



EQUALITY, DIVERSITY & INCLUSION

ANNUAL REPORT

2019-2020

Contents

<u>Foreword by President & Principal</u>	4
<u>Foreword by President of KCLSU</u>	5
<u>Aims of the report</u>	9
<u>Equality, Diversity & Inclusion Strategic Vision</u>	11
<u>Coronavirus Response</u>	13
<u>Governance & Accountability</u>	15
<u>Key Performance Indicators</u>	20
<u>Workforce Development and Culture</u>	24
<u>Religion & Belief</u>	30
<u>Workforce Representation</u>	33
<u>Race Equality</u>	33
<u>Gender Equality</u>	38
<u>Lesbian, Gay, Bi, Trans, Queer+ Inclusion</u>	44
<u>Disability Inclusion</u>	48
<u>Evaluation and Recognition</u>	52
<u>Race Equality Charter Mark</u>	53
<u>Athena SWAN</u>	54
<u>Stonewall Workplace Equality Index</u>	57
<u>Addressing Differential Student Outcomes</u>	58
<u>Conclusion</u>	61
Appendices	66

Welcome

Foreword by President and Principal Ed Byrne

I write this as I near the end of my time as President & Principal at King's. As I reflect on our progress over the last few years I am proud to recognise equality, diversity and inclusion as strength and a defining feature of our University.

At King's, 'it's our deeds that define us'. These are not just words to me. The core social value it espouses has guided me in my leadership of King's. These values are particularly relevant when thinking about equality, diversity, and inclusion. To achieve the goals, which we set out in Vision 2029, every one of us has a role – a responsibility – to help King's live up to its mission of helping to make the world a better place.

We collectively have a key role to play in helping to foster an inclusive environment and set employment and learning practices that allow individuals to flourish. As any good educator knows, the most powerful thing one can instil in someone you teach is an appreciation of the power of self-learning on a life-long basis. We can apply this to inclusion and recognise that we all must think seriously about inequality, be mindful of our potential for biases, and consider our practices and behaviours in both our professional and personal lives.

We know that inequality has a profound impact on mental health, physical health, and life opportunities, and we see that the coronavirus pandemic has exposed and amplified underlying inequalities in our society. This has impacted our staff and students in profound and heightened ways. Our staff have pulled together to help each other and King's weather the impact of the pandemic. People have shown a great capacity to work innovatively and collaborate across traditional structures and silos for the common good of our community.

As an institution, we must continue to make space to hold and participate in valuable discussions. We need open discussions around inequality, recognising the breadth of our diverse community and acknowledging often very different lived experience. These conversations are an important tool in our fight against ignorance, intolerance, and apathy.

As I prepare to depart King's I am proud to see the progress we are making, and I call on each of you to redouble our efforts to address these disparities. We need to continue to ensure that King's is the exemplar for equality of opportunity and the innovative, inclusive practices we all want it to have. Together we can build a more inclusive, fairer university for all.





Foreword by KCLSU President Salma Hussain

King's College London was founded based on intolerance and exclusion in opposition to "that Godless institution in Gower Street", as UCL's secular approach was deemed unacceptable. Despite these beginnings, KCL has made large improvements in Equality, Diversity and Inclusion, especially in the past few years. This slow but steady progress has been heartwarming. However, this year's events, including but not limited to, the murder of George Floyd and Breonna Taylor in the USA, and coronavirus globally, demand that we accelerate our progress rapidly. KCL needs to be more proactive and less reactive, to make progress on key issues and become a truly anti-racist institution.

Certain members of our community are disproportionately affected by coronavirus, whether financially or socially, and we need to make accommodations for this. I am pleased to see that KCL has been looking through the lens of equality, diversity and inclusion and working on initiatives such as closed captioning and how personal tutors can meet students who cannot discuss sensitive issues at home. The year 2020 will never be forgotten. The lessons learnt from this pandemic need to be remembered in the future when looking at how best we can serve our community. EDI should not be a tick box exercise but rather a focus when making any decision. Our student and staff community has a diverse range of needs which must be considered in any decision, from moving teaching online to estate planning for gender-neutral bathrooms.

Our proudly diverse student body has a broad range of experiences with EDI and I could not in good conscience write this alone, so I asked our students what their experience with EDI is. The spectrum of responses was interesting, to say the least, with approximately 50% positive and 50% negative responses. Contradictory experiences with comments about “experiencing ableism” to “I feel listened to and cared about as a disabled student” showcases the successes of our communities but also how we have a long way to go.

One student said, “The King's community is very vocal about its diversity, and there are multiple events and campaigns promoting EDI on and outside of, voices of students from minority backgrounds being taken into consideration and that being reflected in the university guidelines, the addition of gender-neutral toilets on all campuses”. Importantly, this comment was followed by “I think there could be more to be done”. As a community, we want to be inclusive, and are right to be proud of all that has been achieved so far. There will, of course, always be more work to be done.

I am proud to be part of our diverse community. I vividly remember coming to King’s for the offer holder’s day, looking onto campus and having a feeling of contentment because I felt that I belonged. This feeling continued throughout my years at university, which is why I felt empowered to run for President of KCLSU, as a visibly Muslim Woman of Colour. I hope that one day all members of our community experience this feeling of belonging. If even one student feels more included in this challenging year, I will consider my presidency a success.

This report should be read whilst remembering our successes but also looking at how we can strive for improvement in the future. There will always be more to be done to ensure our campuses, both digital and physical, are safe and inclusive but I have great hope for the future. KCLSU, and I as President, will always champion to have the voices of students heard and to hold King’s to account in making progress in this critical issue of championing Equality, Diversity and Inclusion in our community. I would like to thank the whole Equality, Diversity & Inclusion Function for their hard work in this important area.



Our Partners

Our partners

 **AdvanceHE**

 **Business Disability Forum**
Building disability-smart organisations

 **Stonewall**
Acceptance without exception

 **SCIENCE GALLERY**

THE GLOBAL INSTITUTE FOR WOMEN'S LEADERSHIP

 **wellcome**

 **KING'S HEALTH PARTNERS**

 **STELLAR HE**

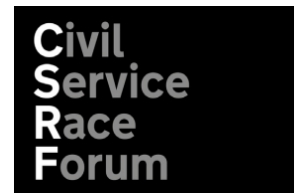
CIPD

 **Radius Networks**

 **Cabinet Office**

 **We are a Living Wage Employer**

REF2021 Research Excellence Framework

 **Civil Service Race Forum**

 **AURORA**
FUTURE • CHANGE • GROWTH
WOMEN ONLY PROGRAMME

 **working families**
changing the way we live and work

 **UNIVERSITY OF LONDON**

Aims and Strategic Vision

Aims of the Report

Prepared by the Equality, Diversity & Inclusion Function, this report reflects on our progress towards our strategic priorities, showcases EDI achievements across King’s and sets out our future ambitions and priorities.

King’s aim is to exceed compliance with the legislative requirements of the Equality Act 2010 and demonstrate best practice and, ultimately, be an exemplar of Equality, Diversity & Inclusion in the Higher Education (HE) sector and more widely.

King’s Strategic Vision 2029

King’s Strategic Vision, launched in January 2017, takes the College to its 200th anniversary in 2029 and builds on 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 into an international community that serves the world.

There are five aspects to King’s Strategic Vision 2029:



Equality, Diversity & Inclusion Strategic Vision and Priorities

Equality, Diversity & Inclusion are central tenets of King’s Vision 2029 which sets out the roadmap 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, where anyone with talent can thrive.

Vision Principles

- Be intersectional by default
- Attract and retain a diverse student population
- Enable successful outcomes in terms of degree attainment and employability for the breadth of the student body
- 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

Equality, Diversity and 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.

Promote the benefits of inclusive behaviour

Improve mechanisms for addressing unacceptable behaviour

3

Workforce representation

Increase the proportion of women in senior positions.

Increase the proportion of BME colleagues in senior positions.

Improve inclusion and progression 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 2021

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

Submission to the 2022 Stonewall Workplace Equality Index.

6

Address differential student outcomes

Partnering with the Student Outcomes Service (Student Success & Social Mobility Directorate) we must close the undergraduate BME attainment gap at 'good' degree and first-class levels.

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

Upscale Conversations about Race, to increase student belonging, following a successful pilot year.

Coronavirus Response

Coronavirus Response

Across the College, King's put EDI at the heart of its coronavirus response. There has been a significant focus on staff wellbeing, which was reflected in additional concessionary leave days being granted to staff in April and August, the creation of an online meeting framework, and the opportunity for parents and carers to utilise special paid leave. Equality analysis has been embedded into the most senior response decisions of the College, whilst locally faculties and directorates have supported colleagues and students.

Equality Analysis

In response to coronavirus, the university has understandably undergone significant change. As we worked to keep our community safe, the need to be proactive on EDI was not underestimated. King's instinctive response to the pandemic was to centre staff and student wellbeing, including the challenges of individuals working while caring for dependents.

In March 2020, the Senior Management Team (SMT) formally recognised and stipulated EDI needed to be embedded into decisions and implementation responding to Coronavirus. EDI worked to deepen confidence in university decisions and help avoid preventable differential impacts for staff and students.

To support King's in understanding the EDI impacts and possibilities of decisions, we rapidly developed tailored [Equality Analysis \(EA\) materials](#), including quick reference guides, an abridged Equality Analysis template, and produced [a Coronavirus Disease Equality Considerations Report](#) which brings together research on the differential impacts of the pandemic on key demographic groups.

The coronavirus EA materials, championed by Professor Evelyn Welch MBE, were employed by the King's Coronavirus Management Response framework, and working groups in key decisions.

EDI provided consultancy support to the analysis of coronavirus response measures and developed materials and mitigation plans where required. This work has contributed to the return to campus, including COVID-safe measures such as the use of face coverings, the requirement for social distancing, priority lift access, financial measures, and HyFlex teaching and learning. The materials were made available on our [EDI Coronavirus webpages](#) for all staff to access.

Reflection on the adaptation and development of our EA materials and collated findings of the coronavirus response analysis reports will provide a basis for continuous improvement. Enabling EDI to continue to support King's in building its management and leadership capability in further embedding equalities thinking as part of decision making.

Community Engagement Corner

Lead by the Faculty of Life Sciences and Medicine and Institute of Psychiatry, Psychology & Neuroscience [the Community Engagement Corner](#) was developed for Health Faculties in March 2020. The site hosts guidance and resources, training, and development, and health and wellbeing advice alongside a feature on the #BlackLivesMatter campaign. The site has become an important hub of information for staff, with over 92,000 visits and 3,600 unique visitors since its launch.

Governance & Accountability

Governance & Accountability

In 2019 King's Equality, Diversity and Inclusion (EDI) governance improved to better embed EDI through all structural levels of the College and strengthen accountability.

Working alongside the Equality, Diversity & Inclusion Committee is the Equality, Diversity & Inclusion Forum (EDIF). EDIF had its first meeting in June 2020 and is a body for staff and student voices. It comprises a diverse membership representing the breadth of [perspectives of the King's community](#).

Race Equality Board

In 2020, the EDI governance structure, following our Race Equality Chartermark commitments, expanded to include the King's Race Equality Board (REB). An innovative move within the HE sector, REB includes external and independent race equality experts, as well as internal King's staff/leaders, and actively ensures King's continues to drive the race equality action plan forward.

Independent Race Equality Experts



Councillor Dr Jacqui Dyer MBE

Councillor for Lambeth. Cabinet Member for Jobs, Skills and Community Safety. President of the Mental Health Foundation.

Jacqui Dyer is an independent health and social care consultant with a background in adult mental health commissioning as well as community and family social work. Jacqui has worked with a wide range of vulnerable care groups and has a strong passion in grass roots community empowerment. As an experienced counsellor, trainer, personal and professional development coach and group facilitator, Jacqui brings many dimensions to her insights.



Ian Phillips

Managing Director, Ian L Phillips Consultancy Ltd.

As an educator, coach and consultant, Ian has substantive senior strategic leadership and organisational learning and development expertise of more than 25 years. It is this diverse professional background that Ian brings to his successful and high impact consultancy and facilitation for staff at all levels in public, private and third sector organisations in the UK and internationally.

Equality, Diversity & Inclusion Expertise

In 2019, we implemented a sustainable, university-wide approach to EDI resourcing and expertise. This was part of our HR transformation helping to set direction and provide appropriate, embedded expertise and support across King's.

We have two teams:

EDI Consultants

They design, develop, and deliver university-wide projects to raise standards across King's.

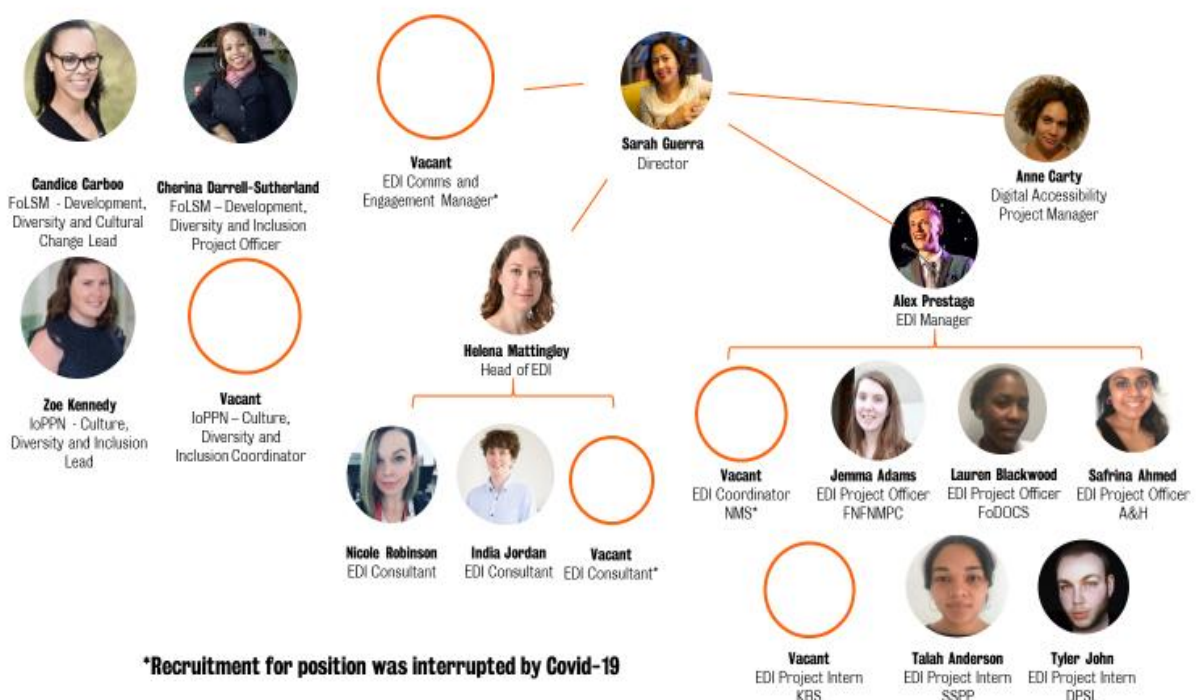
EDI Projects & Partnerships Team

They deliver services and projects on behalf of the EDI function and our partners in faculties. The Projects & Partnerships team works across the university to add value through their expertise and specialist skills – providing expert perspectives, methods, and approaches. Members of the Partnerships & Projects team work a proportion of their time embedded in seven of nine faculties, the remainder of their time is spent delivering university-wide projects and services.

A phased approach

This new partnership approach began with seven of the nine King's faculties: all five of the Arts & Sciences (A&S) Faculties, Faculty of Dentistry, Oral & Craniofacial Sciences (FoDOCs) and Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (NMPCC).

Faculty of Life Science & Medicine (FoLSM) and the Institute of Psychology, Psychiatry & Neuroscience (IoPPN) retained their existing approach and embedded expertise.



Faculty EDI Committees set out their visions for the future

The development of the Equality, Diversity & Inclusion Partnerships & Projects team has increased resource and support that has enabled all faculties to set EDI priorities for the future. As many of our faculties have well-established committees, we highlight those faculties that have made new strides in creation and development of EDI infrastructure this year.

NMPC develop a new action plan for 2020-2023 led by Dr Emma Briggs and Dr Sabrina Bajwah

Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (NMPC) launched their new faculty EDI committee structure in 2020. The committee is chaired by Dr Emma Briggs, Senior Fellow HEA, Lecturer in Nursing Education, and Dr Sabrina Bajwah, Clinical Senior Lecturer and Honorary Consultant in Palliative Care.

In consultation with staff and students, the committee has co-developed its vision, values, and a new EDI Action Plan for 2020-2023. The plan includes ten priority areas is based on faculty data (students and staff), D&I staff survey, Athena SWAN action plans, faculty strategic review and current EDI activities.



Dr Sasha Scambler is appointed EDI Committee Chair and Academic Lead for FoDOCs

Dr Sasha Scambler has been appointed chair of the EDI Committee. Dr Scambler has demonstrated her commitment to equality, diversity, and inclusion throughout her career affording her the position of Senior Lecturer in Sociology. Dr Scambler has a keen interest in disability accessibility - ensuring that the classroom and workplace are accessible to all.

FoDOCS EDI Committee has committed to focusing on fostering a culture of collaboration, respect, and support across the faculties staff and student community; to address the BAME and disability attainment gaps, and to tackle the under-representation of marginalised groups within their staff and student bodies.



SSPP establish a new EDI committee and workstreams led by Professor Bronwyn Parry

Social Science and Public Policy have established their Faculty EDI Committee chaired by Professor Bronwyn Parry, Head of the School of Global Affairs that meets monthly and has six workstreams; (Decolonisation, BME Attainment, Bullying & Harassment, EDI Culture, Recruitment & Progression, Disability Inclusion), which each has a leader responsible for defining the scope. The committee ran a successful EDI World Café discussion with over 70 professional services attendees.



Dr Helen Coulshed is appointed EDI Committee Chair for NMS

Dr Helen Coulshed MSci PhD MRSC FHEA, Lecturer in Chemical Education, has been appointed Chair of the NMS Equality, Diversity & Inclusion Committee. Dr Coulshed has a longstanding commitment to increasing equity of experience for staff and students. With over seven years' experience as a STEM outreach ambassador, Dr Coulshed has previously led the Chemistry's Athena SWAN self-assessment team and was a co-creator of the highly successful *Professional Skills for a Globalised World* interactive online module.

The Faculty EDI Committee has decided on three priorities for the year, transforming staff recruitment, enhancing student voice and representation, and building an inclusive environment to reduce the BME attainment gap.



Key Performance Indicators

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. These EDI KPIs are set annually with progress monitored by our [Council](#).

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

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

Black and Minority Ethnic (BME) staff representation

Our BME representation in academic roles is above the sector average and our future targets will move us closer to the upper quartile. Our data on BME representation in Professional Services show 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 a leader in sex and ethnicity inclusion.

We need to aim higher, as our student body becomes increasingly diverse there is ever greater need for our staff body to be more representative. We know through our Race Equality Chartermark Self-assessment that while the 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 fully captured in KPIs.



Black and Minority Ethnic (BME) Female Staff

In 2019 we developed a KPI which looks at the representation of Black and Minority Ethnic women in our workforce.

- The proportion of female BME Academic staff at King's for 2018/2019 stood at 10.1% of the staff population, which is the same as the London University benchmark. From this baseline, we have introduced a target of a 0.5% annual increase which will be continually monitored.
- The proportion of female BME Professional Services staff at King's for 2018/2019 was 13.1% of the staff population, which is 0.4% below the London University benchmark. From this baseline, we have introduced a target of a 0.2% annual increase which will be continually monitored.

Gender representation in senior levels, for Academic and Professional Services Staff

Our data shows we continue to be above the Russell Group benchmark average and have been increasing the representation of senior female staff each year.

- Senior academic female staff are above target by 0.3%.
- Professional Services staff are above target by 1%

Gender and Ethnicity Pay Gaps

In Vision 2029, we make clear we want to ensure that everyone, no matter what background, has equal opportunities as part of the King's community. A diverse, fair, and highly inclusive environment is good for all at King's and our wider community. Pay gaps are an indicator of the balance of representation of staff in roles at different levels across King's.

We are pleased to say that, for 2019, the overall mean gender pay gap reduced to 17.8%, dropping 1.2% from the 2018 figure of 19%. Nonetheless, 17.8% is still a significant figure, and the ethnicity pay gap of 13.2% remains largely unchanged. We must seek to understand both the sources of the gaps and how we create the conditions to close them. The direction of travel is certainly positive, which is an endorsement of the steps we have been taking, but we cannot afford to be complacent.

Brent Dempster, the Director of HR, commissioned research to understand the management practices, reward and recognition processes that influence occupational segregation. The findings of this report have informed our EDI practice and the development of our Athena SWAN institutional action plan and submission for November 2020.

Improving Workforce Quality Data Collection

As part of the HR Transformation, EDI partnered with our staff networks to support HR Digital Services to implement the new King's HR system. EDI sought best practice advice to align data categorisation and recommended wording for questions from the Higher Education Statistics Agency (HESA), Advance HE, Office for National Statistics (ONS) and Stonewall.

All staff can now access, input and update their data, including the use of preferred names and gender-neutral titles for our trans and non-binary staff. Supported by a College-wide communications campaign, the new system moves away from manual processing. This produces a higher standard of accessible data. This data is hosted on our innovative Equality, Diversity & Inclusion Power BI dashboards, first introduced in 2018. The dashboards provide evidence that underpins our EDI strategy, and are available to all staff including our faculties and directorates, for developing their action plans across the College and undertaking equality analysis.

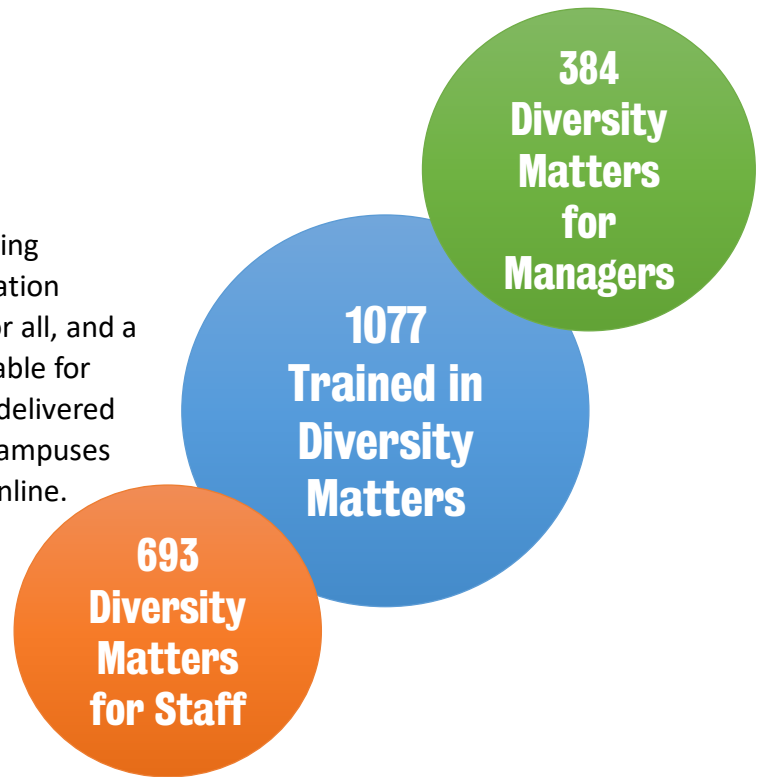


Workforce Development and Culture

Workforce Development and Culture

Diversity Matters

Diversity Matters is our flagship training product for King's staff, with a foundation Diversity Matters session available for all, and a Diversity Matters for Managers available for managers and supervisors. Both are delivered at least nine times a year across all campuses or, since the coronavirus outbreak, online.



Trans Matters

Trans Matters is a training session for staff teams and departments designed to provide knowledge and understanding of trans identities and how to support colleagues and students. The session was previously delivered in person in small groups, but this year the training has been adapted to be delivered online and much larger groups have been able to engage in the session. The training explores key terminology, the UK legislative background and the use of inclusive pronouns. Space is provided throughout the session for questions and attendees are also encouraged to think about their individual and collective actions going forward based on what they have learnt. Since the start of the training in 2017, 312 people have been trained, with a large part of those attending the larger online sessions in 2019/20. These included 45 people from the Faculty of Arts and Humanities and 42 staff members from Nursing, Midwifery and Palliative Care.

Stellar HE

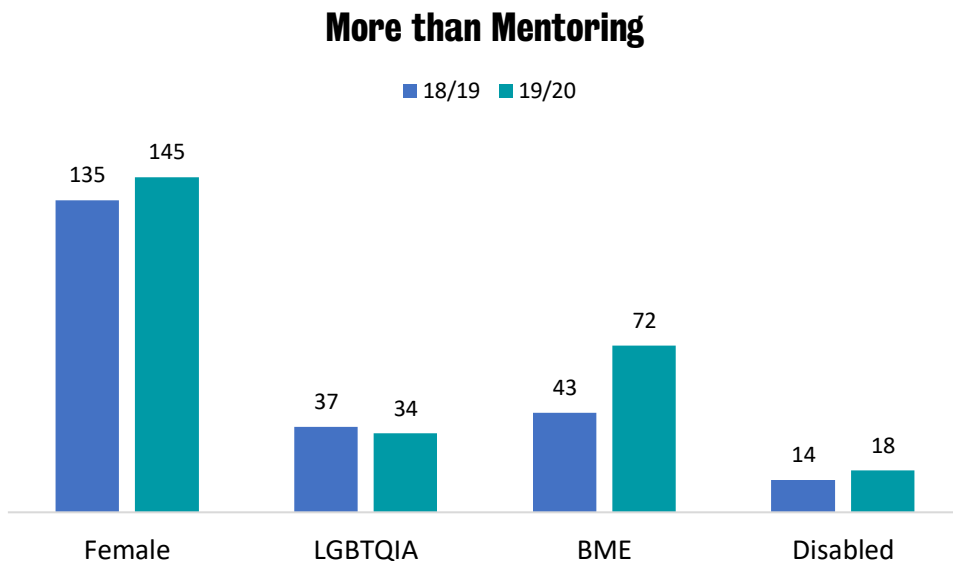
Stellar HE is a leadership development programme for Black and Ethnic Minority people; the programme aims to foster and unlock unique leadership qualities in both academic and professional services staff. In 2019, King's invested in three Stellar HE places for professional services colleagues. Following the success of this initial cohort, with positive results and feedback, the university invested in a further three places for academic staff in the 2020 academic year. For the first time, this investment was part-funded by academic faculties, with staff participating from IoPPN, Law and NMPC.



More than Mentoring

In 2019/20, *More than Mentoring* scheme saw its second year. The scheme aims to provide mentoring which goes beyond the usual frame of a mentoring relationship, alongside focusing on professional and personal development it offers opportunities to develop networks and to be a part of a community.

The scheme is aimed at addressing issues of underrepresentation among those that identify as BME, disabled, women and LGBTQ. Following a successful transition online, the scheme will be delivered virtually in 2020/21.





Dignity at King's

The Dignity at King's programme grew from the original *It Stops Here* student campaign against sexual harassment, led by KCLSU in 2015. 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.

To capture the increased reach, scope and adapted aims of the work we established the Dignity at King's programme in 2019. Dignity at King's reaches across the College, seeking to align the It Stops Here communications and engagement campaign with policies, processes, and training to incorporate a high quality, trauma-informed, preventative, and responsive approach to bullying and harassment for our whole community.

Dignity at King's brings together our staff facing services and student facing services to use agreed terms and protocols, [enable reporting](#), collect information consistently, and continually improve institutional activity around eliminating bullying and harassment. Our student-facing activity also includes training and the prevention-focused [Consent Matters online module](#), and the response-driven Active Bystander workshops.

Dignity at King's - Bullying and Harassment Policy

Over the past year and a half, there has been a review of King's conduct and performance regulations for academic staff. The regulations as they stood were outdated, not always in alignment and unwieldy. As part of this EDI has led on the development of a university-wide policy on bullying and harassment to replace the Dignity at Work – Statement of Commitment, a document that was not sufficiently robust and that has not been implemented effectively in the past.

In November 2019, EDI began research to inform the policy, using sector reports, and policies from HEIs and the public sector. Through several rounds of consultation with stakeholders across the College, the Policy is now in its final stages of approval ready for publishing in the new academic year.

Developing this policy provides the foundations to properly reflect the importance of an organisational-wide commitment to tackling bullying and harassment in all parts of our community and creating an inclusive environment.

The Bullying & Harassment Policy describes what a good environment looks like, defines conduct that is not acceptable and speaks to the responsibility of all members of the King's community to foster and develop an inclusive environment. Importantly, it also makes clear that managers and senior leaders need to engage with people, behaviour and problems as they arise to foster an inclusive environment and enforce the implementation of the policy.

This establishment of a policy is a significant step for Dignity at King's.

We must also recognise that by reaching a point where the policy needs to be invoked and related disciplinary or grievance measures are taken as a result, we have most likely already failed in some ways. Once the policy is established there will be a programme of activity to embed the policy and develop appropriate training and guidance



Guidance for Managers

Organisational Development colleagues, in partnership across King's produced guidance for managers in dealing with allegations of bullying and harassment.

[The guidance](#) includes a combination of example scripts to guide conversations, suggestions for managing emotions and signposting to resources. This practical resource supports managers in assisting their staff, encouraging prompt resolution of issues as and when they happen.

Confidential Advisors

The Faculty of Life Sciences and Medicine Development, Diversity & Inclusion team launched the *Confidential Advisors* for staff and PhD students in the Faculty. The Advisors are trained staff who can provide one-to-one support, signposting and impartial listening service for colleagues who experience or witness bullying & harassment.

Code of Conduct and Considerate Online Communications

The Institute of Psychiatry, Psychology & Neuroscience (IoPPN) developed a Code of Conduct for the faculty, aiming to foster diversity in perspectives, approaches, research, and education. Nearly 200 staff and PhD students have digitally signed, publicly recording their commitment to creating an environment where staff and students can thrive.

Following the move to remote and home working for many staff, IoPPN supported the Code of Conduct by producing additional guidance for Considerate Online Communications and Engagement. The guidance provides information on practical steps staff can take when organising, chairing, and participating in online meetings to ensure the needs of others are fully considered.



Religion & Belief

Religion & Belief

Religion and Belief Policy

Attention to the religious and cultural needs of staff and students can contribute to their feelings of belonging and wellbeing. Therefore, religion and belief are important considerations for our diverse community. In collaboration with colleagues from the Dean's Office, we are developing a new religion and belief policy and accompanying guidance document. This document will clarify important aspects concerning religion and belief. The policy is under consultation and due to be published in 2021.

Office for Students Catalyst Projects

In 2020 EDI completed a series of successful projects with a focus on religious communities and religiously motivated hate. These projects were funded from a £50,000 grant from the Office for Students, match funded by King's.

The catalyst funding presented an exciting opportunity to build on the work already established around prevention and responses to bullying and harassment – to recognise the needs of religious communities within King's, particularly focusing on incidents of antisemitism and Islamophobia.

Some key outputs from this catalyst funding were *Disclosure Response Guidance* to support staff to appropriately handle student disclosures, [an animated video](#) addressing hate crime, promotional materials, and an insightful data-driven report. The report examined the barriers to reporting and community cohesion for religious students and was the product of a research project that was led, written, and produced by student interns.



The Reverend Dr Ellen Clark-King appointed as King's First Female Chaplaincy Dean

The Reverend Dr Ellen Clark-King has been appointed as the new Dean of King's College London. Dr Clark-King is the first woman to take the role in King's 191-year history and will start in December 2020. Dr Clark-King has degrees in History and Christian Spirituality and specialised in Practical Theology and Feminist Spirituality for her PhD with a thesis on Feminist Theology interrogated by the voices of white working-class women.

Following ordination in 1992 and a curacy in the Diocese of Hereford, Dr Clark-King's next role was as Chaplain and Fellow at Sidney Sussex College, Cambridge. Since then she has undertaken faith, spiritual and educational roles in the UK, Canada, and the US, most recently as Vice Dean and Canon for Social Justice at Grace Cathedral.

The recruitment process and panel for the Dean's appointment was supported by the Equality, Diversity & Inclusion team.



Workforce Representation

Workforce Representation

Race Equality

As a globally diverse organisation, the university recognises the toxic impact of racism on our student body and workforce. Throughout 2020, we have worked closely with our students, their representatives, and the staff Race Equality Network to provide support to those experiencing the trauma of racism.

Our research shows that King's has made progress on race equality:

- 52% of King's home, undergraduate student body identify as Black and Minority Ethnic, reflecting a 10%-point increase since 2014/15.
- 14% of our most senior professional services leaders identify as Black and Minority Ethnic, reflecting a 10%-point increase in representation since 2014/15.
- The university has halved attainment gaps (by ethnicity) at 1st and 2:1, down to 5% from 12% in 2014/15.

This year we have engaged more staff, students, and leaders in our race equality work than ever before. Over the year we have:

- Engaged 180 of King's most senior leaders in the university's first Race Equality Leadership Summit, specifically addressing issues of race and racism within the university.
- Drawn together Professional Services Executive leadership to discuss and address issues of racial inequality in our workforce.
- Fostered and launched a staff Race Equality Network, providing sponsorship and investment.
- Supported an ongoing programme of town hall fora across our faculties and directorates, following up on June's Race Equality Leadership Summit and engaging staff and students with issues of race locally.
- Held nine Conversations about Race across seven faculties, with almost 200 staff and student attendees, aiming to foster a greater sense of belonging for Black and Ethnic Minority students.
- Celebrated Black History Month, including an annual, College-wide address from Professor 'Funmi Olonisakin and the inaugural Annual Harold Moody Lecture.
- Published pay gap analysis by ethnic group, alongside statutory gender pay gap reporting.
- Removed statues of Robert Clayton and Thomas Guy from public view, in alignment with guidance from the Mayor of London's commission.
- Completed a Race Equality Charter self-assessment, to audit, measure and accredit our progress and commitment towards race equality for staff and students, submitted July 2020

Workforce Representation

Despite our progress and rigour, King's has a significant way to go. Our histories and legacy are far-reaching and complex. Challenges persist for to eradicate race equality at King's, these are:

- Continuing to increase the ethnic diversity of our senior leaders (academic and professional services).
- Supporting staff and students to sensitively discuss race and racism.
- Support for staff and students to identify and report racial microaggressions, and for King's to act appropriately.
- Continuing to close attainment gaps and to develop inclusive curricula.

In 2020, the President & Principal reaffirmed his vision to become an actively anti-racist university and to eliminate racism and discrimination on campus. This is underpinned by our strengthened Race Equality Action Plan. The 2020 plan builds on previous iterations (2015, 2017, 2019), has SMART goals and responsible officers stretching across the staff and student lifecycles.

Action on Race Equality: Exploring King's Colonial History

Dr Liam Liburd has been appointed as a Lecturer in Colonial and Postcolonial British History at King's College London. Following King's commitment to further race equality, Dr Liburd will be developing a module in Postcolonial British History. He completed his PhD entitled *The Eternal Imperialists: Empire, Race and Gender on the British Radical Right, 1918-1968* in February 2020. His broader research interests are in British political and cultural history and the history and afterlives of the British Empire.



Forums, Surveys and Consultations about Race

FoLSM held several forums and events exclusively for Black and Minority Ethnic staff, in addition to events for all Faculty staff to openly discuss race equality and racism with other colleagues from the Faculty.

NMPC held two conversations about race, one for students and another for staff, to enable members of the faculty to share their experiences and their concerns. These conversations have informed leadership decisions, local action, and the EDI action plan.

A&H set up a survey for all A&H professional service colleagues. The survey is designed to collate views and experiences on race and racism within the Faculty, as well as diversity and inclusion more widely. The findings from this survey will inform later actions plans to tackle racism within the Faculty.

IoPPN has been promoting Race Discussions for the last five years and in the last year IoPPN has:

- Released the Race Discussions Toolkit which aims to provide skills and knowledge that ensure staff and students of all races and ethnicities and at all levels feel confident to engage in Race Discussions.
- Increased frequency IoPPN Race Equality Network meetings to recognise staff and students' desire to discuss race and identify actions to address the underrepresentation of Black students and staff. These are regularly attended by Executive Dean, Professor Ian Overall, who has set out his commitments to address racial inequality.
- Held three Open Forums (one Staff, two students focused) and departments have also been regularly holding discussions and have started to implement identified actions.
- Supported initial [Black Students Talk](#) sessions that provide safe, supportive and therapeutic spaces for Black students to meet, share, learn, and manage our mental health and wellbeing at university which is now being delivered by KCLSU.

Knowledge Beats

The Faculty of Life Sciences and Medicine developed and launched the [Knowledge Beats](#) development, diversity & inclusion workshop series. The series covers a range of topics including Microaggressions, Inclusive Language & Intersectionality, and compassionate and engaging line-management. Targeted at Health faculties, the workshops have been a significant success, often reaching full capacity with additional demand from outside of the faculties. Recordings are accessible on the Community Engagement Corner for staff across King's to view at any time.

The Arts & Humanities researchers rethinking King's approaches to Black Lives Matter

In August 2020, The Arts & Humanities research team awarded six collaborative grants to scholars from across the Faculty engaging with Black Lives Matter and forms of anti-Asian racism connected with the global pandemic.

The funding stream formed a rapid response to the growing urgency of Black Lives Matter protests in the wake of police killings of Breonna Taylor in March and George Floyd in May 2020. Inspired by student leadership in anti-racism initiatives, the research team opened these grants to undergraduates and postgraduates as well as staff.

Nineteen excellent projects were received, of which six went on to receive funding. The awardees from German, Philosophy, Mathematics, Culture, Media and Creative Industries, English and Film are drawing on creative practice, workshops, qualitative interviews, curriculum reviews and collaborative partnerships to explore ways to resist and rethink racism at King's and beyond.

Race Equality Network

The Race Equality Network (REN) chaired by Jennifer Agha Innamaa and VJ Sidhu has organised focus groups for the Black Community and East/Southeast Asian Community. The groups meet for coffee mornings which provides members with a safe and supportive space for members of the community to discuss their experience and share resources with each other.

REN marked the UK's first South Asian Heritage Month (18 July – 17 August) with a university-wide campaign highlighting the achievements of South Asian colleagues and celebrating their heritage. The celebrations were capped off with a performance by Indian Santoor maestro and composer Abhay Rustum Sopori.

Events from the network this year included supporting the Race Equality Leadership Summit on Race, and several community events to recognise important days and relevant issues. These included: Windrush Day with Patrick Vernon OBE; Modern Slavery with Debbie Ariyo OBE; Harriet Tubman Day, with her family descendants – Dr A.J. Brickler III and Dr A.J. Brickler IV; The Black Experience Japan with Ranzo.



Gender Equality

Gender Equality

Gender equality continues to be an international priority, and we have a part to play in understanding the global picture as well as eliminating gendered barriers within the university.

The Global Institute for Women's Leadership has published *Essays on Equality: Covid-19 edition*, an insightful reminder that adverse environments have a disproportionate impact on underrepresented and disadvantaged groups. We know that globally decision-makers are overwhelmingly male, that frontline health and social care professionals are majority women, and that additional burdens around unpaid caring responsibilities tend to fall to women.

The coronavirus pandemic has shown us how quickly, and how much we can change in a short space of time. Many of our staff continued to work productively in new, flexible, and digitally connected ways, moving towards our ambition of 'flexibility by default'.

King's has invested in understanding, overcoming, and eliminating barriers to gender equality via the mechanism of our institutional Athena SWAN action plan. In 2018/19 academic year we:

- Completed the Working Families Self-Assessment
- Ran two funding rounds for the Parents' & Carers' Fund
- Supported 10 awards from the Carers' Career Development Fund
- Commissioned independent pay gap research
- Conducted significant self-assessment to understand gender equality at King's
- University-wide qualitative engagement through Discovery Cafés
- Conducted the Qlearsite Staff Engagement Survey
- Led a cross-university gender equality engagement exercise for all directorates and faculties
- Initiated menopause and menstruation policies

Elevate: Gender Equality Network

This year, Elevate re-launched with a new committee chaired by Chiara Balosetti and Rachel Stockey. The network delivered a range of successful online events throughout lockdown including: coaching; understanding King's Athena SWAN; hosting the Global Institute for Women's Leadership; and Career Planning. Elevate also joined forces to deliver a thought-provoking panel event in collaboration with LSE, UCL and City university which had over 90 people in live attendance. Behind the scenes, Elevate are developing a new website for their members and are working on a strategy for male allyship across the university.



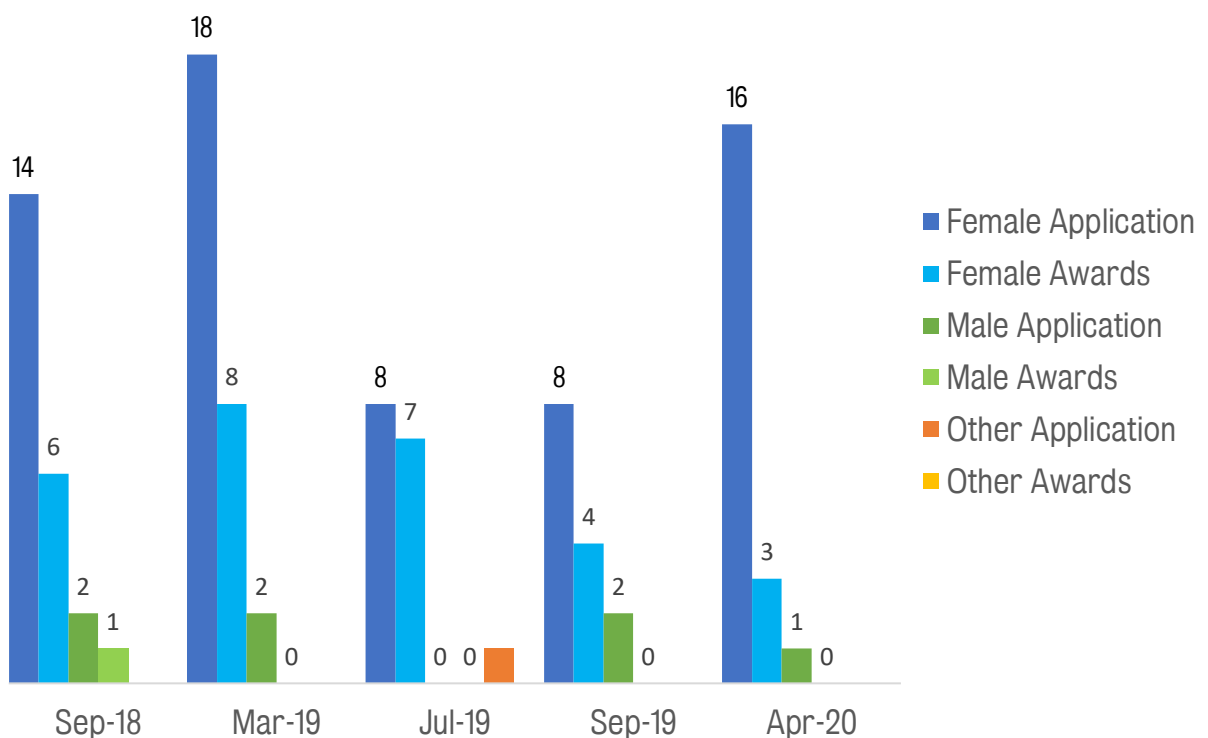
Parents & Carers Fund

The Parents' & Carers' Fund (PCF) is one of our Athena SWAN initiatives, a positive action scheme designed to mitigate the impact that career breaks might have on academic career progression. Established in 2014, the Fund supports King's academic and research staff 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 funds are awarded based on the decision of the PCF panel which is made up of academic and professional services staff from across King's. This year representation in the panel was improved further, ensuring members were from across the faculties and at different levels of seniority. In the 2019/20 academic year, seven awards were made over two application rounds. Due to the disruption of the pandemic and the Wellcome Trust's review the summer panel was postponed. We hope to reinstate the PCF in 2020/21.

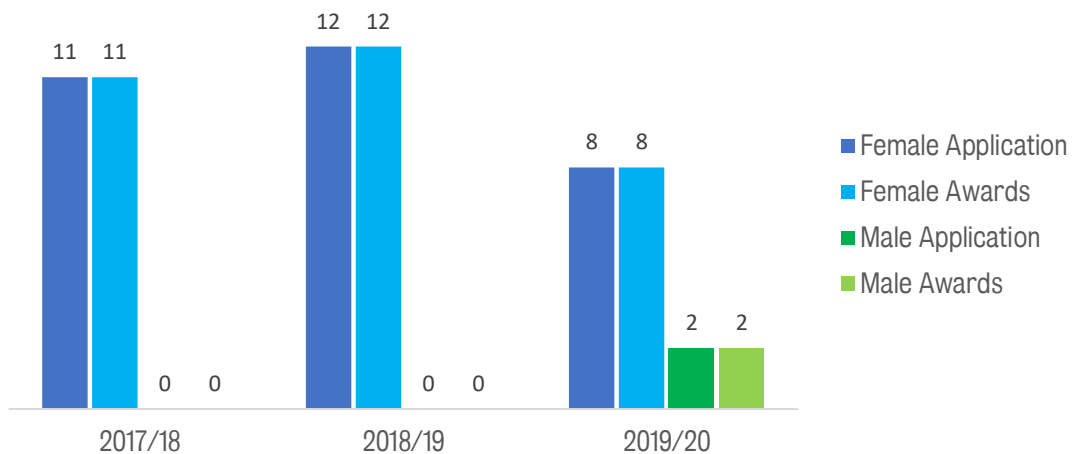
Parents and Carers Fund Applications and Awards by Gender



The 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 because of attending conferences or career-enhancing training. Since its launch in 2017 the CCDF has been able to provide awards for all applications.

Carers' Career Development Fund Applications and Awards



Working Families Benchmark

As part of our work towards gender equality, King's has undertaken the Working Families benchmark for the first time this year. The Working Families benchmark is a tool to measure all aspects of flexible working and work-life policies and practice. It is designed to evaluate how well these are integrated into an organisation's values and culture and has a specific focus on parents and carers.

As a result of this assessment, we have audited our flexible working and work-life policies and practices, and from the results, we will be able to understand how King's compares to other HEIs and outside of sector organisations. The results, reported to the Athena SWAN Leadership and Action group, will be factored into our gender equality work, particularly around flexible working.





NEST: Network to Engage, Support and bring Together Parents and Carers

The Parents & Carers network has had a busy year. In March 2020, the network rebranded to NEST (N)etwork to (E)ngage, (S)upport & bring (T)ogether Parents & Carers at King's. The new logo, developed by Sarah Mander, reflects the ethos of our network to be one of supporting members as they seek to balance caring responsibilities with work commitments. The team has expanded welcoming colleagues to form a committee to help support NEST members. We have held regular meetings since January 2020.

As we moved to work from home, there was undoubtedly concern from members about how they would manage to continue working in a climate where care for children and other dependents was suddenly upended. NEST played a vital role in advocating at senior levels of College to ensure that parents' and carers' voices were heard and we were pleased by the core message circulated that **'family comes first so just do what you can during normal working hours'**.

NEST co-chairs have also continued to play an active role in the College's Flexible Working Group and supported the Flexible Working Survey, which ran from January until April 2020, and was designed to capture experiences, good or bad, of flexible working from colleagues across the College. The survey received almost 1000 responses and it has contributed to the College's Athena SWAN Silver award submission, the Working Families benchmark, and will continue to inform any other initiatives to support flexible working for all staff at King's.

Before lockdown and the move to working from home, the network held several in-person events and kicked off the academic year in October 2019 with a joint event with Proudly King's, 'What is a Family in 2019?'. The event provided the opportunity to challenge the notion of a 'traditional' family unit and we opened with Professor Laura Gowing providing an account of the social-historical perspective of a family, as well as sharing her own experiences.

Audiences were privileged to hear from colleagues who kindly shared their experiences of diverse family units, ranging from blended (step), lone-parent, same-sex, adopted, and multi-generational families.



Workforce Representation

In December 2019, NEST joined forces with Elevate hosting a craft and catch-up lunchtime drop-in session in the busy run-up to Christmas. This allowed members of both networks to relax and unwind while engaging in some craft activities.

As in previous years, NEST continued offering monthly drop-ins, rotating campuses. From April 2020, these sessions moved online where they continued to provide a safe space for members to discuss a range of issues. With the shift to working remotely, the online community became a hub of activity with Yammer providing a crucial platform for the committee to share key developments and resources with members and, perhaps more importantly, for members to communicate with each other in a time of uncertainty.

A wonderful initiative set up by the newest committee member, Jessie Hardcastle, was the Junior Book Club. This ran weekly from March until May 2020 and provided a time for those with under 5s to connect online with their children for a book reading, offering light relief during the day and at a time when many children were at home.

The move to remote working did not deter NEST from its commitment to supporting our carers and, once again, the network marked Carers UK Carers Week (8-14 June 2020), this year's theme was 'Making Caring Visible'. Over four days during this week, NEST published stories on the [EDI Diversity Digest blog](#) from four carers from King's as part of our way to make carers from our community visible. The pieces were powerful testaments to the role of carers and how many of us take on these extraordinary selfless duties but lack the support and recognition. This week allows us time each year as a community to recognise them and reflect on how we can best support those carers around us.

Thank you to all the *What is a Family in 2019?* Speakers and Carers Week Contributors:

- Dr Ellen Hallams, Senior Lecturer in Defence Studies Education
- Dushyanthy Pillai, Doctoral Research Student
- Hemali Patel, Head of Entrepreneurial Engagement
- Isobel Ige, School Programmes Manager (Undergraduate)
- Kirsty McLaren, Widening Participation Officer (Regional Outreach and Discrete Groups)
- Martha Clarke, Events and Communications Officer
- Our Anonymous contributor
- Pam Mellen, Research Software Project Manager,
- Professor Laura Gowing, Professor of Early Modern History
- Robin McIver, Chief Operating Officer (Arts & Sciences Faculties)
- Sarah Guerra, Equality, Diversity & Inclusion Director



**Lesbian, Gay, Bi, Trans, Queer+
Equality**

Lesbian, Gay, Bi, Trans, Queer+ Equality

King's is committed to providing outstanding research and teaching environment which is underpinned by equality, diversity, inclusion and opportunity for all members of the campus community, including our lesbian, gay, bisexual and trans community.

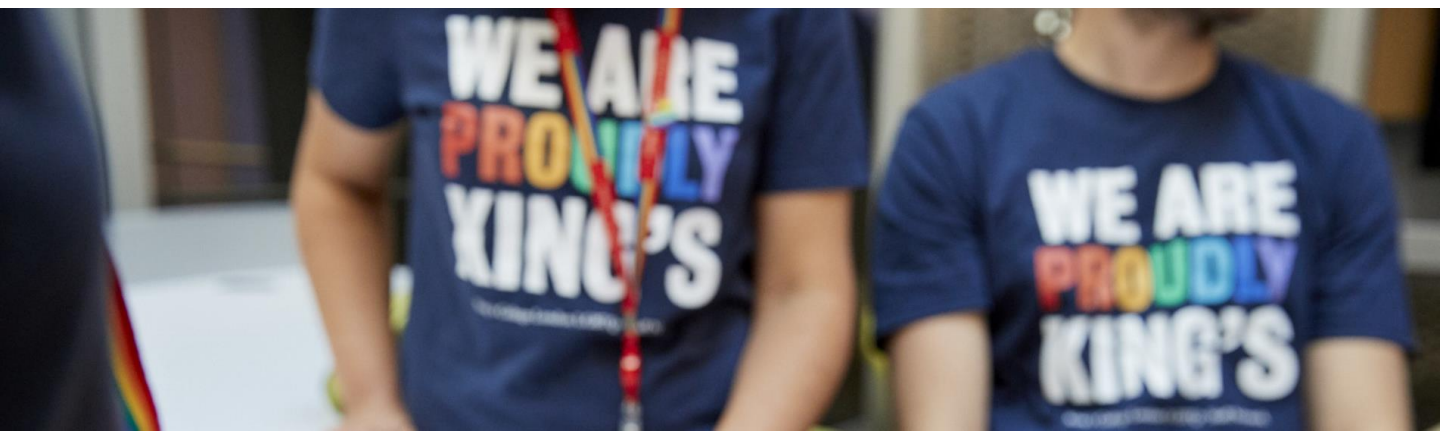
King's became a Stonewall's Diversity Champions member in 2016. Stonewall runs the Workplace Equality Index, a cross-sector benchmarking self-assessment for organisations to gain an insight into how LGBTQ+ inclusive their policies, processes and practices are. We completed our first Stonewall Workplace Equality Index in 2018, placing 263. Stonewall particularly praised our Trans Inclusion guidance. We had intended to submit in 2020 but due to the challenges that many employers are faced in response to the coronavirus Stonewall did not run the index this year. We aim to participate in 2021.

Proudly King's

This year Proudly King's have quickly adapted to continue connecting and supporting LGBTQ+ staff through a range of events and initiatives.

Highlights include:

- *Proudly Pod*, a podcast discussing vital issues in LGBTQ+ culture. The podcast is available on Spotify and new [episodes are published regularly](#).
- A pioneering Virtual Pride event for King's staff, students, and alumni, featuring special guests including Ru Paul's Drag Race UK contestant, Vinegar Strokes, and 'Queer's Got Talent' winner Jason the Smoking Area Boi.
- A buddy system linking up members of the King's community to meet one another and chat informally, supporting each other during coronavirus restrictions.



Workforce Representation

GENDERS Shaping and Breaking the Binary – Science Gallery London

GENDERS presented a playful and kaleidoscopic view of genders and its relationship with science, as well as factors like class, culture, race, age and sexuality. The season aimed to open conversation through personal perspectives on and beyond the female and male binaries. Drawing on the latest research from King's College London, the season examined ideas of gender today.

The exhibition featured artworks, scientific research and collaborative projects, and invited audiences to interact with and speculate upon the factors that shape our behaviour and our understanding of genders.

Science Gallery London aims to offer a safe space to discuss, debate and connect with others on this most personal of subjects. Behind the scenes, Science Gallery London staff undertook Trans Matters training with EDI in preparation for the season to build confidence and capability in discussing issues of trans, non-binary and gender identity.



Queer@King's

The Queer@King's research group conducts pioneering research in the areas of gender, sexuality, and society, and contributes to the wide variety of teaching modules on gender and sexuality across King's. The Centre is directed by Dr Sebastian Matzner, Senior Lecturer in Comparative Literature, and is made up of a community of students and scholars who ally and advocate queer activism, art and community work.

In October 2019, ParaPride became the first-ever activist-in-residence at Queer@King's, funded by the Arts and Humanities Research Institute. ParaPride is the first official charity focusing on the connection between the disabled and LGBT+ communities – they believe everyone is entitled to engage with the LGBT+ community and in doing so, they actively champion inclusive activities which are accessible and open to everyone.

From Disability Month (November 2019) to LGBT History Month (February 2020), Queer@King's held a creative competition open to all current KCL students interested in the intersection of queer politics and activism in the academy. They invited students to find a creative form in which to respond to the theme: "Dis-labelled: Inclusion in Society".

The creative contribution could be anything: an acoustic piece, a video or short film, a collage, a poem, a creative piece of prose. [Poetry took the crown](#), with the winning piece 'The Persistence of Memory', a poem by Priyanka Moorjani, and the runner up, also a poem, 'GRADE', by Joshua Klarica.

In February 2020, Queer@King's and ParaPride launched the first fully accessible Winter Carnival in partnership with the Stratford Arts Centre, marking LGBT+ History month. The Carnival was the biggest showcase of disabled queer talent to ever take place in the UK, bringing together a host of international superstars and beginners alike who took to the stage.

Through the residency, ParaPride will be able to connect with King's students, researchers and make use of King's world-class facilities to help create a broader impact in addressing the needs for more inclusive LGBTQ+ spaces.



Disability Inclusion

Disability Inclusion

Disability Inclusion and Digital Accessibility

As we move into the second year of implementing our disability inclusion transformation, it is clear King's has taken positive strides in its approach and embedding of disability inclusion. The Disability Plan developed in 2018/19 focusses on four areas:

- Leadership, Governance & Culture
- Policy, Process & Procedure
- Local Experience
- Data, Outcomes & Evaluation

In 2020, we have made significant progress in areas relating to Leadership, Governance and Culture and Policy, Process and Procedure, moving from being reactive as an institution to being more proactive. Areas where we see success include:

- Board level mandate - disability is part of King's diverse identity and there is a demonstrable commitment to inclusion.
- Equality Analysis used to pro-actively consider disability-related impacts when rolling out a policy, project, or before procurement of a service/product.
- Commitments to go 'beyond compliance' using inclusive design principles with the consultation of service users.
- Accessible information resource/guidance available and used by the majority. Of content creators



Digital Accessibility

In 2018, the government introduced new regulation in this area. These regulations (the Public Sector Bodies (Websites and Mobile Applications) (No.2) Accessibility Regulations 2018) direct that all digital platforms and content are accessible to people with disabilities.

A Digital Accessibility Programme Board, sponsored by College Secretary, Irene Birrell, Chief Information Officer Nick Leake and Director of Corporate Communications, Annabel Chalker, is chaired by Sarah Guerra, Director of EDI with representation from across King's. The Digital Accessibility Programme Board was convened to oversee ensure sustainable compliance and provide embedded quality assurance.

Shifting our ways of working to primarily online meant our digital accessibility focus was critical. King's has prioritised digital learning and teaching and established several working groups to ensure this was developed and delivered in a strategic and aligned way.

Equality, Diversity & Inclusion have worked in proactive partnership providing consultancy support and expert guidance on in many areas including The Digital Accessibility Working Group, Blackboard Ally Project Board and the Learning and Assessment sub-group.

Over the last year we have:

- Created [Accessible Guidance for Content Creators](#)
- Developed accessible teaching materials and improved [King's branded templates](#)
- Secured an accessible IT future by amending the procurement process to ensure all future [procurement takes account of accessibility](#)
- Audited teaching and learning platforms in collaboration with CTCL, 28 high priority (i.e. high-volume student usage) platforms have been audited.



Access King's

Access King's is the Staff Disability Inclusion Network at King's College London. The network's mission is to be a conduit for access to support, communities, peers, advice, guidance, resources, and spaces. The network aims to bring positive change and improve opportunities for our network voice at the College.

This year Access King's, co-chaired by Abbie Russell and John Darker, launched with a panel discussion on Leadership. The network gained huge momentum, with a 200% increase in membership. Access King's ran a successful events programme with positive feedback, including online events, Purple Light Up and Disability History Month activities. With this success, the network appointed Dr Renuka Fernando as Senior Sponsor. Dr Fernando has supported Access championing for disability inclusion at senior meetings, including the review of the return to campus policy and development of individual risk assessment. Access King's also fed into the Return to Campus work, ensuring that messaging was clear, reducing anxiety and strengthening emphasis on safety and wellbeing.

ACCESS KING'S

King's Disability Inclusion Network



Dr Renuka Fernando,
Director of Strategy (Corporate)

Abbie Russell, Access King's Co-Chair Wins King's Inclusive Workplace Award

Abbie Russell, Engagement Officer in IoPPN, has played a pivotal role in enhancing the inclusion of disabled people at King's. Abbie undertakes significant responsibilities as a volunteer, including her work as a sustainability champion, safety representative and disability equality champion.

Abbie has developed a Disability Inclusion Working Group, supported the establishment of an IoPPN Neurodiversity Peer Network, and ensures disability features prominently in IoPPN and College-wide communications such as newsletters, events, and social media.

As the Co-Chair of Access King's she has organised drop-in sessions, arranged assistive software training and promoted panel and discussion events on neurodiversity.



Evaluation and Recognition

Evaluation and Recognition



Race Equality Charter Mark

The Race Equality Charter (REC) aims to improve the representation, progression and success of minority ethnic staff and students within higher education. It provides a framework through which institutions identify and self-reflect on organisational and cultural barriers which affect BME staff and students.

In July 2020, King's College London submitted a new application to the REC. The application appraises our progress since King's last Bronze award in 2015 and sets out an action plan.

Self-Assessment

Throughout the REC process, the Race Equality Leadership Action group (RELA) chaired by Professor 'Funmi Olonisakin and Professor Ben Bowling commissioned and analysed staff and student data and directly engaged 4.9k members of the King's community across staff, students, and community networks through a variety of consultation methods.

RELA was assembled by the EDI Function as a cross-university team comprised of colleagues from diverse backgrounds and professional and personal experience.



Prof. 'Funmi Olonisakin



Prof. Ben Bowling



Sarah Guerra



Alex Prestage



Erk Gunce



Abdi Ibrahim



Dominique Ganase



Kirsten Johnson



Michael Bankole



Lorraine Ishmael-Byers



Maija Koponen



Jennifer Agha



Naureen Abubacker



Priya Grant



Dr. Renee Romeo



Rebecca Brown



Prof. Sally Everett



Shaswat Jain



Safrina Ahmed



Tyler John



Athena SWAN

Most of our gender equality work is under the Athena SWAN umbrella. In 2018/19 academic year, Athena SWAN has been a top priority for EDI and King's, and significant work has been done to identify barriers to gender inclusion, design and plan interventions to reduce inequalities and to communicate the actions the university are taking.

King's has participated in the Athena SWAN Charter since its inception as a gender equality framework in 2005. Advance HE's Athena SWAN Charter covers women, trans staff and students (and men where appropriate) in:

- academic roles in STEMM and AHSSBL
- professional and support services

Concerning their:

- representation
- progression of students into academia
- journey through career milestones
- the working environment for all staff

Advance HE recognised the disruption due to coronavirus and offered extensions to those with awards expiring in 2020. There is disruption in the sector as well as large-scale changes planned to the Athena SWAN Charter. Following the recommendations of the Independent Review Panel in March 2020, Advance HE has agreed that the Charter will be developed to reflect the needs of HE. Consequently, the Athena SWAN Charter is in flux. King's remains committed to gender equality and will adapt to the changing accreditation and needs of the sector.



Bronze Awards

King's College London

Institutional level award (to 2021)

Faculty of Arts & Humanities

2 Departmental awards (to 2021 and 2021)

Faculty of Natural & Mathematical Sciences

1 Departmental award (to 2022)

The Dickson Poon School of Law

Faculty award (to 2021)

Faculty of Social Sciences & Public Policy

Department award (to 2023)



Silver Awards

Faculty of Natural & Mathematical Sciences

1 Department award
(Juno conversion to 2023)

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 & Palliative Care

2 School awards
(to 2021 and 2023)

All Health Faculties hold a Silver award

**64% of
Academics
and**

**29% of
Professional
Services
staff**

**work in an
area that
holds a
silver award**

Athena SWAN Self-Assessment

Throughout the Athena SWAN process, the Athena SWAN Leadership Action group (ASLA) chaired by Professor Evelyn Welch and Dr Martin Kirk commissioned and analysed staff and student data and directly engaged members of the King's community across staff, students, and community networks through a variety of consultation methods.

ASLA was assembled by the EDI Function as a cross-university team comprised of colleagues from diverse backgrounds and professional and personal experience.



Professor Evelyn Welch,
Provost & Senior Vice President
(Arts & Sciences)



Dr Martin Kirk,
Operations Director (Research &
Researchers)

The university Athena SWAN application is scheduled for November 2020. We will be aiming for a Silver award in recognition of the positive changes for gender equality at King's.

Through quantitative analysis, we have identified six measures where improvement is needed:

- Aiming for gender parity in student admissions in highly gendered disciplines
- Reducing gendered attrition through student pipeline (Undergraduate, Postgraduate taught, Postgraduate research)
- Reducing gendered attrition through staff career pipeline
- Moving towards gender parity in recruiting senior roles
- Equitably implementing progression, promotion, reward, and recognition for staff
- Enabling flexible working and support for staff returning from a prolonged absence (e.g. maternity and shared parental leave)

Based on the rigorous and thorough self-assessment, we will be targeting change in these key areas in our action plan:

- Recruitment and Selection, and Redeployment
- Flexible Working
- Recognition and Reward
- Line Manager Capability and Capacity, Management and Leadership
- Enabling Processes
- Celebration and Communication
- Culture
- Policies
- Research Staff Facing Actions
- Career Support
- Students

Our Athena SWAN action plan aims to improve the experiences of staff and students at King's, reducing gendered experiences, and reflect King's aspiration to be the highest quality employer and educator.

Stonewall Workplace Equality Index

As a Stonewall Diversity Champion, we have been progressing our LGBTQ+ action plan. The action plan was developed with Stonewall, following our Workplace Equality Index submission in September 2018.

It covers 10 areas of employment practice. This year we have:

- engaged our senior leaders as vocal and visible champions
- improved our data collection and gender recognition mechanisms for trans staff
- embedded trans equality into our gender equality (Athena SWAN) work
- reviewed policies to include gender-neutral language
- partnered with LGBTQ+ Network Proudly King's on an Ally development package. This work has included building a program of awareness and engagement materials for the King's community to take an active approach in being an LGBTQ+ ally.
- added LGBT inclusion into the Socially Responsible Procurement Strategy



Addressing Differential Student Outcomes

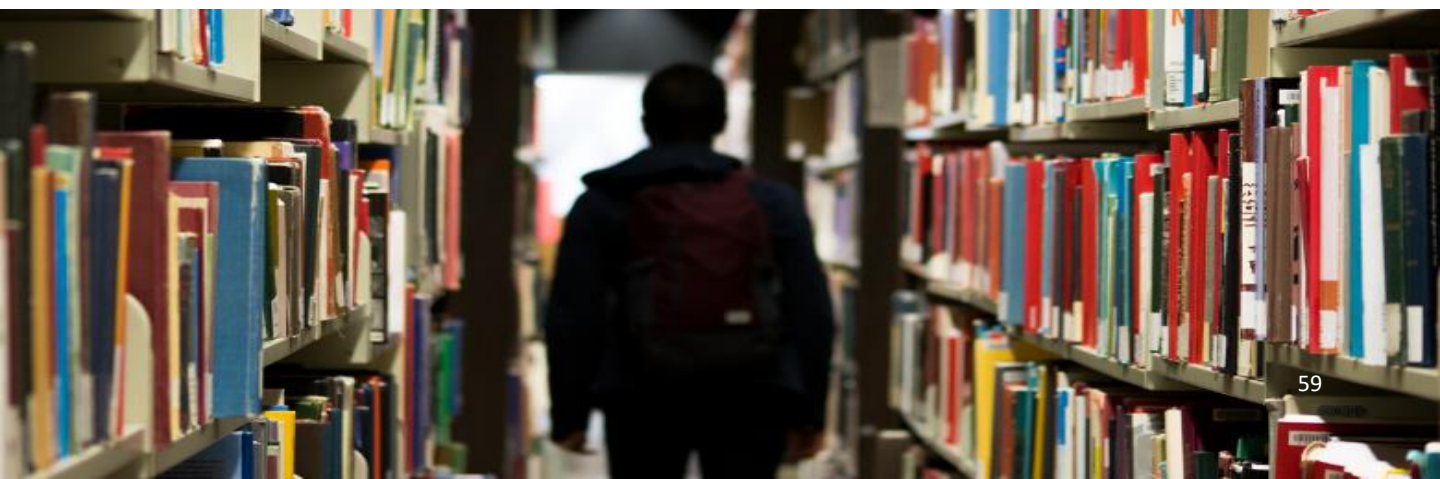
Addressing Differential Student Outcomes

EDI partners with and supports Education and Students, the Student Success & Social Mobility Directorate, and our faculties, to address differential student outcomes. This includes partnering with the Student Outcomes Service to close the undergraduate BME attainment gap at 'good' degree and first-class levels, the implementation of a university-wide network of Inclusive Education Partners (academic & student staff) and running *Conversations about Race*, to increase student belonging. Colleagues also run faculty and school-level initiatives, a highlight of which is the *Bridging the Attainment Gap—A Pathway to Equality in Healthcare* project, funded by the King's Together Multi and Interdisciplinary seed fund.

Bridging the Attainment Gap—A Pathway to Equality in Healthcare

An imbalance in the attainment of students from marginalised groups across some Health Schools suggests the existence of inequality in healthcare professional education. To address this, a team led by Dr Shuangyu Li, Centre for Education, and Dr Heidi Lempp, School of Immunology & Microbial Sciences, FoLSM, won the Autumn 2019 round of the King's Together Multi and Interdisciplinary seed fund. The consortium aims to steer away from the dominance of the deficit model and offer new approaches through a coherent research strategy, enabling them to become a leader in research that strengthens the equality and diversity within health education, health workforce and ultimately patient care.

The seed fund is helping King's Health Schools' students, patients, professional and academic staff, including external (regulatory bodies) and cross-institution collaborators, to explore in-depth what the institutional culture, leadership and departmental barriers are that have generated disparities in the academic attainment of undergraduate students on Health School programmes with identified attainment disparities.



Inclusive Education Partners

Following consultation with colleagues at other universities, the Student Outcomes Service in the Student Success Department launched the Inclusive Education Partners Programme (IEP) at King's in February 2020. This two-part programme embeds both BME student and BME staff insights into the core work done at King's to close attainment gaps and provides visibility to BME staff and students in this space.

[The IEP programme](#) is a leadership and professional development opportunity. It aims to engage, empower, and upskill 18 talented BME undergraduate students across our nine faculties. They are paid to provide a student perspective on issues relating to race inequality at King's and collaborate with their faculty on the inclusive education agenda. Students on the programme dedicate a maximum of 10 hours per month for this role, receive guidance and supervisory support from a member of the Student Outcomes team and tailored training to help them to complete designated tasks. The training programme is delivered in collaboration with our Student Union and services across King's to complement student's professional development.

Students on the programme gain fast-tracked access to internal opportunities, including the King's Experience London Award and get to work with senior members of faculty staff and fellow students. The first cohort of student partners have been working on understanding BME student experience at a faculty level. They carried out over 50 peer to peer conversations and have created faculty-specific action plans informed by these insights. They are in the process of delivering short term actions to diversify curricula with incoming initiatives such as Content Flags to be rolled out in SSPP to acknowledge sensitive readings. NMS Student Partners are co-creating resources for personal tutors on how to best support BME students with guidance from centralised professional services.

In 2020/21, our newly appointed student partners will play a key role in building sustainability around this area of work and will have the opportunity to contribute new perspectives to the agenda.



Addressing Differential Student Outcomes

Conversations about Race

Conversations about Race (CAR) was launched in 2019 to create spaces for the King's community to engage in race-based conversations. This programme has been developed by the Student Success Department & Citizens UK. These facilitated sessions use community organising techniques to encourage equal participation by all members to create a listening culture at King's. CAR has now partnered with the Equality, Diversity & Inclusion function to help upscale the programme and spread awareness of the insights from the session reports.

In the 2019/2020 academic year, nine Conversations about Race were held across seven faculties, with almost 200 staff and student attendees. The Student Success department produced a report after each session capturing the insights & suggested actions to feedback into the faculties.

The plan for 2020/2021 academic year is to deliver a minimum of one CAR session for each faculty per term, enable colleagues to deliver CAR sessions by offering facilitator training across King's and to build a communications campaign to raise the awareness of the programme across King's.

Conclusion

In a year that has been personally challenging for everyone across the globe we have adapted and responded to the changing need whilst continuing to take forward King's Vision 2029 and deliver the EDI strategy. ,

This report seeks to provide a fair representation of the breadth of the work that has been going on led by the Equality, Diversity & Inclusion Function in partnership across King's to support our community in traumatic times whilst building a community of learners, designing mainstream, intersectional, interventions and working to recognise and remove inequality and barriers to success.

A wide variety of strategic projects and programmes have continued and matured with the hard measures provided by King's Gender and Ethnicity Pay gaps and the Key Performance Indicators for and Black and Minority Ethnic representation.

We continue to be 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.

Concluding Reflections

Concluding Reflections by Sarah Guerra, Director of Equality, Diversity & Inclusion

King's College London has laid strong foundations for our equality, diversity and inclusion ambitions, strengthening our commitment in recent years. We have made steady, gradual improvements. This year, however, has shown us that we do not have the luxury of time. 2020 has been an international flashpoint for anti-racism around the world; the brutal killing of George Floyd, and subsequent action taken by Black Lives Matter campaigners, provided compelling and renewed widespread calls to dismantle institutionalised racism.

At the same time, the effects of the Coronavirus pandemic are being felt across the world, but the crisis is not one that is being experienced equally by all. Existing structural and societal inequalities are being compounded, bias – conscious and unconscious - is appearing in times of stress, and some communities are being affected more than others.

For the Equality, Diversity & Inclusion function, this year has been one of reflection and renewal. We have engaged thousands of staff and students to shape our race equality action plan, embedded equality analysis into the College's coronavirus response, and progressed our institutional Athena SWAN application ready for submission in November 2020.

Staff across the College have committed to building their EDI capability and embedding it into all our work. More staff than ever before are accessing our interactive data dashboards to evidence their decisions and ensuring their work is accessible with our new [Guidance for Content Creators](#). Over 1000 staff completed our Diversity Matters training, and 235 people were matched in our *More than Mentoring* scheme. In July, the Principal hosted King's first Race Equality Leadership Summit, bringing together over 170 leaders from across the College.

It has been utterly refreshing in my conversations with colleagues, students, our Provosts and Principal to not be faced with the task of having to persuade them to take action and instead to be met with their demand and determination to tackle the roots of inequality. I am proud that we have responded so substantially and fully, recognising that you want and need more commitment to anti-racism, and all inequality, than words on a page. King's, without a doubt, still has much to do and has at times made mistakes. In times of crisis, our commitment to embed equality, diversity and inclusion into everything we do is even more critical.

Universities such as King's, that are committed to helping the world deal with change, need in our practice to embody that change ourselves in the ways we work. We must organise our institution in a way which mobilises the full ability of all members of our community to be able to deliver the advances that are needed now.

I encourage you all having read our report to consider your role in how we create a safe, welcoming, and inclusive environment together. As inclusive leaders, we must hold ourselves and others accountable, be aware of biases, speak with honesty, and reimagine the world around us in the face of challenges. There is no area where we can be complacent. As we transition to a new way of educating, studying, researching, and working we cannot forget our commitment to make the world a better place.

I would like to thank all those at King's and across our wider community who work on EDI formally or informally for all their efforts. I would personally like to thank Professor, Sir Ed Byrne, Principal and President for being an exemplary equality champion and for the personal support he has given me since I arrived at King's. I also particularly thank Nicole Robinson for leading on the preparation of King's Equality, Diversity, and Inclusion Annual Report 2020 – which I am very proud to present to you.

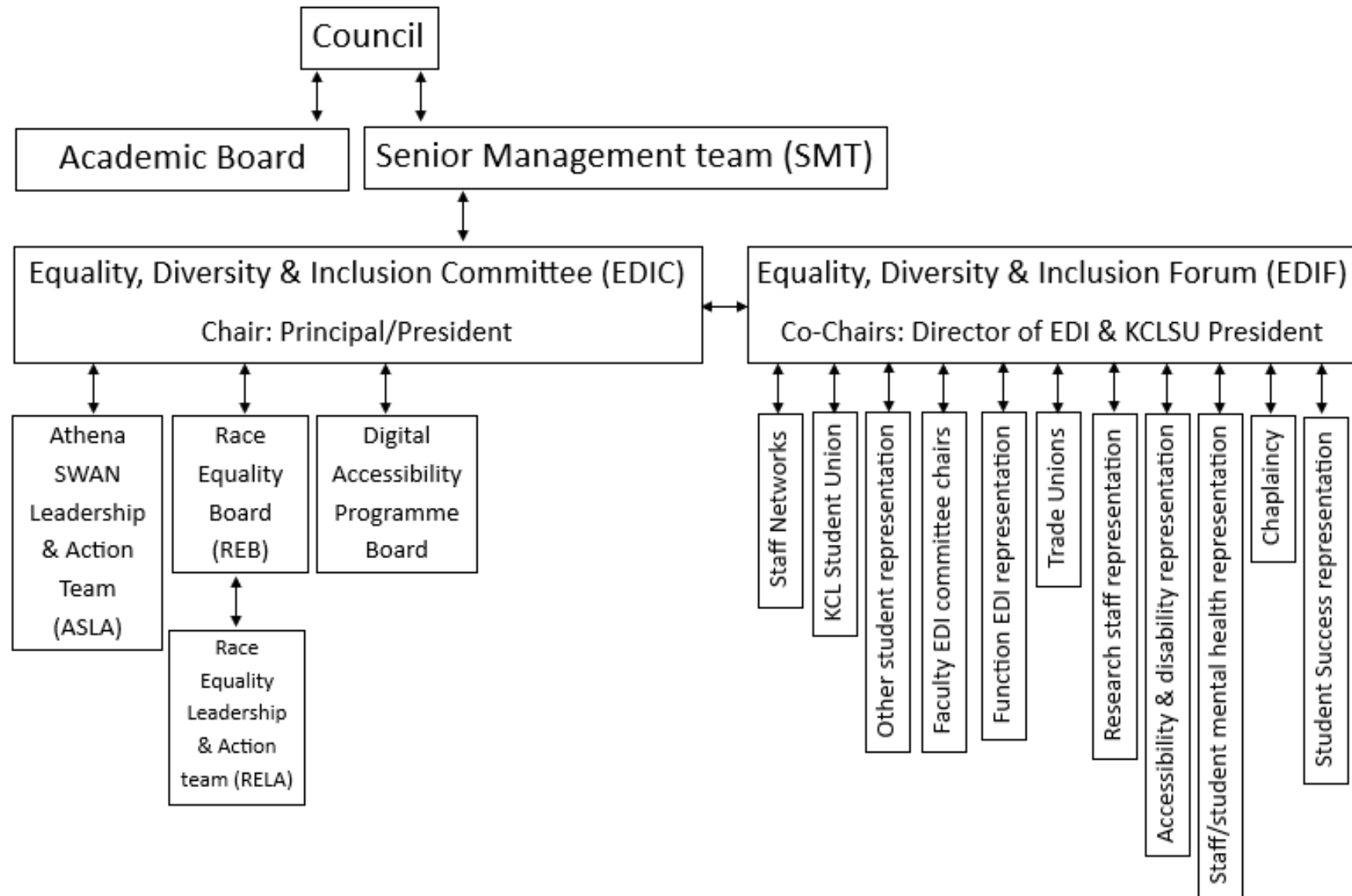


Where possible this document has been made accessible.

Users of screen readers who wish to access the data presented in charts can email diversity@kcl.ac.uk to receive an alternative version adapted to the needs of the individual.

Appendices

Equality, Diversity & Inclusion Governance Structural Chart



Workforce and Student Diversity Data

About the Data

Our diversity drives our excellence. We come from all around the world, with a range of backgrounds, characteristics, lifestyles, experiences, perspectives, talents and ideas. This is what makes King's a fascinating and rewarding place to work and study, and a world-leading university.

All UK HEI employers are responsible for advancing equal opportunity for all and protecting employees from discrimination and harassment. Collecting data on aspects of our identity which make us unique, such as our gender, ethnicity and disabilities, are protected by equality legislation (The Equality Act 2010) and enables us to monitor the diversity of those we employ and who study at King's. Practically, it also ensures that our systems and processes promote equality of opportunity and support zero tolerance towards bullying, harassment and victimisation. This is called Equal Opportunity Data.

We use this Equal Opportunity Data in our regular reporting and in this Annual Report.

Rounding and Exclusions

All counts have been rounded to the nearest five in accordance with HESA policy in order to protect the confidentiality of individuals. As totals have also been rounded based on unrounded values, some may be greater or less than the individual count numbers presented in the report.

At present, data on trans identity, religion and belief and sexual orientation are excluded from reports due to small numbers.

Data Dashboards

The **EDI data dashboards** provide all the latest available data on King's staff and student populations and can be used as an evidence base for equality analysis. This data includes demographic profiles by age and the ability to access detail at Tier 2 and Tier 3 level.

Key Performance Indicators

Key Performance Indicators

Metric Name	Current Value	Target	Comparison to Target	
BME Academic Staff	20.6	19.8	▲	0.8
BME Professional Services Staff	21.7	21	▲	0.7
BME Female Academic Staff	10.1	New KPI- Baseline year		
BME Female Professional Services Staff	13.1	New KPI- Baseline year		
Female Academic Staff	36.8	37.1	▼	-0.3
Female Professional Services Staff	49.7	48.7	▲	1.0

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. These EDI KPIs are set annually with progress monitored by [College Council](#).

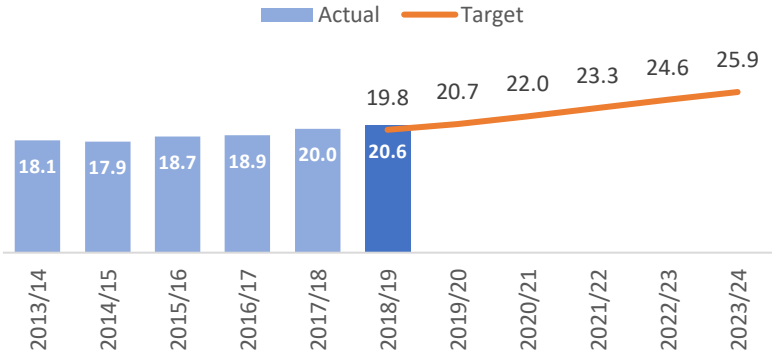
Our EDI KPIs reflect the institutional priorities on sex and ethnicity. Our three measures are:

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

Black and Ethnic Minority Staff KPI

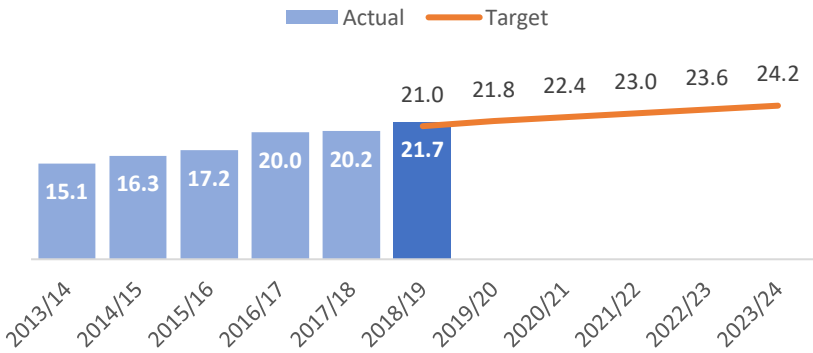
BME Academic Staff KPI



Our KPIs for BME representation are targets based on a benchmark from London Higher Education Institutions.

- Our BME representation in academic roles is 1.2% above the sector average and our future targets will move us closer to the upper quartile.
- Our data on BME representation in Professional Services show a similar story, as we are 0.7% above the London Higher Education (HE) mean benchmark and moving towards the upper quartile target for BME representation. This shows a positive trend.

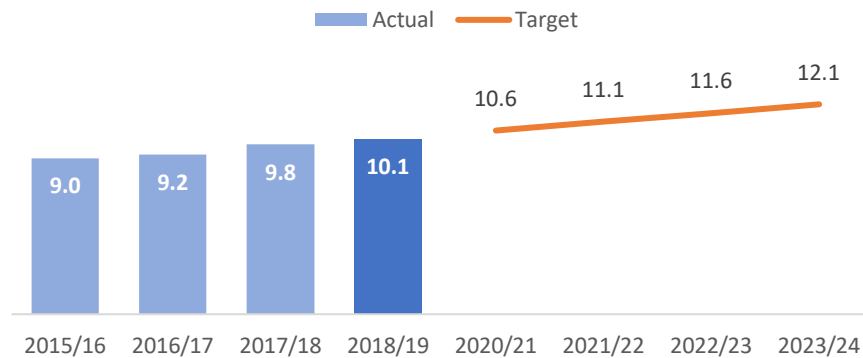
BME Professional Services Staff



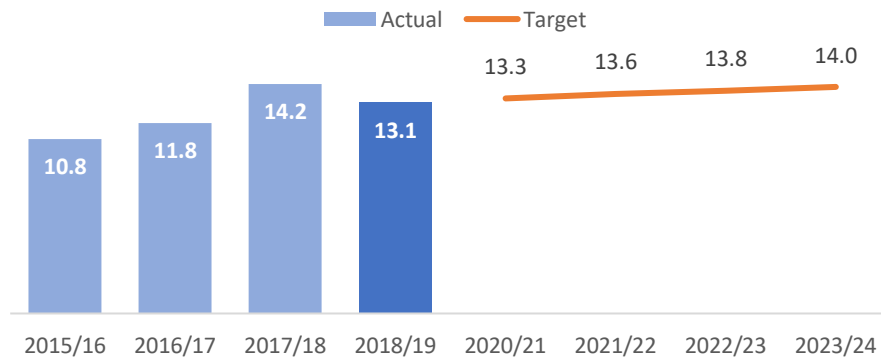
However, we need to be mindful that HE has overall low representation and, while it presents a contextual and relevant benchmark, it is not the most stretching comparator, as HE is not seen as a leader in sex and ethnicity inclusion.

Female Black Minority Ethnic Staff KPI

BME Female Academic Staff KPI



BME Female Professional Services Staff KPI

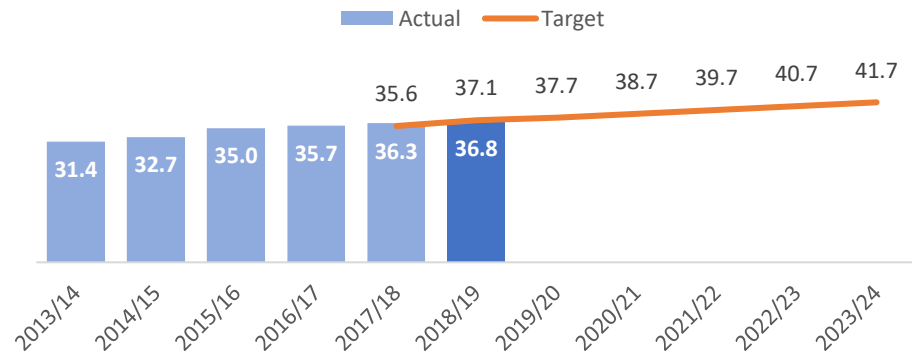


In 2019 we developed a KPI which looks at the representation of Black, Minority Ethnic women in our workforce.

- The proportion of female BME Academic staff at King’s for 2018/2019 stood at 10.1% of the staff population, which is the same as the London University benchmark.
- From this baseline, we have introduced a target of a 0.5% annual increase which will be continually monitored.
- The proportion of female BME Professional Services staff at King’s for 2018/2019 was 13.1% of the staff population, which is 0.4% below the London University benchmark.
- From this baseline, we have introduced a target of a 0.2% annual increase which will be continually monitored.

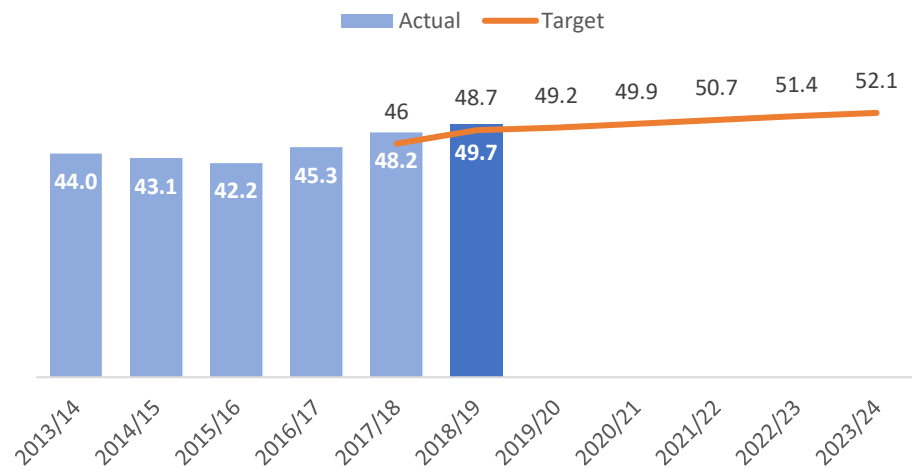
Senior Female Staff KPI

Senior Female Academic KPI



Our data shows we continue to be above the Russell Group benchmark average for Professional Services staff and have been increasing the representation of all senior female staff each year.

Senior Female Professional Services KPI

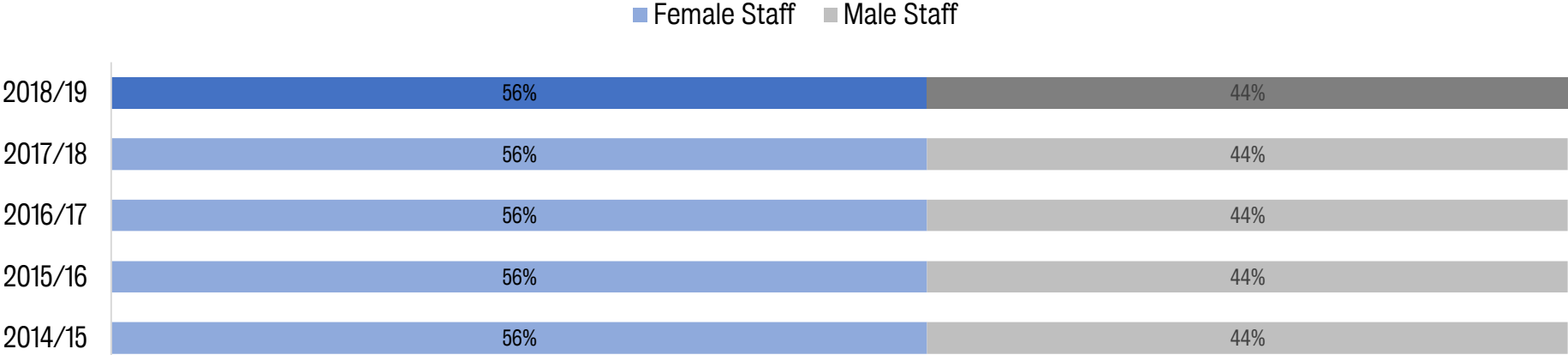


- Senior academic female staff are below target by 0.3%
- Professional Services staff are above target by 1%
- In Grades 1-7, Professional Services staff are 63% female. This reduces in senior grades to 49.7%

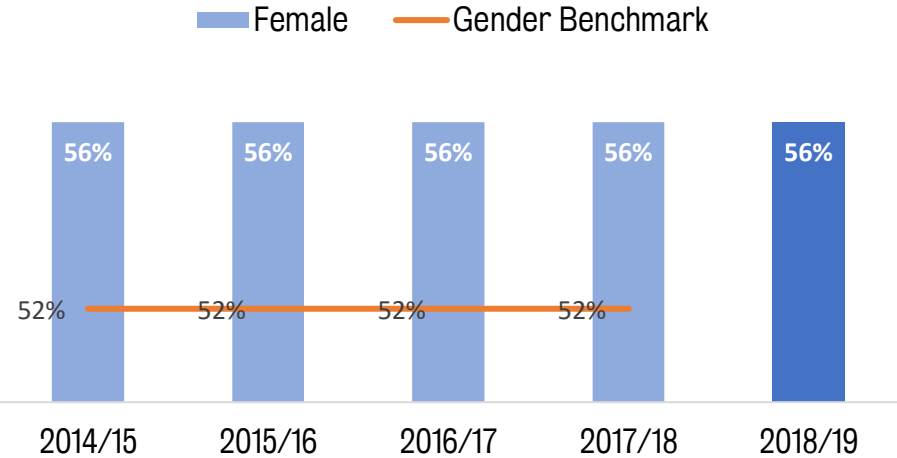
Gender

Workforce Gender Profile

All Staff Gender Over Time



All Female Staff Benchmark: Russell Group HEIs



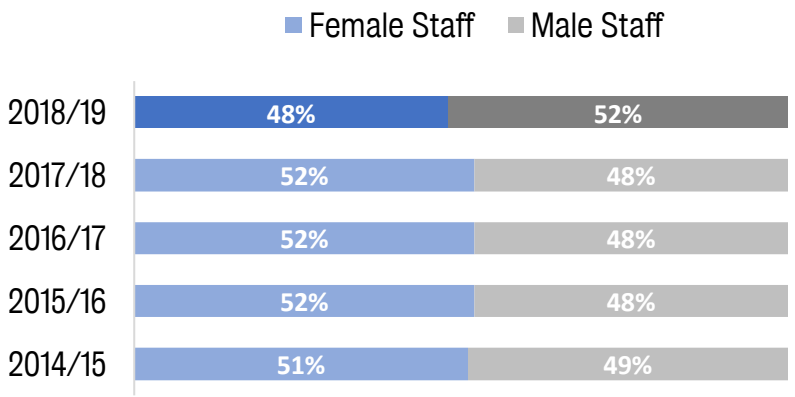
- The gender profile of the King’s workforce has remained very stable since 2014 at around 56% female and 44% male.
- This consistent trend comparable to Russell Group universities nationally, the group against which King’s benchmarks itself on for gender.
- King’s is marginally higher than the benchmark in terms of the proportion of women in the workforce.
- The workforce gender profile does not capture staff outside of the female/male gender binary, as the number of staff disclosing another gender identity is currently too small to present reliably.

Academic Workforce Gender Profile

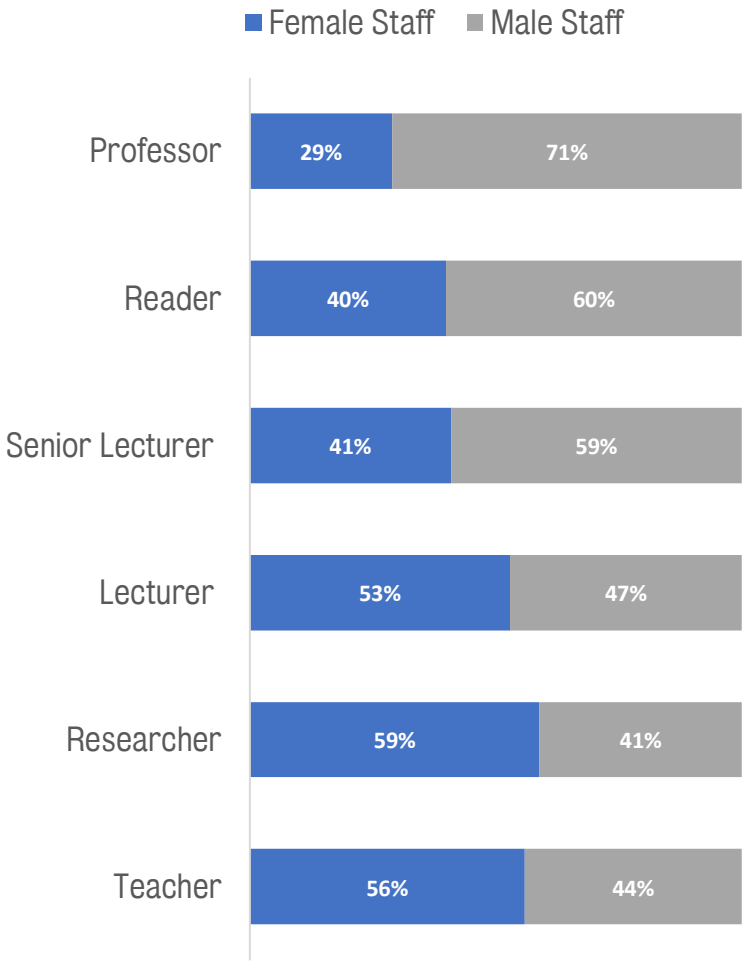
The academic workforce is defined as all staff in academic, teaching and research roles. The academic staff profile by gender has remained stable and overall relatively balanced.

- Gender representation through the academic pipeline has a clear trend showing that women are gradually more underrepresented in senior grades.
- Men are proportionally overrepresented at the most senior levels (Senior Lecturer- Professor)
- Women are most underrepresented at Professor level and overrepresented at Researcher level

Academic Staff Gender Over Time



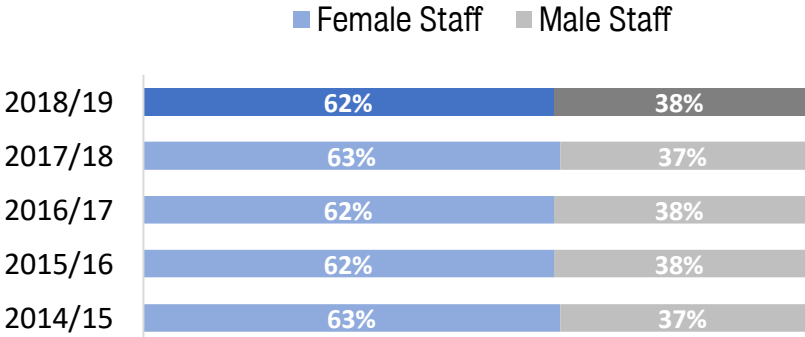
Academic Staff by Gender and Role 2018/19



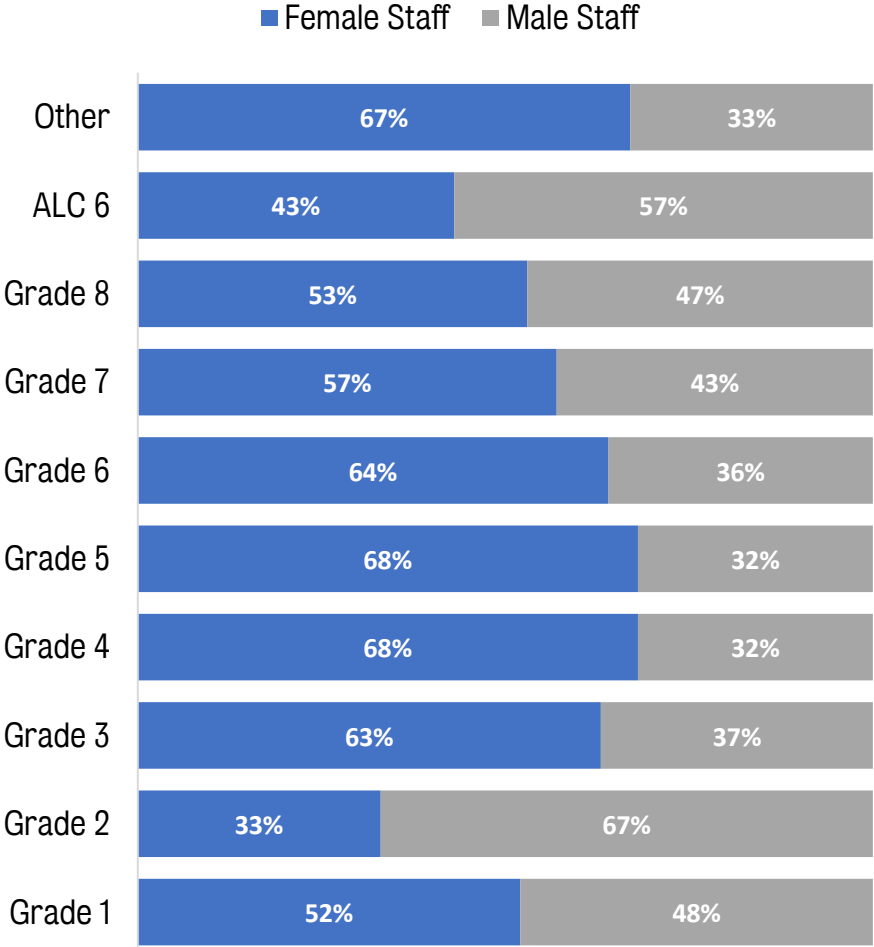
Professional Services Workforce Gender Profile

- The majority of the Professional Services workforce are women. The proportion of women in Professional Services roles has been consistent since 2014/15.
- The gender split across Grades 3-5 are close to gender split total professional services staff population.
- The proportion of women gradually reduces in the most senior roles (Grades 7-ALC6).
- Women are proportionally underrepresented in the most senior roles (ALC6)
- Men are proportionally overrepresented in the least senior roles (Grades 1-2)

Professional Service Staff Gender Over Time

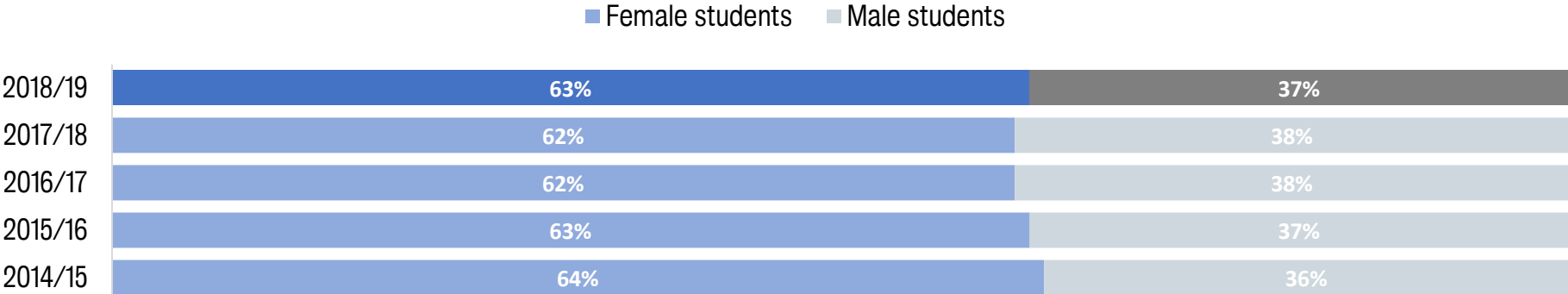


Professional Services Staff by Gender and Grade 2018/19

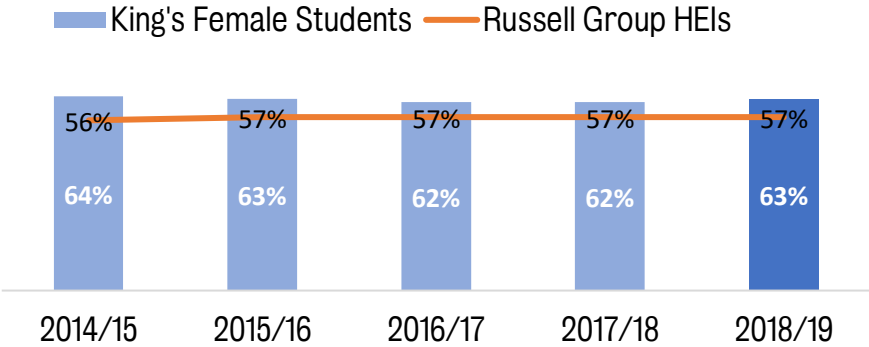


All Student Gender Profile

All Students by Gender Over Time



**All Female Students by Gender Over Time:
Russell Group Benchmark**

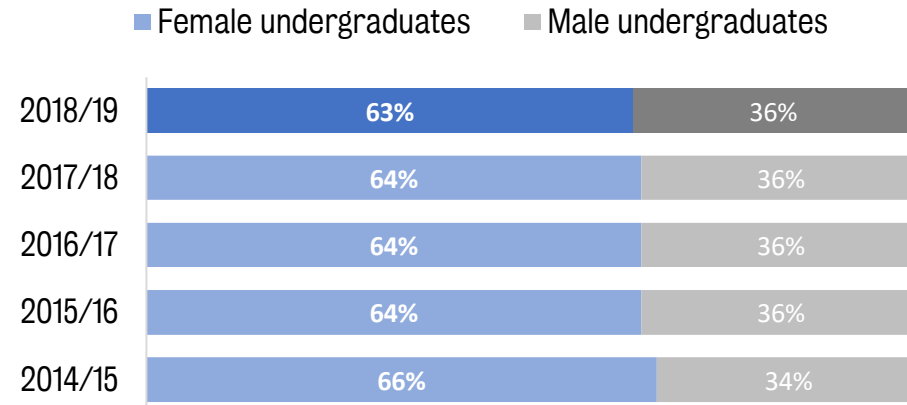


- The gender profile for King’s students as a whole has remained remarkably consistent since 2014/15.
- This consistent trend comparable to Russell Group universities nationally, the group against which King’s benchmarks itself on for gender.
- Apart from where stated, all data for students includes those from the UK and the European Economic Area

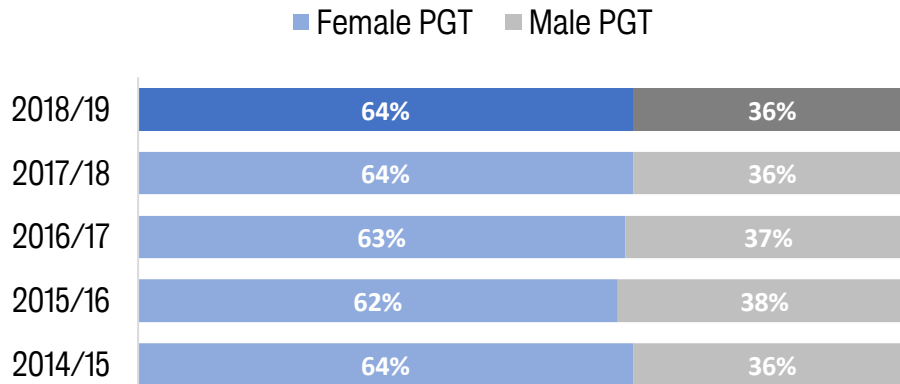
Student Gender Profile

- The undergraduate student profile shows year-on-year consistency when looking exclusively at undergraduate level.
- King’s postgraduate teaching student body maintains a similar profile to that of undergraduates.
- King’s postgraduate research gender profile has remained steady.
- There is a higher proportion of men who are in postgraduate research study in comparison to postgraduate taught study.
- The transition from masters level education to doctorate is a key transition point into the academic pipeline, however the gender profile does not detail level of study between PGT and PGR.

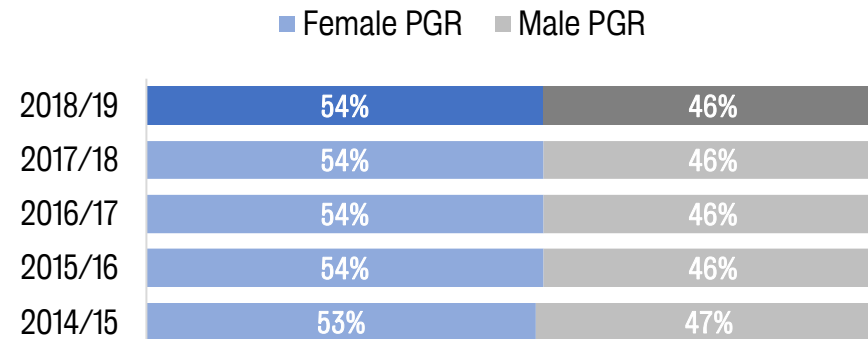
Undergraduate Students by Gender Over Time



Postgraduate Taught Students by Gender Over Time



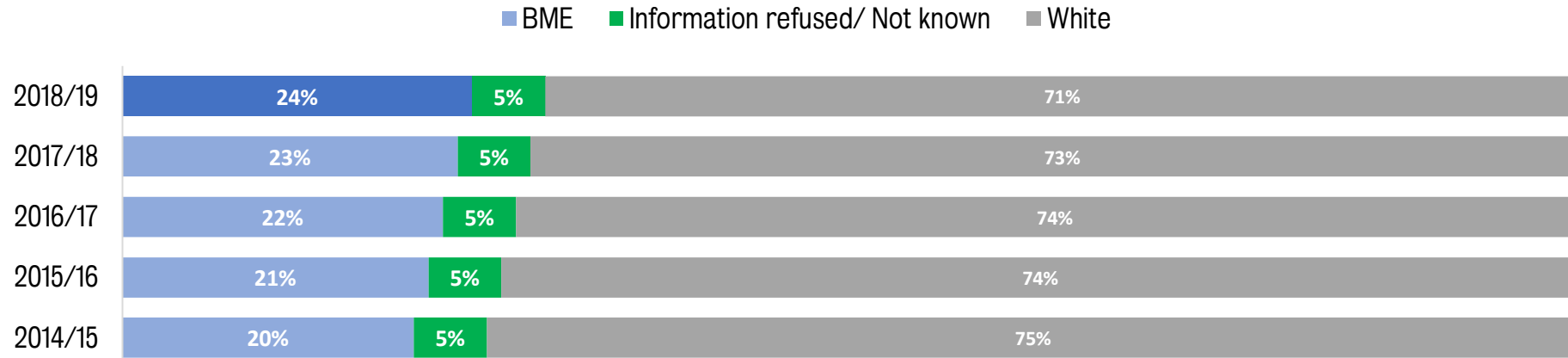
Postgraduate Research Students by Gender Over Time



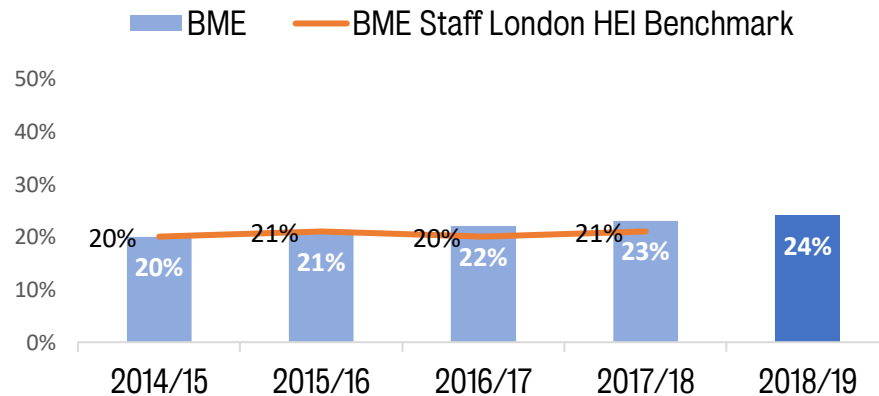
Ethnicity

Workforce Ethnicity Profile

All Staff Ethnicity Over Time



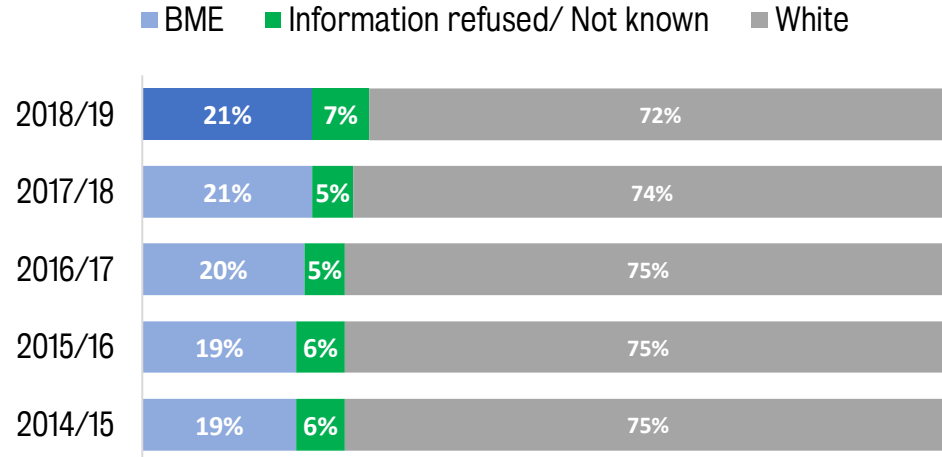
BME Staff Over Time: London University Benchmark



- The ethnicity profile of the King’s workforce has remained moderately consistent since 2014/15.
- The BME staff population has seen a marginal year-on-year increase since 2014/15.
- The workforce gender profile does not capture staff outside of the female/male gender binary, as the number of staff disclosing another gender identity is currently too small to present reliably.

Academic, Teaching and Research Workforce Ethnicity Profile

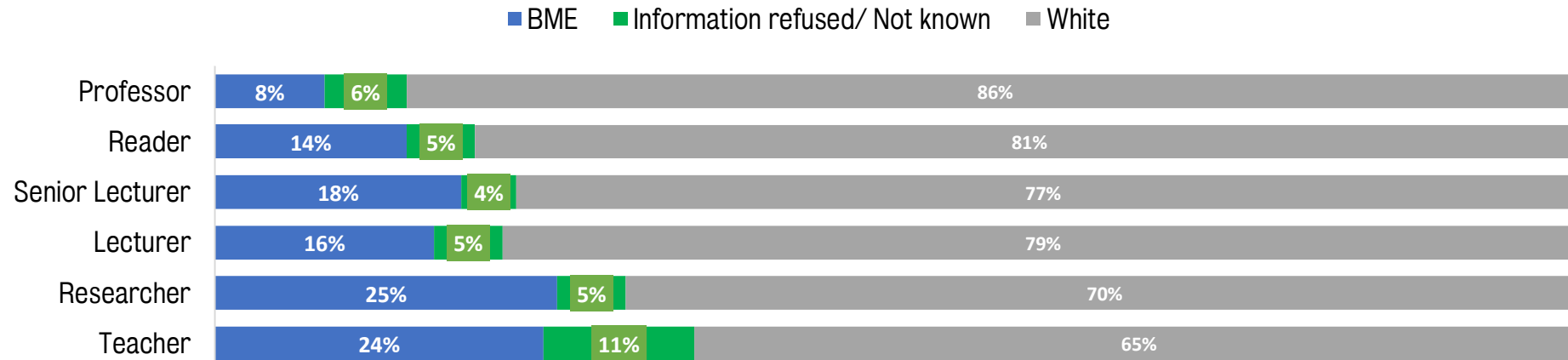
Academic Staff Ethnicity Over Time



The academic workforce is defined as all staff in academic, teaching and research roles. The academic staff profile by ethnicity has remained relatively stable.

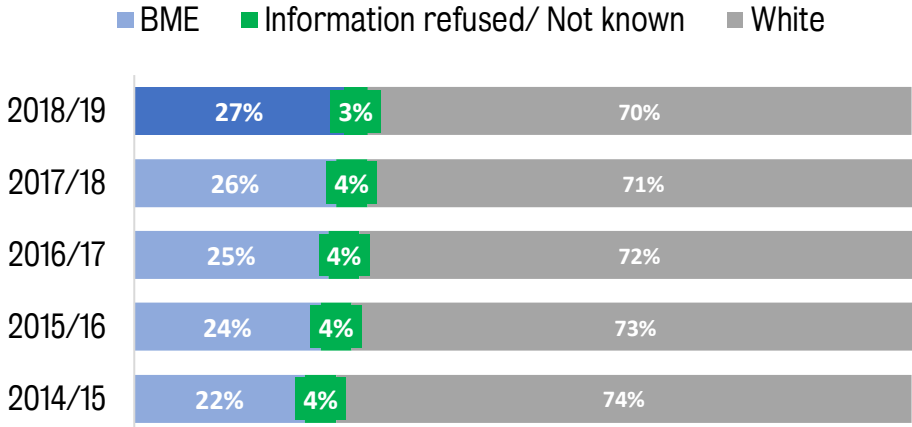
- Ethnicity representation through the academic pipeline has a clear trend showing that BME are gradually more underrepresented in senior grades.
- The levels of BME staff reduces significantly from Researcher to Lecturer level, where BME staff are overrepresented.
- White staff are overrepresented from Lecturer-Professor level

Academic Staff Ethnicity by Role: 2018/19



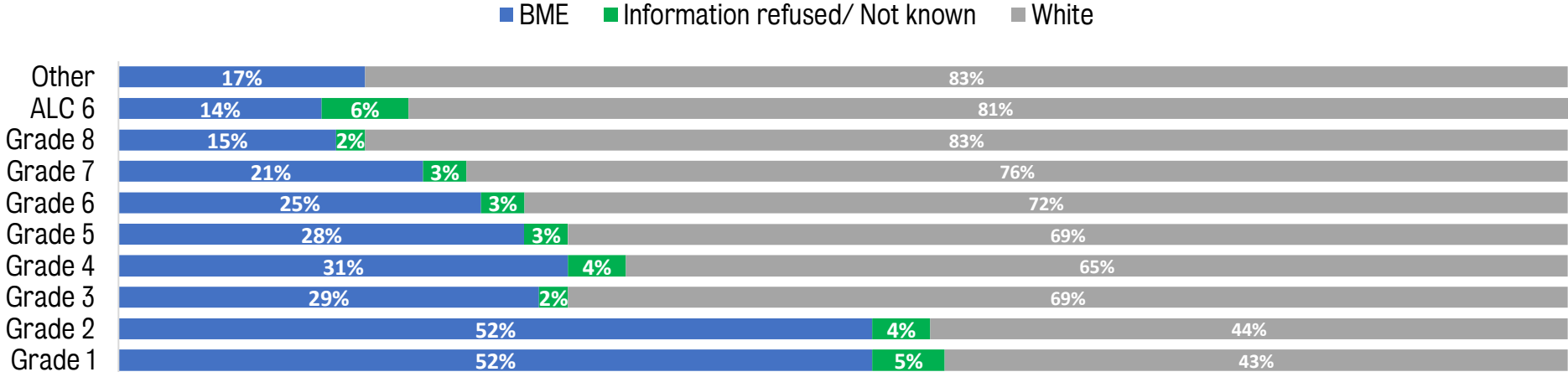
Professional Services Workforce Ethnicity Profile

Professional Services Staff Ethnicity Over Time



- The majority of the Professional Services workforce are white. The proportion of BME staff in Professional Services roles has seen a year-on-year small increase since 2014/15.
- The ethnicity profile across Grades 3-6 are close to proportional representation of BME and white populations.
- The proportion of BME staff significantly reduces in the most senior roles (Grades 7-ALC6).
- BME staff are proportionally underrepresented in the most senior roles (ALC6)
- BME staff are proportionally overrepresented in the least senior roles (Grades 1-2)

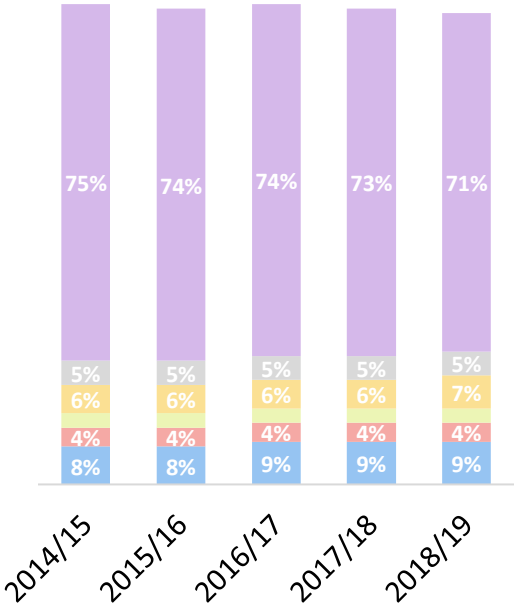
Professional Services Ethnicity by Grade: 2018/19



Professional Services Workforce Ethnicity Profile

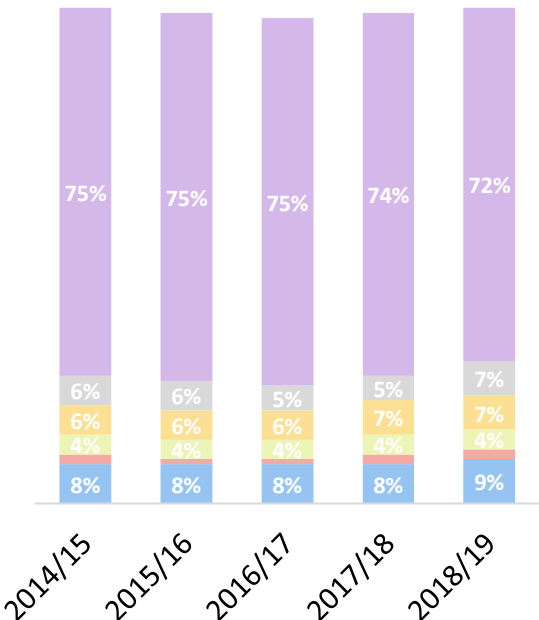
All Staff Ethnicity Over Time: 6 Way Detail

- White
- Prefer not to say/Unknown
- Other & mixed
- Chinese
- Black
- Asian



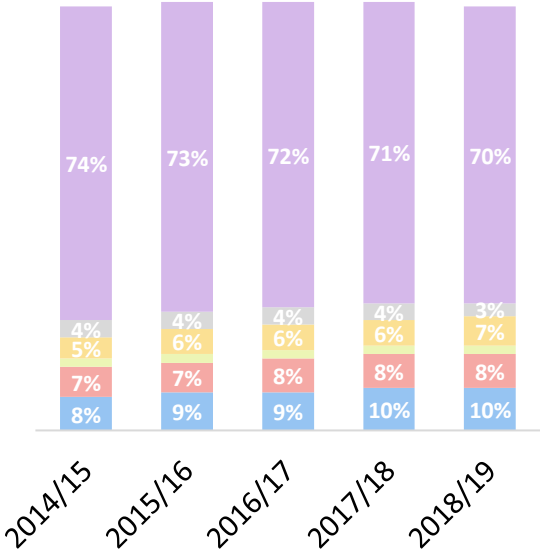
Academic Staff Ethnicity Over Time: 6 Way Detail

- White
- Prefer not to say/Unknown
- Other & mixed
- Chinese
- Black
- Asian



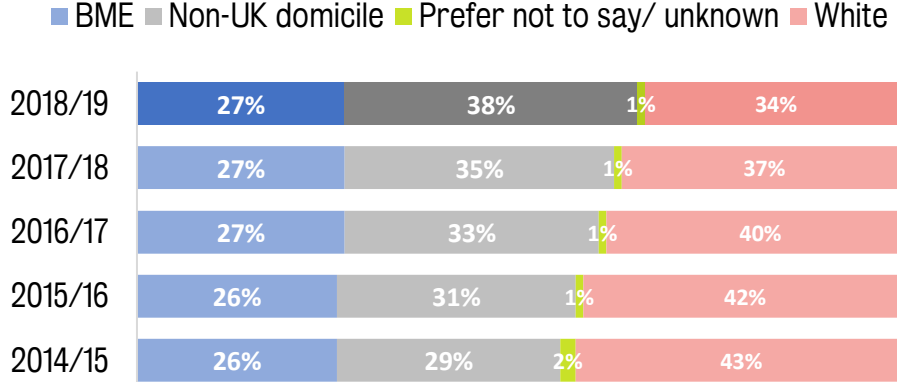
Professional Services Staff Ethnicity Over Time: 6 Way Detail

- White
- Prefer not to say/Unknown
- Other & mixed
- Chinese
- Black
- Asian

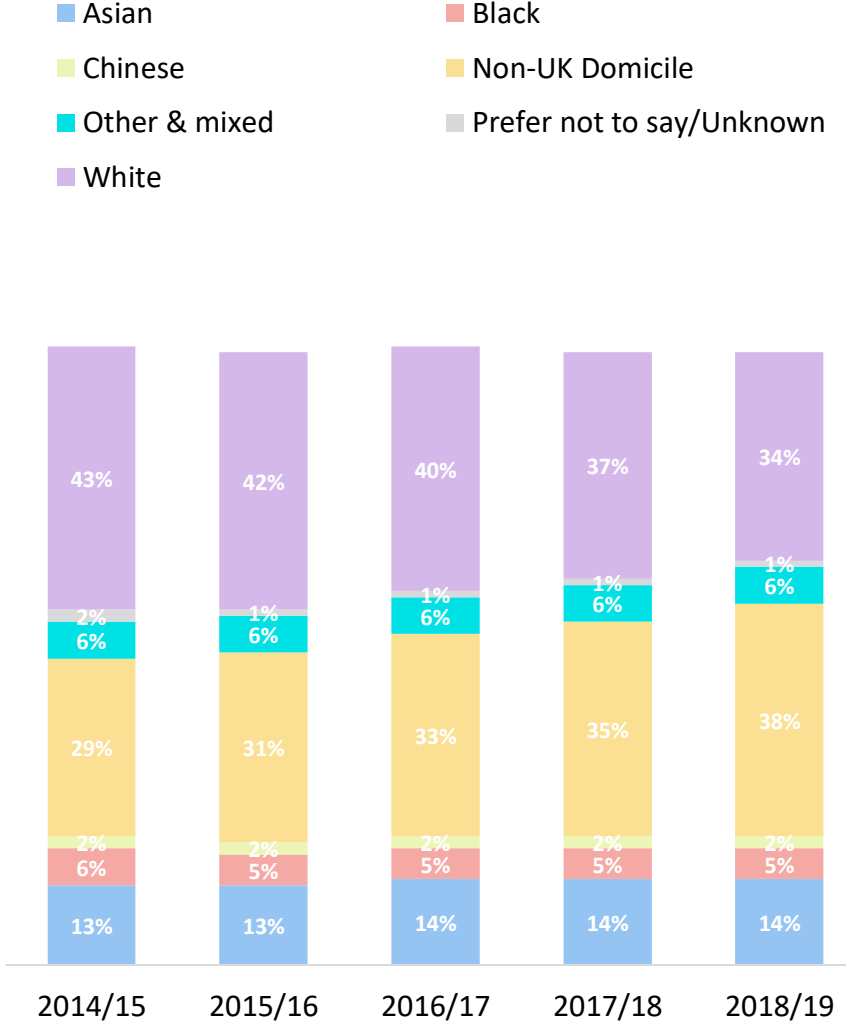


Student Ethnicity Profile

All Student Ethnicity Over Time

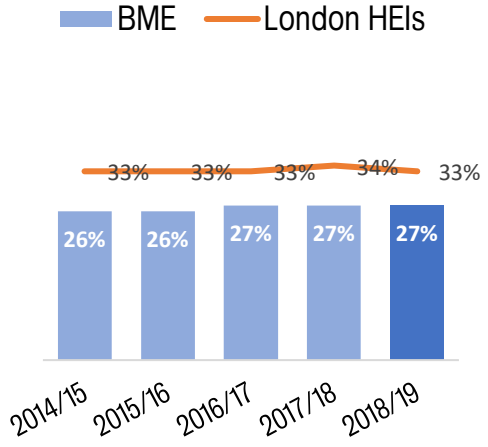


All Students Ethnicity: 5 Way Detail



- The proportion of BME students has remained consistent since 2016/17 at 27%
- There has been a year-on-year increase in non-UK domicile students since 2014/17 with a 3% increase in the last year.
- The proportion of white students has decreased year-on-year, with a 3% decrease in the last year.
- King’s continues to be below the London University benchmark for BME students

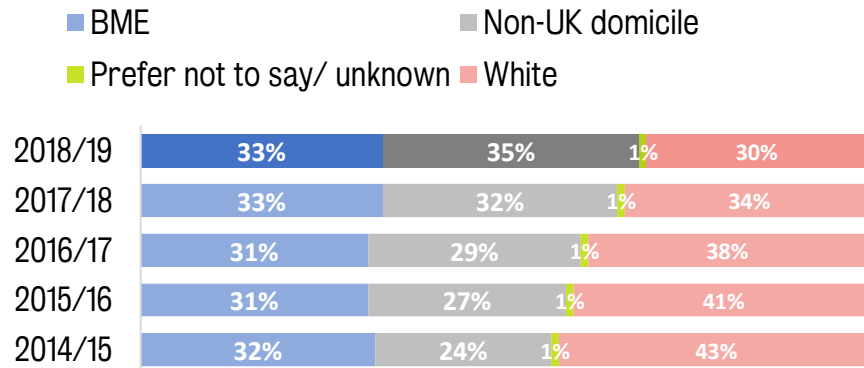
BME Students Benchmarked Over Time: London University Benchmark



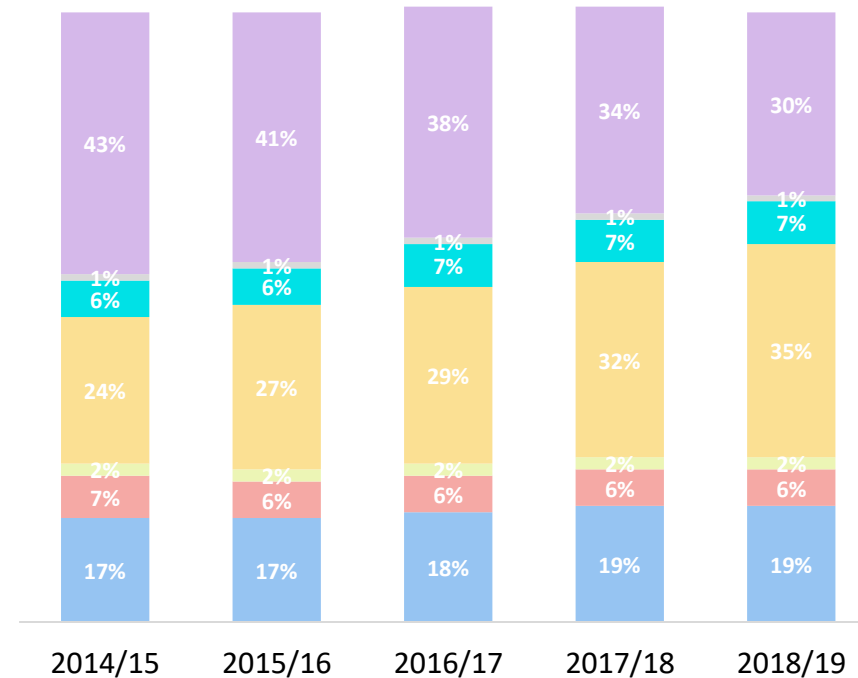
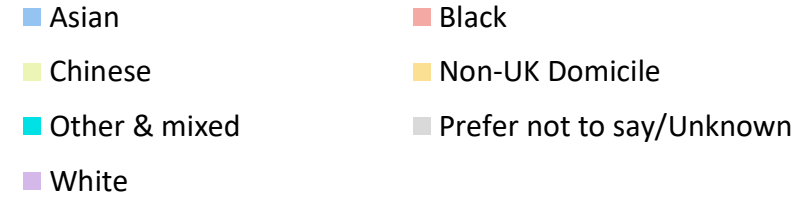
Undergraduate Student Ethnicity Profile

- The proportion of BME undergraduate students has been at 33% in the last two years.
- There has been a year-on-year increase in undergraduate non-UK domicile students since 2014/15 with a 3% increase in the last year.
- The proportion of undergraduate white students has decreased year-on-year, with a 4% decrease in the last year.
- The proportion of undergraduate Asian (19%), Black (6%), Chinese (2%), Other & Mixed (6%) students and those who prefer not to say or are unknown (1%) has remained the same for the last two years.

Undergraduate Student Ethnicity Over Time



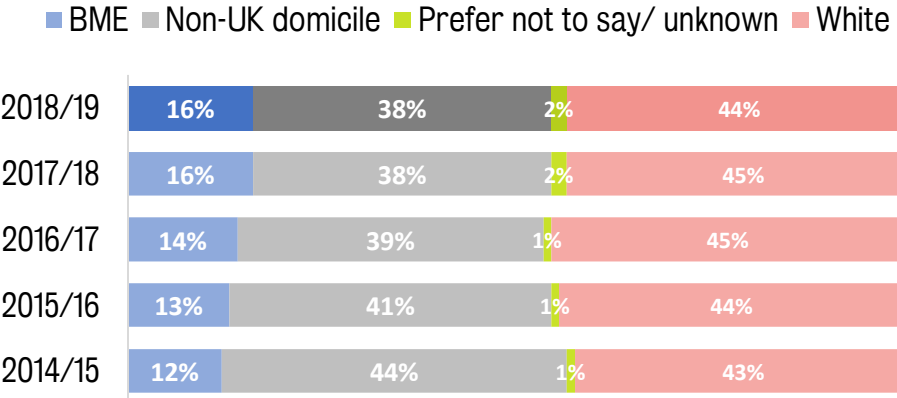
Undergraduate Student Ethnicity: 5 Way Detail



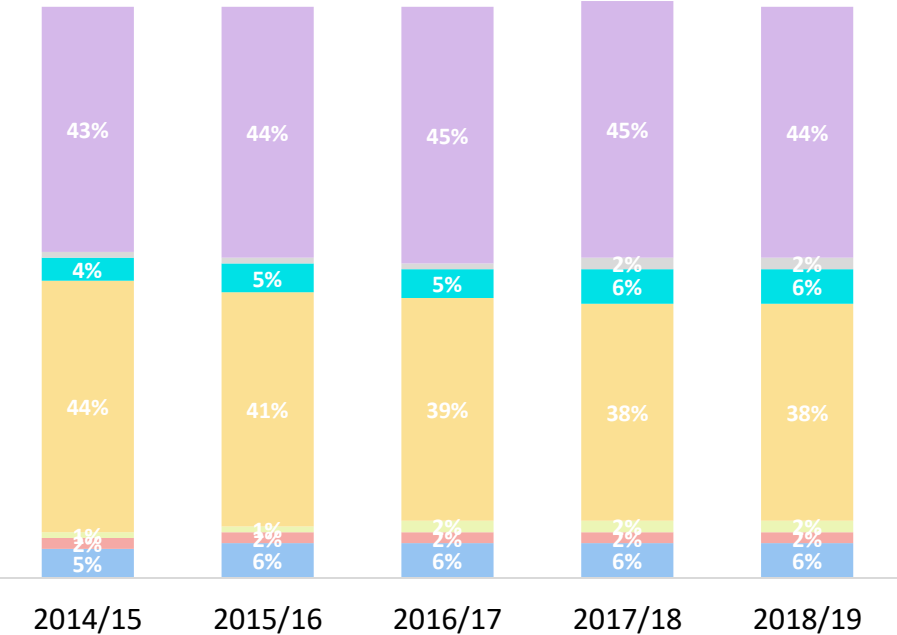
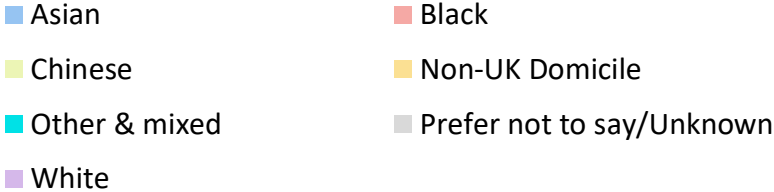
Postgraduate Research Student Ethnicity Profile

- The proportion of BME Postgraduate Research students has been at 16% in the last two years.
- The proportion of Postgraduate Research non-UK domicile students has remained consistent since 2017/18 at 38%
- The proportion of Postgraduate Research white students has seen a 1% decrease in the last year.
- The proportion of Postgraduate Research Asian (6%), Black (2%), Chinese (1%), Other & Mixed (6%) students and those who prefer not to say or are unknown (2%) has remained the same for the last two years.

Postgraduate Research Students Ethnicity Over Time



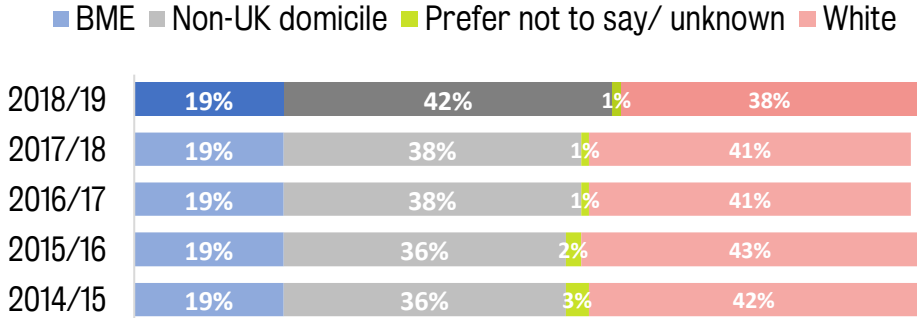
Postgraduate Research Student Ethnicity: 5 Way Detail



Postgraduate Taught Student Ethnicity Profile

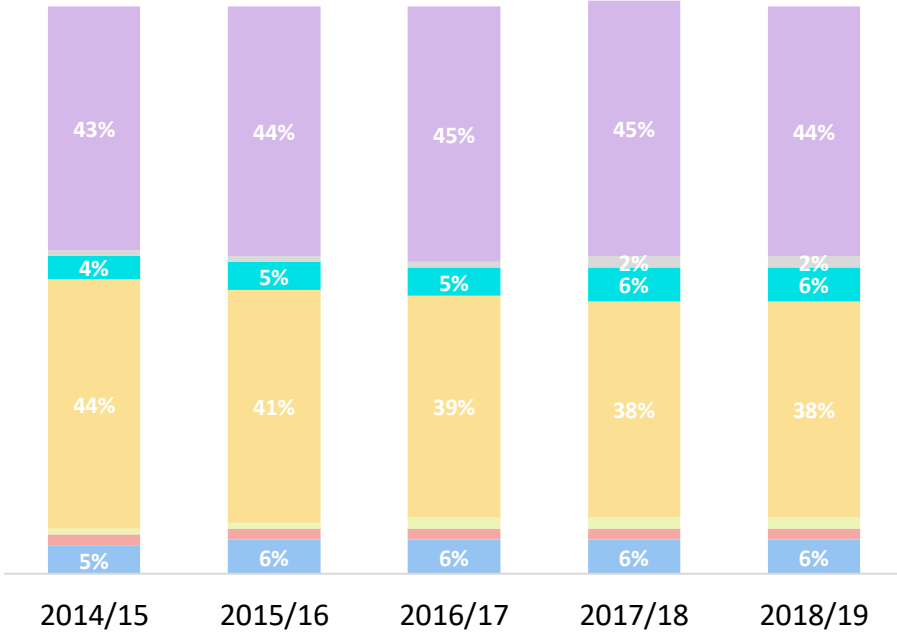
- The proportion of BME Postgraduate Taught students has remains at 19% since 2014/15,
- The proportion of Postgraduate Taught non-UK domicile students has increased by 4% in the last year.
- The proportion of Postgraduate Taught white students has seen a 3% decrease in the last year.
- The proportion of Postgraduate Research Asian (6%), Black (2%), Chinese (2%), Other & Mixed (6%) students and those who prefer not to say or are unknown (2%) has remained the same for the last two years.

Postgraduate Taught Students Ethnicity Over Time



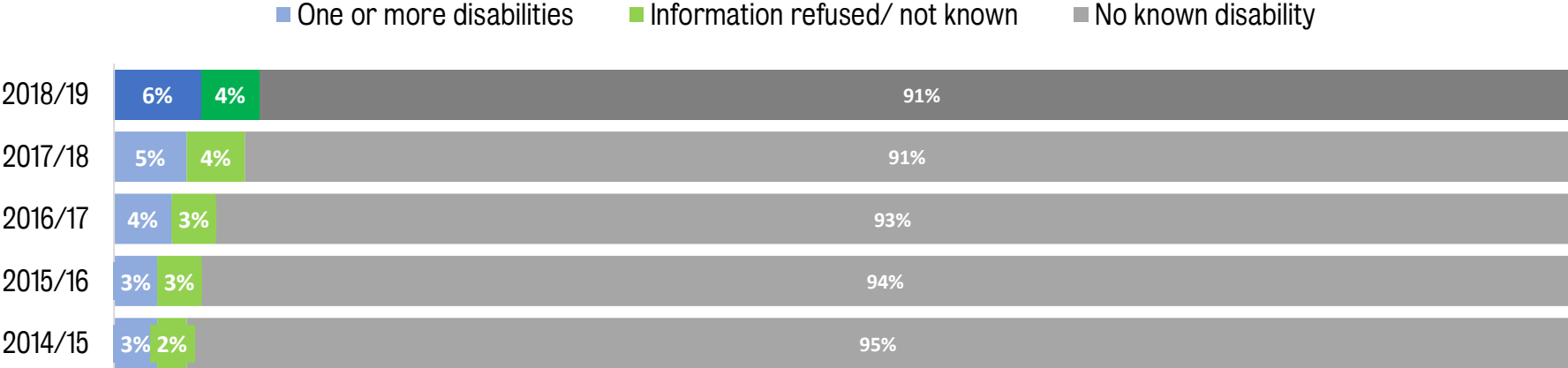
Postgraduate Research Student Ethnicity: 5 Way Detail

- Asian
- Black
- Chinese
- Non-UK Domicile
- Other & mixed
- Prefer not to say/Unknown
- White



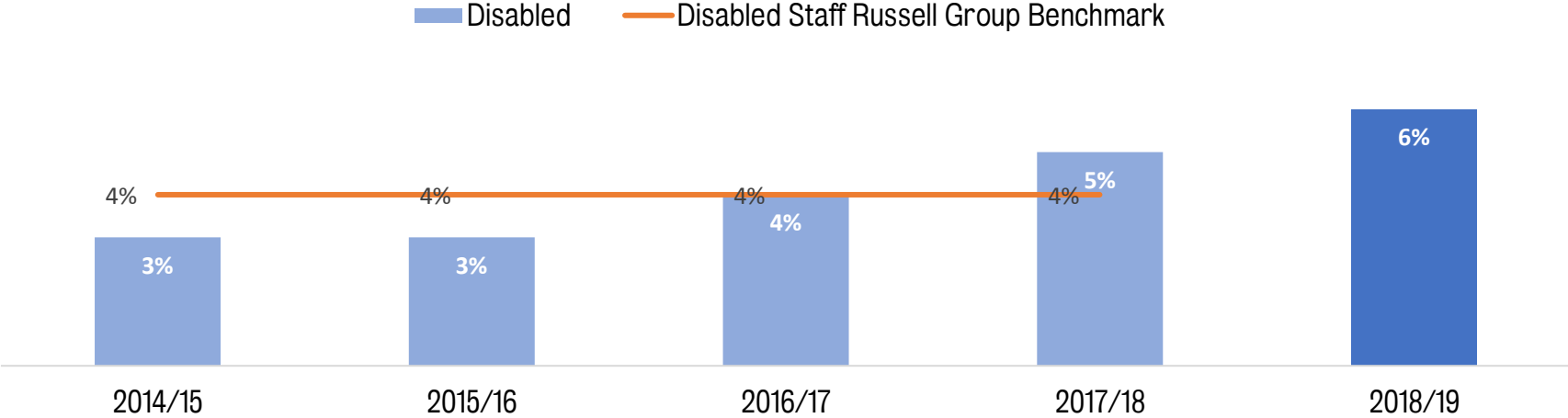
Workforce Disability Profile

All Staff Disability Over Time



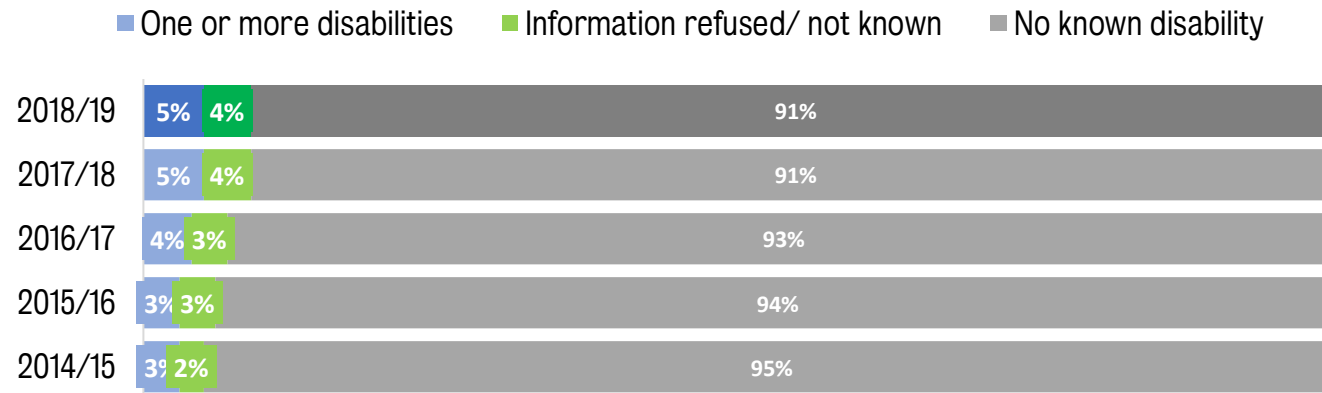
There has been a year-on-year increase in the proportion of staff disclosing a disability.

All Staff Benchmark: Russell Group HEIs



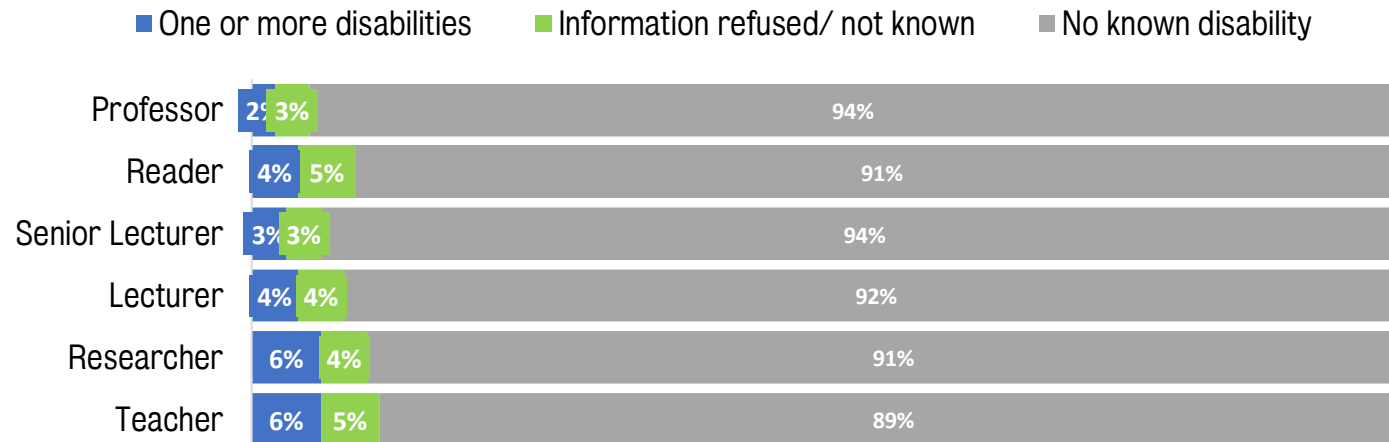
Academic Workforce Disability Profile

Academic Staff Disability Over Time



- The proportion of Academic staff declaring a disability has remained the same over the last two years, at 5%.

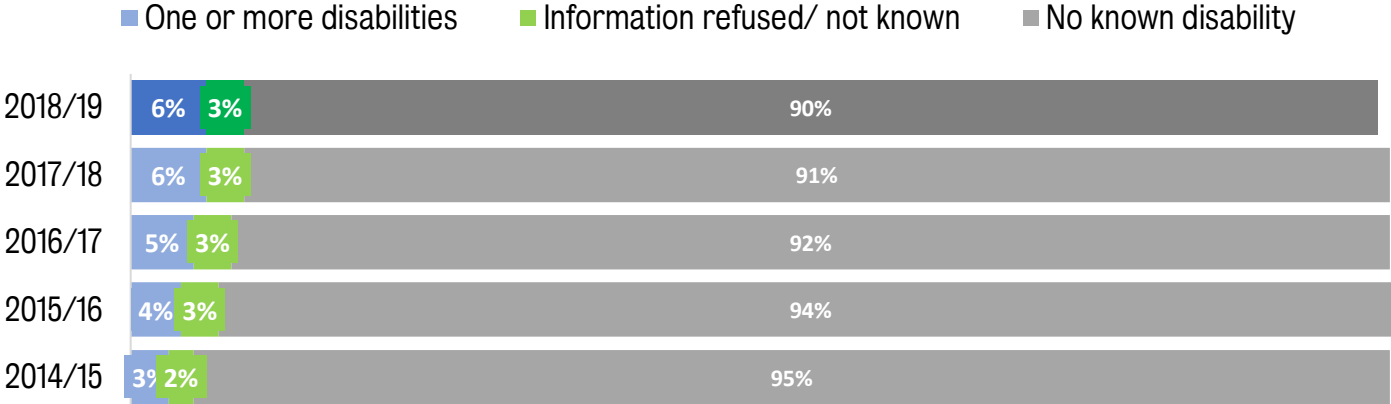
Academic, Teaching and Research Disability Profile by Role 2018/19



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

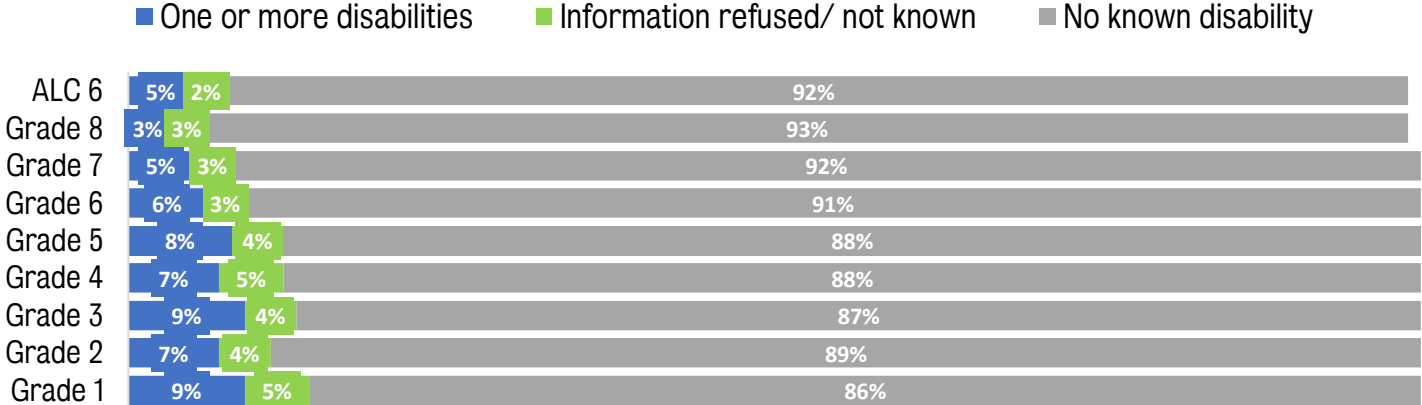
Professional Services Workforce Disability Profile

Professional Services Staff Disability Over Time



- The proportion of Professional Services staff declaring a disability has remained the same over the last two years, at 6%.

Professional Services Disability Profile by Grade 2018/19

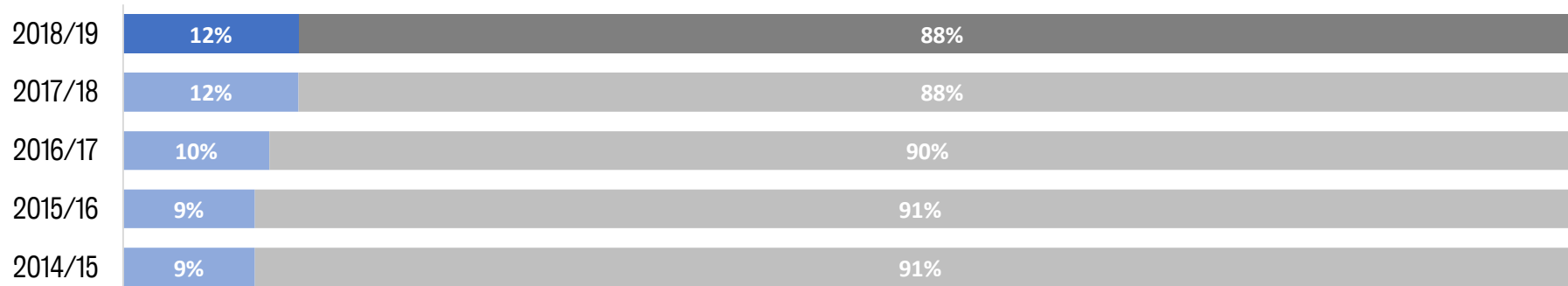


- In more senior Professional Services grades, the proportion of disability disclosures generally decreases. The highest proportion of disability disclosures are seen in the most junior grades.

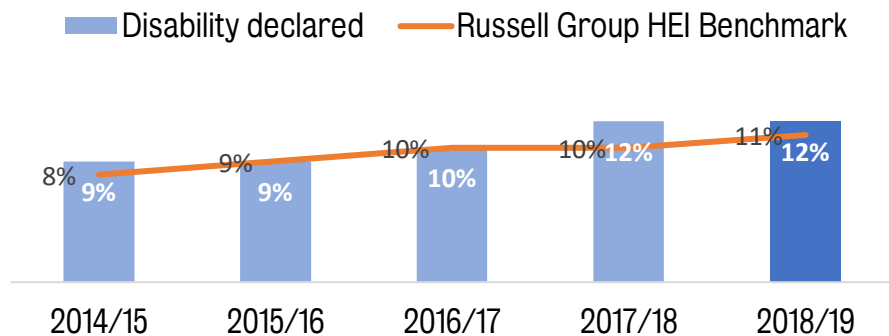
Student Disability Profile

All Student Disability Over Time

■ Disability declared ■ No known disability



Disabled Students Benchmarked Over Time: Russell Group HEIs

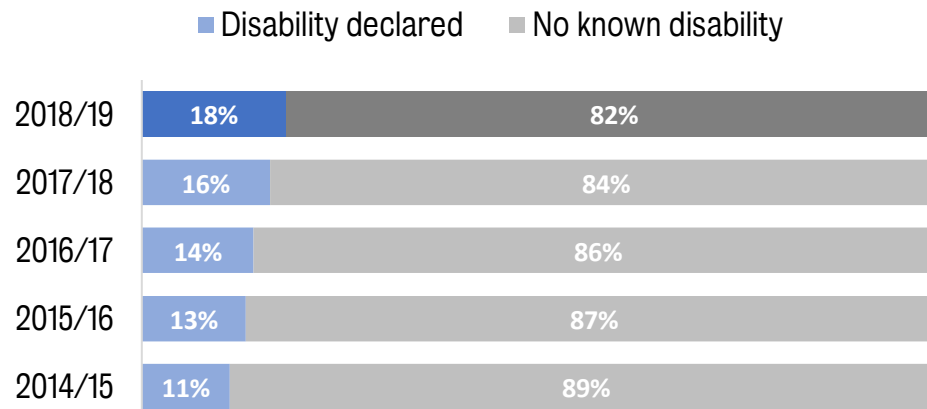


- The proportion of disabled students has remained consistent since 2017/18 at 12%
- King's continues to be above the Russell Group benchmark for disabled students, by 1% in 2018/19.

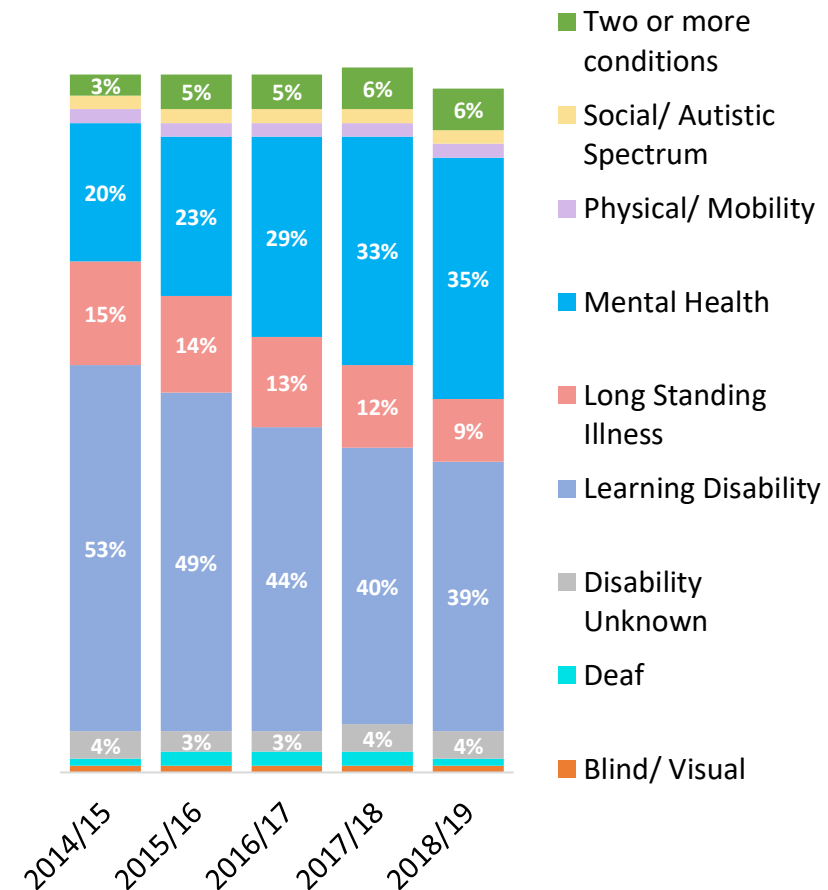
Undergraduate Student Disability Profile

- The proportion of disabled undergraduate students has slightly increased by 2% in 2018/19.
- The proportion of undergraduate students declaring they are blind or visually impaired (1%), have a physical impairment or mobility issues (2), have a social/communication impairment (such as autism) (2%), and those whose disability is unknown (4%) has remained the same for the last two years.
- There has been a 1% decrease in the proportion of undergraduate students with learning difficulty, or are deaf or hearing impaired.
- There has been a 3% decrease in the proportion of undergraduate students declaring a long standing illness.
- There has been a 2% increase in the proportion of undergraduate students declaring a mental health condition.

Undergraduate Student Disability Over Time



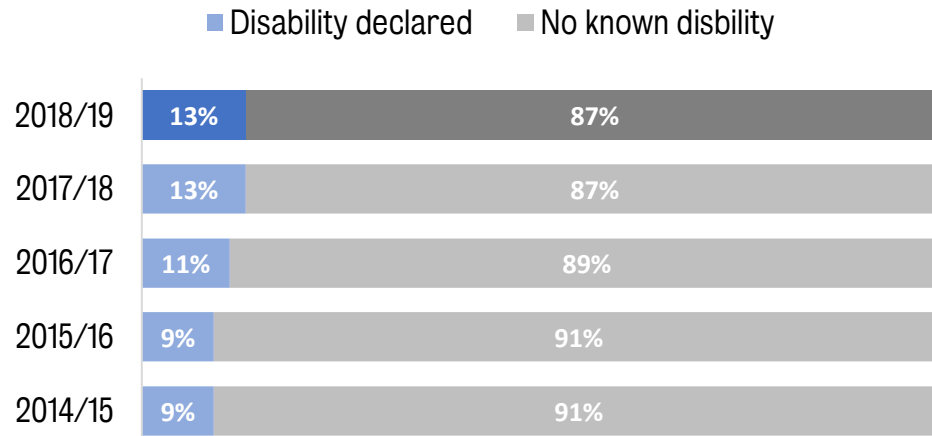
Undergraduate Student Disability Over Time: 8 Way Detail



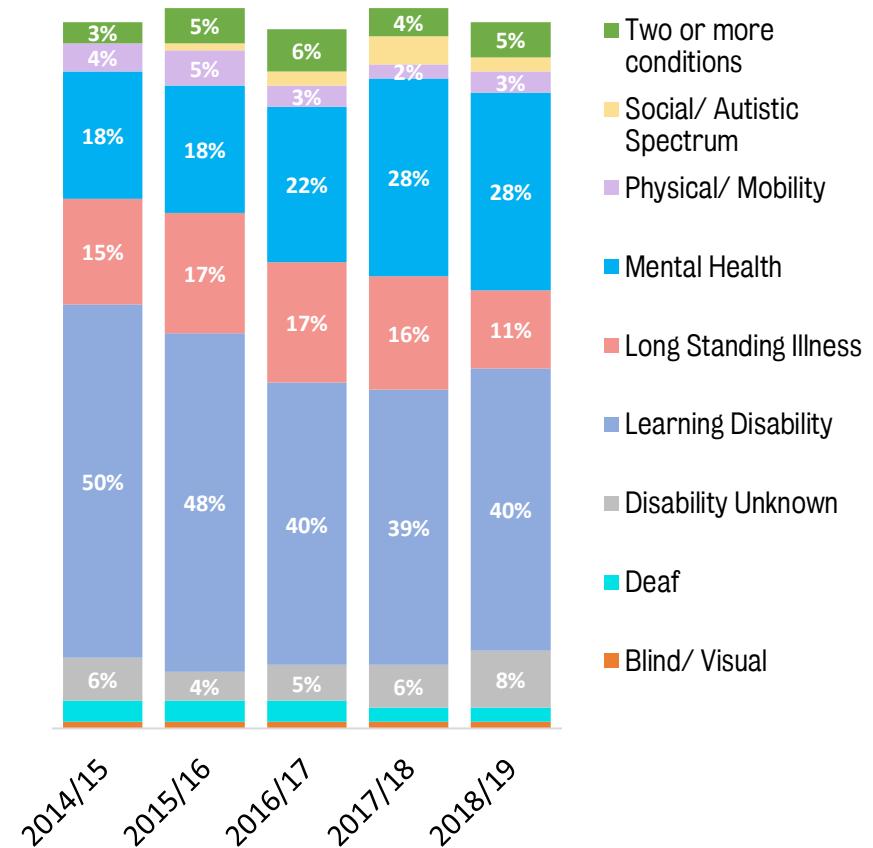
Postgraduate Taught Student Disability Profile

- The proportion of disabled Postgraduate Taught students has remained the same (13%) in the last two years.
- The proportion of PGT students who declared themselves as blind or visually impaired (1%), deaf or hearing impaired (1%) or having a mental health condition(28%) has remained the same for the last two years.
- There has been a 1% decrease in the proportion of PGT students with a learning disability and a 2% decrease in the proportion of PGT students who declared themselves as having a social/communication impairment
- There has been a 5% decrease in the proportion of undergraduate students declaring a long standing illness and a 1% increase in the proportion of students declaring a physical impairment or mobility issues

Postgraduate Taught Student Disability Over Time



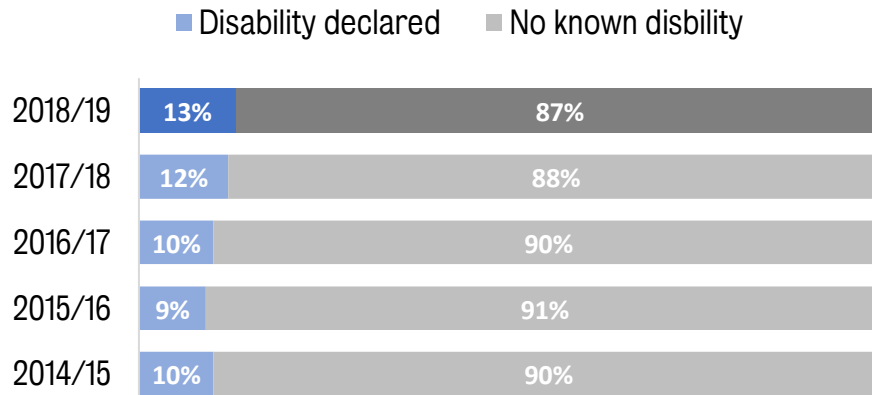
Postgraduate Taught Student Disability Over Time: 8 Way Detail



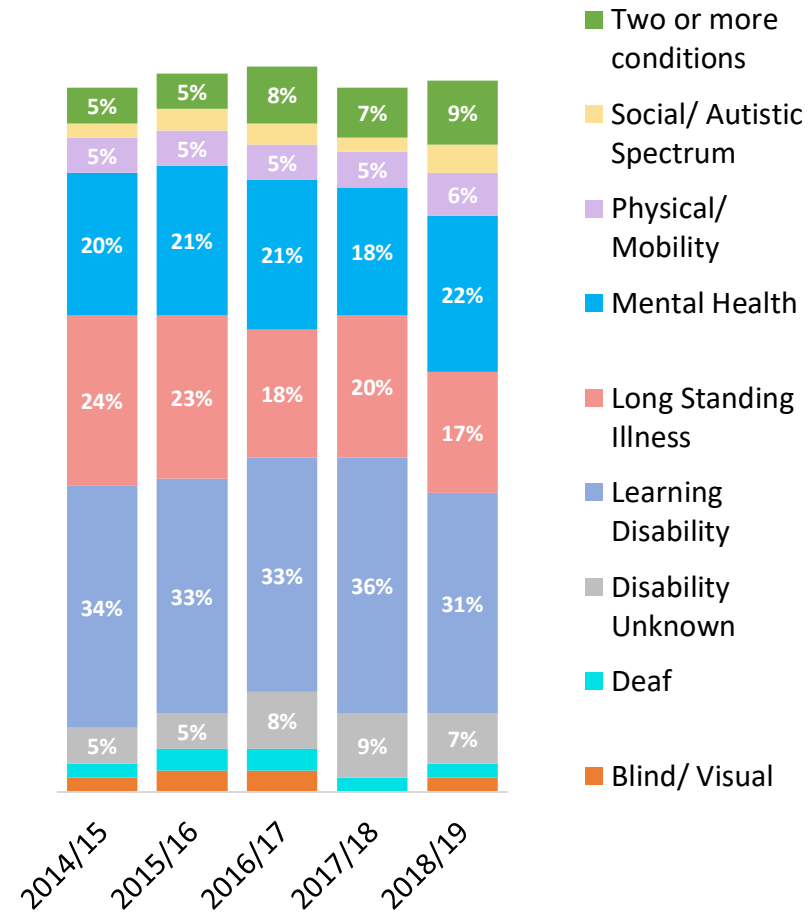
Postgraduate Research Student Disability Profile

- The proportion of disabled Postgraduate Research students has increased by 1% in the last year.
- The proportion of PGR students who declared themselves as deaf or hearing impaired has remained the same for the last two years.
- In the last year there has been a:
 - 2% increase in the proportion of PGR students declaring as blind or visually impaired
 - 4% increase in the proportion of students who declared a mental health condition
 - 1% increase in PGR students declaring a physical impairment or mobility issues
 - 2% increase of PGR students declaring a physical impairment or mobility issues
 - 5% decrease in PGR students declaring a long standing illness.

Postgraduate Research Student Disability Over Time



Postgraduate Research Student Disability Over Time: 8 Way Detail



Equality, Diversity & Inclusion

King's College London

Human Resources

Room 6.13

James Clerk Maxwell Building

diversity@kcl.ac.uk

kcl.ac.uk/hr/diversity

blogs.kcl.ac.uk/diversity

[@KCLDiversity](https://www.instagram.com/KCLDiversity)