

EQUALITY, DIVERSITY & INCLUSION Annual Report --- 2018-2019



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Welcome

Foreword by the President & Principal

I am very proud to present this report.

King's mantra is that 'it's our deeds that define us'. These are not just words to me. The core social value it espouses is something I hold close to my heart. It is particularly relevant when thinking about equality, diversity and inclusion.

Our Strategic Vision 2029 takes us to our 200th anniversary. It commits us to building a community of learners and designing mainstream interventions that remove all forms of inequality and barriers to success. This is important to ensure we continue to attract the very best diverse student population to our campuses situated in the heart of London, as well as continuing to attract and retain a talented and diverse staff body. But also, because I strongly believe ensuring equality of opportunity and ensuring all types of people and communities can participate, it is just the right thing to do.

King's Vision places commitment to service centre stage, linking our London opportunities to our global responsibilities. Our vision 'to make the world a better place' and to be a civic university at the heart of London cannot be achieved without ensuring that the breadth of our global and London communities and audiences are recognised.

Universities such as King's, that are committed to helping the world deal with change need in our own practice to embody that change ourselves in the ways we work. We must organise our institution in a way which mobilises the full capacity of all those who embody that change.

We haven't always lived up to our aspirations. Change and improvement must mean facing up to the deep problems of gender and race inequality which are still an issue in many research-intensive universities such as ourselves. I particularly recognise the need for us to do much better in employment of senior BME staff in both professional and academic roles, and on gender equality. We have done a great deal of work to address gender imbalances, but the gender pay gap of 17.8% is unacceptably high.

One of our core Principles in Action is to nurture an inclusive environment where all individuals are valued and able to succeed. King's will continue to focus on world-leading education, research and service and will have an increasingly proactive role to play in a more interconnected, complex world. We will continue to expand the huge contribution we make to London and, through that, a national contribution within the UK, and beyond that to an international community that serves the world.

Making progress is critical and ensuring we are focused on embedding and enhancing equality, diversity and inclusion in everything we do has been a high priority for me. I want our policies, practices and processes to empower individuals to be able to contribute fully.

King's must reflect the diversity of London, and our doors must be open and attractive to anyone with the capabilities to succeed. There is no area in equality and diversity where we can be complacent. We are making improvements and have seen momentum start to build in recent years. I am committed to maintaining and increasing the pace of change.



PROFESSOR EDWARD BYRNE AC

President & Principal



Foreword by the Director of Equality, Diversity & Inclusion

There's power in allowing yourself to be known and heard, in owning your unique story, in using your authentic voice. And there's grace in being willing to know and hear others.

MICHELLE OBAMA

I came to King's in February 2017 to what looked like my dream job. It has turned out to be one of the most fantastic opportunities I could ever have hoped for. King's Vision 2029 sets out an extraordinary ambition which guides my work in Equality, Diversity and Inclusion. We have assembled a team of talented, enthusiastic experts and we work in close partnership with colleagues and students across the University. Together we are slowly creating the foundations for future success.

My own personal story is one of success out of unlikely circumstances, as Michelle Obama says, that came from finding the power of my own voice and recognising how to help others find theirs. The release of authentic voices leads us to creativity, and transformation at the heart of King's core mission.

Equality, Diversity and Inclusion are tangible things and they are critical to our success as a University in the 21st Century. They are outcomes and they are measurable. To be truly successful means recognising where current inequality or unfairness exists and how it came to be. We live in a world that is not fair or equal; where privilege assists some and the lack of it holds others back. Knowing this means we have to take proactive steps to correct those imbalances and to 'level the playing field.' That is what the Equality, Diversity and Inclusion Function is here to do – help us all see where the disadvantage occurs, understand why and take steps to remove it, whilst celebrating the richness that diversity of people, culture and thought brings.

Over this last two years, King's has clarified its goals and gained an understanding of what good looks like. We have had to be brutally honest with ourselves about where we are and how, in places, we are a long way from our ambition. We know different people experience King's differently based on who they are. We have focused on the key areas of leadership, management, awareness and community to address our issues. A review of our activity over the last two years is summarised in Appendix 3.

With our senior leadership, I am very proud of the Structural Inequality Development Programme that they all participated in and of the change in perspective and motivation it has resulted in. We have improved our decision making and created clear accountability

with a new governance structure and, alongside, that we designed and developed interventions in line with Athena SWAN, Race Equality Chartermark, Stonewall Workplace Equality Index and the Business Disability forum principles – making a reality of our desire to be intersectional by default. We have been building knowledge and skills with our excellent More than Mentoring scheme and our well-regarded Diversity Matters, Trans Matters and Active Bystander training.

One of our biggest achievements has been the development of our staff networks. Proudly King's has gone from strength to strength role-modelling and showcasing the impact self-organised groups can have. Elevate, the Race Equality Network, The Parents' & Carers' Network and Access King's are all developing under excellent leadership. Flourishing networks are a sign of a healthy organisation where people feel their voice is listened to.

I am under no illusion; we have barely scratched the surface, and making the sustainable change we need takes a lot longer than 2 years. The surveying we have done and the testimony we receive tell us many parts of our systems and processes don't work and that there are strong perceptions of unfairness. However, I remain optimistic that given the investment King's has made in developing an EDI function and the systematic way we are aiming to tackle issues, that we will make inroads into these thorny areas.

I pay tribute, particularly, to the individuals in the EDI function who work with enthusiasm, tirelessly, often in the face of what seem like insurmountable complexities. They give me hope that we are making a difference. It is such a privilege to lead this work and every day I remind myself that the key outcome we are looking for is a belief from everyone internally, externally and internationally that King's is a place that welcomes diversity and where anyone with talent can thrive.

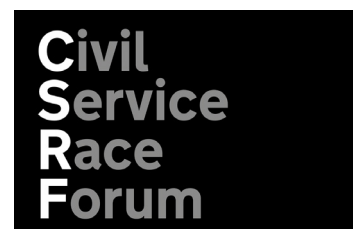


SARAH GUERRA

Director, Equality, Diversity & Inclusion



Our Partners



Context

Aims of this Report

This report prepared by the EDI Function in October 2019 outlines current activity related to the Public Sector Equality Duty and, where gaps exist, show how we are addressing them. Specifically, it will:

- Outline the legal context in which King’s operates;
- Set the scene for King’s ambitions regarding Equality, Diversity & Inclusion in the context of King’s Strategic Vision 2029;
- Outline the governance structures and resources in relation to Equality, Diversity & Inclusion;
- Take stock and report progress against previous Equality, Diversity & Inclusion targets, for both staff and students;
- Outline our priorities and priority actions from 2019 onwards.

For a Glossary of Terms in this report, please see Appendix 1.

Legislative context

Our aim is to achieve compliance with the legislative requirements of the Equality Act 2010, demonstrate best practice and, ultimately, to be an exemplar of EDI in the Higher Education sector and more widely. The panel below lists the requirements placed upon King’s, as a public sector body by the Equality Act 2010.

Protected Characteristics		Equality Act Obligations	
Race	Religion or Belief	Direct Discrimination	
Age	Sexual Orientation	Indirect Discrimination	
Sex	Marriage or Civil Partnership	Harassment	
Gender	Pregnancy and Maternity	Victimisation	
Reassignment			
Disability			
Public Sector Duty Requirements		Specific Duties	
Eliminate Discrimination		Publish relevant, proportionate information showing compliance with Equality Duty	
Advance Equality of Opportunity		Publish Equality Objectives	
Foster good relations between different groups within King’s community			
Demonstrate due regard for equality in policies and processes.			

King’s is also required to report annually on its [Gender Pay Gap](#) and, although not a legal requirement, recognises the value of understanding all types of inequality and so also reports on its Ethnicity Pay Gap.

Introduction to King's

King's College London was founded by King George IV and the Duke of Wellington in 1829 as a university college in the tradition of the Church of England. Since 1903, people of all religions and faiths have been able to study and work at King's.

The university has grown and developed through mergers with several institutions, each with their own distinguished histories, including The United Medical and Dental Schools of Guy's and St Thomas's Hospitals; Chelsea College of Technology; Queen Elizabeth College; the Institute of Psychiatry; and the Florence Nightingale School of Nursing.

The college is based over several campus sites within the London boroughs of Westminster, Southwark and Lambeth. These are:

- Strand Campus (including The Maughan Library on Chancery Lane);
- Waterloo Campus;
- Guy's Hospital site (including from 2018 [The Science Gallery](#));
- St Thomas' Hospital site;
- Denmark Hill (with departments and schools within the King's College Hospital and South London and Maudsley Hospital sites).

In addition, the School of Defence Studies operates out of The Defence Academy in Shrivenham, Wiltshire. It is responsible for postgraduate education and training in leadership, business skills and technology for the UK Armed Forces, the Civil Service, diplomats and overseas forces and leaders. There are also students across the globe studying short courses and Masters programmes flexibly through [King's Online](#).

It's our deeds
that define us.

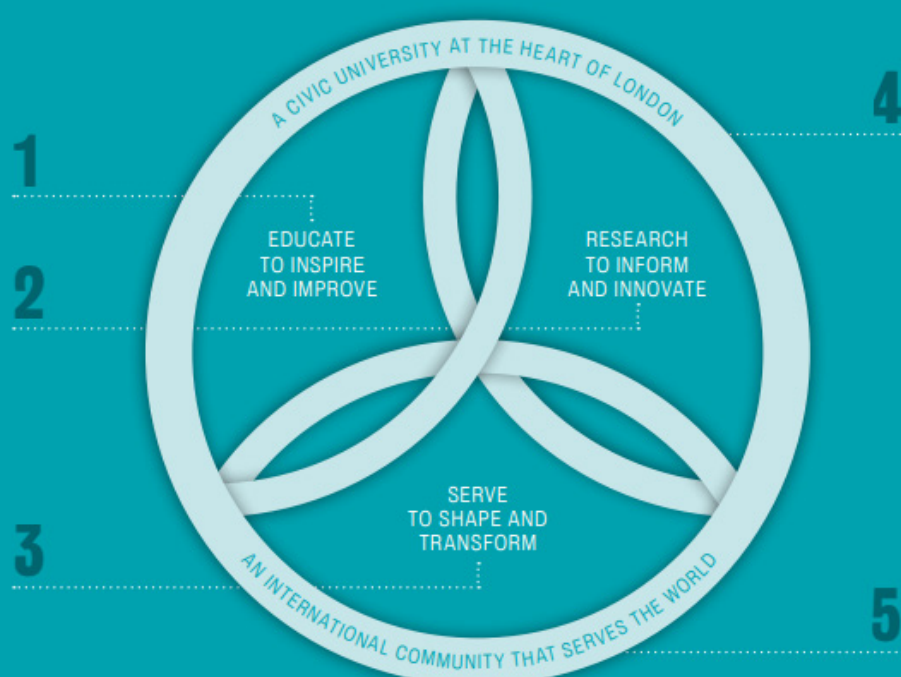


King's Strategic Vision 2029

King's Strategic Vision, launched in January 2017, takes the College to its 200th anniversary in 2029 and builds upon the history of being in service to society to make the world a better place.

King's focuses on world-leading education, research and service and playing an increasingly proactive role in our more interconnected, complex world.

King's will continue to expand the huge contribution it makes to London and, through that, a national contribution within the UK, and beyond that to an international community that serves the world.



King's Strategic Vision 2029

Educate to inspire and improve

Research to improve and innovate

Serve to shape and transform

A civic university at the heart of **London**

An **international** community that serves the world

Each of these strategic pillars connects to the experiences and successes of our colleagues, students and community, and is guided by the core principle of an inclusive environment

EDI Vision

King's Equality, Diversity & Inclusion Vision

Equality, Diversity & Inclusion are central tenets of King's Vision 2029 which sets out the roadmap for King's ambition to provide an exceptional student experience and to be an employer of choice.

Integral to this is recognising, celebrating and improving our diversity and inclusion.

A key outcome of the Equality, Diversity & Inclusion Vision at King's is a belief internally, externally and internationally that King's is a place that welcomes diversity and where anyone with talent can thrive.

Vision Principles

Be **intersectional** by default

Attract and **retain** a workforce that is representative of our student body

Ensure the breadth of the workforce is productive and **feels valued** and able to contribute

Attract and retain a **diverse student population**

Enable **successful outcomes** in terms of degree attainment and employability for the breadth of the student body



Equality, Diversity & Inclusion

Governance and Strategic Resources

In 2019 the governance of Equality, Diversity and Inclusion (EDI) at King's was restructured. This was to embed EDI throughout all structural levels of the College and to strengthen accountability of action plans and delivery against these plans. King's also committed to increase the required resources behind these structures within a functionally-aligned Equality, Diversity & Inclusion Function to deliver on King's Equality, Diversity & Inclusion Vision. The governance and reporting structures are shown in Appendix 2.

Accountability for EDI within King's sits with the College's Council, who delegate delivery against this to President and Principal who works with the Senior Management Team (SMT) and Academic Board to realise into action.

The **Equality, Diversity & Inclusion Committee (EDIC)**, is chaired by the President Principal, and has been created as a sub-committee of SMT to oversee and monitor the implementation of King's Equality, Diversity and Inclusion strategic goals. The EDIC meets termly during the academic year and membership comprises senior representatives from across the College.

The Equality, Diversity and Inclusion Forum (EDIF) is a body for staff and student voices. It comprises diverse members who represent the breadth of perspectives of King's community. It provides the EDIC with insight into staff and student community experiences. Members are representative of their respective areas and are expected to communicate key issues and updates, acting as a key link between local community and King's governance and decision-making structure.

Expertise

King's is truly committed and has invested in developing EDI expertise and leadership – creating a cross University team. This is led by the Director of Equality, Diversity and Inclusion who is responsible for establishing an Equality, Diversity and Inclusion strategy and leads the Equality, Diversity & Inclusion Function to ensure that it delivers activities, and coordinates with other College functions to achieve cross-university goals.

The King's **Equality, Diversity & Inclusion Function** was restructured during 2018/19 to:

- Be intersectional by default;
- Mainstream EDI into the academic faculties and professional services functions and enable clearer accountability and ownership by local leaders and managers;
- Enable effective and objective organisational challenge;
- Provide a recognised source of EDI thought leadership and expertise;
- Create a sustainable workforce that is aligned to the rest of the University and is able to be flexibly deployed;
- Provide professional functions with frameworks and support to address career and equality barriers in their areas and so improve professional development of all staff groups.

The **new operating model** began in October 2019. Phase One of the operating model introduction includes seven of our faculties:

- Faculty of Arts and Humanities
- Faculty of Dentistry, Oral & Craniofacial Sciences
- The Dickson Poon School of Law
- Faculty of Natural and Mathematical Sciences
- Florence Nightingale Faculty of Nursing and Midwifery and Palliative Care
- Faculty of Social Science and Public Policy
- King's Business School

Three Functional Categories of the EDI Function



Six Strategic Pillars of the EDI Function



Key Performance Indicators

King’s College London challenges itself to continually improve, and has created a series of Key Performance Indicators (KPIs) to manage and monitor progress towards key goals. Our EDI KPIs are set annually with progress monitored by our Council.

Our EDI KPIs reflect the institutional priorities on sex and ethnicity. Our two measures are:

- Gender representation in senior levels, for Academic and Professional Services Staff;
- Black and Minority Ethnic (BME) representation at all levels, for Academic and Professional Services Staff.

The metrics for Professional Services are established at the University-level, while academic targets are set in tandem with faculties.

We have recently developed an intersectional KPI which looks at the representation of women of colour in our workforce. This is being trialled and will be included in the balanced scorecard from November 2019.

Our data shows we are exceeding our self-set target for senior academic female staff and have been increasing the representation of senior female staff each year. We also exceeded our target for Professional Services staff although we have had less consistent progress over five years, showing a decline between 2013/14 and 2015/16.

Our BME representation in academic roles is above the sector average, and our future targets will move us closer to the upper quartile. Our BME representation in Professional Services shows a similar story, as we are above the London Higher Education (HE) mean benchmark and moving towards the upper quartile target for BME representation.

This shows a positive trend. However, we need to be mindful that HE has overall low representation and, while it presents a contextual and relevant benchmark, it is not the most stretching comparator, as HE is not seen as leader in sex and ethnicity inclusion. We need to aim higher, including through developing qualitative benchmarks using measures of experience of groups within King’s. We know through our surveys that while representation of BME and female colleagues is increasing, there is a qualitative experience gap, in terms of belonging, inclusion and perceptions of fairness which is not yet captured in KPIs. We are developing qualitative KPIs.

As of date	Metric Name	Current Value	Comparison to Target	Target
2018/19	1a. Senior Female Staff - Academic (%)	36.8	▼ -0.7%	37.1
2018/19	1b. Senior Female Staff - Professional Services (%)	49.7	▲ +2.1%	48.7
2018/19	2a. BME Staff - Academic (%)	20.6	▲ +3.6%	19.8
2018/19	2b. BME Staff - Professional Services (%)	21.7	▲ +3.2%	21.0

Equality, Diversity & Inclusion Strategic Priorities 2019–2022

1

Governance & accountability

Improve foundations, ensure legal compliance and tackle risks;

Improve accountability, leadership and decision making;

Improve workforce equality data collection.

2

Workforce development

Improve management capacity;

More capable, inclusive leadership and management practice.

3

Workplace representation

Increase proportion of women in senior positions;

Increase the proportion of BME colleagues in senior positions;

Improve inclusion and progressions across protected characteristics across all staff groups;

Address ethnicity and gender pay gaps.

4

Staff disability inclusion

Improve inclusion for disabled staff;

Ensuring efficient and supportive reasonable adjustments;

Building awareness and education around disability;

Increasing confidence in our disabled staff that they can trust us

5

Evaluation and Recognition

Attainment of an institutional wide Athena SWAN silver award in 2020;

Renewal of the institutional-wide Race Equality Charter Bronze award in 2020;

Submission to the 2021 Stonewall Workplace Equality Index and improvement of our overall ranking;

Submission to the Working Families benchmark in 2020.

6

Address differential student outcomes

This work is led by the Social Mobility & Student Success ~ Directorate which includes the Student Outcomes Service. EDI have worked in partnership to develop their work in continuing to close undergraduate BME attainment gap at 'good' degree and first-class levels; their main areas we are supporting on are the:

Implementation of a university-wide network of Inclusive Education Partners (academic & student staff);

Pilot *Conversations about Race*, to increase student belonging.



Our Work

Promoting a positive teaching, learning and workplace culture

It Stops Here

It Stops Here started in 2015 as a student campaign against sexual harassment led by KCLSU. Following this, a programme of work began at King's in the EDI Function around sexual harassment, which took on the name It Stops Here. Since this time, there has been considerable change and development within King's, but also in wider, global understanding and awareness around bullying, harassment, sexual misconduct and hate crime.

Alongside the #MeToo movement, King's expanded its work to include all bullying, harassment, sexual misconduct and hate crime; the Office for Students has awarded funding to universities, including King's, to develop programmes to tackle these issues on campus.



**RESPECT.
REPORT.
SUPPORT.**

kclsu
Our Students' Union

KING'S
College
LONDON

King's is committed to saying **It Stops Here** to bullying, harassment, sexual misconduct and hate crime.

**It stops
HERE.**

kcl.ac.uk/dignity

2019 is the fourth year of work in this area, and we have seen marked successes across policy and process development, as well as in engagement with the campaign and have taken some time to reflect on our progress and challenges that we have faced. These reflections, in addition to the feedback we've received from our community over the years, gave us cause to rethink the way the campaign and associated programmes of work have been communicated and understood around the College.

After consulting with colleagues and students involved in the campaign, we sought to make clear the distinction between bullying, harassment, sexual misconduct and hate crime policy and process work and the engagement campaign, It Stops Here. This meant re-framing the campaign messaging so that it is better understood as a King's-wide embedded priority for staff and students that addresses all forms of bullying, harassment and hate crime.

Dignity at King's

Dignity at King's reaches across all of King's, seeking to align our policies, processes and training to incorporate a high quality, trauma-informed, responsive and preventative approach to bullying and harassment for our whole community. For success, our staff-facing services and student facing services need to work together to use agreed terms and protocols, collect information consistently, and continually improve institutional activity around eliminating bullying and harassment.

Our Dignity at King's work includes student-facing activity, such as the response-driven Active Bystander training and the prevention-focused Consent Matters online module. Dignity at King's shone a light into the policies and processes available to staff and introduced an anonymous reporting platform, alongside strengthening the formal reporting processes and improving the support available to the whole King's community. Equality, Diversity & Inclusion are working to update the Dignity at King's policy, to deepen our commitment to an inclusive culture that is free from bullying and harassment.

In 2018, we were granted £50,000 from the Office for Students to expand this work with a particular focus on religious hate crime. The catalyst funding presented an exciting opportunity to build on the work already established around prevention and responses to bullying and harassment – to recognize the needs of religious communities within King's, particularly focusing on incidents of anti-Semitism and Islamophobia.

Virtual Reality Active Bystander Project

The VR Active Bystander Project is a collaborative project between King's Diversity & Inclusion, the London College of Communications (University of the Arts London) and LADBible, and funded by Nesta Amplified – a pilot programme supporting cultural and creative organisations seeking to develop digital ideas that generate social impact.

The project aims to harness the power of virtual reality to create an immersive experience, where young people are placed in the shoes of someone who witnesses sexual harassment. Using innovative technology, students will be able to develop their understanding of themselves as active bystanders, as well as their ability to safely and effectively intervene where necessary and safe to do so.

This VR experience will complement face-to-face active bystander training sessions and the impact and effectiveness will be evaluated. This ground breaking work has real potential for scalable impact.



Development & Community

Our development and community work has been some of our most far reaching and impactful. We have engaged with and trained over 1,000 in the King's community through a number of programmes.

Parents' and Carers' Fund

The Parents' and Carers' Fund (PCF) is a positive action scheme designed to mitigate the impact that career breaks might have on researchers career progression. Established in 2014, the Fund supports King's academic and research staff to ensure that they are able to return to high levels of research performance, on their return from a career break - whether this is adoption, maternity, shared parental leave, or from caring responsibilities.

The PCF is supported by the Wellcome Trust's Institutional Strategic Support Fund which enables universities to invest in areas that are of mutual strategic importance to Wellcome and individual institutions – in King's case the joint funding totals £100,000 per year.

The scheme was reviewed in 2017/18 which resulted in more clearly defined application criteria and the expansion of the awarding panel to include academic representatives from each of the faculties as well as limiting each award to a maximum of £10,000. Since the 2017/18 review, the awards have been as shown in the table below:

	Sept 18	March 19	July 19	Sept 19
Total no. applications received	16	20	9	10
Gender split of applications (Female/Male/Other)	14/2/0	18/2/0	8/0/1	8/2/0
Total no. awards made	7	8	7	4
Gender split of awards (Female/Male/Other)	6/1/0	8/0/0	7/0/0	4/0/0
No. awards to Medical Faculties	5	2	5	3
No. awards to Arts and Sciences Faculties	2	6	2	1

Carers' Career Development Fund

The Carers' Career Development Fund (CCDF) is a scheme designed to help parents and carers with the additional care costs incurred as a result of attending conferences or other important networking events, which fall outside of their core working hours.

Since the 2017/18, the awards have been as shown in the table below:

	2017/18	2018/19
Total no. applications received	11	12
Gender split of applications (Female/Male/Other)	11/0/0	12/0/0
Total no. awards made	11	12
Gender split of awards (Female/Male/Other)	11/0/0	12/0/0

Senior Leadership Development

King's Senior Management Team all undertook bespoke Structural Inequality Development which enabled them to build their knowledge around equality law and practice and more importantly develop their leadership perspectives and skills for their roles at King's.

Diversity Matters

Diversity Matters is our flagship training product for King's, with a foundational Diversity Matters session available for all, and a Diversity Matters for Managers available for managers and supervisors. Both are delivered several times a year across all campuses.

900 people have been trained between January 2018 and June 2019: 550 participated in Diversity Matters for Staff and 350 participated in Diversity Matters for Managers.

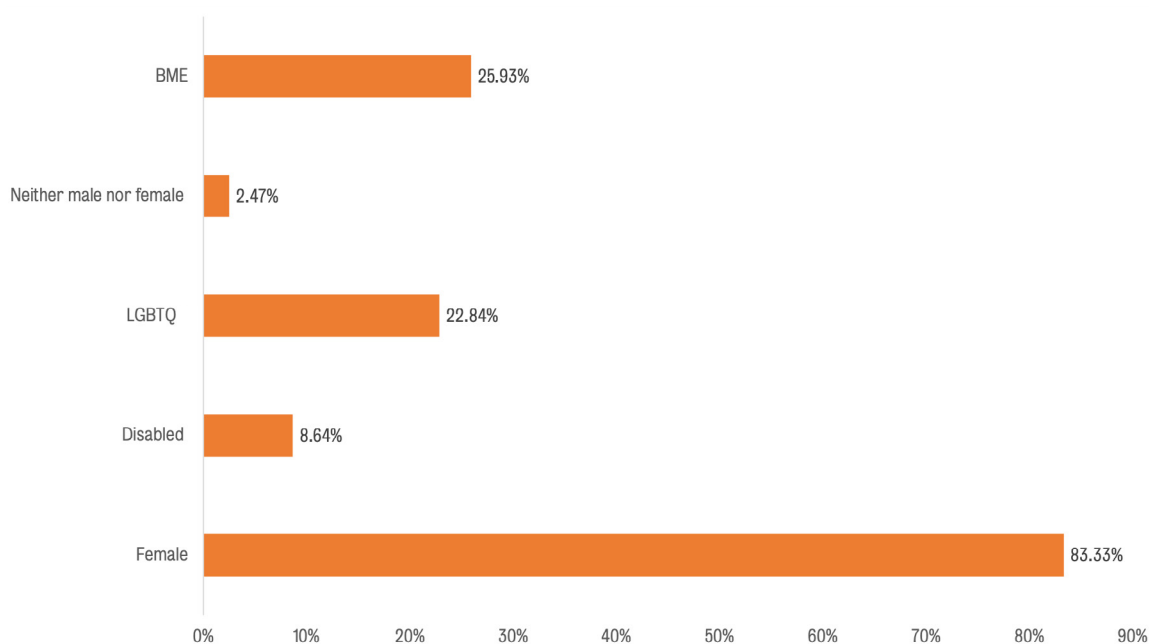
Positive Action Schemes

We have invested and enabled members of our community to attend Aurora and Stellar HE leadership development schemes. In 2018/19, three colleagues participated in the StellarHE BME leadership course, and in 2019/20 King's has committed to send 10 women on Aurora Leadership Programme.

More than Mentoring Oct 2018–Sept 2019

In 2018/19, the Equality, Diversity & Inclusion Function relaunched its mentoring scheme, expanding the offer and with a new name: More than Mentoring. The scheme aims to provide a mentoring service which goes beyond the usual frame of a mentoring relationship. Alongside focusing on professional and personal development, the scheme also offers opportunities to develop networks and to be a part of a community. The scheme is aimed at addressing career progression and development in groups that are underrepresented such as those that identify as BME, disabled, female and LGBTQ.

162 people applied to the scheme and the scheme received overwhelmingly positive responses from participants and will be rerun from January 2020.



Communities and Networks

Networks are an opportunity for colleagues to support and connect with each other through shared experience, information and knowledge sharing, inspiring others and improving the workplace through consultation and collaboration.

The Equality, Diversity & Inclusion Function has supported and funded staff networks at King's, and since 2017 has seen the establishment and development of five staff networks, Proudly King's: Staff LGBTQ Network; the Parents' & Carers' Network; Elevate: King's Gender Equality Network; ACCESS King's: King's Disability Inclusion Network and King's Race Equality Network.

King's is also a member of Radius, a membership organisation that provides programmes and resources focused on network lead development. Three network leads have attended the Employee Network Leadership Programme.

Community Network Aims

To act as a formal networking platform, to connect staff to other staff across the institution and provide platforms for communication.

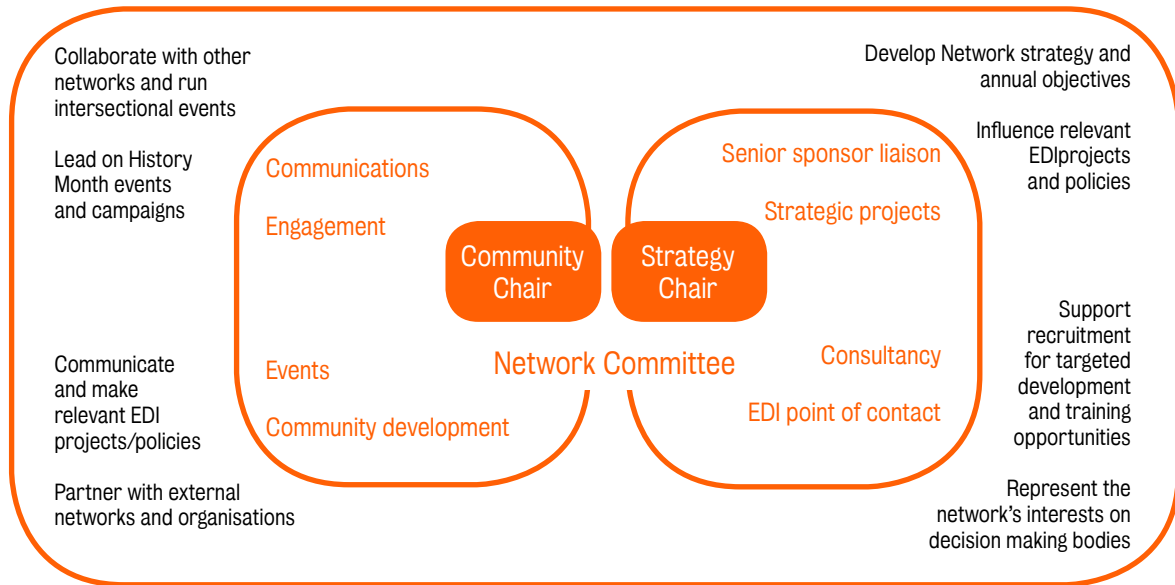
To act as a community of colleagues with shared experiences and common interests, who can provide support both personally and professionally to help King's staff feel a sense of belonging and empowerment.

To actively inform College policy and strategy, through EDI governance structures.

To provide personal and professional development opportunities in the form of forums, mentoring, action learning sets, panel events etc.

To run university-wide campaigns and events in conjunction with history months and other significant activities throughout the year, including in collaboration with other networks both in King's, in London and nationally.

Each network is led by Strategy and Community co-chairs, who are responsible for achieving the broad aims of the network:



Network highlights from 2018-19

Proudly King's

London Pride 2018 – this was the first time Proudly King's had organised a large-scale presence at London Pride, which brought together students and staff. The float, sponsored by Senior Vice President (Quality, Strategy & Innovation), Chris Mottershead, was organised around a double-decker bus and was attended by over a hundred members of the King's community. The leadership of co-chair, Josh Pullen, was recognised with a King's Award. In addition to London Pride 2019, Proudly also attended their first UK Black Pride in 2019. Proudly King's currently has 268 members.

Elevate: King's Gender Equality Network

Elevate: King's Gender Equality Network launched on the eve of International Women's Day 2019 with a panel discussion on leadership, that featured members of Proudly King's, the Parents' & Carers' Network, King's Race Equality Network and a member of the King's StellarHE cohort. The event had over 60 people attend and was opened by senior sponsor, Tessa Harrison (Director of Students & Education). Elevate currently has 189 members.

Access King's: King's Disability Inclusion Network

Access King's are planning to launch during Disability History Month 2019. They currently have 55 members, which they have successfully engaged in a number of meet-ups and ideas meetings. Co-chair, Abbie Russell was the recipient of a King's Award in 2019 for proactively increasing awareness around disability inclusion in the workplace.



King's Parents' & Carers' Network

The Parents' & Carers' Network launched in October 2018 with a panel discussion on flexible working with senior sponsor Robin McIver (Chief Operating Officer, Arts & Sciences). The event was attended by 24 people and was highly engaging.

Since the launch, the Network has hosted regular coffee drop-ins, run a Carers' Week campaign in collaboration with Access King's, as well as a very successful 'What is a Family in 2019' event with Proudly King's. Parents' & Carers' Network has 202 members.

King's Race Equality Network

King's Race Equality Network launched in June 2019 with a workshop around 'Story of self, us & now', with senior sponsors Jonathan Grant (Vice-Principal Service) and Syreeta Allen (Head of Student Outcomes) which had over 60 people in attendance. Following on from the launch they ran a successful Black History Month campaign and an event series, which included events involving Akala, Amma Asante and a flagship event which saw activist Marc Wadsworth giving a lecture on King's alum, Harold Moody. The Network currently has 99 members.



Partnership & Consultancy

The Equality Diversity & Inclusion Function aims to be thought leaders as well as improve diversity and inclusion at King's. We deliver equality, diversity and inclusion through university-level led work. We also work in partnership and provide EDI expertise via our consultancy arm. We have built and developed a wide variety of partnerships and relationships and projects within and beyond the University.

King's External Environment Network Leadership Round Table with Ihron Rensburg

In December 2018, the EDI Function collaborated with the King's External Environment Network (KEEN), a series of briefings for leaders and specialists at King's on key issues in the external environment, to host Professor Ihron Rensburg, Visiting Professor at King's College London and formerly the Vice-Chancellor and Principal of the University of Johannesburg, to speak on the issue of how to lead effectively in higher education in times of great challenge.

King's Global Institute for Women's Leadership: Inclusivity at King's event

For International Women's Day 2019, Equality, Diversity & Inclusion partnered with the Global Institute of Women's Leadership to hold an event on inclusivity and flexible working. The event featured a panel of speakers including Natasha Awais-Dean (Co-chair of King's Parents' & Carers' Network), Professor Rosie Campbell (Director of the Global Institute for Women's Leadership), Vanessa Farrier (EDI Lead for Students and Education Directorate), Sarah Guerra, (Director of Equality, Diversity & Inclusion), Tessa Harrison (Director of Students and Education), Professor 'Funmi Olonisakin (Vice Principal International) and Maxine Taylor (Director of External Relations). Chair of the Global Institute for Women's Leadership and former Australian Prime Minister, Julia Gillard, closed the event. The event was attended by 100 colleagues from across the College.



Skills for a Globalised World – Departments of Chemistry, Informatics and War Studies

September 2019 saw the launch of 'Professional Skills for a globalised world' to all students in the Departments of Chemistry, Informatics and War Studies. This interactive online course invites students to reflect on the value of diversity, educates them about ubiquitous issues such as implicit bias, and equips them to create a more inclusive environment. It includes scenarios derived from the lived experiences of students and videos featuring King's students and staff, and signposts support both at King's and beyond.

The course, delivered through KEATS, was created in a cross-faculty collaboration between Dr Helen Coulshed (Chemistry), Dr Elizabeth Black (Informatics) and Dr Susan B. Martin (War Studies), supported by NMS and SSPP Faculty Education Grants. It was developed in partnership with a student advisory board, Marshall E-learning and in consultation with the King's D&I Function. It is hoped that in future this course will be rolled out to further departments.

Stonewall's Careers Guide Launch event

As part of our Stonewall Diversity Champion membership, King's Equality, Diversity & Inclusion in partnership with the Careers & Employability team, held the launch event for the 2018 Stonewall Careers Guide, Starting Out. Starting Out is the national careers guide for students, graduates and job seekers, showcasing LGBTQ-inclusive employers. The guide aims to help graduates who are considering what type of employment they wish to pursue and details a range of employees from a Diversity Champions scheme and the opportunities that they offer LGBTQ graduates. To facilitate networking, there were themed Zones where students could learn more about an area of work, including Global Working, Trans Inclusion in the Workplace and KCL Careers. The launch was attended by over 100 LGBTQ graduates and Diversity Champion members.



STARTING OUT 2017/18
THE LGBT CAREERS GUIDE

STARTING OUT 2017/18
THE LGBT CAREERS GUIDE

LAUNCH
Thursday 26 October 2017,
6.30pm - 9.00pm
Bush House, King's College
London Strand Campus

Examples of key events

- King's Health Partners – Reach your Potential
- CIPD Innovation and Thought Leadership and Best Practice Development conference
- Athena SWAN Charter Symposia – Enhancing Practice and Support
- Women in Leadership Annual Symposium
- Civil Service Race to the Top Leadership Network event
- Festival of Marketing
- Furthering EDI thinking and moving beyond Platitudes
- Advance HE Race Summit
- Imperial Race Equality Committee Masterclass
- Cabinet Office Black History Month
- Civil Service Black History Month
- Interfolio HE Sector Innovation and Technology in D&I Learning
- Future of Women In STEMM Conference

Examples of key partnerships

- HR Excellence in Research Award and Research Concordat
- Science Gallery London Young Leaders Scheme
- Research Excellence Framework, internally and nationally
- Students & Education and Education Strategy – Inclusive Education
- Race Disparity Unit Round Table
- King's Academy of Educators – Learning & Teaching Programme
- Southwark Living Wage Place Steering Group

Accreditation, Chartermarks & Compliance

Our approach to EDI is ambitious and in general King's Vision 2029 sets a high bar. However, we are also mindful of the need for basic legal compliance. We also understand the need to demonstrate and measure progress. We fulfil these responsibilities via our approach to Equality Analysis and by participating in various chartermarks and benchmarks. Detailed information on the demographic profile of our staff and student body is in Appendix 4.

Equality Analysis

We have developed a bespoke [Equality Analysis \(EA\) framework and toolkit](#). We are gradually embedding use of this to systematically analyse the potential impacts that new policies, practices, projects, or services might have on different groups within the King's community. EAs are also sometimes called Equality Impact Assessments. For all policies, practices, projects and services within King's, we seek to maximise opportunities to foster good relations and seek to ensure that our decisions do not unintentionally discriminate and disadvantage groups of staff with protected characteristics.



Gender Equality - Athena SWAN

King's has participated in the Athena SWAN Charter since its inception as a gender equality framework, established in 2005. It is aimed at encouraging and recognising commitment to advancing the careers of women in science, technology, engineering, mathematics and medicine (STEMM) employment in higher education and research. In May 2015 the charter was expanded to recognise work undertaken in arts, humanities, social sciences, business and law, and to include professional and support roles, and trans colleagues and students. The charter now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women.

King's holds a Bronze institutional award and several faculties, schools and departments hold Bronze or Silver Athena SWAN Department Award.



Bronze Award

King's College London	Institutional level award (to 2020)
Faculty of Arts & Humanities	2 Departmental awards (to 2020 and 2021)
Faculty of Natural & Mathematical Sciences	1 Departmental award (to 2021)
The Dickson Poon School of Law	Faculty award (to 2021)
Faculty of Social Sciences & Public Policy	Department award (to 2023)

Silver Award



Faculty of Dentistry, Oral & Craniofacial Sciences	Faculty award (to 2022)
Institute of Psychiatry, Psychology & Neuroscience	Faculty award (to 2023)
Faculty of Life Science & Medicine	Faculty award (to 2022)
Florence Nightingale School of Nursing, Midwifery and Palliative Care	2 School awards (to 2020 and 2023)
Faculty of Natural & Mathematical Sciences	1 Department award (to 2023)

Race Equality - Race Equality Chartermark

The Race Equality Charter (REC) aims to improve the representation, progression and success of minority ethnic staff and students within Higher Education. The REC is only available at institutional level. It provides a framework through which institutions identify and self-reflect on organisational and cultural barriers which affect BME staff and students. Member institutions develop initiatives and solutions for action.



Bronze Award

King's College London

Institutional level award (until 2020)

King's Four 'Stubborn Issues'

- Improved ethnic diversity of senior appointments (both academic and within professional services') roles;
- Managing sensitive discussions of race, racism and race equality within King's;
- Tackling micro-aggressions and implicit racism;
- Continuing to close the King's attainment gaps regarding student ethnic background.

LGBTQ Inclusion - Stonewall Workplace Equality Index

As a Stonewall Diversity Champion, King's worked with Stonewall to undertake its first Workplace Equality Index submission in September 2018 and placed 263rd out of almost 500 submissions, and 42nd out of 52 Higher Education Institutions.

King's was required to demonstrate its LGBTQ inclusivity across 10 areas of employment practice and the assessment also included an anonymous staff survey about the experience of diversity and inclusion. Stonewall have assisted in King's in developing an action plan which focuses on the developments required for resubmission in September 2020.

LGBTQ+ Priority Areas

- Reviewing policies to ensure gender neutral language;
- Supporting the LGBTQ Network in launching Ally training
- Embedding LGBTQ inclusion into the Socially Responsible Procurement Strategy;
- Engaging our senior leaders as vocal and visible champions.
- Interrogate student journey mapping for LGBTQ inclusion

Disability Inclusion - Business Disability Forum Self Assessment

In 2018, King's undertook an initial self-assessment using the Disability Standard Self-Assessment developed by the Business Disability Forum (of which we are a member).

The Disability Standard is an institution-wide disability inclusion audit to help organisations measure and improve on their support offer for disabled employees and service users. It enabled us to gather an understanding of how disability-smart we are at King's, to understand our current baseline and level of activity, identify gaps in provision and explore innovative and practical steps forward.

The audit covered ten aspects of King's as shown below and included a survey which was undertaken to understand the perspectives of disabled staff including: commitment, know-how, adjustments, recruitment, retention, products and services, suppliers and partners, communication, premises and ICT.

The findings led to the development of the King's Disability Maturity Model. This was presented to the Equality, Diversity & Inclusion Committee in July 2019 and outlines our commitment to improving disability inclusion for staff at King's.

The Maturity Model identifies three priority areas for disability inclusion: Recruit; Support; Retain.

Disability Maturity Model Principles

- Transform disabled staff experiences
- Map and measure out cross university activity against clear success indicators
- Make a structured shift towards best practice and benchmark against national standards
- Move away from ad-hoc style of working, towards anticipatory innovative agenda
- Hold ourselves to account and be transparent via an implementation group and committee/board
- Engage disengaged/new stakeholders and share responsibility to drive change

Digital Accessibility

The Public Sector Bodies (Websites and Mobile Applications) (No.2) Accessibility Regulations 2018 came into force on 23 September 2018. These regulations aim to ensure that all digital platforms and their content are accessible to people with disabilities.

The Web Content Accessibility Guidelines (WCAG) 2.1

To comply with this regulation, each platform must publish an Accessibility Statement. We have convened a college-wide action group to address the accessibility of King's digital information and actions are currently being undertaken around:

- ♦ Assessing, prioritising and improving the accessibility of the 100+ digital platforms in use at King's and highest priority is being given to those holding student teaching materials;
- ♦ Improving the accessibility of online teaching materials;
- ♦ Ensuring all future purchases or development of digital platforms are accessible;
- ♦ Ensuring that all future teaching materials being developed and uploaded are accessible.



Conclusion

Conclusion

As we work towards our 200th birthday and take forward King's Vision 2029, this report seeks to provide a fair representation of the breadth of the work that has been going on led primarily by the Equality, Diversity & Inclusion Function to build a community of learners, design mainstream interventions and the removal of inequality and barriers to success.

A wide variety of strategic projects and programmes have been put in place, aiming to be intersectional by default while focusing on our Key Performance Indicators improving gender representation in senior levels, for Academic and Professional Services Staff and Black and Minority Ethnic representation at all levels, for Academic and Professional Services Staff. Success against these is urgently needed to continue to support and attract a very diverse student population to our campuses in the heart of London.

We have been honest with ourselves and will continue to focus on the key areas of leadership, management, awareness and community to address our issues so that we can continue to instil the belief internally, externally and internationally that King's is a place that welcomes diversity and where anyone with talent can thrive.



Appendices

Appendix 1: Glossary of Terms

BME - Black and Minority Ethnic

D&I/EDI - Diversity & Inclusion/Equality, Diversity & Inclusion

EDIC - Equality, Diversity & Inclusion Committee

EDIF - Equality, Diversity & Inclusion Forum

HE - Higher Education

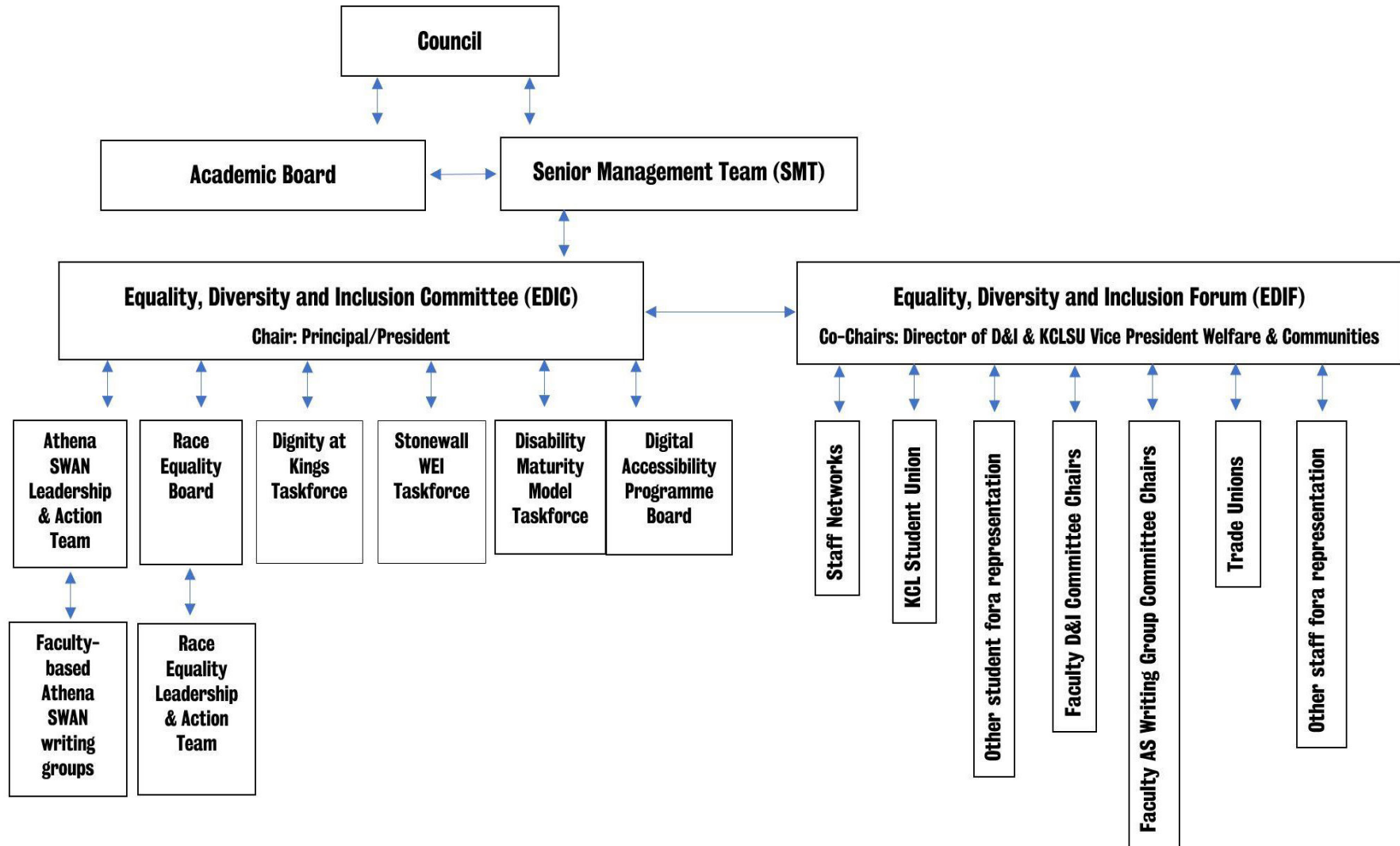
LGBTQ - Lesbian, Gay, Bisexual, Trans and Queer

PGR - Postgraduate Research

PGT - Postgraduate Teaching

UG - Undergraduate

Appendix 2: Equality, Diversity and Inclusion Governance Structural Chart 2019



Appendix 3: Reporting on our progress from the interim D&I annual report 2017

Strategic Priority 1: Governance & Accountability

Target Action previously set	Current position 2019	Future plans
Produce annual report including equality data from 2018 onwards	This annual report produced using 2017-18 data	Continue to report annually
Membership and terms of reference of Diversity and inclusion Steering Group to be reviewed. Wider EDI governance to be reviewed, including connections to other areas of the university	New EDI Governance structures developed. Equality, Diversity and Inclusion Committee (EDIC) formed as subcommittee of the Senior Management Team Equality Diversity and Inclusion Forum (EDIF) developed as a consultative forum for representative staff and student groups	EDIC to have oversight and direction of all EDI activity within King's EDIF provides input and guidance to the Equality, Diversity & Inclusion Function and to the Senior Management Team via EDIC
EDI to introduce an anonymous reporting form for bullying and harassment disclosures	Anonymous reporting mechanism in place	Continued promotion of this reporting channel
Redevelopment of Equality Analyses with input from key areas of the university – governance, strategic planning and analytics, and Professional Services Executive	Equality Analysis processes redeveloped and guidance, template and example case studies available to staff	Development of training and resourcing models to better facilitate and support faculties and directorates in completing EAs across the institution
EDI to contribute to design and functions of CoreHR system (including recruitment), to remove need for manual entry of equality data	Core HR rolled out across the college Sept 2019	HR data around recruitment to be included within PowerBi standard reports/dashboards
All staff will be asked to update EDI data as part of CoreHR roll out and will have functionality for staff to change their equalities data	All staff were asked to provide their equality data upon logging into Core HR for the first time when rolled out across the college Sept 2019	Monitor completion of this data and promote adoption as required

Strategic Priority 1: Governance & Accountability

Target Action previously set	Current position 2019	Future plans
<p>Athena SWAN and Race Equality Charter drawn together under the University Self-Assessment Team</p>	<p>EDIC developed to provide cross EDI accountability and governance. New Athena SWAN Leadership and Action Team developed with senior leader representation</p>	<p>ASLA and Race Equality Leadership and Action Group both reporting to Senior Management Team via EDIC</p>
<p>Strengthen the It Stops Here (ISH) Taskforce with senior management presence</p>	<p>ISH actions within King's rebranded as 'Dignity at King's' to differentiate the Comms Campaign from the wider agenda of Bullying, Harassment, Sexual Misconduct and Hate Crime' involving mainstream HR policies support mechanisms</p>	<p>The revised governance via Equality, Diversity and Inclusion Committee (EDIC) brings greater scrutiny and leadership in this area. There will be a deep dive with the EDIC to review progress and set future direction</p>

Strategic Priority 2: Workplace Development

Target Action previously set	Current position 2019	Future plans
<p>Diversity Matters training (incorporating unconscious bias) to be launched to all staff</p>	<p>A foundational Diversity Matters is available for all, and a Diversity Matters for Managers is targeted at managers and supervisors. Both delivered 9 times a year across all campuses.</p> <ul style="list-style-type: none"> • 900 people have been trained between January 2018 and June 2019. • 550 participated in Diversity Matters for Staff. • 350 participated in Diversity Matters for Managers. 	<p>To review content and impact of Diversity Matters to continue to build organisational and individual capacity</p> <p>To deliver further learning and development to support EDI</p>
<p>Involvement of EDI in the Inclusive Education strand of the Education 2029 strategy work led by Nicola Phillips VP for Education including the development of Social Mobility and Student Success department</p>	<p>Co-development (with King's Academy of Educators and Student Outcomes Service) of training for teaching staff on 'Inclusive practice for educators'</p>	<p>Finalise and launch a 2.5 hour training session</p>

Strategic Priority 3: Organisational Culture

Target Action previously set	Current position 2019	Future plans
Review of the ISH Action Plan	Action plan reviewed. Expanded scope which including: Recommendations from audits of student-student, student-staff and staff-staff policies, Processes and guidance on bullying, harassment, sexual misconduct and hate crime	Action Plan expanded and to be taken forward under the title, Dignity at King's 'Bullying, Harassment, Sexual Misconduct and Hate Crime' covering both students and staff
Harassment Advisor Network to be expanded	Usage of Harassment Adviser Network reviewed, and decision taken to no longer offer this support route	All support regarding harassment to be reviewed as part of the wider agenda incorporating bullying, sexual misconduct and hate crime
EDI record Harassment Advisor bookings and meeting monitoring forms, and also record feedback from users of the Harassment Advisors Network	Minimal usage of Harassment Advisers	Decision taken to no longer support this support route
EDI to contribute to HR's case management service development to include bullying and harassment data	New HR Case Management team developed 2018-19	EDI to continue work with HR Case Management team to include equality monitoring of individuals involved in cases
EI to contribute to the development of HR's case management service to include equality monitoring. To bring in learning from Student Conduct and Appeals process which does collect equality data	Case Management Team and Student Conduct and Appeals now record formal disciplinary and grievance data where protected characteristics are the subject of the case	EDI to work with HR Case Management, HR People Partner and Student Conduct and Appeals teams to include equality monitoring of individuals involved in cases
EDI to contribute to design and functions of CoreHR system (including recruitment), to remove need for manual entry of equality data	Phase one of Core HR rolled out across the college Sept 2019	HR data around recruitment to be included within PowerBi standard reports/dashboards

Strategic Priority 3: Organisational Culture

Target Action previously set	Current position 2019	Future plans
Actively developing staff networks, including identifying need for BME Network	Race Equality Staff Network (REN) developed and launched 2019 They have established aims, objectives and a strong membership	The REN have developed a programme of activity for Black History Month in October 2019. They have recruited a 'Core' and 'Action' (committee) team to plan events and workshops throughout 2020

Strategic Priority 4: Disability Inclusion

Target Action previously set	Current position 2019	Future plans
Development of Disability Transformation Plan in line with Staff Wellbeing, Prevention and Mental Health Group	Disability Policy established. Disability Maturity Model audit and action plan developed 2019	Operationalisation of the Disability Maturity model
Disability related services and information available for staff	Disability Policy established	Development of Disability Guidance for Staff
EDI initially to focus upon raising staff provision in line with the Disability Advisory Service's provision for students	Disability Transformation Plan delivered Staff Network launched	Review reasonable adjustments process Digital accessibility improvement

Strategic Priority 5: Address Student Differential Outcomes

Target Action previously set	Current position 2019	Future plans
<p>Improving Student attainment Continued EDI Function involvement with Widening Participation team through EDI and of Social Mobility and Student Success partnership, activities for EDI will be identified</p>	<p>The multiple initiatives and successes of the Widening Participation team</p>	<p>Continued liaison of EDI Function with the Widening Participation team and Social Mobility and Student Success Division as required</p>
<p>Improving access to university from particular local schools Through EDI and of Social Mobility and Student Success partnership, activities for EDI will be identified</p>	<p>See above</p>	<p>See above</p>
<p>Improving attainment of male pupils and improving retention of BME undergraduate students into postgraduate study through EDI and of Social Mobility and Student Success partnership, activities for EDI will be identified</p>	<p>See above</p>	<p>See above</p>

Appendix 4: Workforce and Student Equality Data

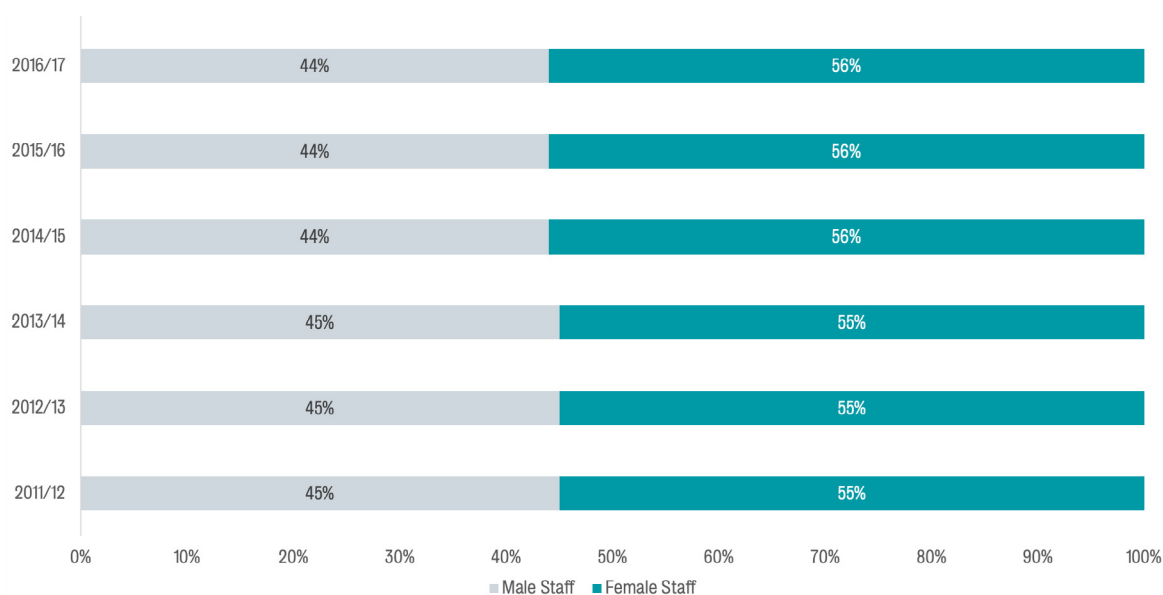
The overall data profile for staff and students at King’s shows a steady picture during a period of significant growth. The following section details King’s staff and student equality data across gender, ethnicity and disability.

Currently, we do not report on other protected characteristics such as sexual orientation due to low reporting rates making it difficult to understand where levels of under or overrepresentation may lie and raising concerns about the completeness of the data.

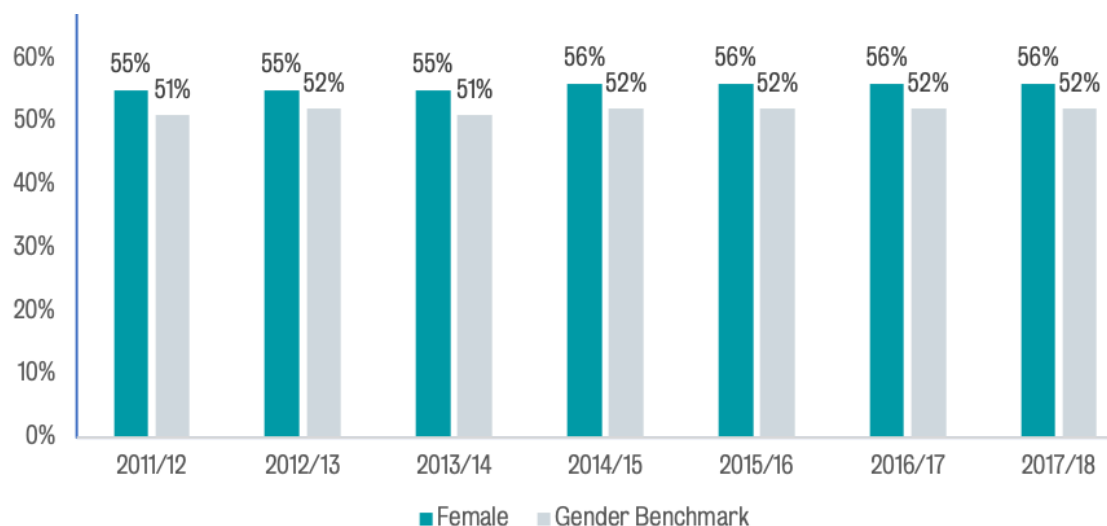
Gender

Gender profile of workforce 2011-18

The gender profile of the King’s workforce has remained very stable since 2011 at around 45% male / 55% female.

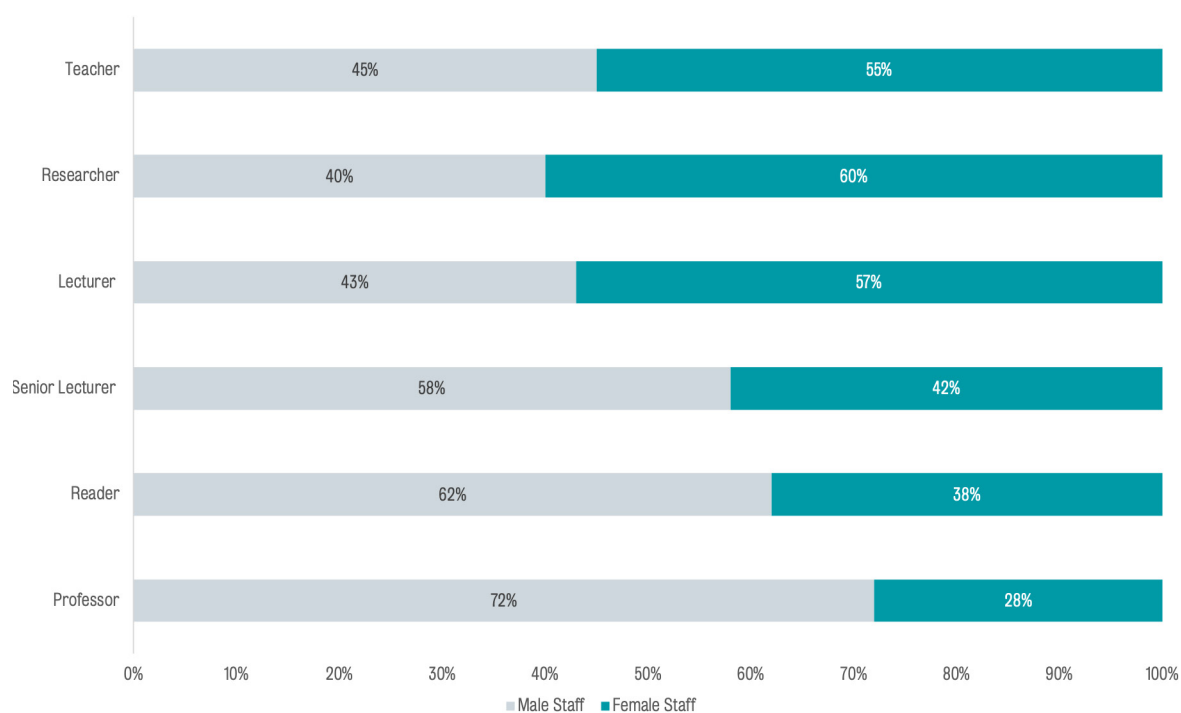


This trend regarding the consistency of female workforce is comparable to the situation across all Russell Group universities nationally (which is the group against which King's benchmarks itself on gender). King's is marginally higher than the benchmark in terms of the proportion of women in the workforce.



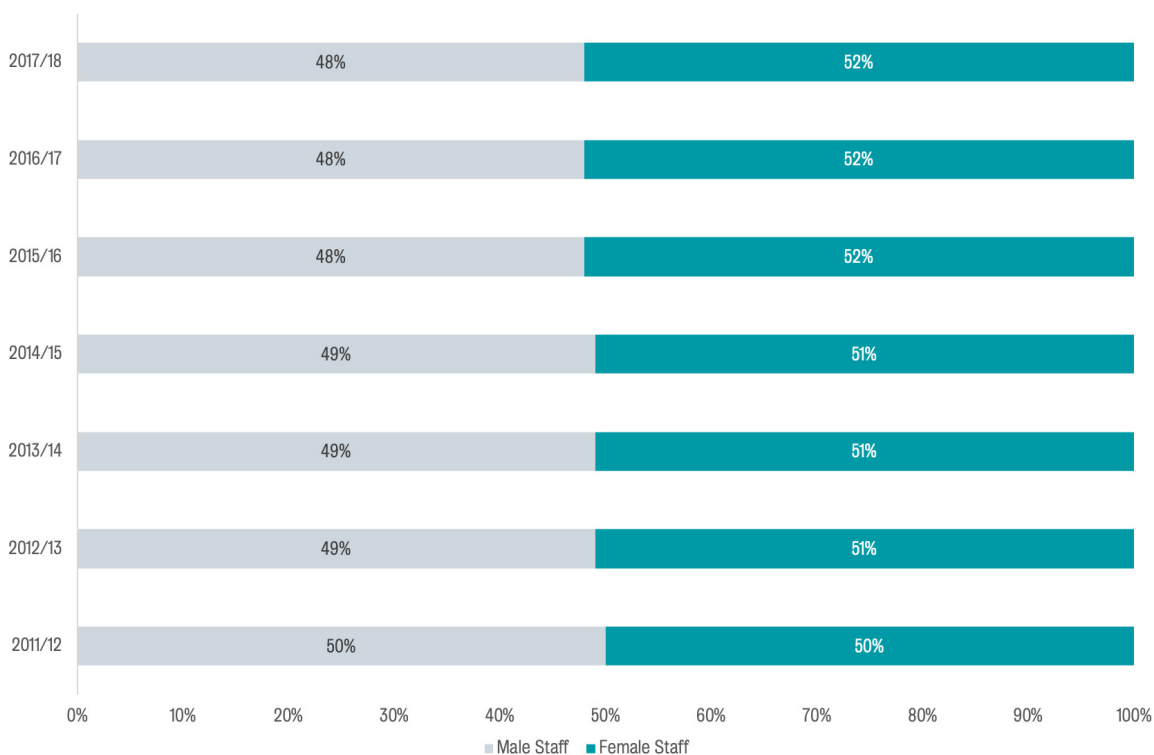
Academic staff by gender

Gender representation through the academic pipeline has a clear trend. Women are underrepresented in senior grades.



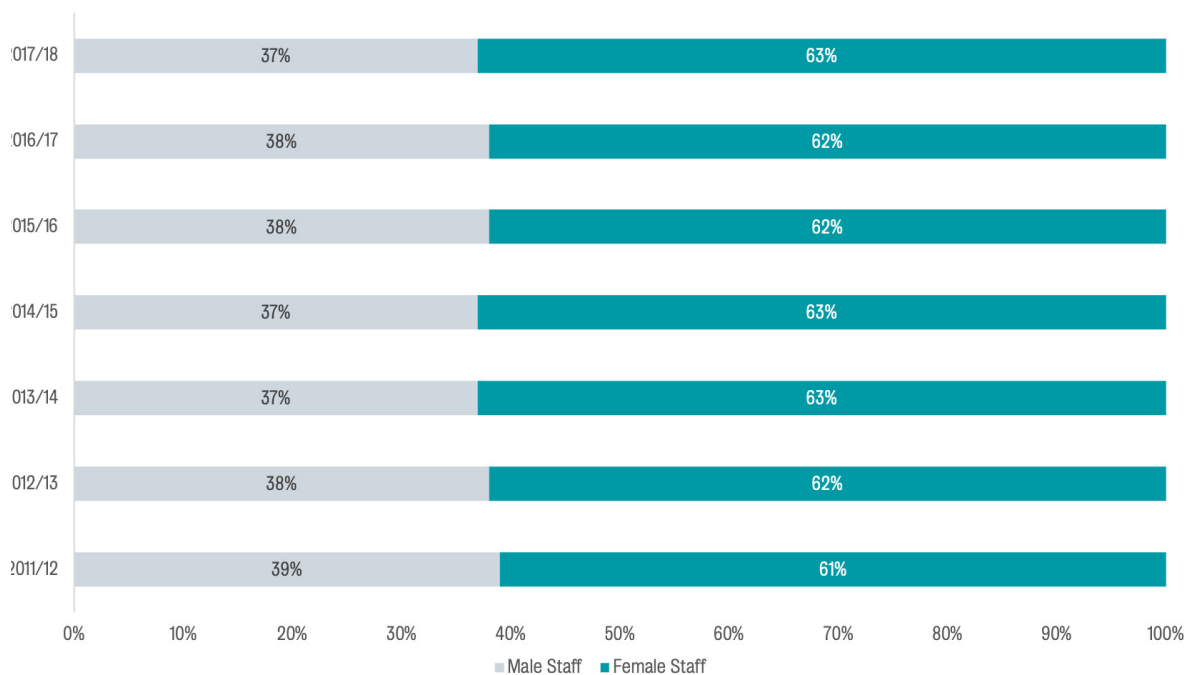
Academic Staff gender profile 2011-18

The academic staff profile by gender has remained stable and overall proportionally balanced.



Professional Services Staff gender profile 2011-18

The majority of the Professional Services workforce are women. The proportion of women in Professional Services roles has been consistent since 2011/12.



King’s gender representation in senior levels, for Academic and Professional Services Staff, is one of the EDI metrics within a suite of King’s strategic Key Performance Indicators (KPIs) known as a ‘the Balanced Scorecard’.

Academic targets are set by the Faculty during the Planning Round by Deans and Faculty Operating Officers / Directors of Administration. These are then aggregated up into an institutional KPI. Professional Services KPIs are set by the institution at a holistic level and cannot be broken into either functions or directorates, instead they provide a higher-level summary.

Regarding gender representation King’s are aiming to meet the upper quartile of the benchmark within four years. Our target for each year tracks towards the upper quartile, providing steadily increasing ambitions for gender representation.

The maths underpinning this is:

$$\frac{(\text{Latest Benchmark}) - (\text{Actual figure})}{(\text{number of years})} = (\text{target increment})$$

The annual target would therefore be:

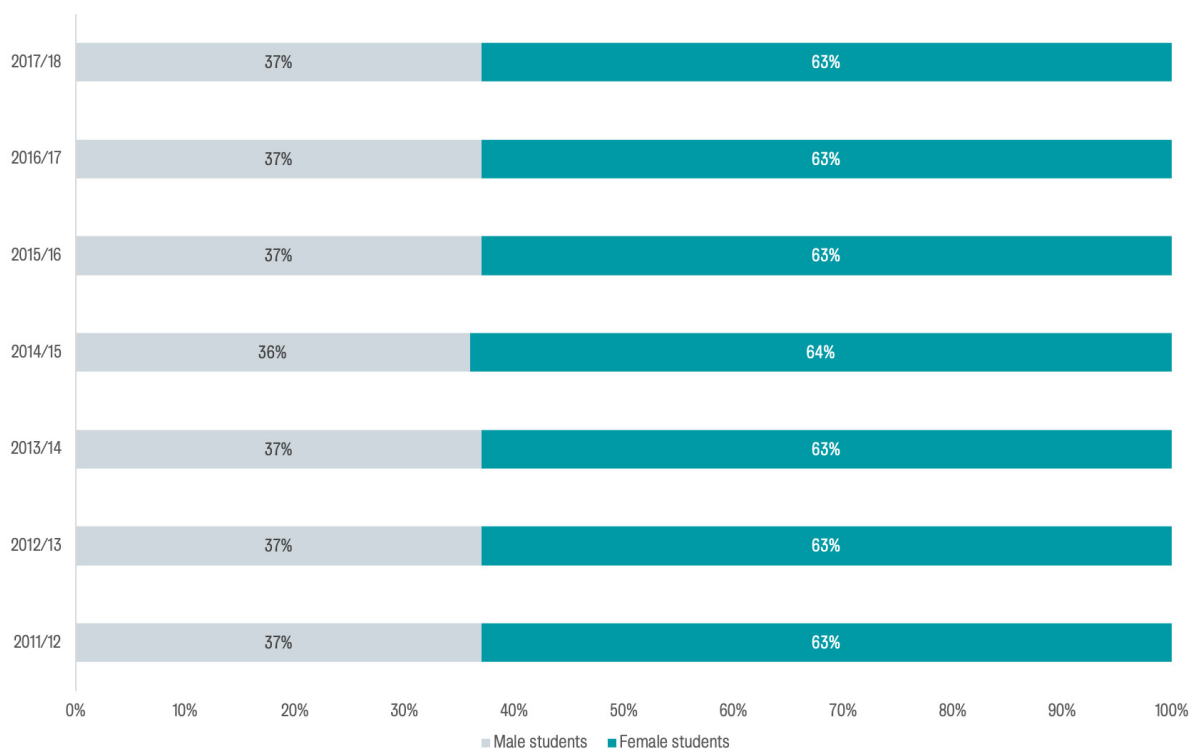
$$(\text{2018-19 target}) = (\text{2017-18 number}) + (\text{target increment})$$

This approach means that our target is updated in line with the benchmarks each year. This also takes the approach that the upper quartile is a good figure to aim for, and for our purposes, that higher representation of women is a priority across the university.

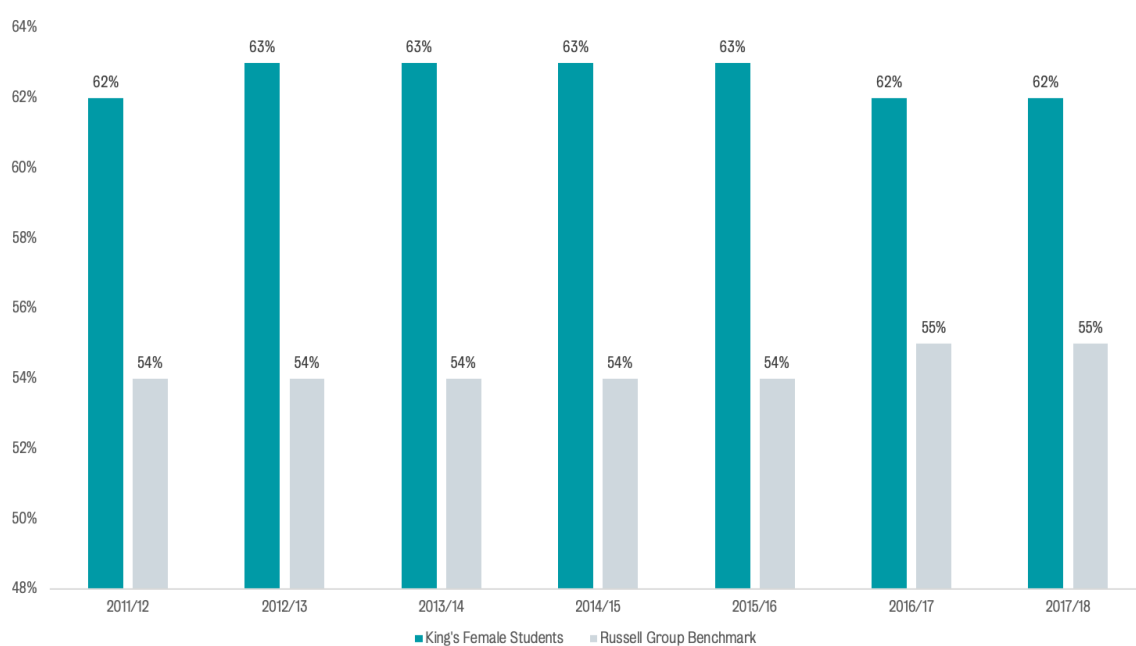
As of date	Metric Name	Current Value	Comparison to Target	Target	Comparison to Benchmark Average	Benchmark Average
2017/18	1a. Senior Female Staff - Academic (%)	36.3	+1.8%	35.6	+22.9%	29.5
2017/18	1b. Senior Female Staff - Professional Services (%)	48.2	+4.8%	46.	+1.3%	47.6

Gender Profile of Whole Student Body* 2011-18

The gender profile for King's students as a whole has remained remarkably consistent during the last seven years.



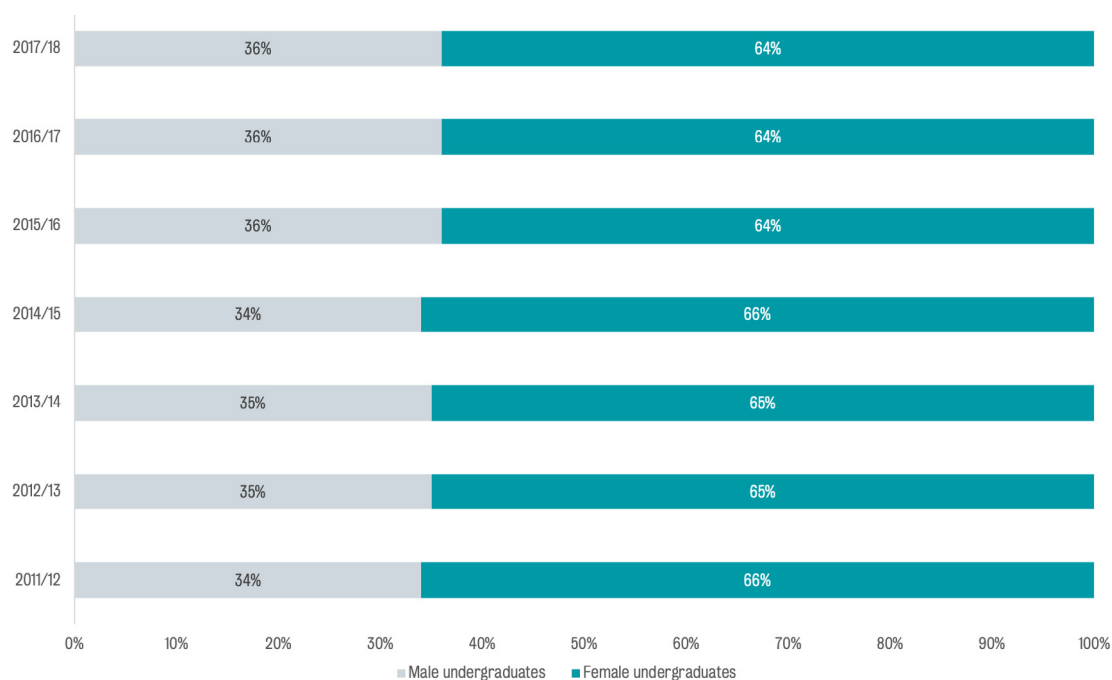
This consistent gender trend is comparable to the situation across all Russell Group universities nationally (which is the group against which King's benchmarks itself on gender).



* Apart from where stated, all data for students includes those from the UK and the European Economic Area.

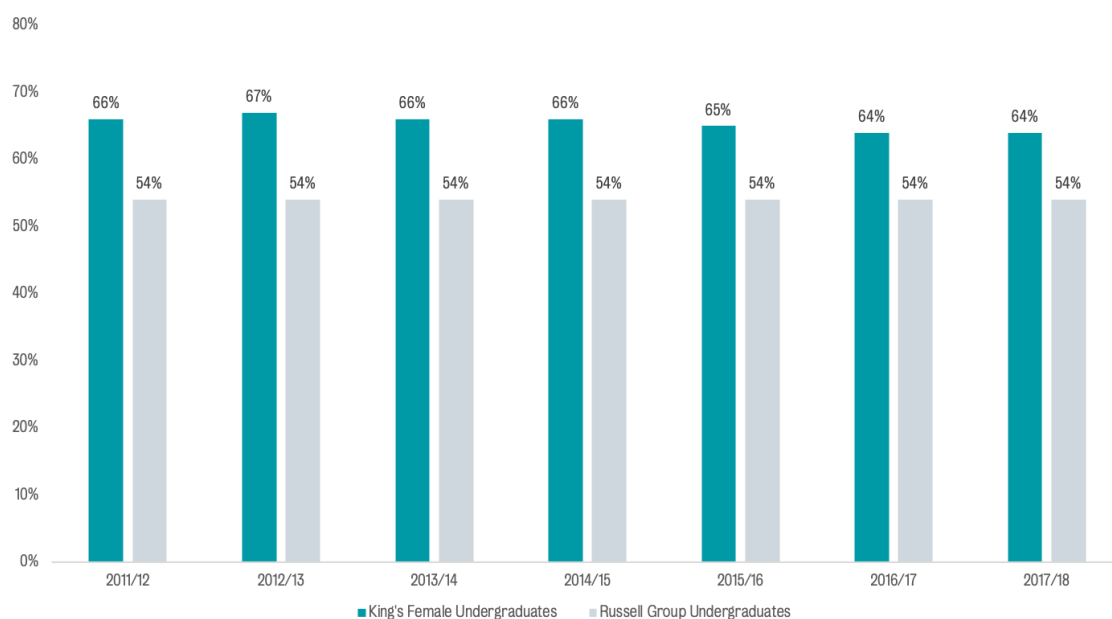
Undergraduate Profile by Gender 2011-18

This year-on-year consistency is continued when looking exclusively at undergraduate level.



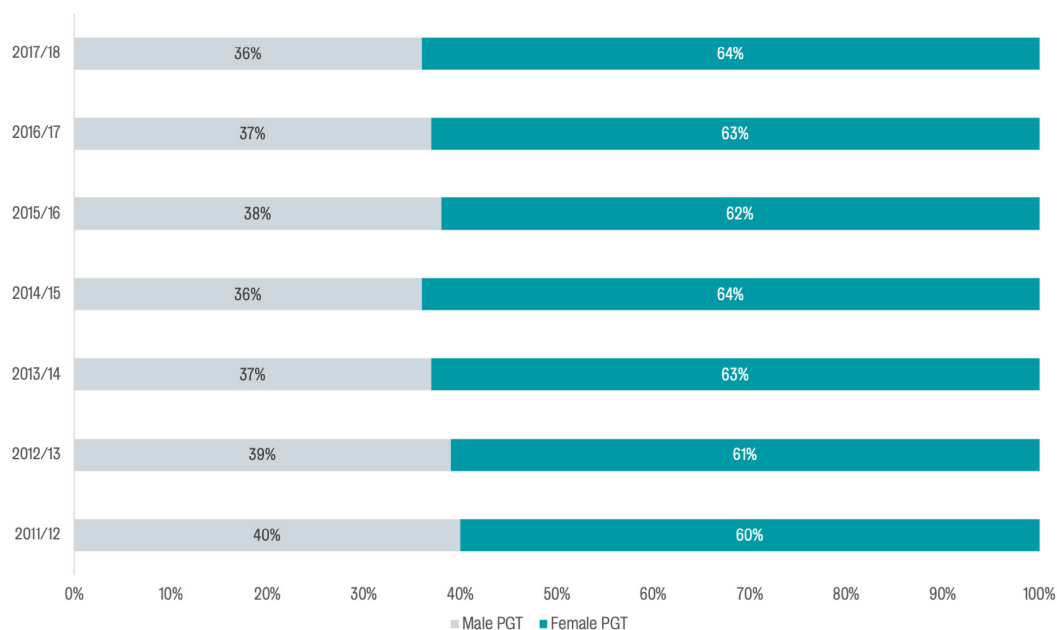
Female undergraduates benchmarked against Russell Group Universities nationally

This consistency of gender amongst undergraduates is also seen across the Russell Group universities nationally. King's has a higher proportion of women in undergraduate courses.



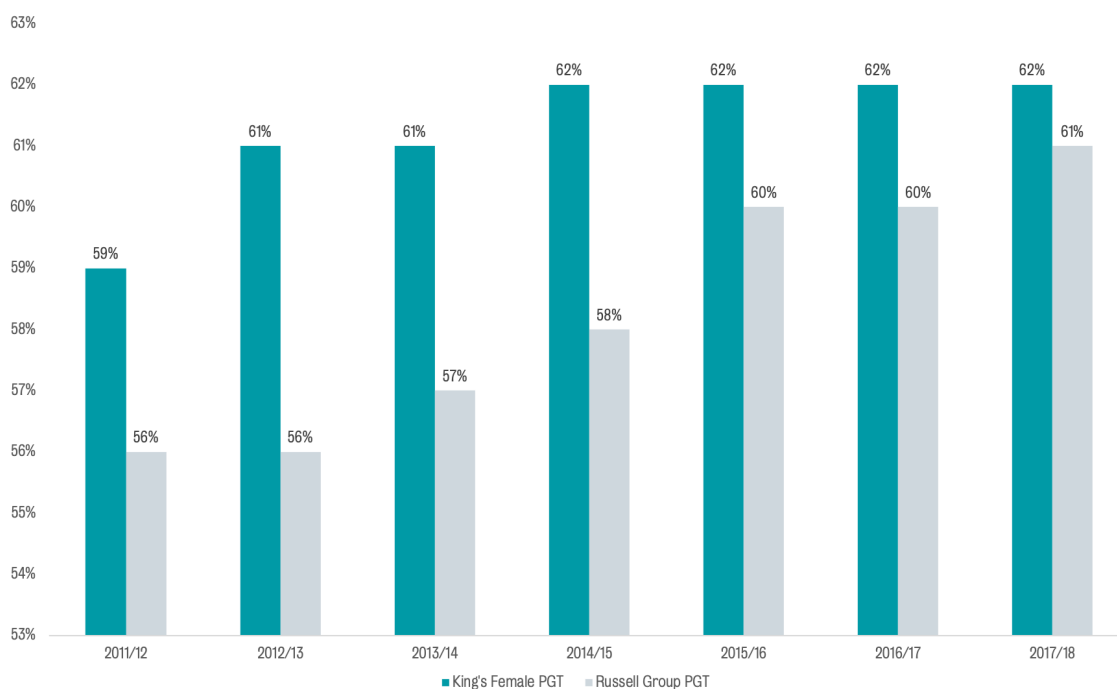
Postgraduate Teaching students by gender 2011-18

King's Post-Graduate Teaching student body maintains a similar profile to that of undergraduates. There is a slight increase in the proportion of men in postgraduate teaching compared to the undergraduate population.



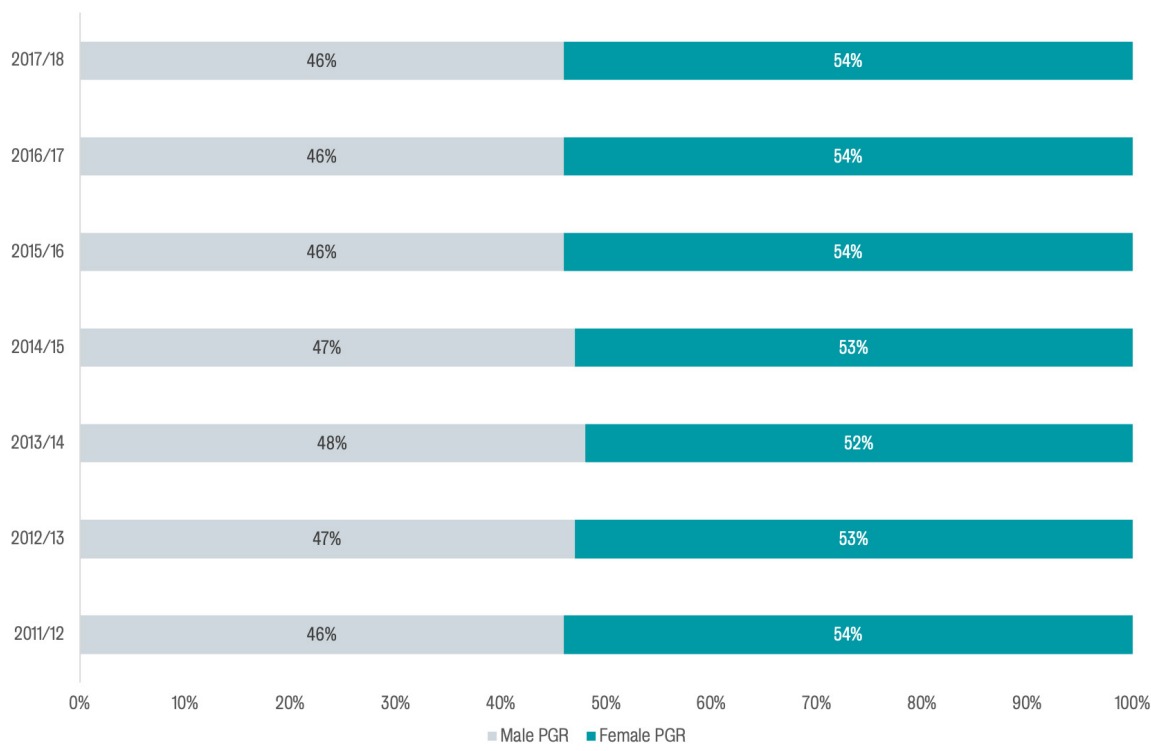
Female Postgraduate Teaching benchmarked against Russell Group Universities nationally

The data from Russell Group universities as a whole shows a small consistent increase in female representation within the post-graduate teaching pool which is not shown in the King's profile.



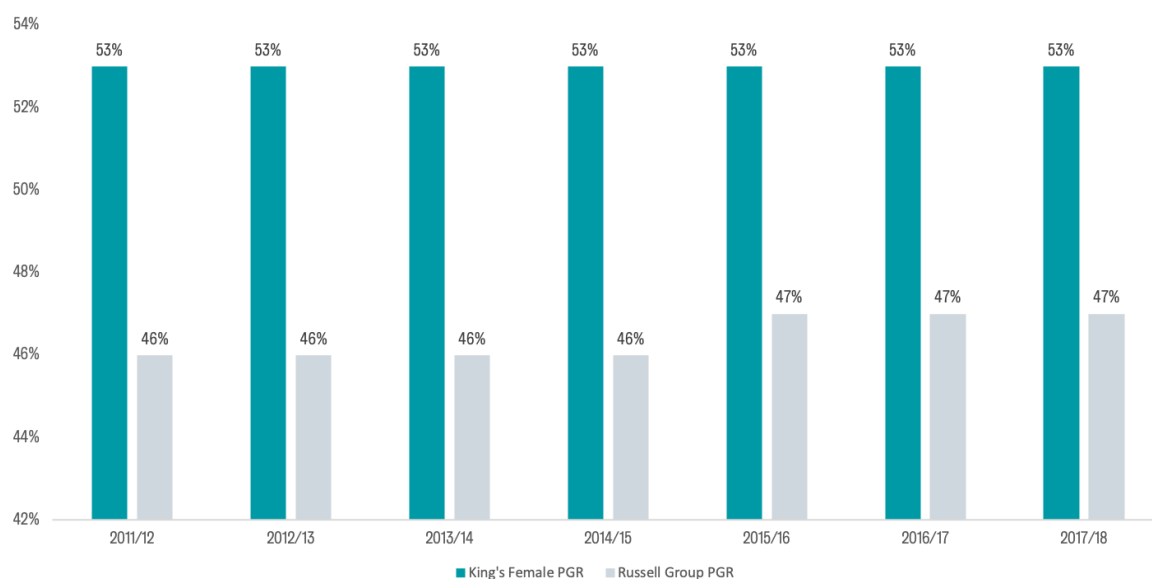
Postgraduate Research students by gender 2011-18

King's Post-Graduate Research gender profile has remained steady. There is an increase in the proportions of men who are in Post Graduate Taught study compare to Post Graduate Taught Study. This is a key transition point into the academic pipeline.



Female Postgraduate Research benchmarked against Russell Group Universities nationally

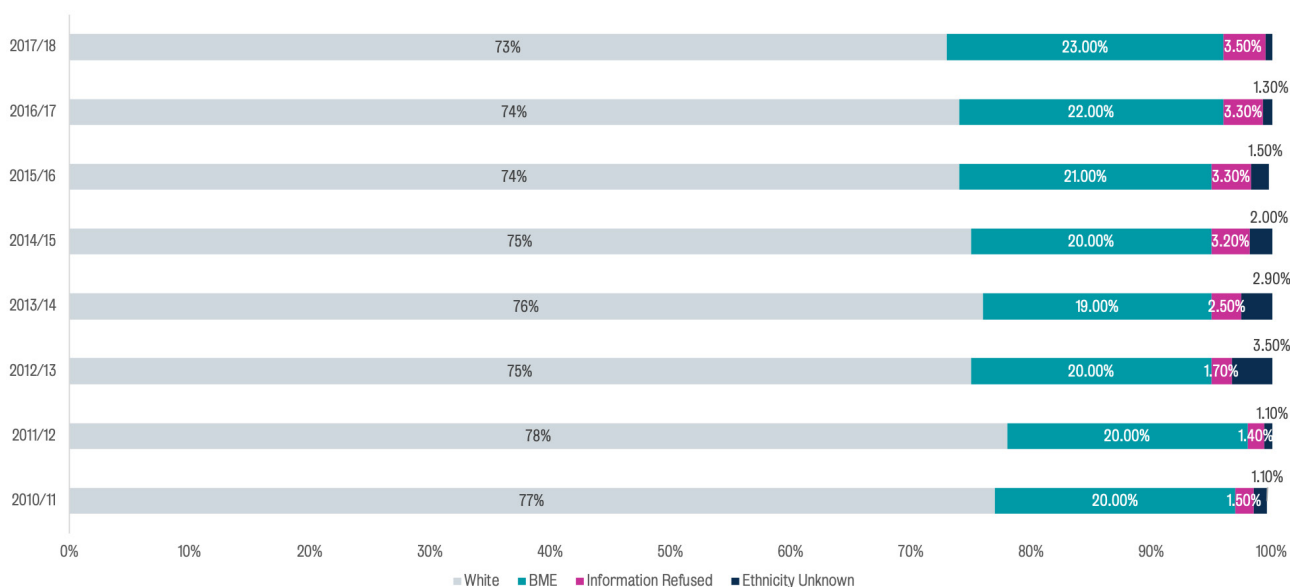
Although showing similar year-on-year consistency, Russell Group universities across the UK show just a 7% difference between their undergraduate and post-graduate research students in relation to gender.



Ethnicity

Data collection and quality has considerably improved, with only 1.1% ethnicity unknown. However, the proportion of the workforce who chooses not to provide ethnicity data has remained consistent at around 3.3%. A new self-service HR employee system was introduced in September 2019, and coupled with planned workforce engagement work, we anticipate a reduction in ‘not known’ and ‘refused’ responses for ethnicity data.

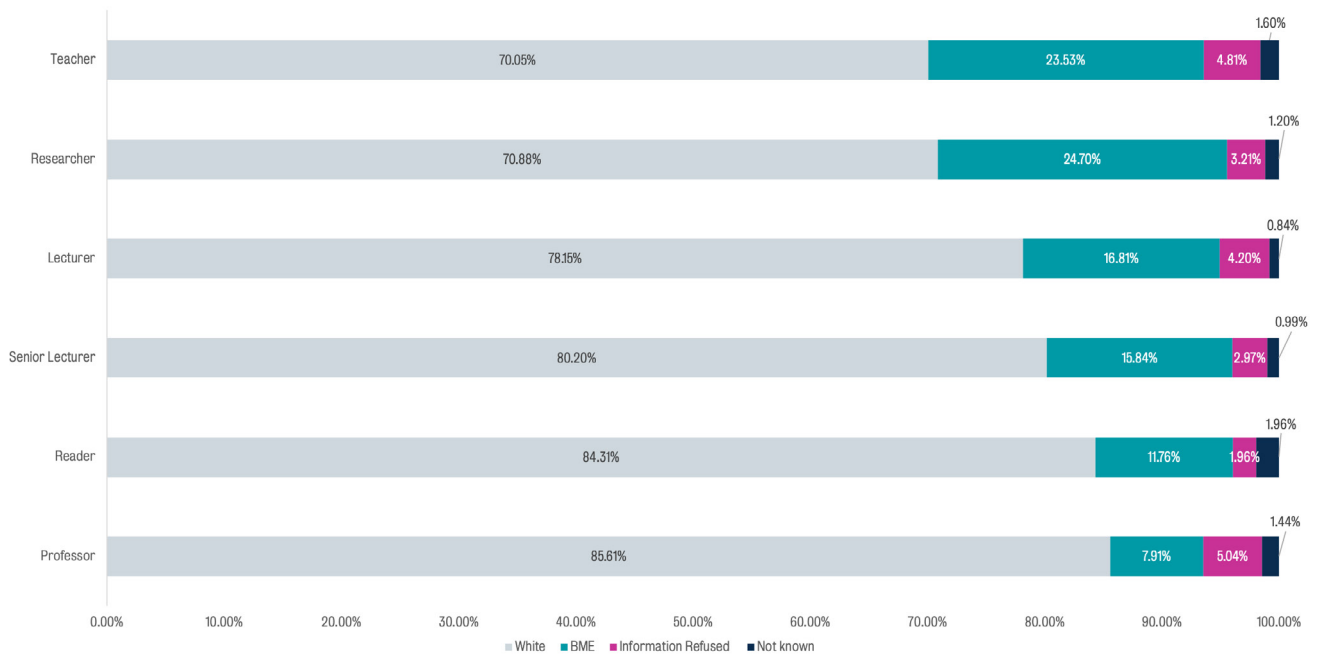
The majority of our staff are white, around 20 per cent of our workforce are BME.



%	White	BME	Information Refused	Ethnicity Unknown
2010-11	77	20	1.5	1.1
2011-12	78	20	1.4	1.1
2012-13	75	20	1.7	3.5
2013-14	76	19	2.5	2.9
2014-15	75	20	3.2	2.0
2015-16	74	21	3.3	1.5
2016-17	74	22	3.3	1.3
2017-18	73	23	3.5	1.1

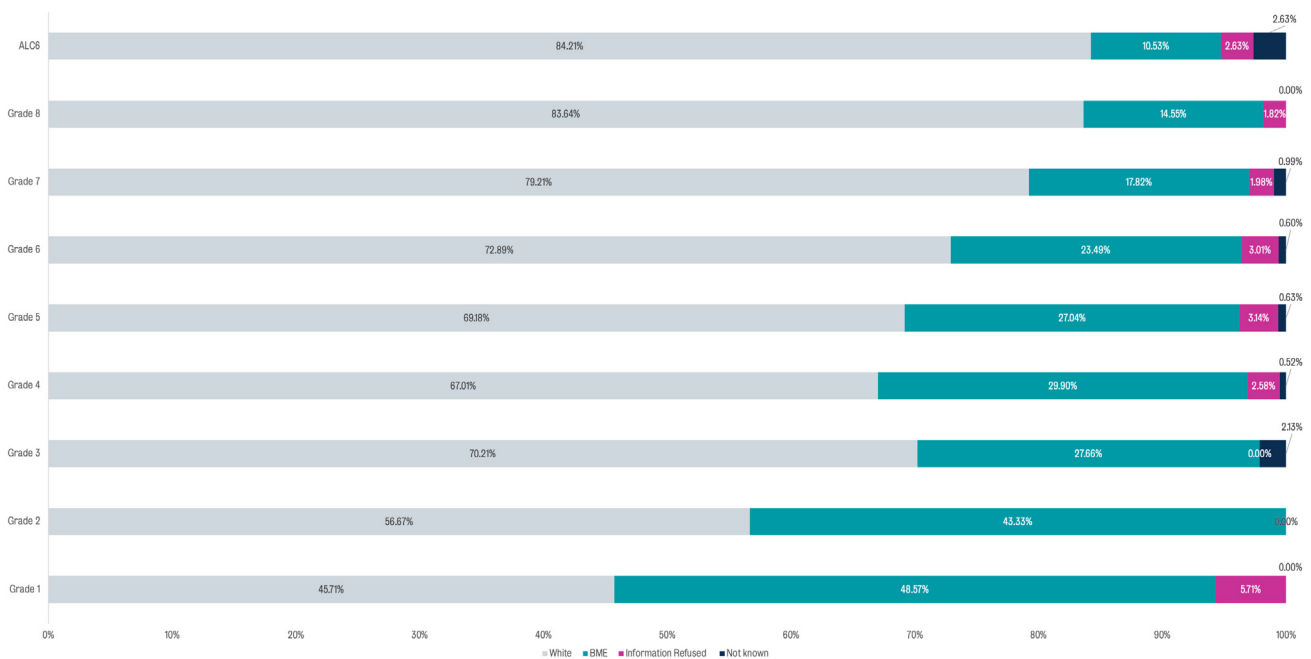
There is a clear trend of lower proportions of BME staff at senior academic grades within King’s and higher per centages of white staff at senior academic grades.

The ethnicity profile of the academic workforce 2017-18



There is a similar trend in Professional Services, where there are fewer BME staff at senior levels and a higher proportion of white staff a senior levels. At junior grades, this pattern is reversed.

The ethnicity profile of the Professional Services workforce by grade 2017-18
Grade 1 is the lowest pay grade, rising to ALC6.



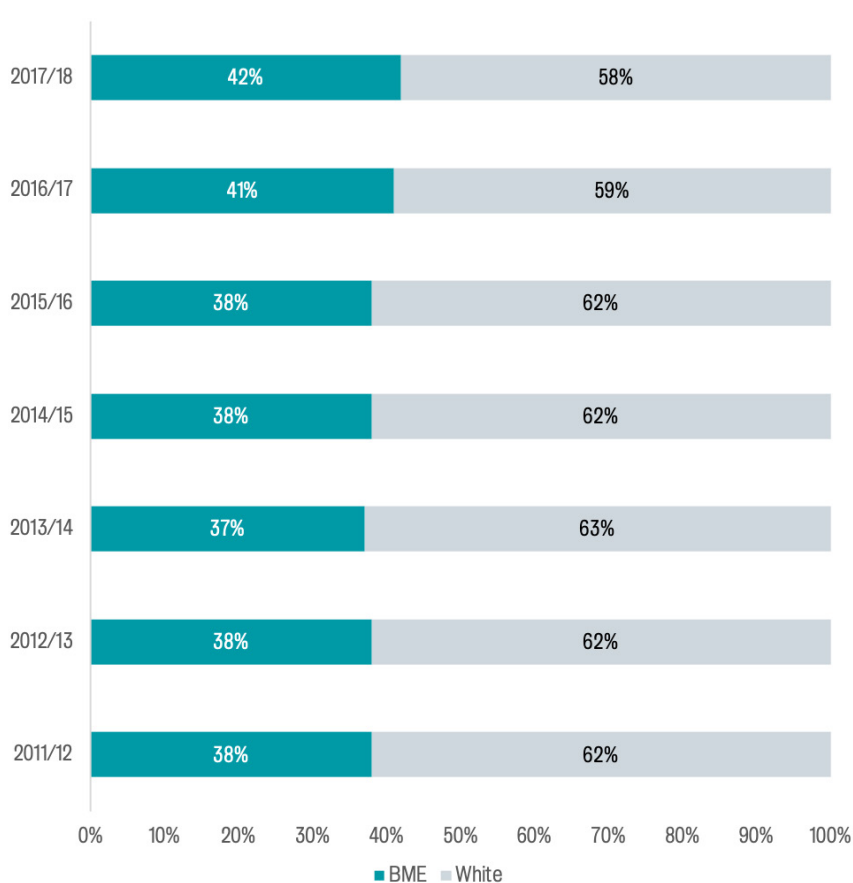
Like with gender, ethnic representation within the workforce forms part of the King's Balanced Scorecard, although unlike gender, it involves ethnic representation at all, not just senior, levels.

As of date	Metric Name	Current Value	Comparison to Target	Target	Comparison to Benchmark Average	Benchmark Average
2017/18	2a. Senior BME Staff - Academic (%)	20.0	+6.3%	18.8	+27.3%	15.7
2017/18	2b. Senior BME Staff - Professional Services (%)	20.2	+18.9%	17.0	+13.6%	17.8

In addition, King's has recently developed an intersectional KPI which looks at the specifically at the representation of women of colour in our workforce. This is being trialled and follows the same methodology above.

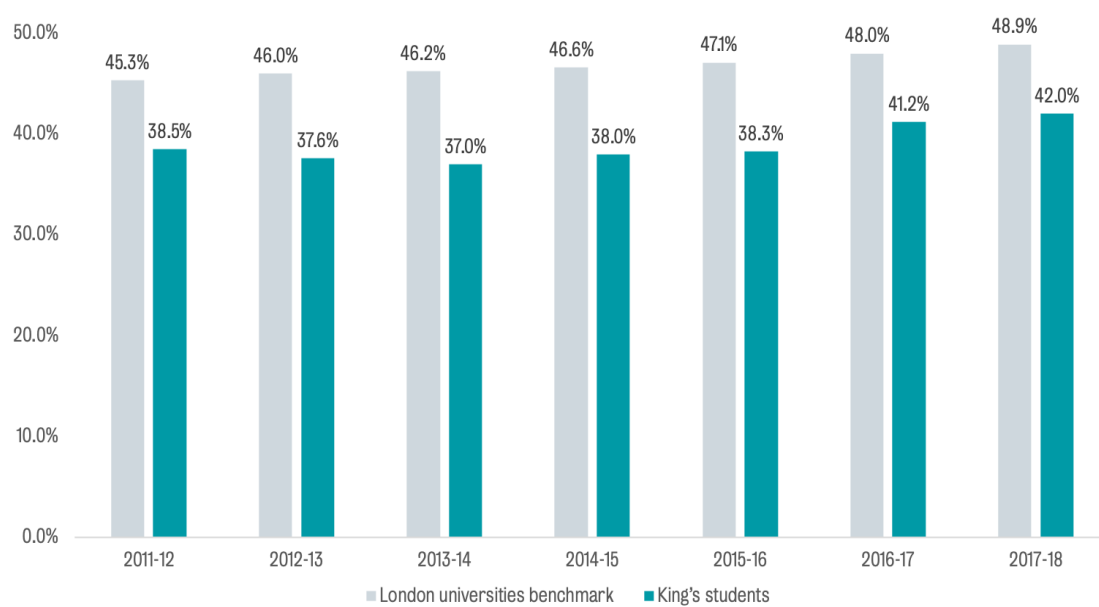
Ethnic profile of all UK students 2011-18

The proportion of BME in King's student population as a whole has increased by 4% since 2016.



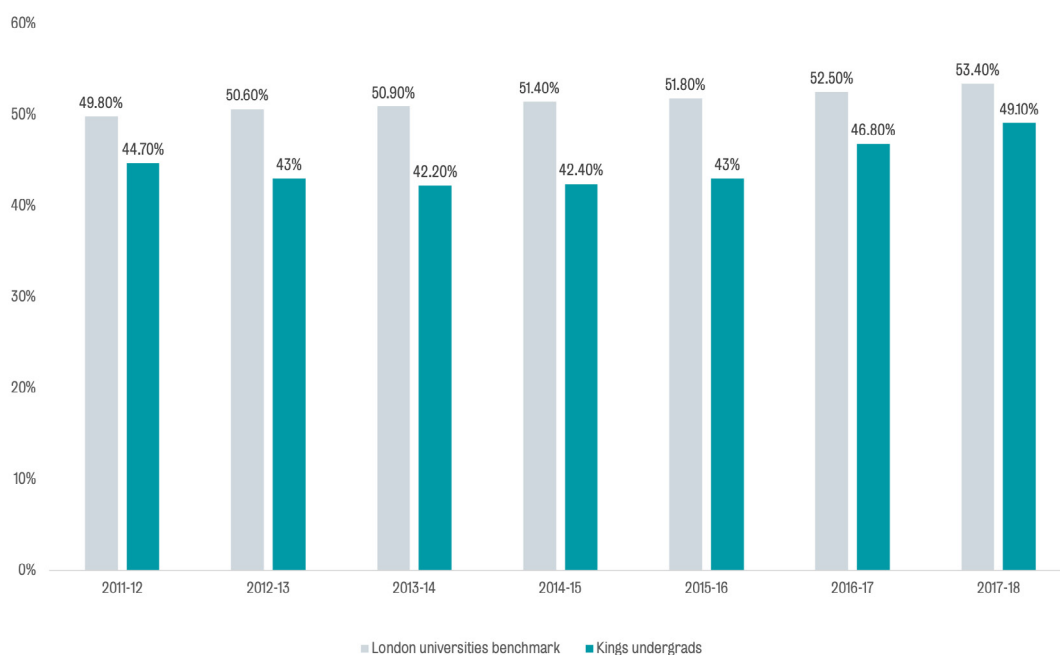
Profile of BME Students benchmarked against all London-based universities

Regarding ethnicity, King's benchmarks itself against all London-based universities rather than the Russell Group universities nationally, to take into account the ethnic diversity of the London population. King's is lower than the benchmark, and both are showing longer term incremental increases in the proportion of BME students in London.



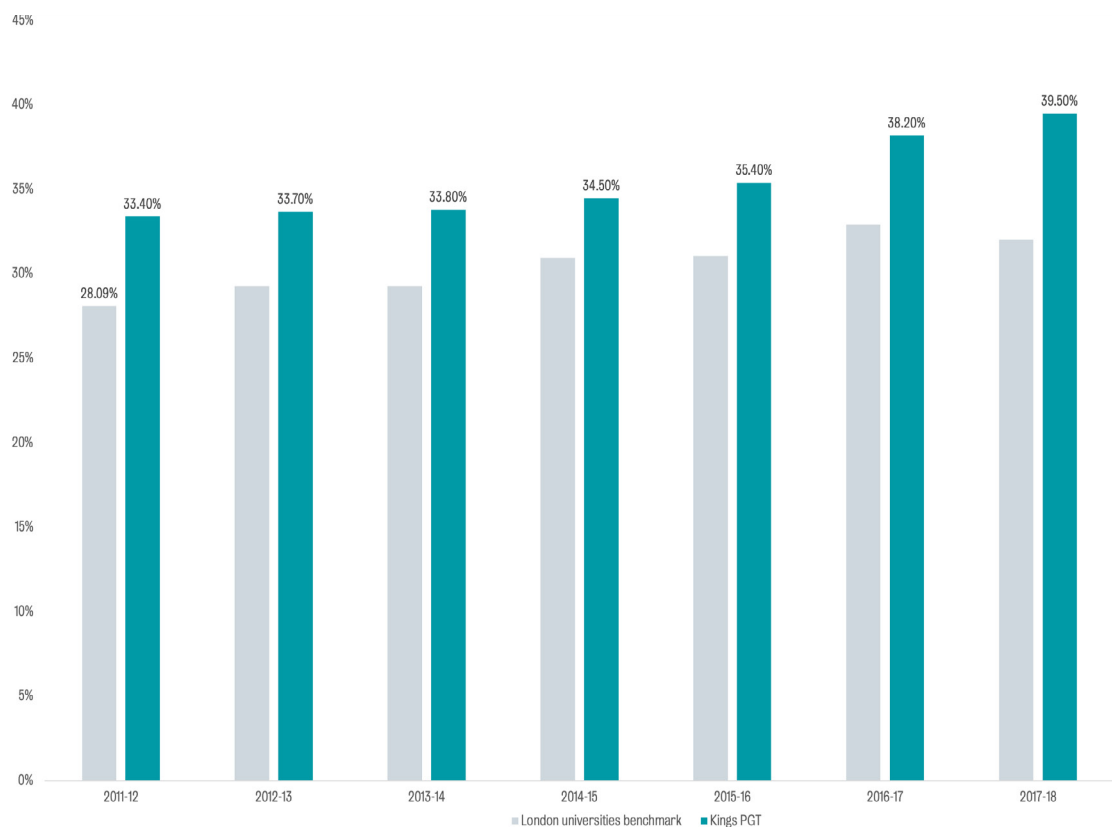
Profile of BME Undergraduates benchmarked against all universities in London

King's mirrors the trend of increased BME undergraduate representation in London since 2013/14, although our figures are a consistently lower than the benchmark.



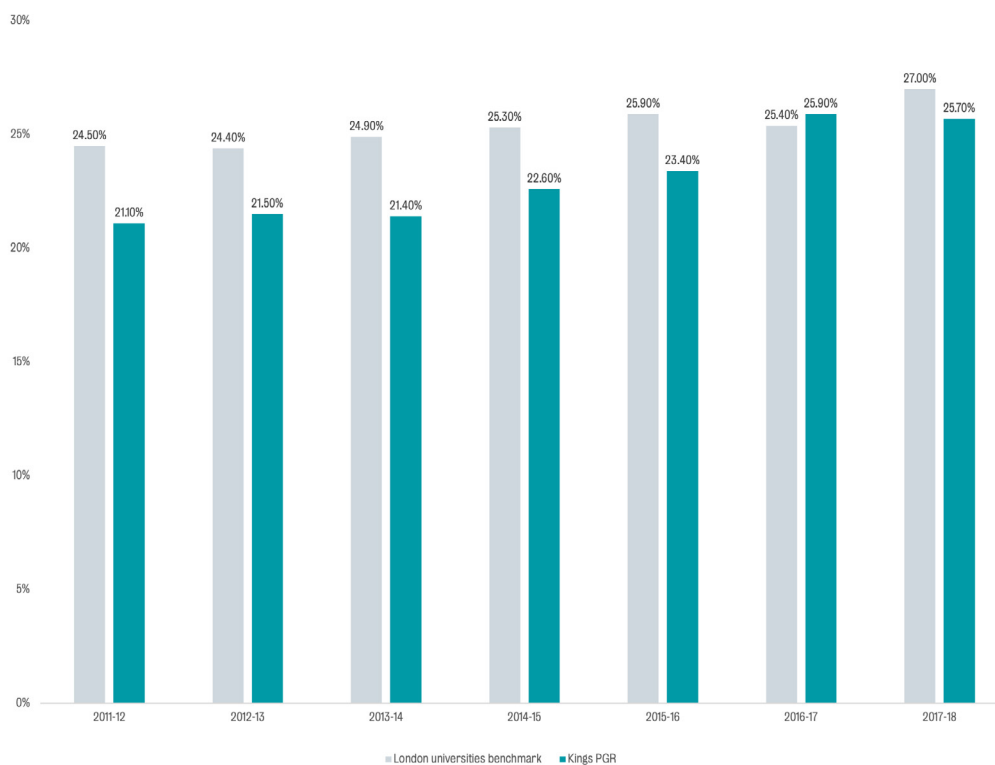
Profile of BME Postgraduate Teaching students benchmarked against all London-based universities

In the last seven years, there has been a general increase in the proportions of BME students on Post Graduate Taught courses. There has been a similar increase seen in the benchmark. Compared to the BME participation at undergraduate level, a lower proportion of the post graduate taught students are from BME backgrounds. This is a key transition point for academic and highly technical careers.



Profile of BME Postgraduate Research students benchmarked against all London-based universities

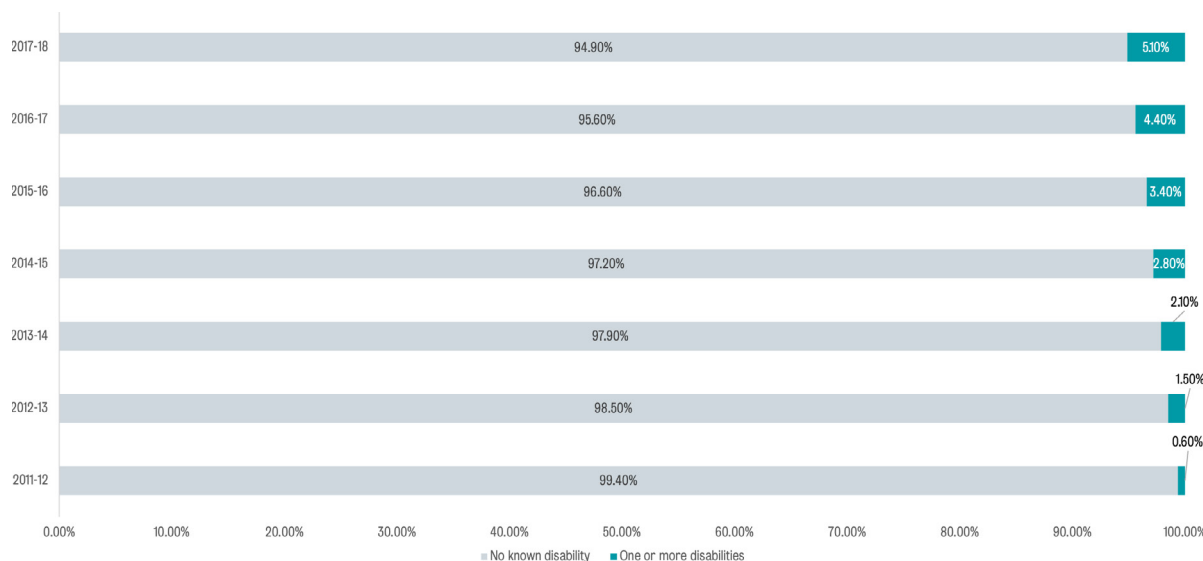
The proportion of BME students on Postgraduate Research courses has increased by 5 per cent in seven years, closing the gap with the benchmark. The proportion of BME Post Graduate Research students is lower than the proportion of BME Post Graduate Taught students, highlighting that Post Graduate Research is a key career point. This is a key point in the academic pipeline.



Disability

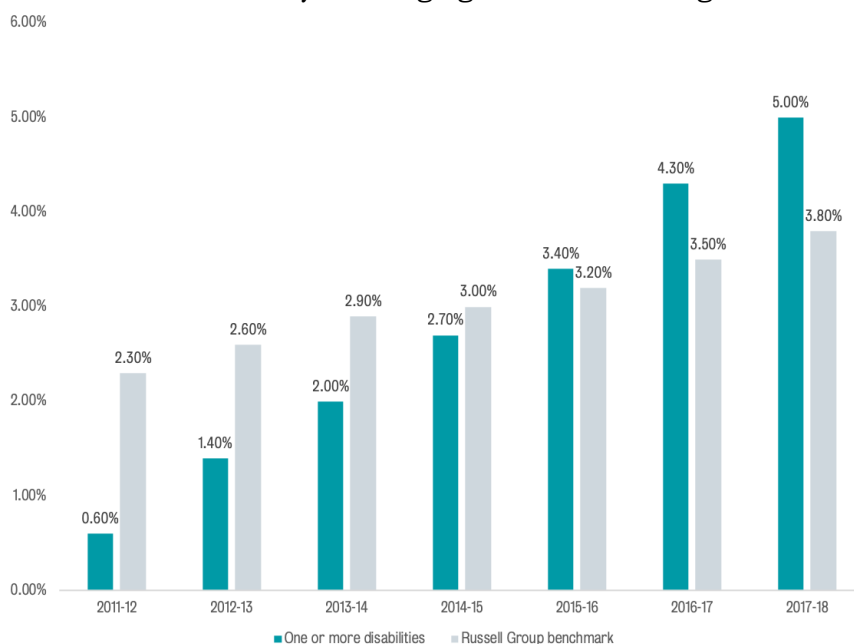
Note: Unless otherwise stated, this is a comparison of those staff members actively declaring a disability compared to those not declaring a disability (including those not responding to this question) when asked through data collection processes. There has been improved year-on-year reporting of disability with a small proportion of our staff disclosing a disability.

Disability profile of workforce 2011-18



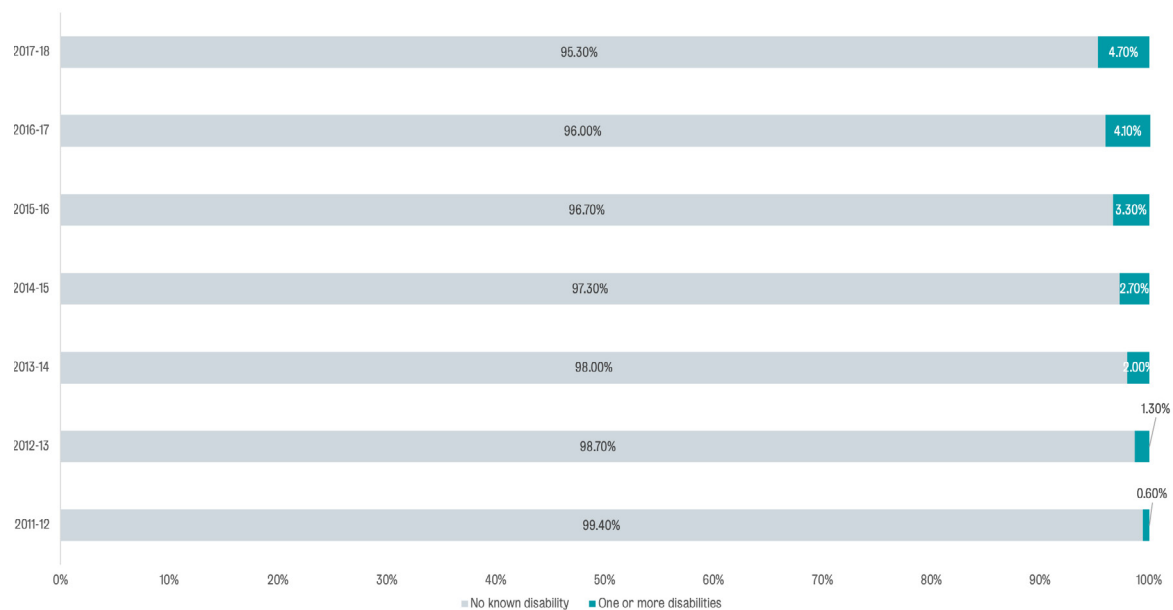
Staff with disabilities benchmarked against Russell Group universities nationally

King's has a higher proportion of staff who have disclosed disabilities compared to the benchmark, as we reflect on the benchmark in light of our BDF self-assessment we realise that the benchmark is insufficiently challenging and are reviewing it for the coming year.



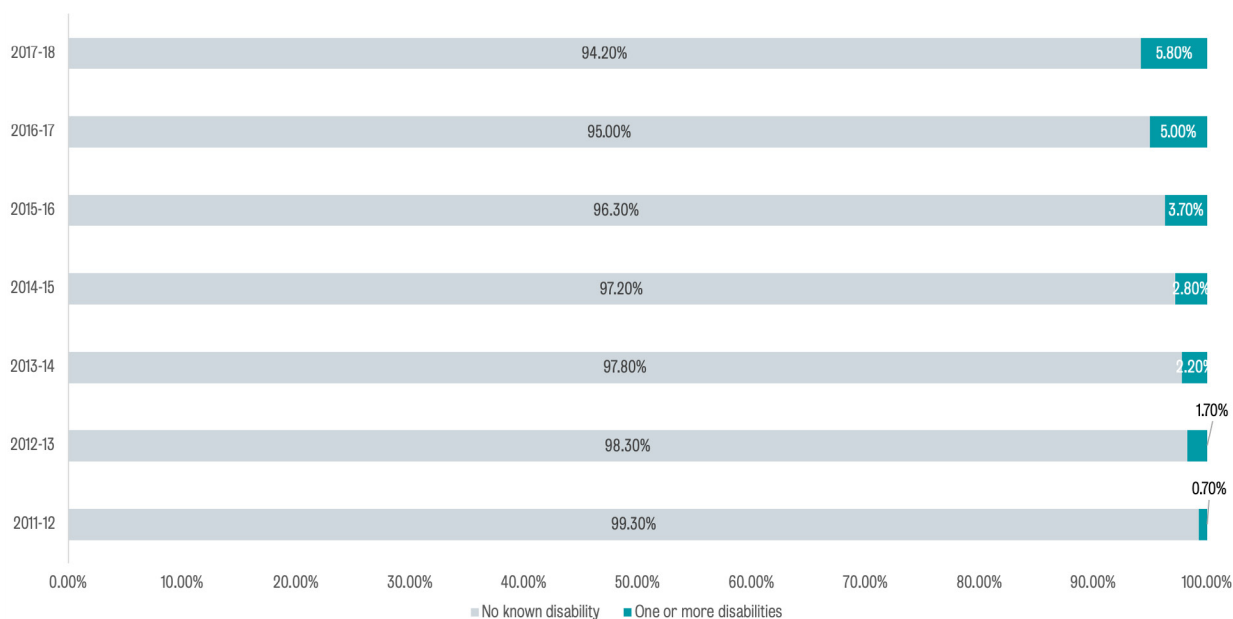
Profile of Academic Staff by disability 2011-18

Our low, but increasing, disability disclosures is a trend for our Academic staff population.



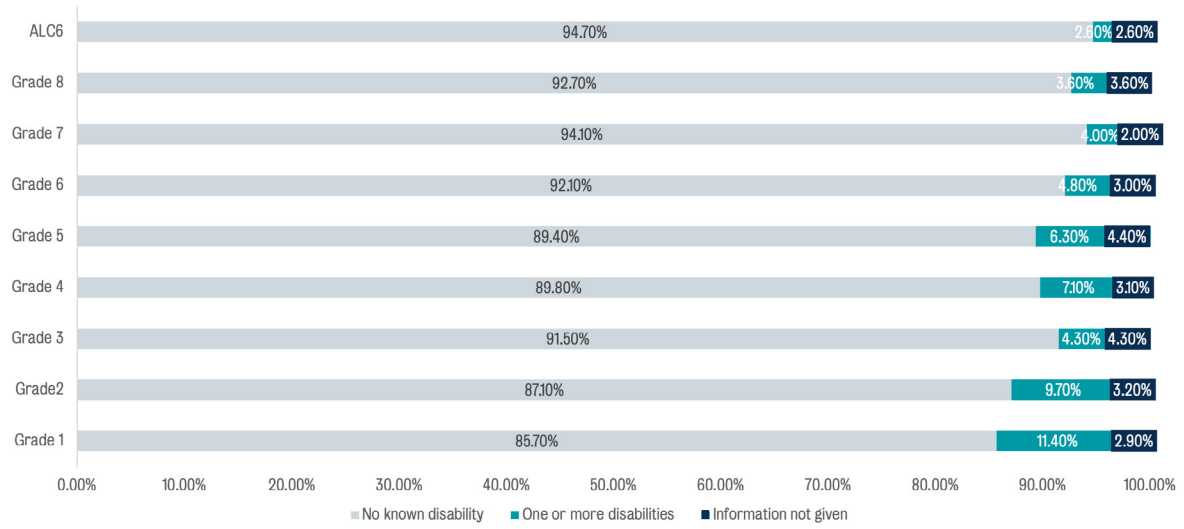
Disability by academic role (2017-18)

In more senior academic grades, the proportion of disability disclosures generally decreases.



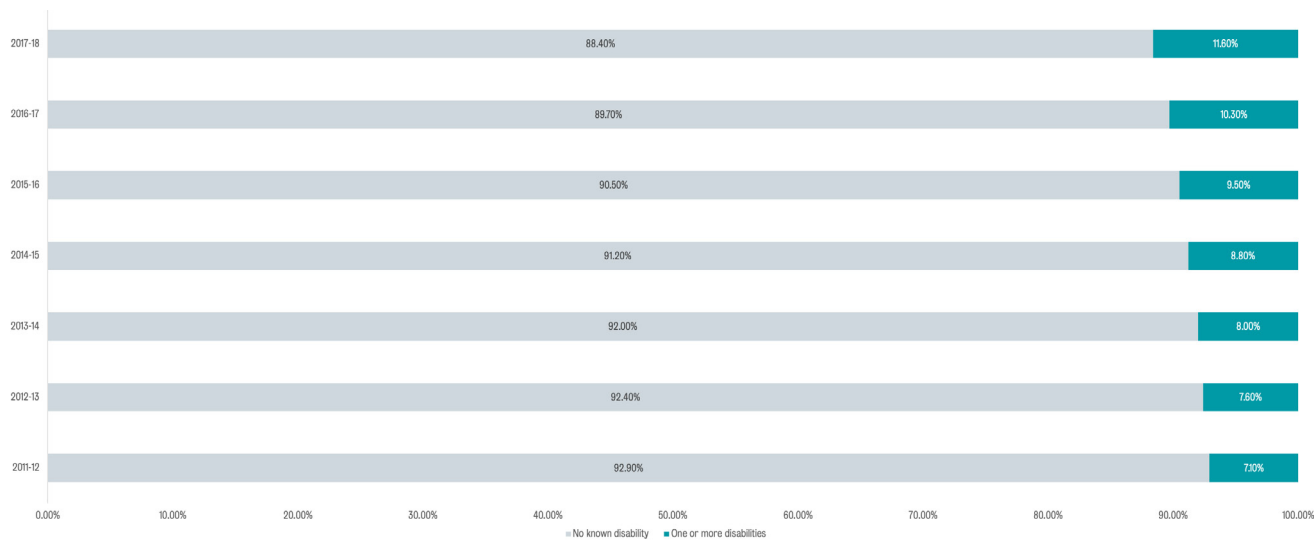
Disability by Professional Services grade (2017-18)

In more senior Professional Services grades, the proportion of disability disclosures generally decreases. The highest proportion of disability disclosures are seen in the most junior grades.



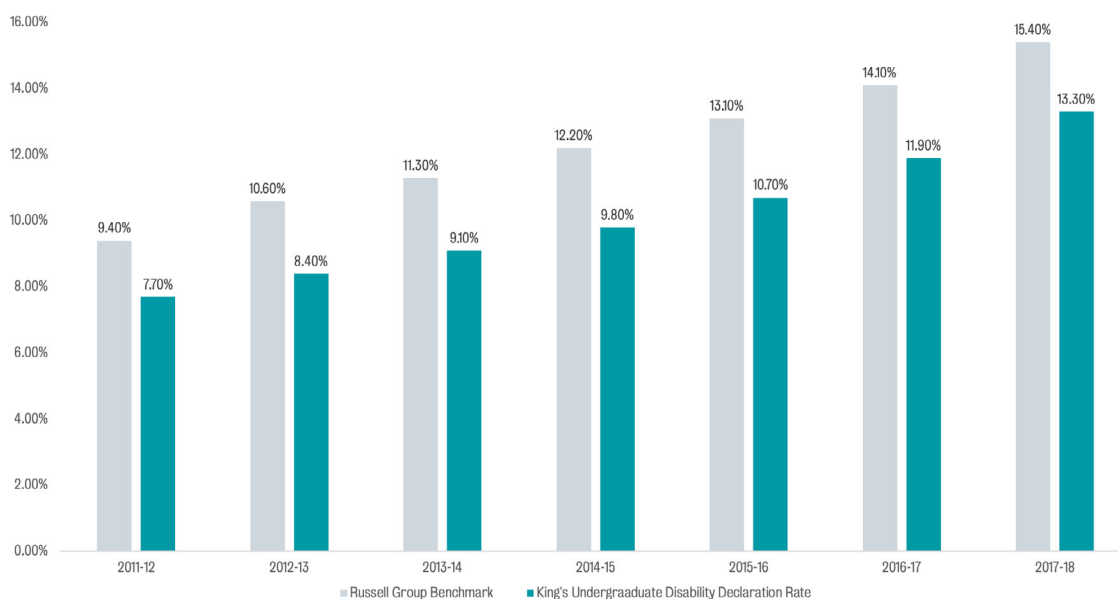
Student profile by disability 2011-2018

Each year, a higher proportion of students disclose a disability to King's.



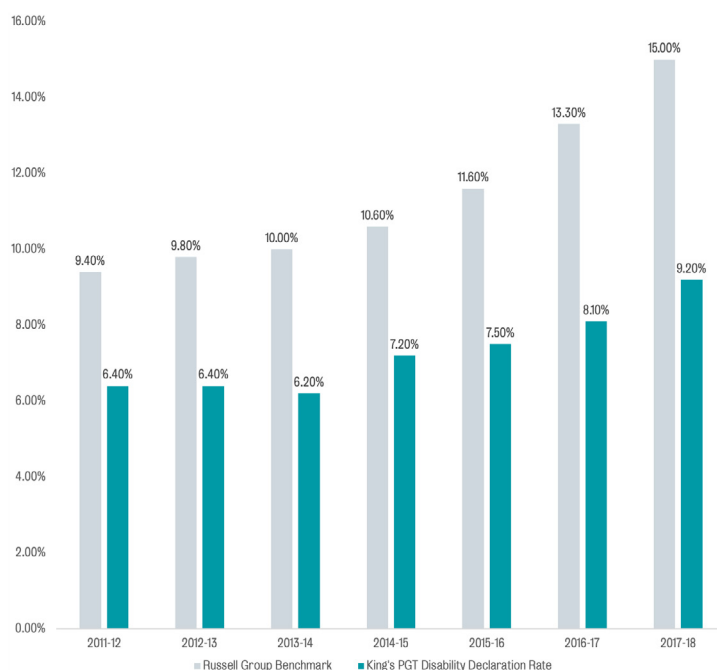
Undergraduates declaring disability benchmarked against Russell Group universities nationally

King's has proportionally fewer disability disclosures in our undergraduate population compared to the benchmark, and mirrors the benchmark year on year increase.

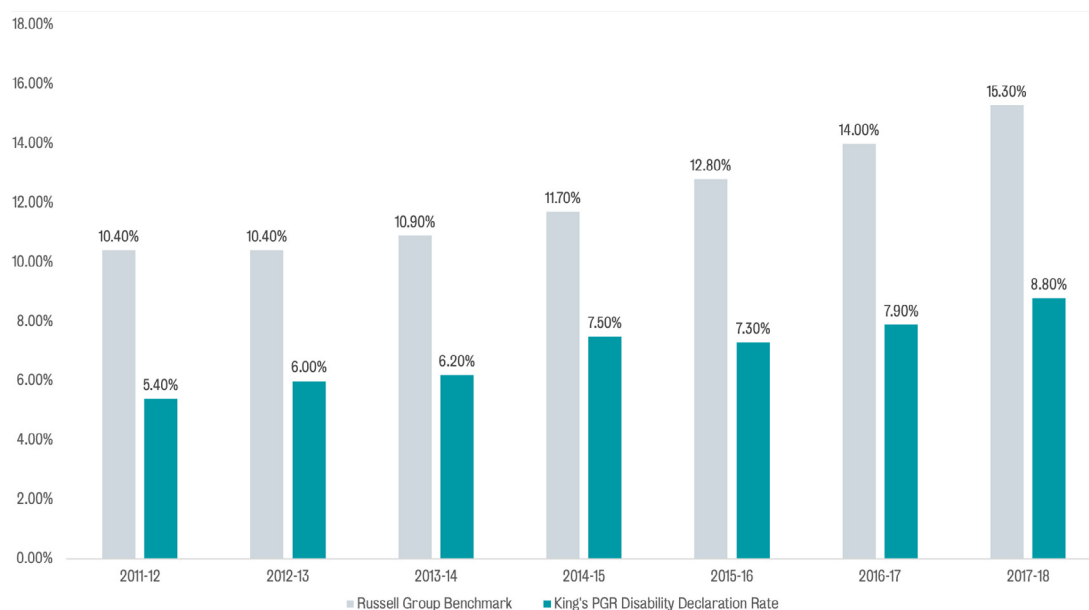


Postgraduate Teaching declaring disability benchmarked against Russell Group universities nationally

King's has a lower disability disclosure rate in our postgraduate taught population compared to the benchmark, although the trend shown mirrors the benchmark year on year increase. The proportions of post graduate taught disclosure are lower than the proportion of undergraduate disability disclosures.



Postgraduate Research declaring disability benchmarked against Russell Group universities nationally



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