuals who are from the majoritized or dominant power group who engage in supporting race, gender and sexual orientation equality respectively.

Allyship does not need to be limited to equality groups but could also refer to other areas, such as academic discipline or staff groups. These are often cited as other sources of exclusion or not belonging. For example, teaching-only staff and professional services staff may have different workplace experiences because of the nature of employment contracts, terms and conditions and progression routes.

2.1.4 Sponsorship

Sponsorship is a professional relationship in which an executive or manager identifies and chooses an outstanding junior talent, develops that person's career, and reaps significant rewards for these efforts. (Hewitt 2019)¹²

Sponsorship develops mutually beneficial relationships, where the sponsor and protégé support each other to grow and develop in different ways. Sponsors proactively seek to identify high-potential junior talent in their protégés, nurture their skills, exposure and confidence in navigating the organisation or sector and advocate for opportunities to support their development. Put simply, sponsors seek to catalyse the protégé's professional maturity, growth, performance and promotability.

The protégé can support the sponsor beyond their high performance, for example, by providing insights and experience from different perspectives and on groups that the sponsor may not otherwise have access to. Hewitt (2019) reports male and female proteges were 23% and 19% more likely to secure promotion¹³.

¹¹ Tsedale M. Melaku, Angie Beeman, David G. Smith, and W. Brad Johnson, BE A BETTER ALLY, Harvard Business Review *November–December 2020*

¹² Hewlett, S.A. (2019), WHAT EVERY LEADER NEEDS TO KNOW ABOUT THE POWER OF SPONSORSHIP. Leader to Leader, 2019: 12-17. <https://doi-org.ezproxy.cardiffmet.ac.uk/10.1002/ltl.20435>

¹³ Bedgood reports similar outcomes with a 20% increased opportunity of promotion in 'Is Finding the Right Leadership Sponsor Risky Business?' (chapter 2 in 'Fit for the Leadership Challenge, 1st Edition, 2022, Productivity Press, ISBN9781003335108) DOI: 10.4324/9781003335108-2

Sponsors need to reflect on the risk of homophily, by identifying individuals who are not like themselves. Inclusive Leaders target sponsorship efforts towards minoritized and under-represented groups with a clear objective to support the emergence of diverse talent and help the organisation to redress representation issues.

Sponsorship relationships can be tailored to individual needs (bespoke) or established through more formalised institutional positive action programmes. These programmes are often run centrally by HR or organisational development teams, or by self-assessment teams working within initiatives like Athena Swan or the Race Equality Charter.

‘Inclusive leadership allows me to have an open mind and be curious about what’s going on around me. And part of that curiosity is trying to understand what people are saying, where they are coming from, and being open minded and show genuine empathy as part of that curiosity.’

Professor Charles Egbu, Vice Chancellor, Leeds Trinity University

2.1.5 Developing Cultural Competency and Cultural Proficiency

Cultural literacy is the skill of being able to understand the role and impact of culture on human relationships and the workings of organisations. Campbell-Stephens¹⁴ (2021) highlights that this starts with leaning into one’s own culture to understand the effect and influence that this has on oneself, colleagues, organisations and communities. This understanding is particularly critical when diverse cultures are brought together and navigating the dynamics that evolve from these interactions.

An inclusive leader should aim to develop cultural competency or cultural proficiency. Whilst cultural literacy emphasises knowledge acquisition and does not explicitly link this with the individual’s and organisational practices, cultural competency requires greater proactivity, using organisational language and approaches to leadership with skills and capabilities (for example behavioural competencies) (Spillett (2018)¹⁵. It requires an acceptance and respect for difference, with leaders self-assessing and paying attention to the dynamics of when

¹⁴ Campbell-Stephens, R., ‘Educational Leadership and the Global Majority’, 2021, <https://doi.org/10.1007/978-3-030-88282-2>, Palgrave Macmillan Cham

¹⁵ Spillett rearticulates the Cultural Competence Continuum, a holistic six-stage scale (Cultural destructiveness, Cultural incapacity, Cultural blindness, Cultural pre-competence, Cultural competence and Cultural proficiency) and associated organisational characteristics. Spillett, M. Cultural Competence: Promoting leadership & organisational change, The Staff College (2018) <https://thestaffcollege.uk/publications/cultural-competence-toolkit/?interests=13>

differences come together. It seeks to understand and expand one's knowledge base and resources and seeks change through continuous improvement.

Cultural proficiency takes cultural competency to a higher level, drawing on leaders' ability to contribute to the knowledge base of culturally competent practice, research and influence.

2.1.6 Seeking feedback

Proactively seeking feedback from colleagues, especially those from minoritized groups, can help to increase leaders' awareness of the experiences of colleagues, their personal impact, what has been effective and identify blind spots and opportunities for change.

Whilst it may be challenging and take time, it provides opportunities to learn and grow, increasing understanding, and building durable relationships with colleagues.

Receiving/giving feedback is built upon broader principles of developing and nurturing open relationships, responding to feedback where this is appropriate and fostering psychological safety for those involved. For senior colleagues, recognising the power imbalances and the risks involved for junior colleagues will help to make this more effective.

Additionally, receiving feedback from colleagues, and participating in mentoring/reverse¹⁶ mentoring initiatives can help to identify 'blind spots' in self-awareness.

‘..For me, inclusive leadership is about sometimes asking those difficult questions... so when I'm in a meeting about something that might be happening in the university and I'll be the one who puts up my hand and I'll say, you know, “have you thought about this group or have you thought about that group? Have you thought about how certain people will actually experience what it is that you're proposing here?”’

Jo Berry, Professor of Ancient History, Swansea University

¹⁶ For example at the University of Leeds (student-staff) www.leeds.ac.uk/student-success/dir-record/profiles/21124/institutional-reverse-mentoring-project-2022 or University of Westminster (<https://blog.westminster.ac.uk/difference/leave-your-ego-outside-reverse-mentoring-with-bame-students-senior-university-leaders/>)

2.1.7 Mitigate bias

Implicit or unconscious bias influences our perceptions, judgments, and decision-making processes. It operates beneath conscious awareness, shaping and influencing interactions with others and affecting individual and organisational dynamics. Implicit bias affects everyone, regardless of intentions or professed values. Acknowledging its existence is the first step towards mitigating its impact. However, on-going education and engagement with implicit bias through training, and discussions, often provided by institutions, can help to sustain and enhance awareness and mitigate adverse impact.

A key example where leaders can support better practices is in decision-making. Several practices can help mitigate bias in recruitment and promotion rounds. These include ensuring:

- + all participants are familiar with the processes and assessment frameworks
- + an inclusive pool of applicants is identified and encouraged to apply
- + decision-makers receive regular and appropriate training
- + the process is accountable and subject to ongoing scrutiny

Inclusive leaders who consistently demonstrate inclusive behaviours, set clear expectations, and lead by example through modelling good practice can help reduce the impact of bias on institutions.

2.1.8 Inclusive Leadership and Institutional and Systemic Change

Whilst it is valuable to recognise and highlight the individual and team benefits that inclusive leadership approaches can have on the experiences of colleagues and students; inclusive leaders can use their institutional function and positional power to leverage change that is organisation or system wide. These changes can influence and shape institutional policies and practices or catalyse systemic changes for the sector and beyond.

Examples of institutional change could include adopting and enabling the resourcing of initiatives that respond to diversity-related or culture-change issues. For example, this could include supporting engagement with Athena Swan departmental submissions or institutional Race Equality Charter work or supporting or championing more inclusive approaches to institutional frameworks on promotion criteria or appraisal.

At the sector level, the higher education sector has numerous networks that bring together functional or subject leads. Additionally, representatives from the sector provide advice in policy development, through advisory groups, learned societies and other forms of governance. These opportunities provide leaders the opportunity to inform and shape systemic change, whilst drawing on their inclusive leadership knowledge and skills.

‘Given the challenges faced by higher education sector, both in the UK and internationally, representational diversity is not enough. Participative diversity is a way forward, where we must learn how to bring and engage diversity of people, of experience and of thinking into decision making process.’

Udy Archibong PhD MBE, Pro Vice-Chancellor (Equality, Diversity and Inclusion), University of Bradford

2.2 Other Advance HE resources

Advance HE launched a series of vlogs in spring 2024 that profile how leaders in higher education practise Inclusive Leadership. Quotes from these vlogs and insights have been included in this publication. [Click here](#) to watch and hear the full videos from colleagues and learn about their Inclusive Leadership journeys.

In addition, Advance HE is developing a new online course on inclusive leadership, scheduled for launch in summer 2024

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Our strategic goals to enhance confidence and trust in HE, address inequalities, promote inclusion and advance education to meet the evolving needs of students and society, support the work of our members and the HE sector.

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