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In the days of the geo-political crises (war, pandemic, default, inflation, etc.) new problems arise for the whole society and its educational sphere. The role of education, in general, and higher education, in particular, is being transformed from the status of a resource for the development of society into the status of a leading social sphere, a sample of the best practice of governance. To reach this goal university governance must be guided by excellent principles, including:

the fundamental autonomy of universities, but in balance with the responsibility for public accountability;

the respect for the academic mission of excellence in teaching and research;

the academic freedom and responsibility are respected;

the transparency to all parties interested in and supporting the University;

the meaningful and objective stakeholder participation in governance; and

the diversity and broad representation of governors.

Further to the principles of good governance, governance bodies reflect the diversity of the university community (Principles of good governance and equity, diversity and inclusion).

One of the important tasks of university governance, which is related to diversity – development of resilience in times of uncertainty. The key is the ability to be proactive, and operate not only in heterogenic but fast-changing social systems. Therefore, university leaders must be able to change themselves and their organizations in a proper way and in a dynamic balance. It means the ability to provide not only effective change management but also diversity management.

Nowadays the concept of diversity management has changed since the early 1960s. Earlier diversity management has been commonly focused on historically disadvantaged groups such as women and minorities, but later this concept of diversity management has expanded over time, due to growing awareness about differences, which have become more visible (i.e., sexual and gender diversity, age, and other grounds for potential discrimination). «The grounds for potential discrimination recognized by EU legislation, in the EU Charter for fundamental rights, are sex, race, color, ethnic or social origin, genetic features, language, religion or beliefs, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation. To promote EDI in academia it is important to monitor these grounds» (Siri et. al., 2022, p.2 of 16).

In practice, diversity management is based on diversity competence. Diversity Competence is the ability to navigate broad social, cultural, racial, and other human diversities and to comprehend and appropriately use extensive knowledge of Diversity among employees with protected characteristics within the workplace. Diversity competence is a mixture of Cultural, Emotional, and Diversity Intelligence. It is the ability to understand a set of values, behaviors, attitudes, and practices within an organization or system that allows one to work effectively with employees and groups that have a different background" (Gnagniko, 2021).

In successful university governance, it is necessary to promote diversity competence and to implement a sustainable and integrated strategy that recognizes the value of diversity. The value of diversity is a key parameter for governing of heterogeneous systems in general (Bauman and Portera, 2021; Van Knippenberg et al., 2010). In educational communities enhancing equality, diversity and inclusion brings many advantages. It helps to focus on the well-being of students and educators in universities and other educational institutions. "Improved equality, diversity and inclusion will build community by improving the sense of belonging for everyone who comes to them for work or study, which in turn is likely to enhance their commitment and performance. Furthermore, by fully embracing and valuing diversity, universities can ensure their long-term relevance in a fast-changing world

and increase their already considerable global impact" (Butendijk et. al., 2019, p. 3). Also, the increasing "classical" indicator of diversity of students in educational communities cannot be considered an indicator of greater "equality" and "diversity" within the higher educational system (Siri et. al., 2022). Therefore, it is necessary to conduct the monitoring and evaluation of diversity in communities and, accordingly, develop the appropriate methodology.

At the National Pedagogical Dragomanov University (now – Ukrainian State Dragomanov University) diversity studies were conducted according to a methodology developed by the Bertelsmann Stiftung Social Cohesion Radar and adopted for educational communities research (Nesterova et. al., 2019, 2020, Dielini et. al., 2022, Svyridenko et. al., 2022). This methodology of the Social Cohesion Radar is based on behavioral characteristics, which are very relevant for social cohesion and community sustainable development (Dragolov et. al., 2014). It helps to conduct practical research on the important social phenomenon related to social cohesion – trust, acceptance of diversity, social relations, etc. The above research based on Social Cohesion Radar model demonstrates the role of acceptance of diversity and trust in social cohesion. Also, it shows the role of diversity as a key factor in successful communication, social relations, and, accordingly, effective university governance. The Social Cohesion Radar model gives us a better understanding of diversity and tools for monitoring its states in various situations of social challenges, particularly the challenges of the war in Ukraine and the pandemic. The data we obtained and analyzed showed that the level of acceptance of diversity is relatively high for all years and groups even during crisis conditions in society (Svyridenko et. al, 2022).

To develop university governance based on the principles of diversity management, it is necessary to start with the self-evaluation of the current level of diversity in the university community. All mutual interactions should be based on a strong base and clear sense of identity (ethnic, cultural, religious, etc.). Diversity awareness means that there is awareness about discomfort encountering differences in race, religion, age, sexual orientation, ethnicity, etc. It is therefore important, that

diversity competence values the differences without attempting to make everyone alike. This is a realization of the complex systems sustainability principle – unity in diversity. The next key point is the integration of diversity competence into leadership and the university's strategic development plans.

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Нестерова Марья Олександрівна. Принципи менеджменту різноманіття для ефективного університетського врядування

Стаття окреслює основні риси менеджменту різноманіття та його принципи в університетському врядуванні. Також стаття досліджує основні принципи успішного університетського врядування в їх фокусі на різноманітті. Частина проведеного дослідження соціальної згуртованості представляла зміни в соціальній згуртованості в освітньому співтоваристві та їх зв'язок з різноманітністю в кризових умовах суспільства. Дослідження виявило рівень прийняття мультикультурного різноманіття в університетській спільноті та окреслило слабкі місця для подальшого зміцнення за допомогою відповідних соціальних та освітніх інструментів. Слід відмітити, що розвиток менеджменту різноманіття в університетських спільнотах повинен базуватися на моніторингу рівню сприйняття різноманіття. Тому важливе подібне дослідження проблем різноманітності в освітніх спільнотах. Зокрема, дослідження, яке було засноване на моделі Радара соціальної згуртованості, дало краще розуміння різноманітності, а також надало інструменти для моніторингу її стану в різних ситуаціях соціальних викликів, зокрема, викликів війни в Україні та пандемії.

Ключові слова: менеджмент різноманіття, освіта, освітні спільноти, різноманіття, університетське врядування

Nesterova Marja. **Principles of Diversity Management for Effective University Governance.**

The article outlines the main features of diversity management, and its principles in university governance. Also, the article investigated the main parameters of university governance and its focus on diversity. The part of the conducted research on social cohesion represented the changes in the social cohesion in the educational community and its connection with diversity in crisis conditions of society. The research identified the level of acceptance of multicultural diversity in the university community and marked the weak points for further strengthening by appropriate social and educational tools. It should be noted that the development of diversity management in university communities should be based on monitoring the level of perception of diversity. Therefore, such a study of diversity issues in educational communities is important. Thus, the research on diversity issues in educational communities, based on the adopted Social Cohesion Radar model, gave a better understanding of diversity, and tools for monitoring its states in various situations of social challenges, particularly the challenges of the war in Ukraine and the pandemic.

Key words: diversity, diversity management, education, educational communities, university governance.