



**Equality, Diversity  
& Inclusion**  
*Annual Report*

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**2020 - 2021**

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# Foreword

*Professor Evelyn Welch, Senior Vice-President (Service, People & Planning)*

King's College London is a vibrant, diverse community, with staff and students from many different backgrounds and viewpoints. Listening, understanding and empathising with each other's experiences is vital to our collective success. I believe that we can be a university where everyone feels they belong, are heard, and are valued for who they are. This year's report on Equality, Diversity & Inclusion tells us all how much we have achieved towards this goal and how much more there is to do.

The achievements of 2020-21 have been accomplished in another challenging Covid-19 year. Throughout the past twelve months, we have benefitted enormously from the expertise and insights of Sarah Guerra and the EDI team at King's. I personally have learned a great deal from working closely with our remarkable staff networks including the Race Equality Network (REN), the Gender Equality network (Elevate), the Parents' and Carers' Network (NEST), our disability network (Access King's) and our LGBTQ+ network (Proudly King's). Student groups, led by the President of KCLSU, Zahra Syed and her predecessor, Salma Hussein, have never let us forget that it is our deeds, not just our words, that define us.

This report points to a rise in the number of Black, Asian and Minority Ethnic staff at King's, to the introduction of policies on religion and belief, digital accessibility, and on menstruation and the menopause. It documents our progress in achieving an Athena Swan university silver award for gender equality, the renewal of our institution-wide Race Equality Charter Bronze award and our submission of a Stonewall application.

# ***Foreword***

***Professor Evelyn Welch, Senior Vice-President  
(Service, People & Planning)***

It also demonstrates that we still have to make appointments and create career and promotion pathways that reduce our gender and ethnicity pay gaps from their currently unacceptably high levels.

I am very grateful for the hard work that so many people have put into our EDI efforts last year. Please do read the report in full and get involved in ensuring that King's is a truly inclusive university going forward.



# Foreword

**Zahra Syed, KCLSU President**

*“If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality.” – Desmond Tutu*

King’s is living with a legacy of being an elitist university where only a certain privileged white demographic of people had access to higher education, whereas we now live in a world whereby HE is more accessible to a more inclusive range of people. King’s College London is a university located in the heart of London attracting students from across the globe and a breadth of backgrounds. While I’ve been a student at the university I have seen some changes and, you could say, progress in the equality, diversity and inclusion space but I would like to actually begin by providing context for marginalised communities.

In May 2020, we saw a concerted, active strive to advocate for black communities across the world. The Black Lives Matter movement reached many homes and echoed the sentiment of oppression black people have faced for far too long – galvanising people from every background with the aim of one single cause; recognising and truly ensuring that black lives matter. It says it in the name. By categorising those most marginalised in society within the same category labelled ‘BAME’ we create a system that does not fully realise the intrinsic complexities within that word or label. Quite simply ‘BAME’ should no longer be acceptable. With rising importance being given to white working-class students failing due to a status deficit, acclaimed education and social justice academic Professor Kalwant Bhopal argued that you cannot discuss race and class in the same vein. With the same argument now being shifted onto traveller communities and Latinx, let me highlight the question of why race matters.

## Discussing race is a pertinent matter

I have many labels; I carry the label of a woman, a woman of colour, a woman of faith, a woman of colour who belongs to a minority faith group. These labels for me are barriers. Barriers which inhibit my freedom of speech.

With a new bill currently completing its way through different stages of the Houses of Parliament there is a real challenge which we ought to address. That is the challenge of safeguarding and protecting our oppressed communities and more importantly hearing their voices. 5

# Foreword

*Zahra Syed, KCLSU President*

This brings me onto the work at universities, and especially King's. A great deal of work takes place at King's, like other universities, but it is clear that there is still a great deal more needed to truly address the challenges our students face when it comes to student mental health, equality, diversity and inclusion. Areas of focus include improving inclusivity across support and counselling services; fully incorporating an intersectional approach in all spaces; employing a workforce at the university that not only represents but also inspires the student body; and providing spaces free from harassment.

As a community, we want to be inclusive, and quite rightly we are proud of the work to date, however there is still more to be done. I am proud to be a King's alumna, a member of the diverse King's community and I urge you to read this report with my words in mind. As President, I know that KCLSU will always work to ensure students' voices are heard and hold the university to account in overcoming the difficult issues within equality, diversity and inclusion

As President, I have every confidence that KCLSU already champions students' voices and will continue to ensure they are heard as well as hold King's to account in making progress in this critical issue of progressing Equality, Diversity and Inclusion in our community. I would like to thank the Equality, Diversity & Inclusion Function for their continued efforts and hard work in this important area.



# Our Vision

**Be intersectional by default**

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

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

**Attract and retain a diverse student population**

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

# Our Partners

**KING'S**  
*College*  
**LONDON**



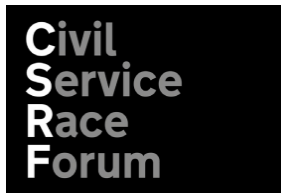
**THE GLOBAL  
INSTITUTE  
FOR WOMEN'S  
LEADERSHIP**



**AdvanceHE**



City of  
Westminster



**REF2021**



**UNIVERSITY  
OF LONDON**

**CIPD**



**Cabinet Office**



# *Aims and Strategic Vision*

Equality, Diversity and Inclusion (EDI) is a key priority at King's College London, and we are proud to showcase the impact of our work during the academic year 2020/21.

King's also has a legal duty to comply with both the Equality Act 2010 and the Public Sector Equality Duty that sits within the act. This report fulfils our responsibility to publish our equality objectives and demonstrate our compliance .

This report has been broken down into two main sections:

- Progress towards our strategic priorities
- The impact of EDI work across King's

This report has been produced by King's EDI function; however, EDI is a cross-organisational endeavour that brings together directorates, networks, faculties and individuals. This section of the report highlights EDI best practice and achievements across King's.

## **Terminology**

King's has committed to using the term Black, Asian and Minority Ethnic as opposed to the acronym BAME (or BME). There are some instances in this report where we haven't done so as we have been guided by the wording used elsewhere (e.g. on our EDI dashboards or within existing documentation). We acknowledge that no terminology is perfect and are constantly reviewing the language we use and seeking best practice.

# King's EDI Strategy

King's EDI work is shaped by its EDI strategy, which sits under King's Strategic Vision 2029. The first part of this annual report will outline our progress towards the strategic priorities outlined below.

## Governance & Accountability

Improve accountability, leadership and decision making

Improve foundations, ensure legal compliance and tackle risks

Improve workforce equality data collection

## Workforce Development

Improve management capacity

More capable and inclusive leadership and management practice

Promote the benefits of inclusive behaviour

Improve mechanisms for addressing unacceptable behaviour

## Workplace Representation

Increase proportion of women in senior positions

Increase the proportion of BME colleagues in senior positions

Improve inclusion and progression across protected characteristics across all staff groups

Address ethnicity and gender pay gaps

# King's EDI Strategy

## Staff Disability Inclusion

Improve inclusion for disabled staff

Ensure efficient and supportive reasonable adjustments

Build awareness and education around disability

Increase confidence in our disabled staff that they can trust us

## Evaluation and Recognition

Attainment of an institution-wide Athena Swan silver award in 2020

Renewal of the institution-wide Race Equality Charter bronze award in 2020

Submission to the 2021 Stonewall WEI and improvement of our ranking

Submission to the Working Families benchmark in 2020

## Addressing Differential Student Outcomes

Partnership with the Social Mobility and Student Success teams to close BME attainment gaps

Implement Inclusive Education Partners (academic and student staff)

Support work with Inclusive Education Partners, and Conversations about Race across King's

# Measuring Success

The impact of King's EDI efforts can be difficult to quantify as they manifest in various ways, including indirect benefits to the community. We measure our progress in several ways to ensure we are on track and to inform future actions.

EDI key performance indicators (KPIs) form part of King's balanced scorecard which uses data to measure our success. The balanced scorecard includes measures across five areas: education, research, diversity, sustainability and productivity. Our KPIs fall under education (Black, Asian and Minority Ethnic attainment gap) and diversity (Black, Asian and Minority Ethnic staff, female Black, Asian and Minority Ethnic staff and senior female staff).



# Measuring Success

## Black, Asian and Minority Ethnic (BME) representation at all levels, for Academic and Professional Services staff

Year	King's Target %		% BME staff at King's		% BME staff at London Universities	
	Academic	PS	Academic	PS	Academic	PS
2020/21	21.0	22.4	21.4	23.2		
2019/20	20.7	21.8	20.9	22.7	19.4	21.4

We have seen a steady increase in the percentage of Black, Asian and Minority Ethnic staff at King's, with a 0.5% growth in both academic staff teams and professional services staff teams. Whilst we have exceeded our targets and compare favourably to other London universities, we are still not representative of our student body (in 2019-20, 56.0% of home undergraduate students defined as Black, Asian and Minority Ethnic).

## Black, Asian and Minority Ethnic (BME) Female representation at all levels, for Academic and Professional Services staff

Year	King's Target		% BME female staff at King's		% BME female staff at London Universities	
	Academic	PS	Academic	PS	Academic	PS
2020/21	11.0	13.5	10.6	13.7		
2019/20	10.5	13.3	10.5	13.6	9.5	12.4

The percentage of Black, Asian and Minority Ethnic female academic and professional services staff has increased by 0.1% in comparison to the previous academic year. We exceeded our target for professional services staff but not for academic staff, however the proportion of Black and Minority Ethnic female staff (in both academic and PS areas) is higher compared to other London universities.

# Measuring Success

## Gender representation in senior levels, for Academic and Professional Services staff

The proportion of female senior professional services and academic staff increased from the previous year however doesn't meet our targets. The reasons for this and the consequent actions we are taking are explored in sections on gender equality (page 39) and Athena Swan (page 48).

Year	King's Target		% senior female staff at King's		% senior female staff at Russell group Universities	
	Academic	PS	Academic	PS	Academic	PS
2020/21	41.6	49.9	39.3	49.4		
2019/20	37.7	49.2	38.1	48.7	32.4	49.7

# Measuring Success

## Gender and Ethnicity Pay Gaps

The UK has a legal requirement to report on the gender pay gap. We are also committed to reporting our ethnicity pay gap. Pay gap data are reported annually and the deadline is one year from our 'snapshot date' of the 31 March. The 'snapshot date' is the date used to identify qualifying King's employee and relevant pay rates.

Our most recent data for pay gap reporting are from 31 March 2020 and can be found on our [website](#). Our gender pay gap is closing, having decreased from 17.8% in 2019 to 17.1% in 2020. Our ethnicity pay gap has increased from 13.2% in 2019 to 19.9% in 2020. This is partly due to the insourcing of cleaning and security staff, which has resulted in an increased number of Black, Asian and Minority Ethnic staff in junior positions. This does not account for the complete figure as the pay gap would have increased to 15.1% had cleaning and security staff been excluded from our calculations. The aforementioned report details the steps we will take to address this, one of which is through our Race Equality Charter award, which we cover below. We will provide our next pay gap report by the 30 March 2022.



# Progression toward our strategy

## Governance and Accountability

Improve foundations, ensure legal compliance and tackle risks

Improve accountability, leadership and decision making

Improve workforce equality data collection

## EDI Function

The EDI operating model has been in place since 2019. It provides a King's wide service, leading on university wide projects (e.g. Athena Swan and the Race Equality Action Plan) and provides expert advice. The function also operates within seven faculties through the EDI Partnerships & Projects Team:

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

The *Faculty of Life Sciences & Medicine (FoLSM)* and the *Institute of Psychology, Psychiatry and Neuroscience (IoPPN)* have embedded expert EDI practitioners, as does the Students and Education directorate and the Estates & Facilities directorate.



# EDI Practitioners at King's



EDI is everyone's responsibility however specific teams provide leadership. Aside from the central EDI function, there are other teams that lead on parts of King's EDI progress, such as the Student Success department who lead the work on addressing differential student outcomes see page 54. The above diagram was developed based on staffing in September 2021.

# *Equality, Diversity & Inclusion Governing Bodies*

## **EDI Committee**

The Equality, Diversity & Inclusion Committee (EDIC) is chaired by the President and Principal and reports to the Senior Management Team. The Committee oversees and monitors the implementation of King's Equality, Diversity & Inclusion strategic goals. The Committee meets termly during the academic year and membership comprises of senior representatives from across the college.

## **EDI Forum**

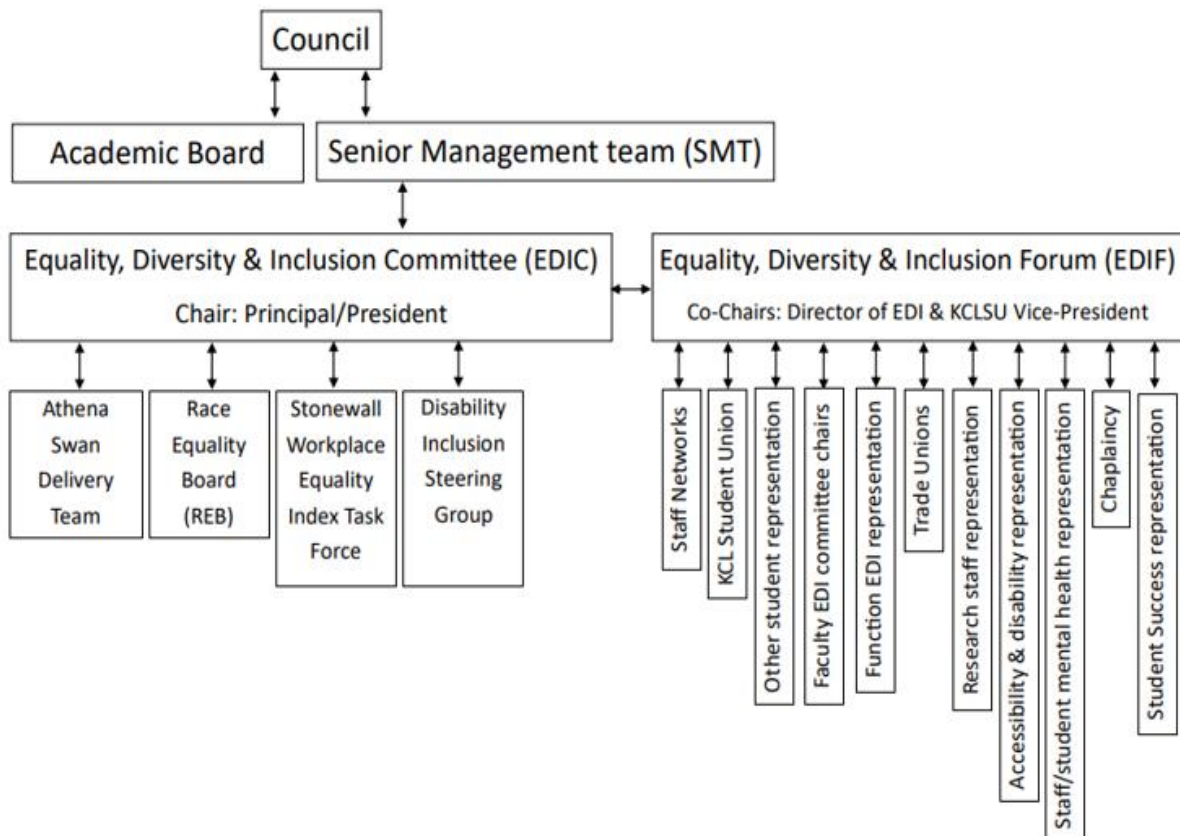
Working alongside the Equality, Diversity & Inclusion Committee is the Equality, Diversity & Inclusion Forum (EDIF). EDIF is a body for staff and student voices, consisting of a diverse membership that represents the breadth of experiences and perspectives of the King's community. The Forum provides EDIC with insight into staff and student community experiences. Members represent their respective areas and help to create two-way communication between the King's community and the governance and decision-making structure.

# Equality, Diversity & Inclusion Governing Bodies

There are also several committees that enable that drive and support large pieces of work, such as the Race Equality Board and the Athena Swan Delivery Team. These groups feed into the EDI Committee (EDIC) and/or the EDI Forum (EDIF).

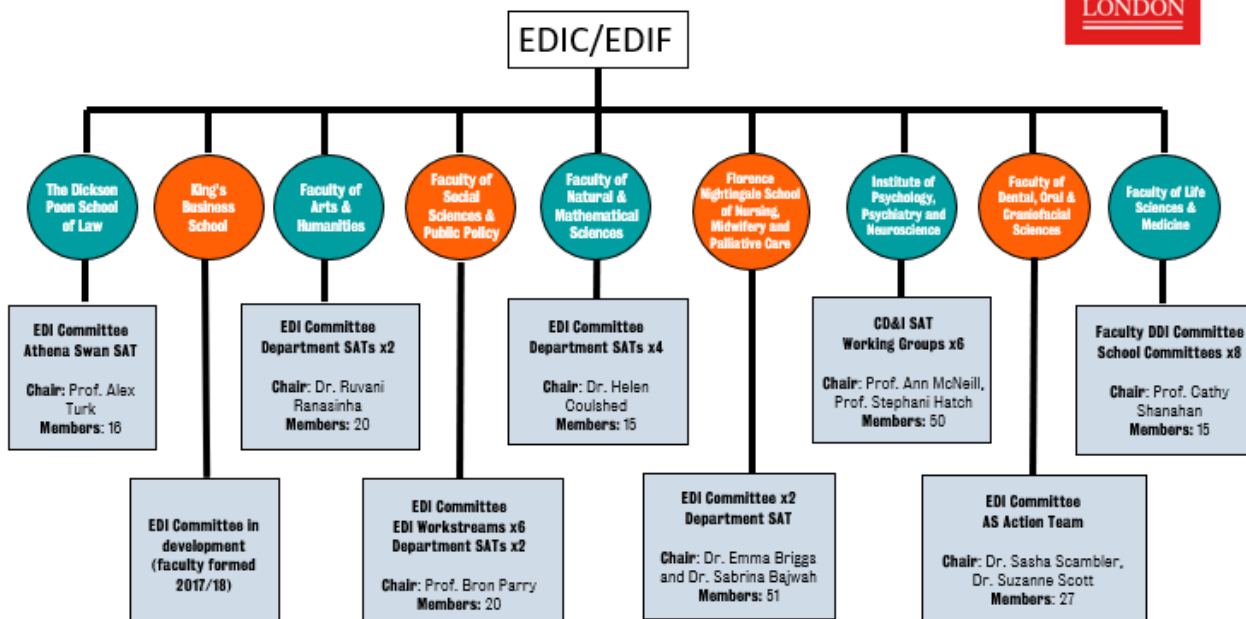
The images below refer to the academic year 2020/21:

## Equality, Diversity & Inclusion - Governance Structure Chart

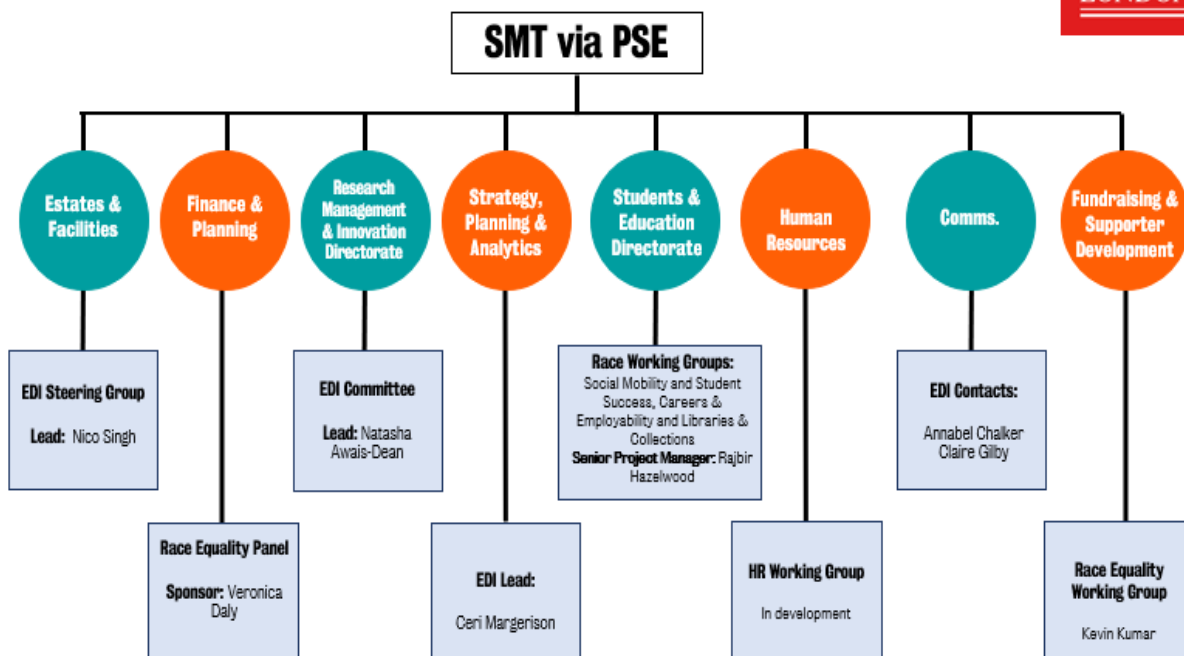


# Equality, Diversity & Inclusion

## SATs/EDI Committees across Faculties at King's



## EDI activity in Professional Services Directorates



# *Equality, Diversity & Inclusion Governing Bodies*

In the 2020/21 academic year, both EDIC and EDIF have provided insights and direction on a range of EDI matters including King's response to the pandemic, our applications for the Race Equality Charter and Athena Swan Charter and the progression of our disability inclusion work. Feedback brought to EDIF has also helped enact change; in October 2020 student representatives raised concern over the barriers trans students experienced when updating their details, which resulted in a simplified process.

Over this last year both groups have also particularly benefited from the insight brought by the President and Vice President (Welfare & Community) of KCLSU, as well as the KCLSU Liberation Officers. This has greatly strengthened the inclusion of the student voice in our governance structure, and we will continue to develop these links between EDI and the elected student officers. You can find more information about our governance on our [website](#).

As part of the incoming President and Principal's listening exercises, Professor Shitij Kapur met with the staff network chairs, EDI practitioners and EDI leads to find out about their experience of, and ambitions for, King's. This decision centred the voice of staff with lived experience and recognised the importance of EDI.

# Policy Updates

Policies are an important foundation in establishing culture. Policies convey the expectations for our community and in 2020/21 the [Bullying and Harassment Policy](#) we developed was approved, and we developed three new policies: a Religion and Belief Policy, a Menopause Policy and a Menstruation Policy. Organisational policies need to be enacted and implemented to be effective, so we have produced guidance to help our community adopt these policies within their scope of work. The work and engagement exercises took place during the academic year 20/21 and these policies were approved in September ([Religion and Belief Policy](#)) and October 2021 ([Menopause Policy](#) and [Menstruation Policy](#)).

## Religion & Belief

Between 1 September 2020 and 31 August 2021 40.5% of staff declared a named religious belief. In the academic year 2019/20, 60% of undergraduates, 52% of postgraduate taught and 40% of postgraduate research students had a religious belief.

In partnership with the Dean's Office and Chaplaincy, we developed a new Religion and Belief Policy, alongside a comprehensive [guidance document](#) replacing the previous Religion and Belief Equality Policy Statement. It applies to all members of the King's Community.

The policy and guidance have been developed based on a range of Higher Education Institutions and public sector best practice, alongside consultation with key stakeholders from across the King's Community. The policy outlines the expected behaviours of all members of the King's Community in relation to religion and belief and sets out the context of the legal framework within which King's operates, as well as the religious foundation of the university.

# Policy Updates

The guidance document provides further advice on the services and facilities available to support religion and belief and information on how to create an inclusive environment for staff and students.

We also worked in partnership with KCLSU and Estates & Facilities towards the opening of the Dharmic Prayer Room on 30 June 2021.

## Menopause and Menstruation

As part of our successful Athena Swan Silver Application, we committed to introducing menopause and menstruation policies and resources. King's has a high proportion of female staff and so, despite the stigma around the topic, a large proportion of our community is impacted. We also acknowledge that trans men and non-binary people also experience menopause and menstruation.

We developed new policy, guidance and support assessment templates, which encourage the provision of reasonable adjustments where required (e.g. flexible working or adjustments to uniform). The guidance also prompts line managers to consider how experiences of menopause and/or menstruation can vary from person.



# Equality Analysis

King's uses Equality Analysis (EA) to systematically analyse the effects of new and changing policies, practices, projects, or services on different groups within the King's community. EDI supported departments across the college to enable colleagues and students to continue working and studying safely; whether that's on campus, remotely – or both. Equality analyses conducted this year include:

- Hybrid working policy
- Returning Well
- Face coverings
- Policy for the acceptance of donations
- Library Services changes to working hours
- Fitness to Practice policy
- Fitness to Study policy
- Student Misconduct Regulations
- Criminal Convictions in Admissions
- E-Assessments
- Temporary resource to support parents and carers
- Guidance for camera use in remote meetings

Our new [Equality Analysis internal guidance](#) takes staff through how to conduct an EA, step by step, with written guidance, video tutorials and expert insights, and adaptable templates. The guidance has support on how to conduct proportional analysis, enabling staff to ensure they're considering EDI at all levels, from the day to day up to major decisions.

*"The Sharepoint is very well laid out and is easy to read and digest. It's not too wordy and makes what is a new and somewhat complex concept at first very accessible to people."*



# Workforce Development

Improve  
management  
capacity

More capable  
and inclusive  
leadership and  
management  
practice

Promote the  
benefits of  
inclusive  
behaviour

Improve  
mechanisms  
for addressing  
unacceptable  
behaviour

## Bullying and Harassment

In November 2020, we published the Dignity at King's - Bullying and Harassment Policy. The policy supports the entire King's Community (staff and students) and replaced the previous *Dignity at Work – Statement of Commitment*.

This policy sets out the responsibilities of those within the King's community in addressing inappropriate behaviour, clearly defines conduct that is not acceptable and outlines where to go for support for anyone who has witnessed or experienced bullying and harassment.

Importantly, it also makes clear that managers and senior leaders need to support our community and engage with and address behaviour and issues related to alleged bullying and harassment as they arise. This is key to fostering and enabling an environment free from bullying and harassment and ensuring that the policy is embedded within our ways of working and culture at King's.

# Workforce Development

We recognise that bullying and harassment are organisational issues to be addressed. This can only be done when there is commitment from senior leadership. Since the publishing of the policy, Evelyn Welch (Provost & Senior Vice President (Arts & Sciences)), Richard Trembath (Senior Vice President and Provost (Health)) and Steve Large (Senior Vice President (Operations)) identified this as a joint priority and have led an institutional wide programme of work to address all aspects of bullying and harassment

## Anonymous Disclosures

The anonymous disclosure process allows staff and students to disclose an incident of bullying, harassment or discrimination. Anonymous disclosure helps us to identify patterns which, in turn, can shape our proactive work. Between 1 September 2020 and 31 August 2021 there were 108 submissions.

This year, we reviewed our [Anonymous Disclosure Form](#) and made a number of changes based on the IoPPN's Bullying and Harassment Anonymous Reporting pilot, as well as stakeholder feedback. These include adding an option to disclose microaggressions and aligning the Form with best practice in the sector. By making these updates we hope to increase engagement with and understanding of the Form. The revised form was launched on 5 October.

# Workforce Development

## Positive Workplace Initiatives

Led by Organisational Development, an action plan and working groups have been established to tackle and improve bullying and harassment across all areas of the college. The group meets quarterly and a key intervention has been Active Bystander Training for staff.

## Research Bullying and Harassment Working Group

EDI support a newly formed Research Task & Finish Group for Bullying and Harassment.

The aim of this Task and Finish Group is to support the promotion of a research culture free from bullying and harassment for researchers. All researchers at King's are covered by the Researcher Concordat (Concordat to Support the Career Development of Researchers), and this group will centre researchers and Postgraduate students within their remit.



# Workforce Development

Training and support are an integral part of King's EDI offer, providing benefits to across the community as well as to individuals.

Diversity Matters training, delivered in partnership with Challenge Consultancy, has staff and manager sessions. In the past year both have been delivered online on a monthly basis, which allowed their capacity to be increased. Last year a total of 1185 staff attended centrally organised sessions (900 staff and 285 managers).

Diversity Matters training and impact has recently been reviewed and our intention is to design and roll out an improved version in 2022/23.

To make King's as inclusive an environment as it possibly can be for people of all genders, including our trans and non-binary staff, EDI provide a bespoke Trans Matters training for staff. This covers trans identities, as well as the steps King's takes to provide an inclusive environment for our trans colleagues and students.

Since 2020, over 300 members of staff have engaged with Trans Matters, over 12 sessions. Most notably, the Equality, Diversity & Inclusion team facilitated a training session with King's Senior Leadership Team in April 2021.



*"I think this training is so important, I've noticed conversations outside of work which this has helped with - where I feel more confident in "educating" others about these concepts before they make assumptions..."*

# Workforce Development

## Stellar HE

Our race equality action plan commits King's to funding at least three Stellar HE places a year. Stellar HE is a programme that supports Black, Asian and Minority Ethnic academic and professional services staff who want to progress into leadership roles. The 2021 programme included 20 staff members from King's - the largest cohort from a single university the programme has ever had. Three of these places were part funded by the university with the rest all funded and supported by local departments, faculties and directorates. Following the success of this cohort, more members of the King's community will be supported to participate in the 2022 programme.

## Mutual Mentoring

The Mutual Mentoring scheme is a positive action scheme that recruits staff who have been identified as being marginalised or underrepresented in senior leadership roles at King's. The first pilot wave of the scheme launched in December 2020, and the second wave in August 2021, matching a total of 42 staff.

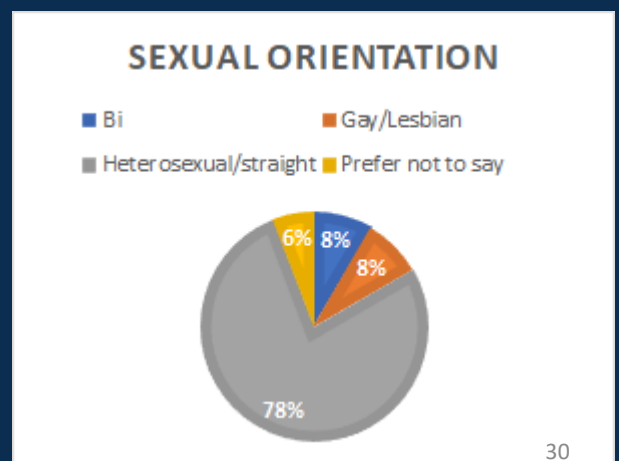
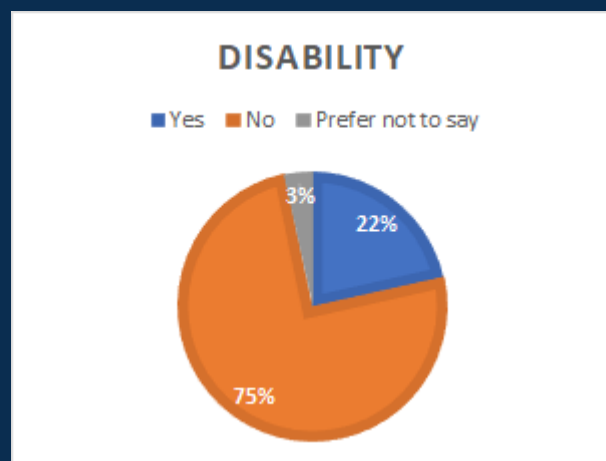
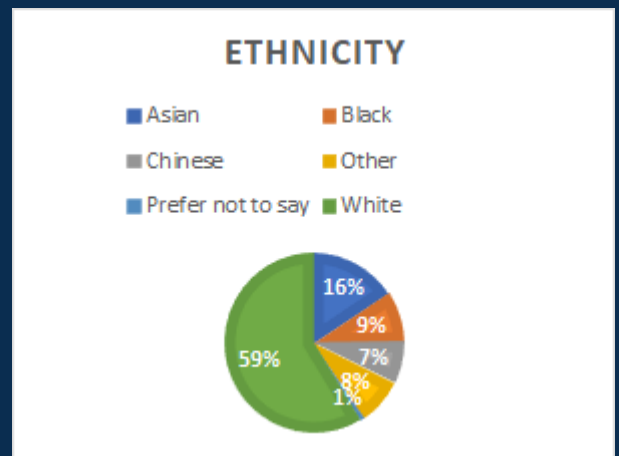
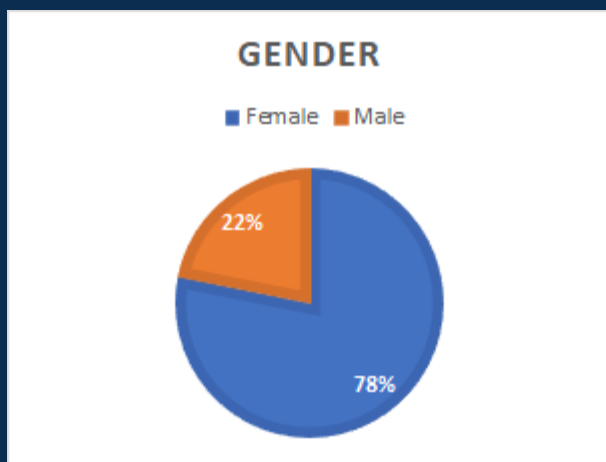
Mutual mentoring aims to increase confidence across King's in championing all areas of equality, diversity and inclusion (EDI) by matching a senior leader with a lived experience mentor. Our lived experience mentors identified as at least one of the following: woman, disabled, trans, lesbian, gay or bisexual (LGB) or Black, Asian and Minority Ethnic. The senior leader, in turn, can offer guidance on leadership, career progression and development.

*"We both felt safe and comfortable to talk quite frankly. I was very surprised about how authentic I felt I could be on a frequent basis."*

# Workforce Development

## More than Mentoring

In 2020/21, More than Mentoring scheme was delivered for a third 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 Black, Asian and Minority Ethnic, disabled, women and/or lesbian, gay, bisexual, trans or queer (LGBTQ+). 133 people participated in the scheme's most recent iteration and their demographic information is illustrated below.



# Workforce Development

## Digital Accessibility

Digital accessibility is more important than ever, with such a high proportion of our community accessing King's remotely. Last year, King's made significant progress in digital accessibility, moving the institution to compliance with The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018. We have published accessibility statements for 10 out of the 115 platforms and applications managed by IT and one locally managed platforms. Those containing student teaching materials were prioritised.

We use two different resources to ensure accessibility; SiteImprove for web content and Blackboard Ally for teaching materials and to enable students to download content in alternative formats. Our Blackboard Ally accessibility score is 83.5% (although this includes content that students can't or haven't accessed, such as areas where teachers are testing material) and our SiteImprove accessibility score is 57.4%. We have also made £1,000,000 of funding available to enable accurate captioning of teaching and learning materials, of which approximately £154,000 was spent last year.

We have provided learning opportunities to increase digital accessibility capability and capacity in the form of a flexible Teaching and Learning course available on Keats and a Digital Accessibility baseline course that outlines the core principles for digital education accessibility and includes guidance on how to interpret and enact them. 129 people enrolled onto the Digital Accessibility baseline course.

# Workplace Representation: Community

Increase proportion of women in senior positions

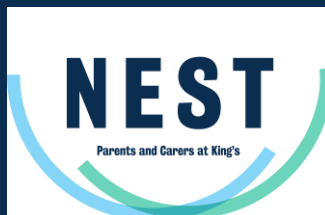
Increase the proportion of BME colleagues in senior positions

Improve inclusion and progression across protected characteristics across all staff groups

Address ethnicity and gender pay gaps

## King's Community

There are five equality based staff networks at King's: Access (disability inclusion), Elevate (gender equality), NEST (parents' and carers' network), Proudly King's (LGBTQ+ inclusion) and the Race Equality Network. As well as forming valuable peer support communities for those with protected characteristics, these groups are also consulted about developments and changes at King's.



**ELEVATE**  
*King's Gender Equality Network*

**Race Equality Network**



# Workplace Representation: Community

## REN

*“The Race Equality Network (REN) has made support and engagement of its members paramount over the past academic years.*

*In doing so, we are better serving the PGR student and staff communities across KCL campuses. We therefore aim to focus our efforts on fewer, highly-promoted, larger-scale events across the year, increasing attendance and meeting the needs/wants of our members and bypassing burnout of our REN Core team.*

*A few of our ongoing endeavours are as follows:*

- *The [REN Show](#), a YouTube series hosted by Michael Bankole and directed/edited by Rebecca Brown, focuses on issues of race, identity, and discrimination. Michael interviews public figures and prominent thinkers on these topics, and the show has had special guests such as Dr. Shola Mos-Shobamimu, Dr. Adam Rutherford, Gary Younge, and Nish Kumar.*
- *After a year of research, planning, and applying, REN Co-Chair Jennifer Agha successfully orchestrated a KCL honorary degree for Akala, (artist, writer, historian). A ceremony will be held this year to present the degree.*
- *The REN Book Club, chaired by REN Co-Chair Alexandria Mitchell, is an ongoing series that regularly meets to discuss books on a variety of subjects such as racism, identity, self-discipline and respect, and self-awareness and reflection.*
- *A new REN series on Mental Health and Well-being is in the works, so please stay tuned!*
- *Our website will be updated to a new format and will feature several REN highlights of events and goals.*

*As always, information on any upcoming events will be posted on our social media platforms, and the co-chairs can be reached via email at [RaceEqualityNetwork@kcl.ac.uk](mailto:RaceEqualityNetwork@kcl.ac.uk)”*

Jennifer Agha and Alexandria Mitchell, Chairs of REN

# Workplace Representation: Community

## Elevate

*“This past year has been one filled with events and collaborations for Elevate, and we couldn’t be prouder of everything we have achieved. Elevate’s focus has been supporting women, including trans women, and non-binary staff members in their careers and for Elevate to become a community where members can share experiences and knowledge in a safe and welcoming environment.*

*We continued our ‘Lunch, Elevated’ event series with amazing speakers such as Lorraine Kelly, Director of Organisational Development, and Kate Daubney, former Head of the Career Service. We hosted a new event series, “In Collaboration with..” which explores the career paths and experiences of senior women and male allies across King’s College London. We were honoured to have Professor Evelyn Welch, Provost & Senior Vice President (Arts & Sciences) as our first speaker in November 2020, and Professor Fiona Watts, Director of the Centre for Stem Cells & Regenerative Medicine at King's College London in February 2021. More than hundred people attended, and we discussed their careers to date and what it means to be a woman in a position of leadership. We had two fantastic events in collaboration with the gender equality networks from UCL, LSE and City, talking about allyship and how the equality charters can be used to promote intersectionality in higher education.*

*We celebrated International Women's Day in March with an event in collaboration with EDI and Global Institute for Women's Leadership (GIWL), talking about allyship and how we can show up and support one another in the workplace and beyond.*

*None of this would have been possible without our past and current Committee Members, who volunteer their time to develop the Network communications, run the events, and are key to the success of Elevate; and without our over 230 members who believe in and fight for gender equality every day. Thank you for your continuous support.”*

Chiara Balosetti and Rachel Stockey, Chairs of Elevate

# Workplace Representation: Community

## Access King's

*“Access King's is the disability inclusion community network for staff at King's. The network's mission is to be a conduit for access to support, communities, peers, advice, guidance, resources and spaces.*

*The network committee includes 15 members (all from different departments across King's) and are responsible for promoting the network, organising events, and collaborating with others to improve disability inclusion. You can [read the network's goals on the website](#). Last year's projects included a detailed analysis of the Flexible Working Survey data, which is feeding into the new Ways of Working Project for professional service staff, the [Inclusive Campus Badges](#) project and work on accessible recruitment processes. We also held a new series of Neurodiversity Drop Ins and are feeding into the development of a Neurodiversity Awareness E-Learning module that will be available to all staff.*

*The network itself has 180 members (in July 2021) and all staff and postgraduate students are encouraged to join the network, regardless of whether they have a disability or neurodivergence themselves. We hold in person events and meetings, as well as having an online presence. Last year's activity was held online due to the pandemic and covered topics including accessibility, ableism in academia, Disability History Month, mental health, travel, accessible digital teaching, professional development, hybrid working and allyship.”*

Abbie Russell and John Darker, Chairs of Access King's

# Workplace Representation: Community

## Proudly King's

*"Proudly King's has four co-chairs who lead the network, ten committee members and 419 members. We communicate to our members through a monthly newsletter, on Instagram @ProudlyKings (597 followers) and on Twitter @ProudlyKings (1,231 followers). We also send out a monthly events update newsletter and have a podcast called Proudly Pod.*

*Last year we held various events, from a Queerantime Quiz to a lunch & learn about trans women in film. We also launched Proudly King's Book Club and organised an LGBTQ+ inclusive circuits class with King's Sport.*

*We planned a number of campaign activities that involved people across the King's community. For LGBT History Month, we organised a queer icons Twitter campaign, posting a different icon every day and generating over 300,000 impressions. We also recorded a queer icons podcast to go alongside the Twitter campaign.*

*For Pride Month, we designed an email banner, which serves as a digital equivalent to the rainbow lanyard, and asked the King's Community to make an allyship pledge before using it in their signature. We received a total of 248 allyship pledges. We worked with King's Sport to create a King's Move walking challenge from Pride Month and collaborated with Brand to redesign the rainbow lanyard to include the progress flag, which will be distributed in September. The progressive flag includes additional colours to represent LGBTQ+ people of colour and incorporates the trans flag. We were also involved in activity outside of King's, attending London Trans+ Pride and the Reclaim Pride march."*

Paul Webb, Chenée Psaros and Kirsty McLaren, Chairs of Proudly King's

# Workplace Representation: Community

## NEST

*“It’s fair to say that the 2020/21 academic year did not pan out quite as anyone might have expected, particularly for our NEST community. Through these times, what has remained consistent is the kindness and support of the NEST community towards its members. This is no more evident than at our monthly online drop-ins, which have continued to provide a safe space and are often used for catharsis.*

*Over the year, we held some more focused online events, starting in October 2020 with ‘Celebrating Black Fathers @ King’s’, in collaboration with the Race Equality Network. An impromptu event took place in January 2021, a Q&A session with Evelyn Welch and Steve Large, to address concerns that our parents had around managing their caring responsibilities. This was our highest attended event, with around 170 colleagues present. A recorded statement was made available after the event, along with written responses to the questions posed. At other times we also heard people’s perspectives on parenting during Covid, as well as their tips on career development following many parents and carers voicing concerns that the exhaustion of spinning many plates during Covid would have a long-term impact on our careers.*

*Each year, since our inception, NEST has marked Carers Week. The theme this year was ‘Make Caring Visible and Valued’ and our contribution to this was a collaboration with Access King’s to host two lunch and learn sessions led by an external consultant to understand how to support those diagnosed with dementia. Jointly, these sessions attracted over 100 attendees.*

*With the support of our senior sponsors, to whom we are indebted, we have continued to advocate at senior levels of the college, with representation on the University’s Athena Swan Leadership and Action Group, the Athena Swan Delivery Team, the Equality, Diversity & Inclusion Forum, and the Coronavirus Coordination Network. For those of you who are enrolled on the Childcare Voucher Scheme, we were able to work with the college to introduce some flexibility into this scheme, thereby avoiding unnecessary accumulation of vouchers at a time when childcare needs for many had drastically altered.*

# Workplace Representation

## Interfaith Project

Funding from the Office for Students enabled us to recruit two Interfaith Project Interns who organised a series of interfaith events for the King's community. Running over two weeks in May, the events included talks and discussion from members of our community engaged in the practice of faith and community work as well as an innovative interfaith quiz. Contributors included current and previous King's students as well as members of the Chaplaincy who played a vital role in providing advice during the planning as well as sharing their expertise and experiences in the events themselves. The intention behind the events was to promote understanding between the different cultures, religions and beliefs that make up the King's community. Key themes that emerged were the connection between faith and service and the importance of faith in difficult times.

*"I believe the project left a positive impact on our student and staff community and is a small, but very important, step towards ensuring a diverse community free of stereotypes and prejudices." Maksim Vassin, Interfaith Intern*



# Workplace Representation

## Gender Equality

Gender equality is a University, UK and global priority. At King's, we understand gender to be a spectrum, which is in line with the approach taken by Advance HE and Stonewall's Workplace Equality Index. Our work is guided by Athena Swan accreditation, which we have received a silver award for, and the UN's Sustainability Goals.

We have international influence through the Global Institute of Women's Leadership (GIWL), whose publications include a Global Gender Pay Gap Report, which makes nine recommendations. They also produced publications on Women's Leadership in Health & Armed Conflict and Gender-equal approach to remote working.

Our global reach includes a collaboration with Indian higher education institutions through a British Council funded GATI (Gender Advancement for Transforming Institutions) grant of £25,000. The aim of this work is to introduce a gender equality framework that takes into account its Indian context, which our successful Athena Swan work will help inform.

We believe visual representation is important, which is why we have installed new images in the Council Room that represent the diversity of our students, a photo of which is on the cover of this report.

We take an intersectional approach to gender equality and worked with the GIWL and Elevate to celebrate a Trans Inclusive International Women's Day with a "watch and debate" party around different perspectives on allyship. We also marked Non-Binary Awareness Day and Trans Day of Remembrance.

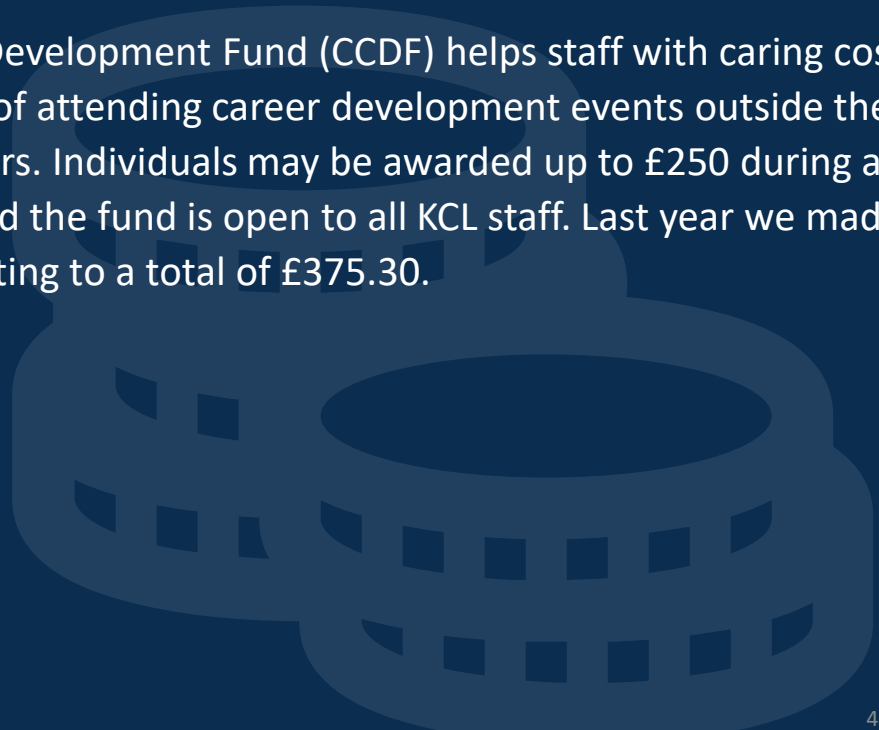
# *Workplace Representation*

## **Financial Support**

Financial hardship can exacerbate existing inequalities in the workplace. To help mitigate against financial barriers, we have two funds that staff can apply for.

The Parents' & Carers' Fund (PCF), supported by the Wellcome Trusts' Institutional Strategic Support Fund (ISSF), is a positive action scheme for Academic and Research Staff designed to mitigate the impact that a career break might have on research portfolios and career progression. Academic and Research Staff returning from an extended period of leave (four months or more) such as adoption leave, maternity leave, shared parental leave, or from caring responsibilities, are eligible to apply for up to £10,000 to be used to minimise any disadvantage caused by a period of leave on their research. The PCF was paused due to the ongoing circumstances surrounding Covid-19, but opened again in Autumn 2021, when we intend to award all remaining funding.

The Carers' Career Development Fund (CCDF) helps staff with caring costs incurred as a result of attending career development events outside their normal working hours. Individuals may be awarded up to £250 during a 12-month period and the fund is open to all KCL staff. Last year we made two awards, amounting to a total of £375.30.





# Workplace Representation

## Race Equality Action Plan

King's affirmed its commitment and intention to be proactively anti-racist in 2020 and has continued to work closely with our students, their representatives, and the staff Race Equality Network to address issues of systemic racism.

This was recognised in the renewal of our Race Equality Charter Mark in November 2020. This will audit, measure and accredit our progress and commitment towards race equality for staff and students.

We are now implementing our Race Equality Action Plan (REAP), which has six sections:

- Leadership & Accountability for Race Equality
- Building Capability around Race Equality
- Attracting, Appointing & Investing in Talent
- Sensitively Discussing Race
- Building a Culture of Inclusion & Tackling Unacceptable Behaviour including Microaggressions
- Inclusive Education & Closing Attainment Gaps

King's anti-racist commitment and determination is a university-wide endeavour, with work embedded across the college. Many areas have also developed a local approach, from the Finance department to the Students and Education Directorate. This will be explored in more detail in later sections of the report.

# Workplace Representation

## LGBTQ+ Equality

Over the past year we have launched an [Allyship Toolkit](#), in partnership with Proudly King's, and delivered Trans Matters training to nearly 200 staff, including a tailored session for the Senior Management Team. We have supported our trans students and colleagues by updating our Trans Matters guidance, making it clearer for anyone who is transitioning, considering it or for those supporting someone. We have also worked with Student Services, Registry Services, HR Digital Services and HR operations to improve the way trans staff and students update their personal details when transitioning.

We have updated our Dignity at King's: Bullying and Harassment Policy to ensure it is explicitly inclusive of all trans and non-binary staff (e.g. by providing more inclusive examples). We also celebrated LGBTQ+ History Month with Proudly King's and KCLSU, which included a statement from the interim President and Principal, Evelyn Welch.

The work continues, and in the coming year we are aiming to improve our data and reporting in this area to better understand the experiences of our staff and students. This will include looking at how we recruit, promote, and recognise LGBTQ+ staff, as well as admissions and outcomes for our students.



# Workplace Representation

Improve inclusion for disabled staff

Ensure efficient and supportive reasonable adjustments

Build awareness and education around disability

Increase confidence in our disabled staff that they can trust us

## Disability Inclusion

Disability inclusion is a key priority for both the EDI function and King's more broadly. Professor Richard Trembath (Senior Vice President Health & Life Sciences) has been appointed as the senior leadership sponsor. During the academic year 2020/21 we created a Disability Inclusion Steering Group for strategic oversight of all disability inclusion related activity for staff and students. Professional Services Executive (PSE) undertook a deep dive exploring workplace adjustment provision, reflecting on case studies and identifying steps to improve King's current support offer.

We launched a [Disability Inclusion Hub SharePoint](#), which includes sections on workplace adjustments, dyslexia & specific learning differences and inclusive communications.

Disability inclusion must be embedded throughout King's and collaboration across the college has been valuable. EDI and Inclusive Education & Disability Support partnered to develop a response to Policy Connects' "Arriving at Thriving" paper auditing King's current level of support and putting forward a series of recommendations. Those leading on Ways of Working, Hybrid Working and Returning Well have conducted equality analysis and consultation to ensure disability support and inclusion is central to King's approach to returning to campus.

# Workplace Representation

Improve inclusion  
for disabled staff

Ensure efficient  
and supportive  
reasonable  
adjustments

Build  
awareness and  
education  
around  
disability

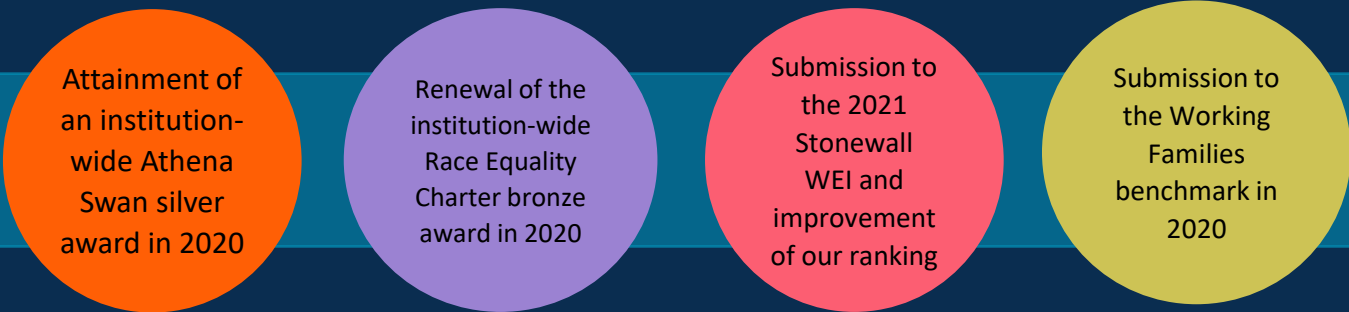
Increase confidence  
in our disabled staff  
that they can trust  
us

We are currently developing a staff Adjustments Passport Scheme Pilot, which aims to support the effective implementation of reasonable adjustments and enable conversations between staff members and their line manager.

*“I am delighted to have the opportunity to act as senior sponsor for disability inclusion. It is timely to highlight and ensure that King’s is at the forefront on development and delivery across the breadth of disability inclusion, from policy to implementation. My professional background as a clinician within the specialty of genetics, has provided significant opportunity for me to learn much of the impact of disability and of the benefits of inclusion, as means of enhancing wellbeing and enabling achievement.”*

Richard Trembath, Senior Vice President (Health & Life Sciences)

# Evaluation and Recognition



## Race Equality Charter

King’s Bronze Race Equality Chartermark (REC) was renewed in November 2020. Our Race Equality Chartermark self-assessment enabled us to recognise some of our key achievements to date in progressing towards being an anti-racist university.

We have taken an intersectional approach that openly acknowledges and tackles systemic barriers. This begins with King’s leadership; race equality is fully embedded into College governance with clear ownership by the Principal and SMT. We are proud that Professor ‘Funmi Olonisakin is a member of our Senior Management team and is included in the Power List 100 Most Influential Black People in the UK 2020. There has also been significant, long-term structural investment in EDI expertise and leadership.

We have done significant work to attract, appoint and invest in talent, and have ambitious targets aiming to be representative of our student body. We have surpassed our KPI for 20/21 however our target increases yearly, with a KPI of 26.2% Black, Asian and Minority Ethnic academic staff and 24.8% Black, Asian and Minority Ethnic professional services staff in 2024/25.

# Evaluation and Recognition

Year	% BME Professors (academic)	% BME Grade 8 (professional services)
2017/18	8	15
2018/19	9	15
2019/20	10	16

While our analysis and equality work has demonstrated encouraging progress, we also recognise the real challenges King’s still faces to improve the experience and outcomes for students and staff. Our histories and legacy are far reaching and complex and we still have a number of challenges to address, which are outlined in our Race Equality Action Plan.

We are continuing our executive leadership structural inequality development programme, as well as College wide EDI training, and there has been a £11.2 million HR investment to improve data, recruitment practice and tackle bullying and harassment.

Following our Race Equality and Racism Leadership summit in June 2020, we have developed an ongoing programme of town hall and other individualised anti-racist fora across our faculties and directorates. We have also 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, Asian and Minority Ethnic students.

# *Evaluation and Recognition*

We directly engaged over 4000 members of our community in race equality reflections and we have supported and partnered with King's Race Equality Network. This has helped us to grow our intersectional celebrations of Black and other History Months.

In July 2021 we held three roundtable events for academics, chaired by Professor 'Funmi Olonisakin and Sarah Guerra (EDI Director), which 29 people attended. This number included research fellows, lecturers and members of faculty academic leadership. The reflections and feedback from these discussions will inform our work going forwards.



# Evaluation and Recognition

## Athena Swan

We use the Athena Swan framework to assess gender equality. King's has been a member since 2005 and our most recent application was submitted in November 2020, for which we were awarded Silver. This was celebrated with an in-person event and College wide communications. King's will be supporting and adopting AdvanceHE's Transformed Athena Swan Charter, and EDI will be encouraging all areas to engage with the changes.

Following our successful submission, the Athena Swan Leadership & Action team has been transitioned into the Athena Swan Delivery team, led by Professor Evelyn Welch and Dr Martin Kirk, with a focus on delivering the action plan. Our Athena Swan action plan aims to improve the experiences of staff and students at King's, reducing gendered experiences, and reflects King's aspiration to be the highest quality employer and educator. It will do this via 10 flagship actions, within the following six broad measures for change:

- **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).**



# Evaluation and Recognition

Our ten Athena Swan flagship actions are:

- 1** A shift to 'day one' maternity and shared parental leave and pay to attract and retain talented applicants who are planning families.
- 2** A shift to six-week paid paternity / partner leave to increase equality in parental leave and reduce gendered impacts of caring responsibilities in a child's early years.
- 3** Improve recruitment processes, e.g. through use of valid and reliable assessments, data-informed short-listing, introduction of recruitment training, facilitating job shares and redeployment.
- 4** Continuing to reduce the proportion of our workforce on fixed-term contracts, targeting all staff on FTCs with more than four years' continuous service for transfer to open ended contracts.
- 5** Flexible by default campaign to support staff to manage their work life balance through flexible working, encouraging managers to design new roles and adapt to bring flexibility into as many roles as possible at King's.
- 6** Ensure that our learning from Covid19 around flexibility and remote working is built into new ways of working.
- 7** Research and investment into emergency childcare cover, e.g. My Backup Care to support parents and carers.
- 8** Global Institute for Women's Leadership Enhanced Diagnostic Assessment (for four areas) and a randomised controlled trial intervention to kick start gender equality and tackle stubborn challenges.
- 9** Update images in high status rooms to reflect greater diversity, e.g. Council Room.
- 10** Launch 'Conversations with...' event series to role model successful women and men who balance family and career.

# Evaluation and Recognition

*A number of our faculties and departments also hold Athena Swan awards:*

<u>Dept/Faculty</u>	Level	<u>Dept/Faculty</u>	Level
Cicely Saunders Institute of Palliative Care (now part of Florence Nightingale School of Nursing, Midwifery & Palliative Care)	Silver	Geography	Bronze
Faculty of Dental, Oral & Craniofacial Science	Silver	History	Bronze
Faculty of Life Sciences & Medicine	Silver	Informatics	Bronze
Florence Nightingale School of Nursing & Midwifery	Silver	International Development	Bronze
Institute of Psychiatry, Psychology & Neuroscience	Silver	Law	Bronze
Chemistry	Bronze	Maths	Bronze
Engineering	Bronze	Physics	Silver
English	Bronze	KCL (whole organisation)	Silver

# Evaluation and Recognition

## Stonewall Workplace Equality Index

The university became a Stonewall Diversity Champions member in 2016. Stonewall runs the Workplace Equality Index, a cross-sector benchmarking self-assessment for organisations to gain an insight into the LGBTQ+ inclusivity of their policies, processes and practices.

In 2019, King's, led by the Equality, Diversity & Inclusion team, submitted our first Workplace Equality Index entry, placing 263<sup>rd</sup> out of almost 500 entrants; and 42<sup>nd</sup> out of 59 UK universities. This year, we have been working with colleagues across the university to prepare for our submission in October 2021.

We will find out the results of our submission in February 2022.

## THE Impact Rankings

The Times Higher Education (THE) impact rankings assess universities across the world against the UN's Sustainable Development Goals (SDGs).

EDI contributes to several specific SDGs, and King's is assessed against these annually. EDI have a major role to play in SDG4: Quality Education, SDG5: Gender Equality, SDG8: Decent Work and Economic Growth and SDG 10: Reduced Inequalities. The SDGs are considered as part of our gender equality, LGBTQ+ inclusion, race equality and disability inclusion work.

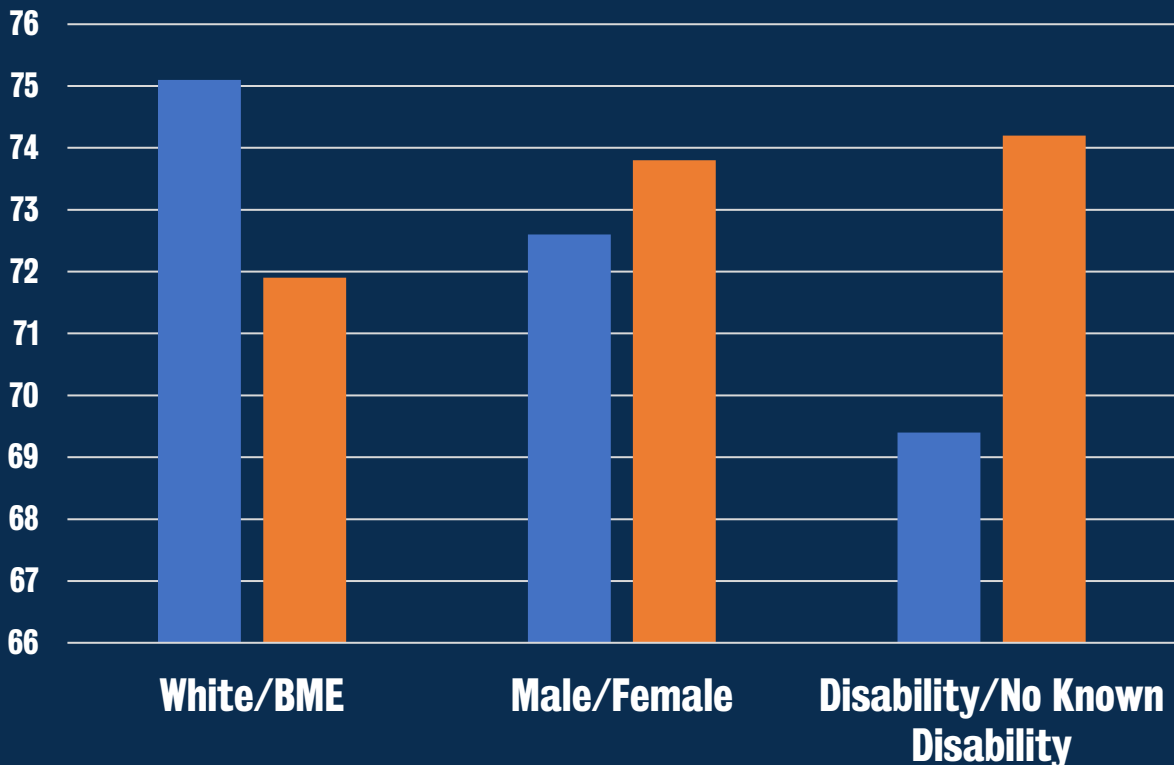
# Evaluation and Recognition

## National Student Survey

The National Student Survey (NSS) is a nationwide annual survey that all final year undergraduates are invited to complete. It is one of the better-known measures of student satisfaction.

There is an overall satisfaction gap between Black, Asian and Minority Ethnic and white students (71.9% and 75.1% respectively), male and female students (72.6% and 73.8% respectively) and those with a disability (learning or otherwise) and no known disability (69.4%/69.3% and 74.2% respectively).

### Level of Satisfaction



# Research Excellence Framework

As part of the Research Excellence Framework (REF) submission process, King's submitted an Equality Impact Assessment (EIA) and staff circumstances report covering all staff with a significant responsibility for research.

Periodically throughout 2019 and 2020 (November 2019, March 2020 and September 2020), we conducted an Equality Analysis (EA) to monitor biases in between the staff members on research-only contracts being selected to be a part of the REF submission. A final EA was completed following the submission to REF in March 2021, which illustrated areas of over and underrepresentation with regards to eligibility for REF submission:

- Lower percentage of female than male staff
- Overrepresentation of white staff compared with Black, Asian and Minority Ethnic staff
- Overrepresentation of staff over the age of 41
- Underrepresentation of staff who declared a disability

This collection of data was considered by the King's Equality & Diversity Advisory Panel and the REF Oversight Group and was included in our Equality Report to Research England in April 2021. An action plan to ensure a more balanced representation in the REF was created, which included actions from the Race Equality Action Plan, the Disability Inclusion Action Plan and the Athena Swan Action Plan.

# *Addressing Differential Student Outcomes*

This strategic objective is delivered by a number of areas, including the Student Outcomes Team, which sits within the Students & Education Directorate. EDI have worked in partnership to develop their work in continuing to close the undergraduate Black, Asian and Minority Ethnic attainment gap at 'good' degree and first-class levels. Their main areas we are supporting on are the Implementation of a university-wide network of Inclusive Education Partners (academic & student staff) and Conversations about Race.

## **Attainment and Experience Gaps**

Closing differences in attainment by ethnicity is a strategic priority for King's and is a key outcome within the Access & Participation Plan and Race Equality Charter action plan. The trend for differences in attainment by ethnicity for good honours is broadly narrowing (5% in 2018-19 to 3% in 2019-20), however, the attainment gap by ethnicity for first class degrees is consistently falling behind targets to narrow the gap (8% in both 2018-19 and 2019-20). In general, the gender attainment gap is small (2% in favour of females for good degrees, and 3% in favour of males for first class degrees), and is largely the product of gender distribution across faculties (i.e. results from discrepancies between faculty attainment rather than a result of gender). When NMES is excluded, there is no significant attainment gap.

# Addressing Differential Student Outcomes

## Education Strategy

As part of the Education Strategy, the Student Outcomes team has taken steps to improve assessment and feedback, developed a module to support transition into King's, improved personal tutoring and will be reviewing the Student Mental Health & Wellbeing Strategy.

King's is innovating the curriculum, with a focus on decolonisation. This includes introducing a module on King's colonial past, as well as offering a cultural competency course to all incoming students.

The Students and Education Directorate deliver the Race Equity & Inclusive Education Fund (REIEF), which supports projects that aim to address racial inequality or create a more inclusive student experience at King's. A total of £96,386 has been awarded over 16 different projects, some examples of which are on the next page.



# Addressing Differential Student Outcomes

- A professionalization workshop for Postgraduates and Early Career Researchers working in Shakespeare Studies
- 18 small-group reflective practice sessions on race scheduled for students undertaking the Doctoral Training in Clinical Psychology Course
- Two externally facilitated workshops on race and international education for staff across Professional Services units in King's Education
- An anti-racist Shakespeare: Romeo and Juliet roundtable event
- A survey for PGR students regarding the decolonisation of research methodologies
- A survey for staff who contribute to the Doctoral Training Clinical Psychology course to ask about their race training needs, along with a second survey to trainees from three different year groups
- Collaborations with expert practitioners, such as guest lecturers, an external EDI consultant and clinical psychologists
- Student-led research on matters relating to EDI, such as diversifying and decolonising music in higher education
- The launch of 'BAME Women in Science', a peer mentoring project for current and alumni MSc Neuroscience students
- Developing a secure complaints system for students and staff who wish to raise sensitive issues within the department of Global Health & Social Medicine related to discrimination, bullying and harassment
- The creation of sessions by the 'Culture Change' team for FoDOCs students, including one on microaggressions
- The creation of communities and networks, such as Reflexive Hubs in the Department of Global Health & Social Medicine (GHSM) where staff and students can discuss the impacts of colonial history and racism



# *Addressing Differential Student Outcomes*

## **Enabling Programmes**

Student Outcomes has used a community organising approach to help close attainment gaps, such as appointing a new cohort of 18 Inclusive Education Student Partners in January 2021. These students work closely with the Inclusive Education Staff Partners, who support the implementation of action plans within the faculties.

Student Outcomes has worked with King's Academy and the EDI function to provide development opportunities in the form of Inclusive Practice for Educators workshops, which have been run three times and have had a total of approximately 45 participants, and North Star training, which teaches staff about community organising techniques and has had 32 participants.

The Student Success department launched the Conversations About Race (CAR) project in the 2019-20 academic year, to create safe spaces for the King's community to engage in race-based conversations. The programme was developed in collaboration with Citizens UK, and it employs different facets of community organising techniques to facilitate safe and meaningful discussions about race between students, and staff from all backgrounds.

These faculty specific sessions help faculties become more aware of students' experiences with race at the university, document these insights and steer faculty action plans to close differences in attainment. Conversations are facilitated by members of the Student Outcomes team together with Inclusive Education Staff and Student Partners and members of EDI. In 2020-21 12 sessions took place with 270 students and staff members. Student Outcomes have also trained 41 staff members in facilitator training to support colleagues to lead their own conversations.

# Addressing Differential Student Outcomes

Beyond this engagement, the impact of the programme has been to increase the academic faculties' understanding of Black and Minority Ethnic student experiences through the sessions and the post session report. One example of a direct action taken as a result of a session last year has been the launch of an initiative titled 'Call me by My Name' from the Faculty of Dentistry, Oral & Craniofacial Sciences. The Faculty worked towards having preferred names on badges and encouraging staff to ask students how to pronounce their names and encouraging students to politely correct pronunciation.

This work is sector leading and the Student Success department has provided consultancy and delivered CAR sessions for Royal Holloway this year to enable them to set up a similar programme with our support.

*"Having these conversations is a very important first step in the process of bringing about positive change. So, thank you for creating the space for us to have the conversation"*



# *The Impact of EDI work across King's*

The EDI function works across the college, supporting faculties and directorates. The nature of this support varies, from having an EDI Project Officer working within a faculty, to empowering directorates along their own EDI journey.



## *EDI in the Faculties*

# The Impact of EDI work across King's

## Faculty of Arts & Humanities

*“Decolonising and diversifying the curriculum has been a focus in the Faculty with a new module for students designed and run by Dr Liam Liburd in Spring Term 2021 entitled ‘Investigating the Colonial Past of King's College London’. We have many other faculty and department level initiatives such as The Abolitionist Curriculum by Dr John Ward and Project Myopia by PhD student Rianna Walcott. Events and workshops were held on neurodivergence and dyslexia in learning and teaching, disability misrepresentation, inclusive education, and Shakespeare through a lens of critical race-theory. To encourage the consideration of curriculum diversity at module conception stage, how proposed new modules address questions of diversity is now listed on the college OPAMA (Online Programme and Module Approval) form.*

*New guidelines for inclusive staffing recruitment practices have been developed in the form of a check-list for academic roles, implemented across the Faculty. Similar guidelines on Professional Services recruitment are in development.*

*The Arts & Humanities D&I Grant awarded funding to fantastic student and staff-led projects including a Dis/Ability and Dialogue Seminar Series, a What is Latinx? event, a Unity Festival of Language and Culture, and a workshop in collaboration with ‘Queer’ Asia.*

*The Faculty Inclusion & Community Plan was sent for consultation with staff and students by the Student Experience Manager.*

*In Spring 2021 the D&I Committee launched a monthly bulletin showcasing EDI-related events and activities across the Faculty. We received 249 views for our second issue and hope to increase engagement next academic year.”*

*Find more information on the Faculty's [website](#).*

Sophie Rust (EDI Project Officer) and Professor Ruvani Ranasinha (Faculty EDI Lead)

# The Impact of EDI work across King's

## King's Business School

*“Over the past year, King’s Business School has made dedicated strides to develop its equality, diversity and inclusion agenda. Working with staff and students across the School, we’ve been able to develop an inclusive, interdisciplinary EDI agenda, focussing on priorities which will enable us to continue to grow as a globally successful Business School. For example, we’ve dedicated time and resource to exploring our Black and Minority Ethnic attainment gap through the work of our Inclusive Education Partners, to understand and begin to address the differences in the academic experiences of our students. We’re also committed to gaining further insight into our staff experiences, and through working to develop inclusive recruitment processes, facilitating conversations about race, and engaging with College-level training and development programmes, we’re reflecting on our culture, and the changes EDI thinking can make within it. Over the next year, we’re confident that EDI will occupy even more space within our work. From October, a Reader in EDI joins us as our new EDI Academic Lead, and will facilitate the progression of our EDI action plan alongside our newly formed EDI Committee. We’re looking forward to continuing to embed EDI across our entire Faculty, and to seeing the progress we can make through our collective efforts as a School.”*

*Find out more information on the School's [website](#).*

*Tyler John (EDI Project Officer) and Dr Gulcin Ozkan (Faculty EDI Lead)*

# The Impact of EDI work across King's

## Faculty of Dental, Oral & Craniofacial Sciences

*“A data-led, working Action Plan has been co-produced by the newly appointed EDI Committee. This Action Plan highlights the areas for improvement over the next four years in FoDOCS. FoDOCS’ EDI Action Plan helps us to map out our priorities against: King’s Strategic Vision 2029, Equality, Diversity, & Inclusion Policy, Trans Guidance, Disability Policy, Bullying & Harassment Policy, King’s Race Equality Action Plan and King’s Athena Swan Silver Action Plan.*

*Our staff facing training series, Culture Change, has acted as a bridge between the central EDI Functions work and resources, and FoDOCS’ EDI needs. Training covered topics on: King’s Community Support/ being an active bystander, the Equality Act, workplace and classroom adjustments, discrimination, Equality Analysis, microaggressions and Trans Matters. This training series has been positively received by staff members. As a result of its success, Culture Change Part 2 will be launched in the new year (Sept 2021) alongside a student facing version funded by the university’s Race Equality Inclusive Education Fund (REIEF), designed by five FoDOCS students.*

*FoDOCS has been successful in two applications for the REIEF - one mentioned above. The second is a cross health faculty collaboration Diversifying Imagery in Healthcare Resources. It was found that there was a drastic lack of diversity in the imagery used within healthcare curricula. This will limit healthcare practitioners graduating from King’s ability to treat the full diversity of patients. 15 student-staff members have been hired to collect data on the gaps in representation, and to research and find resources to fill these gaps, meeting student learning needs and patient care needs*

*After receiving King’s Undergraduate Research Fellowship funding, FoDOCS have appointed three students to research the Black, Asian and Minority Ethnic student experience in FoDOCS and a further three students to research curriculum representation. So far initial data has been collected and will be analysed and reported in the new year.”*

*Find out more information on the Faculty's [website](#).*

Lauren Blackwood (EDI Project Officer) and Dr Sasha Scrambler (Faculty EDI Lead)

# The Impact of EDI work across King's

## The Dickson Poon School of Law

*“The past year in The Dickson Poon School of Law has been transformative for equality, diversity and inclusion within the faculty. Our EDI committee is well established, and has a formalised workplan centred around key EDI issues, including race equality, bullying and harassment, and Athena Swan. Race equality has been a central focus for the School, with the Faculty hosting town halls and student conversations to encourage sensitive discussion of our community’s experiences of race. We’re looking forward to sustaining these conversations and ensuring that the School remains actively anti-racist in all of its endeavours. We recently launched a bullying and harassment working group, to ensure that our School is an environment where everyone feels safe, comfortable, and able to thrive. The working group aligns with the college’s renewed bullying and harassment policy, and aims to champion zero-tolerance. Gender equality and Athena Swan has also been a cornerstone of our EDI work over the past year. Since receiving our Bronze award in 2017, the School has worked to ensure that we are sustaining our gender equality activity, and after a period of self-reflection, we have committed to renewing our Bronze award in 2022. Doing so will ensure we are in the best place possible for our renewal, and that gender equality remains a priority.”*

*Find out more information on the School's [website](#).*

Tyler John (EDI Project Officer) and Professor Ann Mumford (Faculty EDI Lead)

# The Impact of EDI work across King's

## Faculty of Life Sciences & Medicine

*“As part of our work on bullying and harassment we have a team of Confidential Advisers. We have supported them by working with colleagues across King's to create a network of support, as well as a source of information. We are also introducing Internal Dispute Advisors, who will provide impartial advice and support to parties involved in a dispute.*

*We delivered a series of Promotions workshops, which created a space for colleagues to share tips on preparing applications. This included a virtual session during lockdown, which took a 'speed presentation format' and was chaired by the Vice Dean of Development, Diversity & Inclusion. Since running these workshops, we have seen an increase in the proportion of female professors within FoLSM rise from 22% in 2018 to 33% in 2021.*

*The Professional Services Learning & Development Fund (LDF) is open to all professional services staff in FoLSM; staff can apply for up to £500 to contribute towards a learning or development experience (e.g., training, conference etc.). In the academic year 2020-21 we made 14 awards amounting to £5297.*

*Each year, King's funds three places on the StellarHE Leadership Development Programme, which is targeted towards individuals who identify as Black, Asian and Minority Ethnic (BAME). Last year we piloted an initiative at faculty level to fund three further places for colleagues from within FoLSM.*

*Our Knowledge Beats programme was introduced to educate and raise awareness around key EDI and organisational development issues, especially following the demand for discussion and tools arising from Black Lives Matter.*

*FoLSM ran events to celebrate key dates and celebrations, such as International Women's Day, Black History Month. We ran a Health Professional Services Engagement afternoon in May 2021, which received positive feedback.”*

*Find out more information on the Faculty's [website](#).*

Camille Paulsen (Equality, Diversity & Inclusion Project Officer in FoLSM)



# The Impact of EDI work across King's

## Faculty of Natural, Mathematical & Engineering Sciences

*“This has been a pivotal year for NMES, appointing the first person of colour as Executive Dean and a female chair of the Faculty EDI Committee. In addition, three out of five of our Heads of Department are female.*

*There is a renewed focus on learning and development. Many students and staff participated in Conversations about Race, and the Faculty are now looking at how to take this subject matter to the next level. All students will soon be able to enrol on a newly developed cultural competency course ‘Professionalised Skills for a Globalized World’, which will be available on KEATS.*

*A main priority has been to ensure that EDI is embedded throughout all governance structures within NMES. This has led to having EDI committee members on all formal committees.*

*The establishment of our Student EDI Forum has provided an opportunity for us to consult and collaborate more closely with students on initiatives, such as the work our Inclusive Education Student Partners (IESPs) are doing on personal tutor guidance for supporting students of colour. The Faculty have also created more opportunities for digital student ambassadors; these ambassadors will create bespoke digital content for the Faculty in partnership with our communications team. The content will be explicitly focussed on showcasing experiences and placing a spotlight on underrepresented communities in STEM.*

*The Faculty celebrated Women in Science week online this year with events across all departments including research showcases from mathematicians and physicists, a lively panel discussion on bias in AI and talks from external guests Dr Izzy Jayasinghe and Professor Anusha Shah. The headline event on Ada Lovelace Day was a lecture by Professor Deborah Ashby on the impact statistics can have on public health, introduced by Professor Evelyn Welch.”*

*Find out more information on the Faculty's [website](#).*

Jake Orros (EDI Project Officer), Helen Coulshed, Lauren Feltham and Donna Nicolls (Faculty EDI Leads)

# The Impact of EDI work across King's

## Faculty of Nursing, Midwifery & Palliative Care

*“For EDI in the Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care, the 2020-21 academic year has been about progressing our long-term strategy alongside responding to and learning from the events of the last year. We have tried to understand EDI issues in the pandemic and support our staff and students. For example, we set up a Teams space for our parents and carers, addressed issues faced by students engaging in online learning and have ensured we understand staff preferences for remote and flexible working going forward. Prompted by the murder of George Floyd and the Black Lives Matter protests and influenced by college leadership and the Principal’s Race summit, the Faculty held race equality events for staff and students to share their experiences and voice their concerns. The discussion at these events generated actions for the EDI Committee and faculty leadership to take forward to resolve the issues raised, increase the ethnic diversity of our staff and student body and to increase minoritised faculty members’ sense of belonging. Our learning from the last year has also informed our EDI Action Plan and, after an open consultation with staff and students, this plan has now been finalised and will underpin our EDI work over the next three years. Our goals are driven by our vision statement: We are embedding Equality, Diversity and Inclusion into everything we do. We champion positive action. We drive change. We celebrate individuality.”*

*Find out more information on the Faculty's [website](#).*

Jemma Adams (EDI Project Officer) and Dr Emma Briggs (Faculty EDI Lead)

# The Impact of EDI work across King's

## Institute of Psychiatry, Psychology & Neuroscience

*“IoPPN has developed a Code of Conduct, which is signed by almost 500 people with line management or supervisory responsibility. Our CD&I Achievement Logs (CDIAL), which corresponds with IoPPN’s Culture, Diversity & Inclusion (CD&I) Action Plan, has increased accountability and senior leadership engagement, helped to identify ongoing challenges and demonstrated progress.*

*The Community Engagement Corner (CEC) now include our toolkits, which cover topics such as inclusive recruitment and race discussions. These toolkits are supported by training and development workshops.*

*Our new Race Equality Champions launched our new initiative; the Year of Learning, which aims to encourage everyone to demonstrate commitment to and engagement with race equality and to reflect on and share their learnings. 71 people, including many senior leaders, have signed up.*

*The School of Neuroscience launched the Neuroscience Research Improving Racial Diversity studentship, which offers students from underrepresented racial or ethnic backgrounds paid research experience and mentorship. The National Institute for Health Research (NIHR) Maudsley Biomedical Research Centre (BRC) offers 12 month paid internships, targeted at people from under-represented ethnic backgrounds. The NIHR Maudsley BRC has also established the Race and Ethnicity Advisory (READ) Board, which supports researchers to keep the principles of Diversity, Inclusion and Equality at the heart of their activities.*

*The IoPPN Dean of Education continues to lead on work around inclusive education and diversification of the curriculum, such as workshops and the development of resources for student facing staff.*

*IoPPN launched a Bullying and Harassment Anonymous Reporting Tool, a commitment made in our Athena Swan Silver Award. The piloting of this new tool improved our insight and understanding of inappropriate behaviour within the Faculty, which informed our preventative work and next steps”*

*Find out more information on the Faculty's [website](#).*

Zoe Kennedy (Culture, Diversity and Inclusion Lead in IoPPN)

# The Impact of EDI work across King's

## Faculty of Social Science & Public Policy

*“In the 2020-21 academic year, the SSPP Faculty EDI committee has launched its strategic plan for inclusive change at an online event attended by over 100 SSPP students and colleagues, outlining six key workstreams and their responsible workstream leads. Based on consultation work conducted across the Faculty over the previous few years, as well as the EDI expertise of the committee, strategic interventions were proposed under the workstream remits of Inclusive Culture, Bullying and Harassment, Decolonisation of the Curriculum, the Black, Asian and Minority Ethnic Attainment Gap, Recruitment and Progression and Disability Inclusion. In the subsequent months, the committee have moved to action planning: transposing the strategic interventions proposed into specific, measurable and time-bound deliverables. The first SSPP EDI Termly Report is to be published shortly, which will give a full account of the progress of the committee on these deliverables. At the present moment, it is sufficient to report that several proposals for inclusive change were written as part of this action planning process and have been taken to the Faculty’s Senior Leadership Team meetings and approved for implementation for the 2021-22 academic year. The Faculty EDI committee have also established a termly meeting with colleagues working on EDI interventions at the departmental level across SSPP, who are not part of the Faculty EDI committee, to think through some of SSPP’s pressing EDI issues collaboratively as well as share best practice. As of the 2020-21 academic year, EDI in SSPP has a refreshed [webpage](#), which is the best place to look for the latest updates on the work of the Faculty EDI committee and related initiatives.”*

*Find out more information on the Faculty's [website](#).*

Talah Anderson (EDI Project Officer) and Professor Bronwyn Parry (Faculty EDI Lead)

# *The Impact of EDI work across King's*

Various directorates have incorporated EDI into their local workplan, demonstrating how equality, diversity and inclusion is seen as integral to 'business as usual'.



*EDI in the  
Professional Services  
Directorates*

# *The Impact of EDI work across King's*

## **Finance & Procurement**

The Finance & Procurement Directorate set up a race equality panel, who have surveyed and arranged discussion groups with Black, Asian and Minority Ethnic members of staff to learn about their experiences of working in the department. These learnings were fed back at Finance's SMT and departmental meetings.

The panel has suggested changes to policies and practices, implemented mandatory EDI training and cascaded bullying & harassment pilot documentation. One significant change is that recruitment panels in the Finance department must now include at least one Black, Asian and Minority Ethnic member of staff whenever feasible.

## **Education & Students**

The Students & Education Directorate (SED) has supported a step-change in shared leadership and accountability for EDI by starting the process of ensuring all teams own a local race equity plan. They have asked all staff to complete Diversity Matters training, resulting in a 300% increase in uptake compared with last academic year. They also designed and delivered new training and produced guidance for line managers on tackling microaggressions. The launch of a new Education & Students Staff Survey included a focus on EDI questions and identified differential staff experience.

# *The Impact of EDI work across King's*

In January 2021, SED launched a listening campaign to learn about recruitment across the Directorate. A Task & Finish group then established actions to remove structural inequality from its recruitment processes and is collaborating with HR to pilot these changes. SED piloted Staff Conversation about Race in the Spring, in partnership with Citizens UK, to support SED colleagues to have sensitive conversations about race. The pilot is now expanding to regular monthly programming for all staff.

## **Estates & Facilities**

The Estates & Facilities Directorate (E&F) created an EDI Steering Group which includes over 20 volunteers from across the directorate who have met monthly since December 2020 to drive EDI within E&F. They have also created three work streams: disability inclusion, gender equality and race equality. A Senior EDI Project Manager has joined the Directorate, who will lead the steering group, and has worked with members to make a series of recommendations around inclusive recruitment.

The E&F EDI Steering Group have created fortnightly E&F EDI coffee mornings, where a volunteer host presents on an EDI topic and facilitates a conversation with attendees. To help shape its future initiatives and events, E&F developed an EDI Survey to collect feedback from those within the directorate.

AccessAble were invited to present to E&F about their Accessible Campus Guides so that they can support students and staff on campus in September 2021.

# *The Impact of EDI work across King's*

## **Sustainability**

The Sustainability team, which sits within the E&F directorate, run a staff programme called Sustainability Champions that comprises of 539 people. There are different award levels that require a series of actions to be completed. In 2020-21 these were expanded to include EDI actions, some of which were developed by the Race Equality Network and Access. 36 of the Sustainable Champions have also undergone Equality Analysis training.

## **Fundraising & Supporter Development**

The Fundraising & Supporter Development (F&SD) directorate held a 'Conversation about Race' in March 2021, for all its staff. 12 colleagues were trained as facilitators and supported small group discussions, which provided a supportive forum for all colleagues to share their thoughts about race equality at King's and how to deliver improvements.

Following these discussions, a Race Equality Working Group was formed, to build on the outputs on these discussions. A Race Equality Action Plan has subsequently been developed, identifying actions and success measures in key areas such as recruitment, training, departmental culture, communicating with alumni and stakeholders, and in fundraising activity. The plan, which will be implemented in 2021-22, includes a review of recruitment practices and steps to increase Black, Asian and Minority Ethnic representation in senior roles.



# *The Impact of EDI work across King's*

## **Research Management & Innovation Directorate**

The Research Management & Innovation Directorate (RMID) EDI Committee (now in its second year) continues to meet termly. It identified a need for greater balance and representation of underrepresented groups within the make-up of its One Team groups. These groups are engaged with projects such as Worktribe or a focus on improving revenue or accelerating research and enable collaborative working across organisational boundaries to deliver successful outcomes to ensure future growth of research at King's and continue our organisation's trajectory as a world-class research institution. An EDI One Team has been established to address this issue of representation, and this project also aims to provide staff with opportunities for personal growth and professional development.

RMID has carried out regular surveys to ensure that colleagues have felt supported in their work, by understanding what their needs or concerns might be, especially in planning for a return to campus, and to identify what managers can do to help staff, particularly those with caring responsibilities or who might require workplace adjustments. The directorate has also developed a Team Charter. This sets out expectations and was created in response to staff survey feedback. This charter covers areas that contribute to a healthy work life balance, such as scheduling meetings to allow for breaks, encouraging people to take a lunch break and regular manager check-ins to ensure workload is appropriate and to ensure the wellbeing of staff.

# *The Impact of EDI work across King's*

Managers are supported through leadership meetings, which provide access to training, support and networking, along with a regular EDI update. There is also a Research Management Network (RMN) which has connected faculty-based research support staff with colleagues from RMID. Network meetings have helped facilitate community building and have regularly attracted over 100 colleagues. EDI is a standing item on the RMN monthly newsletter.



# *Workforce and Student Diversity Data*

We are evidence-led and use various forms of data to inform our work. Data help shape our decisions and can be a useful progress measure, although we are careful to acknowledge its limitations.

We access our data through King's [EDI data dashboards](#), which are updated on a regular basis (the following data were accessed in October 2021).

The following pages illustrate our progress against King's balanced scorecard Key Performance Indicators (KPIs), followed by the demographics of our staff and student populations.

Please note, it is our practice to use the term Black, Asian and Minority Ethnic in written reports however we have used the term BME (Black and Minority Ethnic) in some instances to mirror what is presented in the data dashboards and the terminology used by Advance HE. The figures used in this section are all percentages.



# Workforce and Student Diversity Data

## Balanced Scorecard Measures

The balanced scorecard is a tool used by Council to monitor King’s progress towards its objectives. There are three EDI KPIs that pertain to demographics, which are all based on the higher education upper quartile.

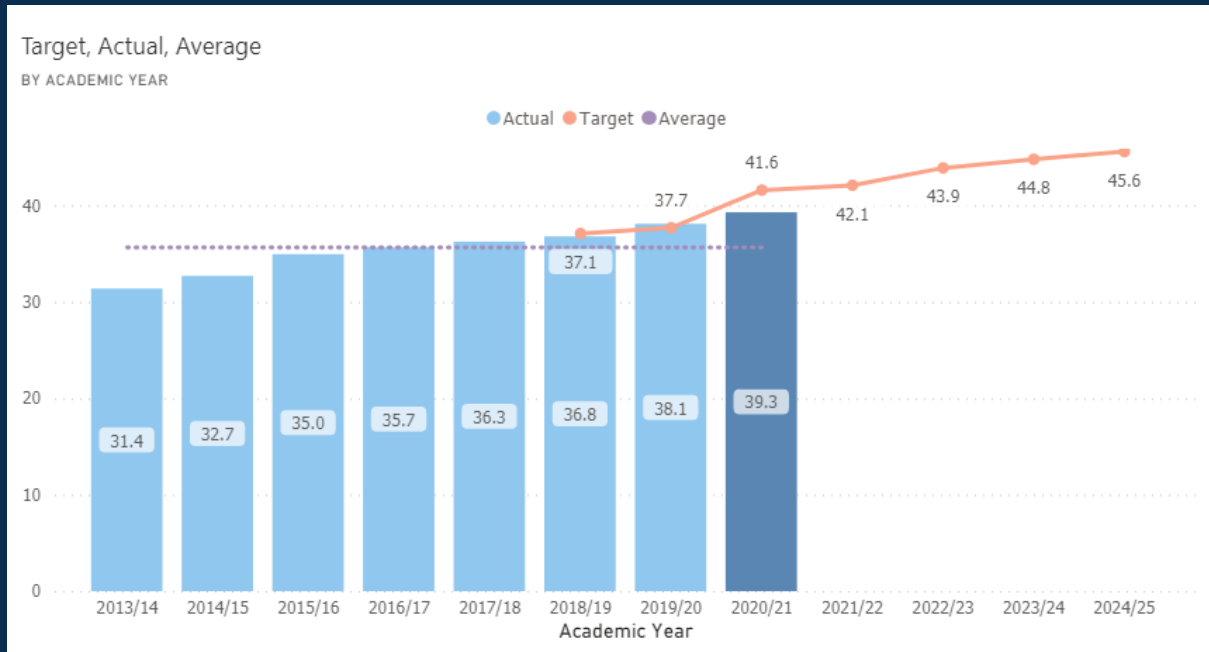
- Gender representation in senior levels, for Academic and Professional Services staff (benchmark is the Russell Group)
- Black and Minority Ethnic (BME) Female representation at all levels, for Academic and Professional Services staff (benchmark is London universities)
- Black and Minority Ethnic (BME) representation at all levels, for Academic and Professional Services staff (benchmark is London universities)

KPI	2020/21 figure	2020/21 target	Variance
Gender representation in senior levels (academic staff)	39.3	41.6	-2.3
Gender representation in senior levels (professional services staff)	49.4	49.9	-0.5
Black Minority Ethnic (BME) Female representation at all levels (academic staff)	10.6	11	-0.4
Black Minority Ethnic (BME) Female representation at all levels (professional services staff)	13.7	13.5	+0.2
Black and Minority Ethnic (BME) representation at all levels (academic staff)	21.4	21	+0.4
Black and Minority Ethnic (BME) representation at all levels (professional services staff)	23.2	22.4	+0.8

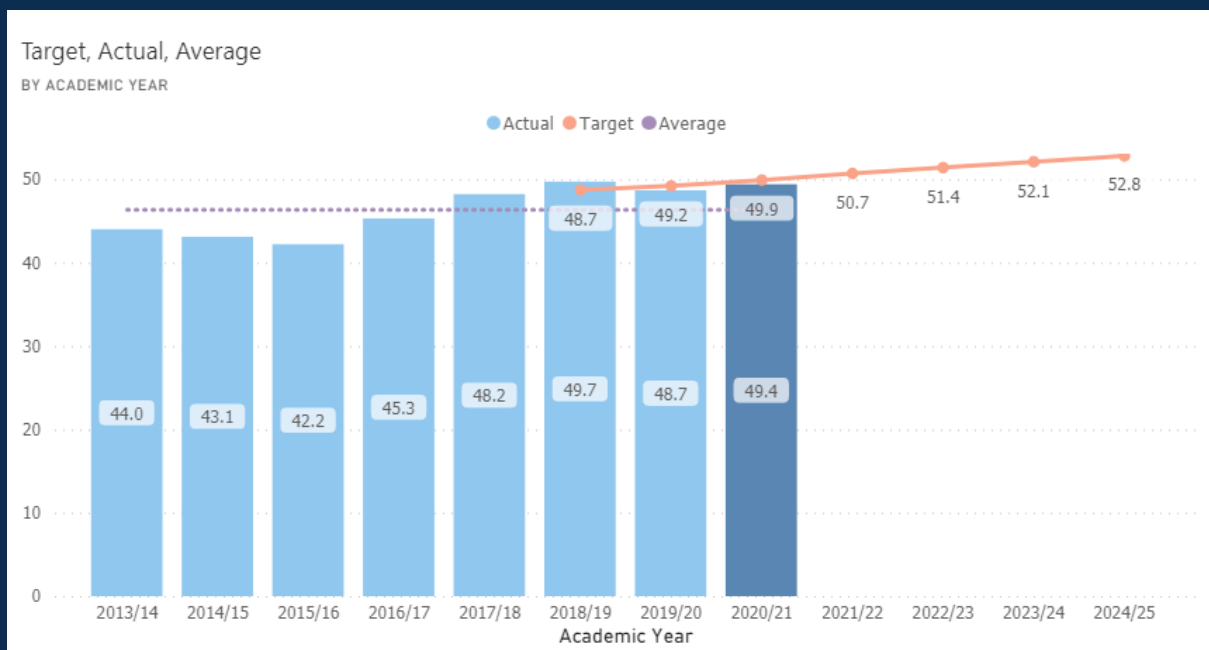
# Workforce and Student Diversity Data

## Gender Representation in Senior levels

### Academic



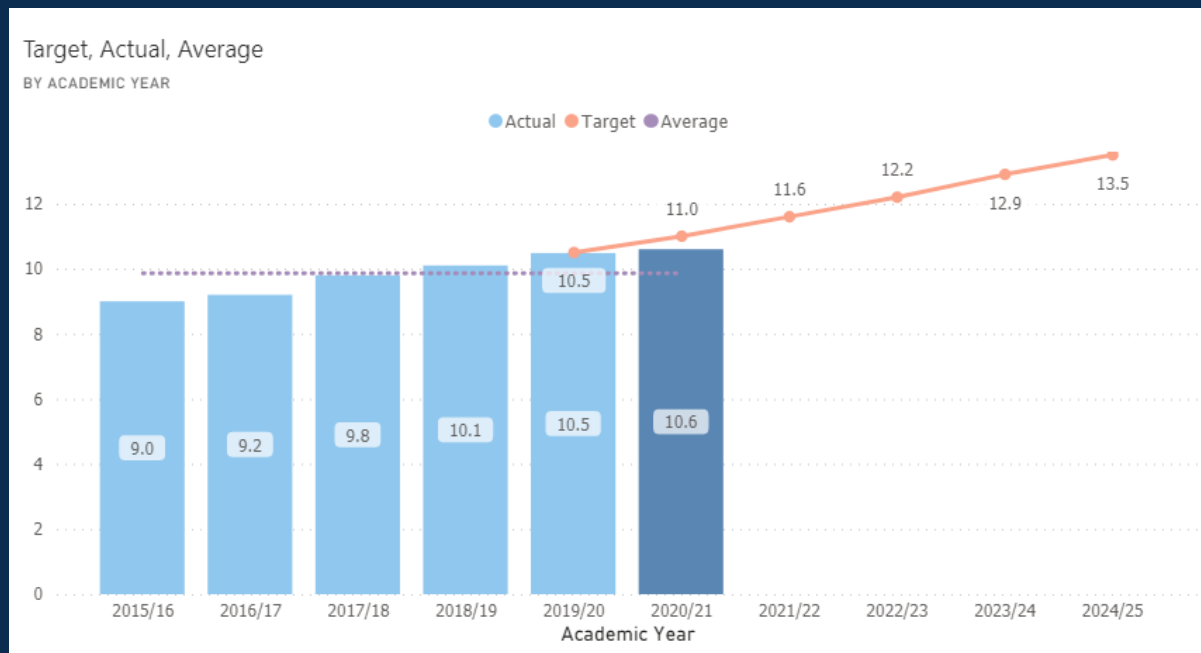
### Professional Services



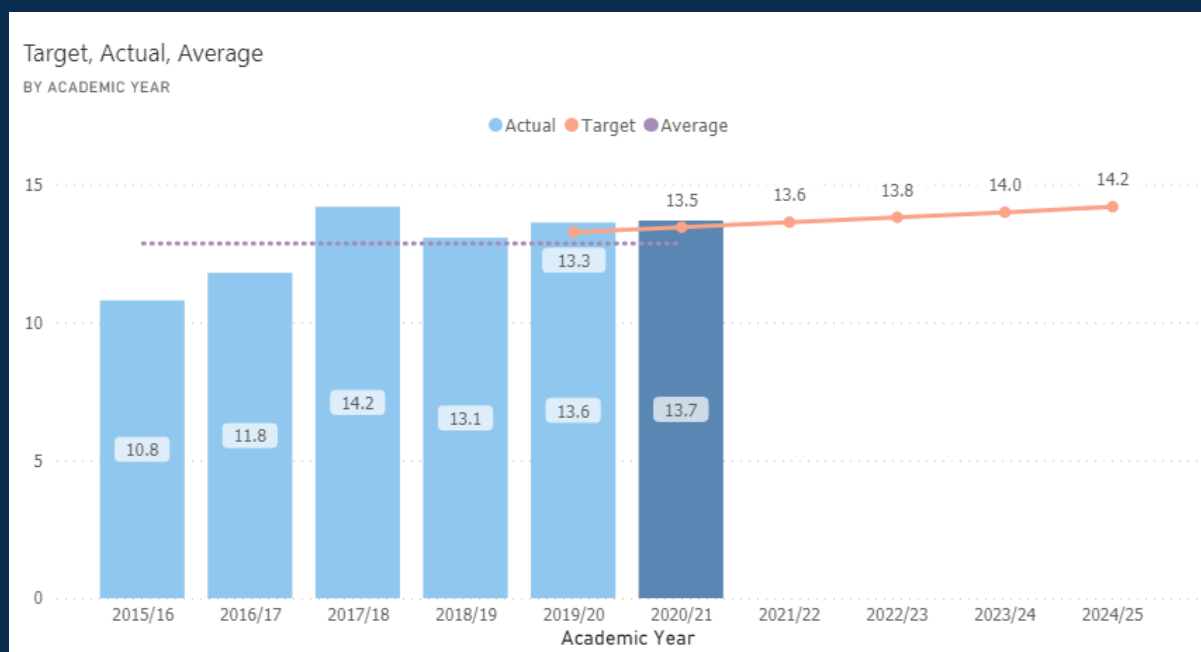
# Workforce and Student Diversity Data

## Black and Minority Ethnic (BME) Female Representation at all levels

### Academic



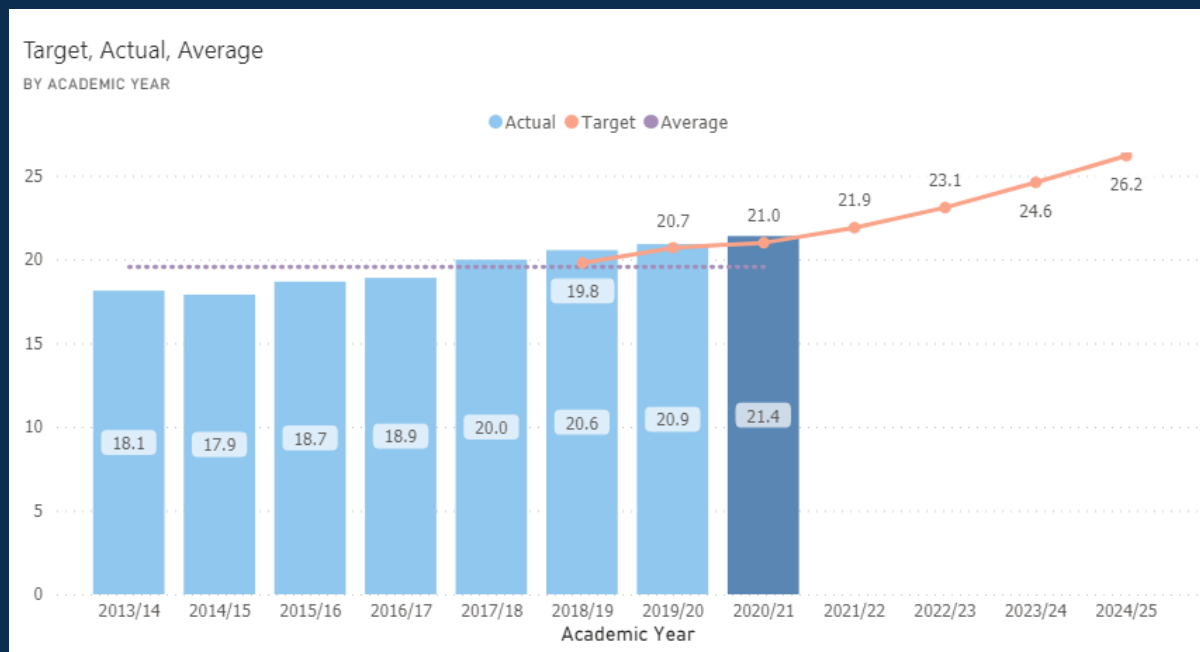
### Professional Services



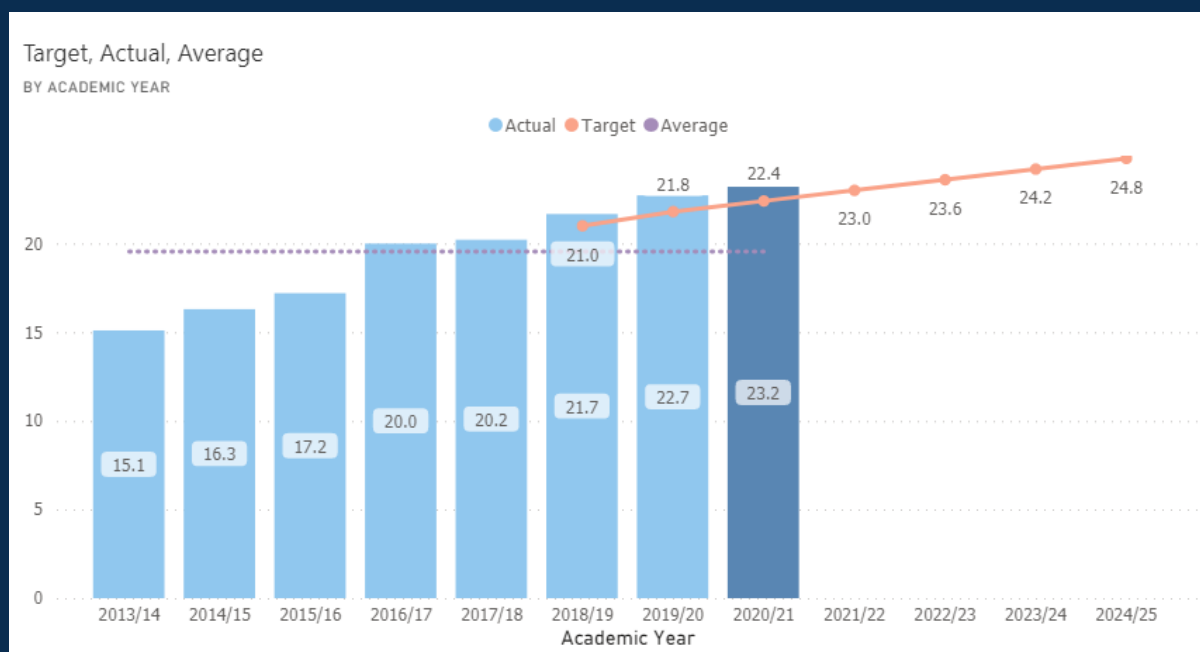
# Workforce and Student Diversity Data

Black and Minority Ethnic (BME) Representation at all levels

## Academic



## Professional Services



# Demographic Data

The following section provides demographic data on our staff and student population. Our staff figures are taken from the information provided by individuals via King's HR self-service function and our student data are from the Higher Education Statistics Agency (HESA).

Figures have been rounded and data have been suppressed when the sample size is too small to maintain anonymity.





# Demographic Data

To better understand the demographics of the King’s workforce, we have encouraged staff to share their equal opportunity data to our HR system (PeopleXD). We use this collection of data to inform our activity and measure our progress. This [webpage](#) illustrates our approach. There was a decrease in the overall number of staff who submitted their data, likely resulting from the recruitment freeze due to the Covid pandemic, as well as a data cleanse of Teachers who had not completed any teaching that academic year.

	2020		2021	
	Completed Data	% Completed	Completed Data	% Completed
<b>Disability</b>	10593	95.7	10484	95.4
<b>Ethnicity</b>	10577	95.5	10334	94.0
<b>Sexual Orientation and Trans Status</b>	8763	79.1	8910	81.0
<b>Religious Beliefs</b>	8811	79.6	8920	81.1
<b>Gender</b>	11073	100.0	10031	91.2

## Sector Benchmarks

The following charts include sector benchmarks for gender, ethnicity and disability, as outlined below. At the time of writing figures were available via the PowerBI Diversity & Inclusion app until 2017-18.

**Gender:** Russell Group Higher Education Institutions

**Ethnicity:** London Higher Education Institutions

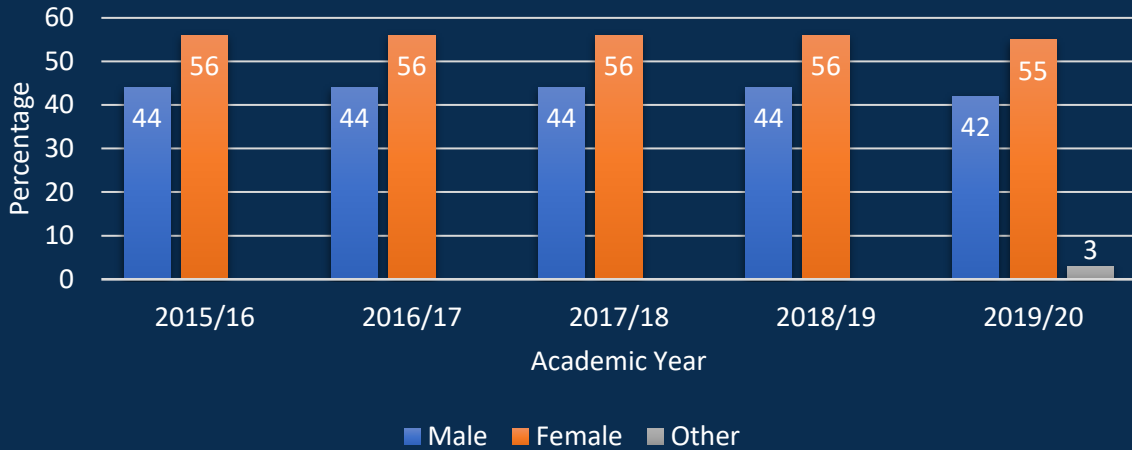
**Disability:** Russell Group Higher Education Institutions

The data displayed in the following pages were obtained from PowerBI, except for Trans Status and Sexual Orientation, which were obtained from the People, Data & Analytics team.

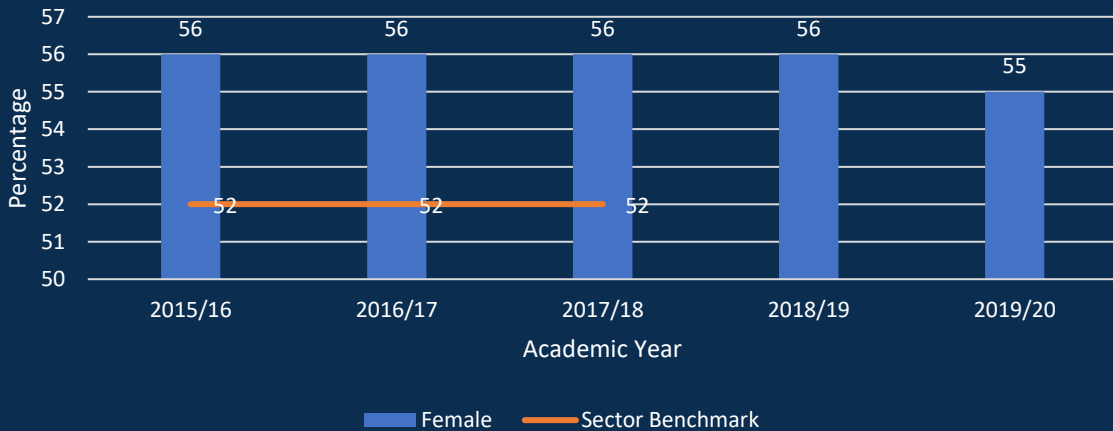
# Demographic Data

## Gender: Staff Profile

**Gender: Overall Workforce Profile**



**Gender: Sector Benchmarks**

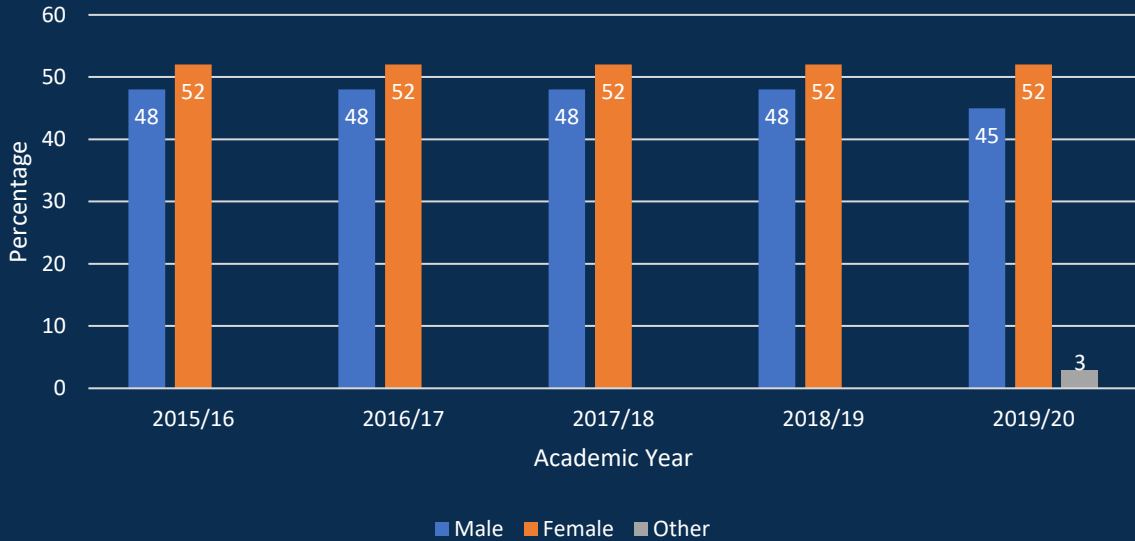


The gender data we have for staff are based on the information collected via PeopleXD, where staff are able to respond to 'Gender' with 'Male', 'Female', 'Other' and 'Prefer not to say'. The overall gender split for staff at King's was consistent for a number of years. In 2019-20 the proportion of female staff decreased by 1%, however this could be a result of including an 'other category', which accounted for 3% of staff, as the proportion of male staff also decreased by 2%. The term 'other' acknowledges that not everyone identifies with the gender binary of male and female and was introduced in 2019-20. King's compared favourably (+4%) to its benchmark of other Russell Group Higher Education Institutions in London between 2015-16 and 2017-18.

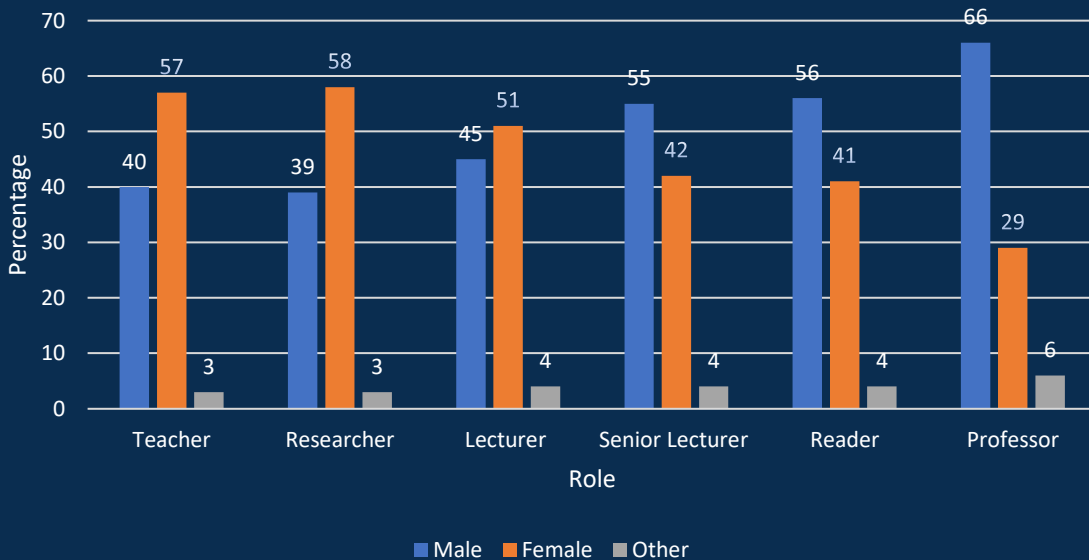
# Demographic Data

## Gender: Staff Profile

**Gender: Academic Workforce Profile**



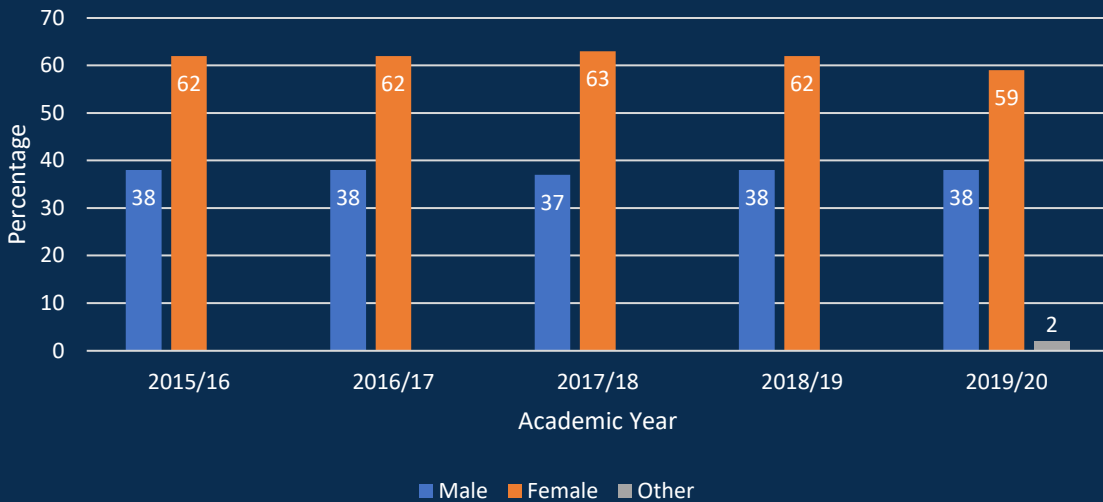
**Gender: Academic Workforce Profile by Role 2019/20**



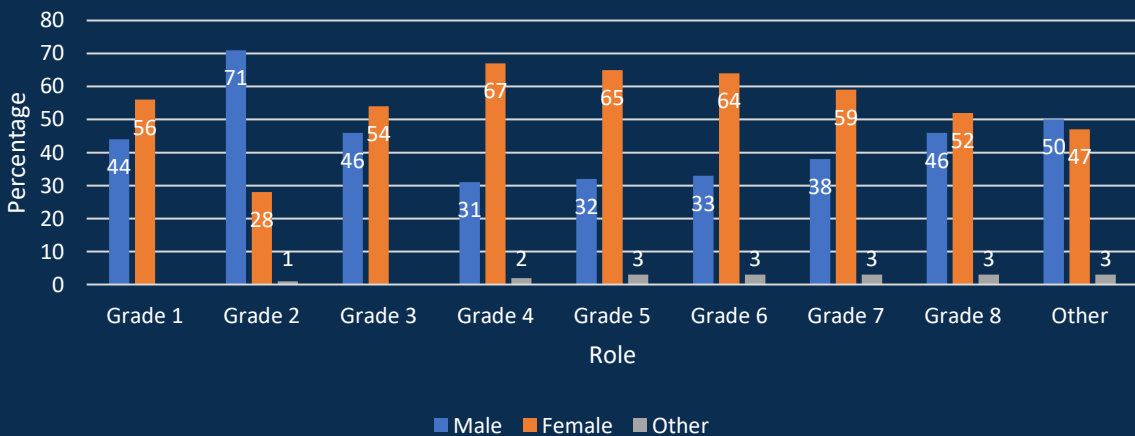
The gender split across academic staff (including research and teaching) was consistent until 2019-20, when the proportion of male staff decreased by 3%. This could be the result of including an 'other category', as this accounted for 3% of staff. In 2019-20, the proportion of female academic staff decreased with seniority, with the biggest difference existing at professor level where 29% of staff are female and 66% are male.

## Gender: Staff Profile

### Gender: Professional Services Workforce Profile



### Gender: Professional Services Workforce Profile by Role 2019/20

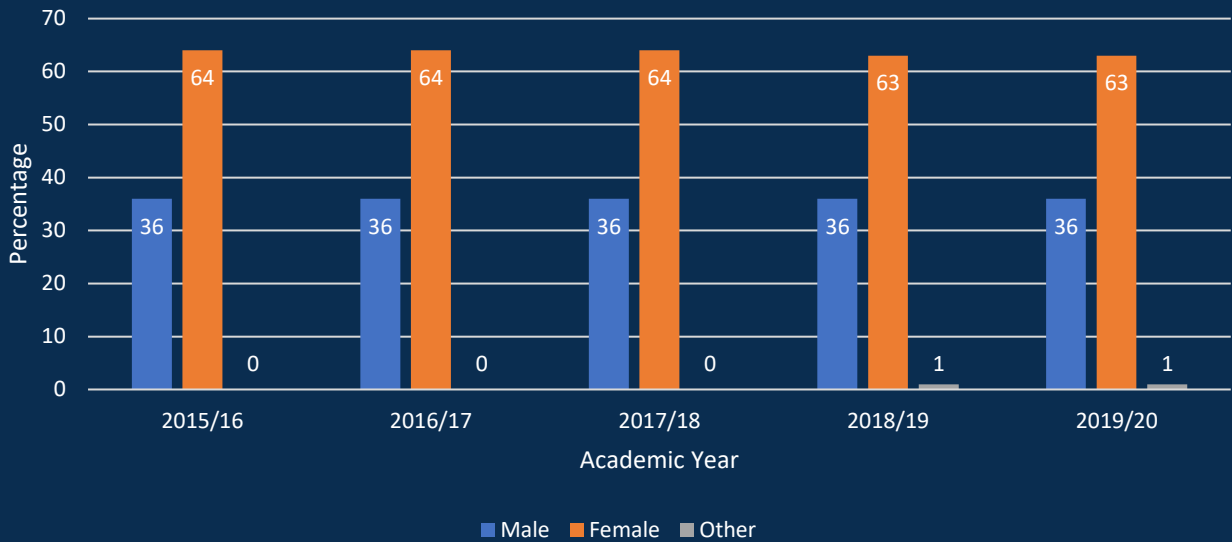


The gender split across professional services staff remained fairly consistent until 2019-20, when the proportion of female staff decreased by 3%. This could be attributed to the addition of an ‘other category’, which accounted for 2% of staff, as well as an intake of around 400 staff by bringing cleaning and security in house. In 2019-20, male staff were significantly overrepresented in grade 2 roles. Whilst female representation decreased with seniority, female staff remained overrepresented at all other professional services grades (except ‘other’, which is largely ALC6 and personal salary).

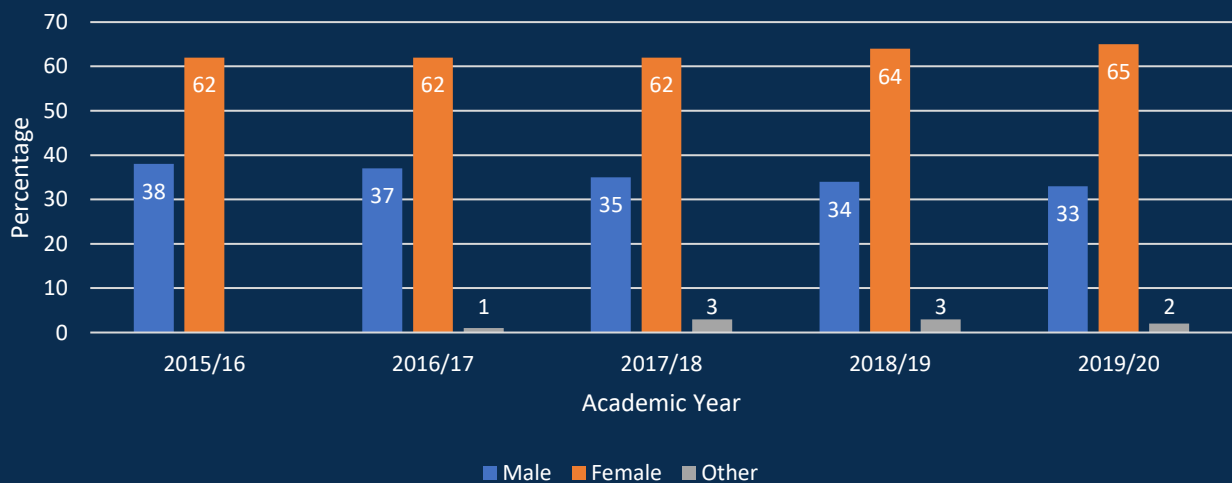
# Demographic Data

## Gender: Student Profile

### Gender: Undergraduate Student Profile



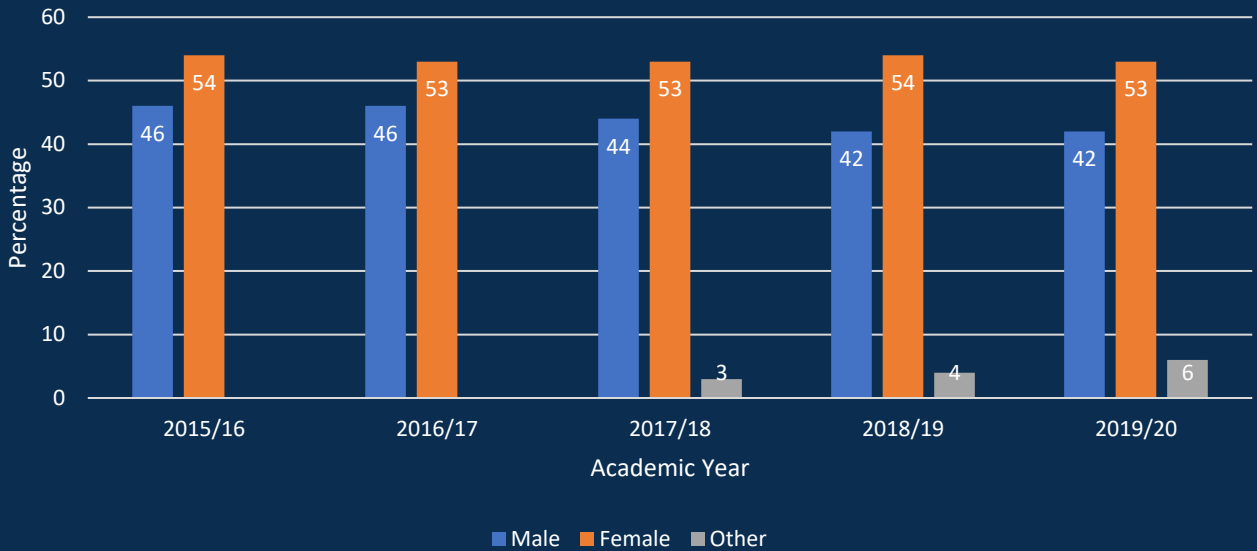
### Gender: Postgraduate Taught Student Profile



# Demographic Data

## Gender: Student Profile

**Gender: Postgraduate Research Student Profile**



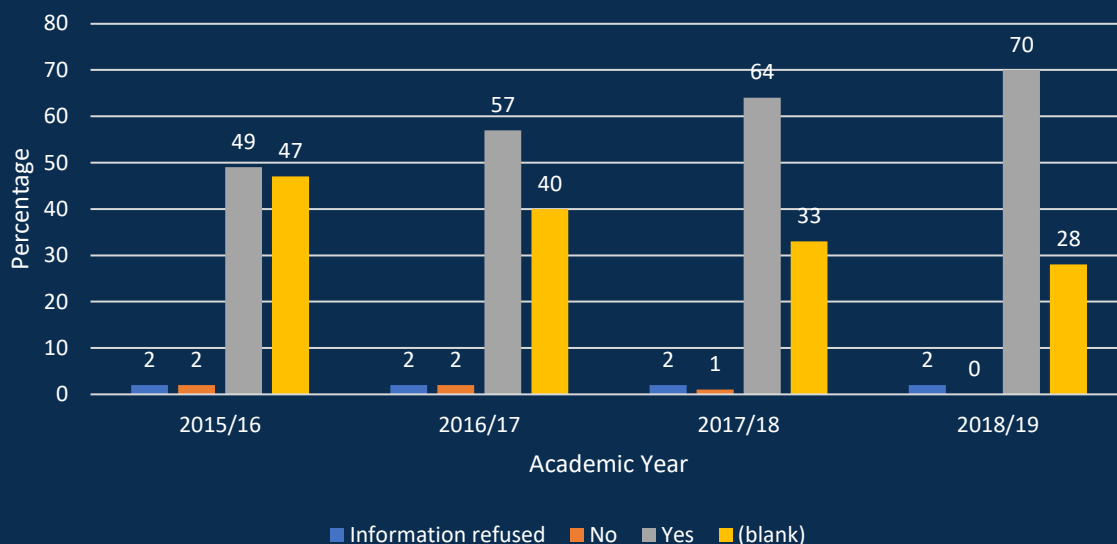
There was a higher proportion of female students at all levels of study between 2015-16 and 2019-20 however the gap between male and female students lessened considerably at postgraduate research level. The yearly figures were slightly more consistent at undergraduate level, whereas there was slightly more variance at postgraduate level.

The gender data we have for students are based on the information collected at enrolment, where students are asked ‘what is your gender?’, with response options of ‘Male’, ‘Female’ and ‘Other’.

# Demographic Data

## Trans Status: Workforce Profile

Trans Status: Overall Workforce Profile



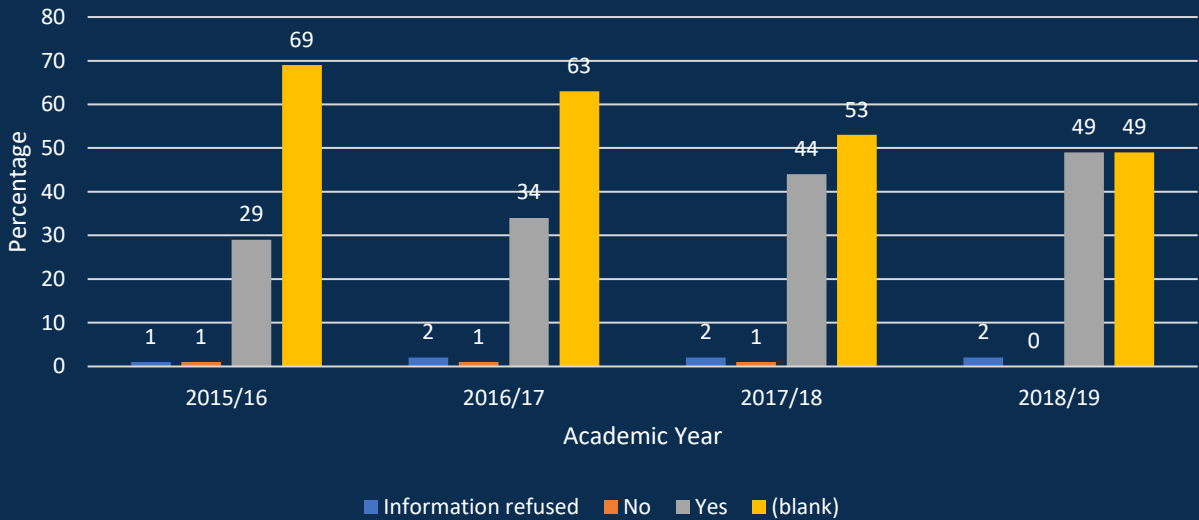
The above chart illustrates the proportion of trans staff in King’s workforce between 2015-16 and 2019-20. Staff were asked whether their current gender identity is that assigned at birth and the response choices were ‘yes’ and ‘no’.

The majority of staff either left this blank or did identify with the gender assigned to them at birth. The gap between these two responses widened year by year, with an increase in staff identifying with the gender assigned at birth and a decrease in those who left this blank. During this time period, between 0.1% and 2.2% (figures have been rounded down above) of staff identified as Trans.

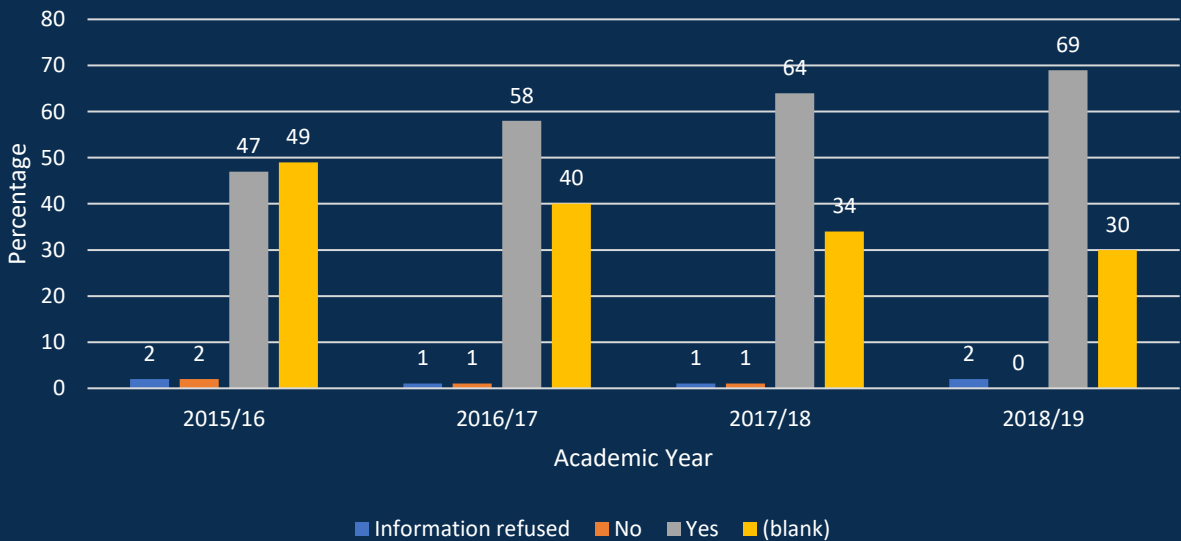
# Demographic Data

## Trans Status: Workforce Profile

### Trans Status: Academic Workforce Profile



### Trans Status: Professional Services Workforce Profile



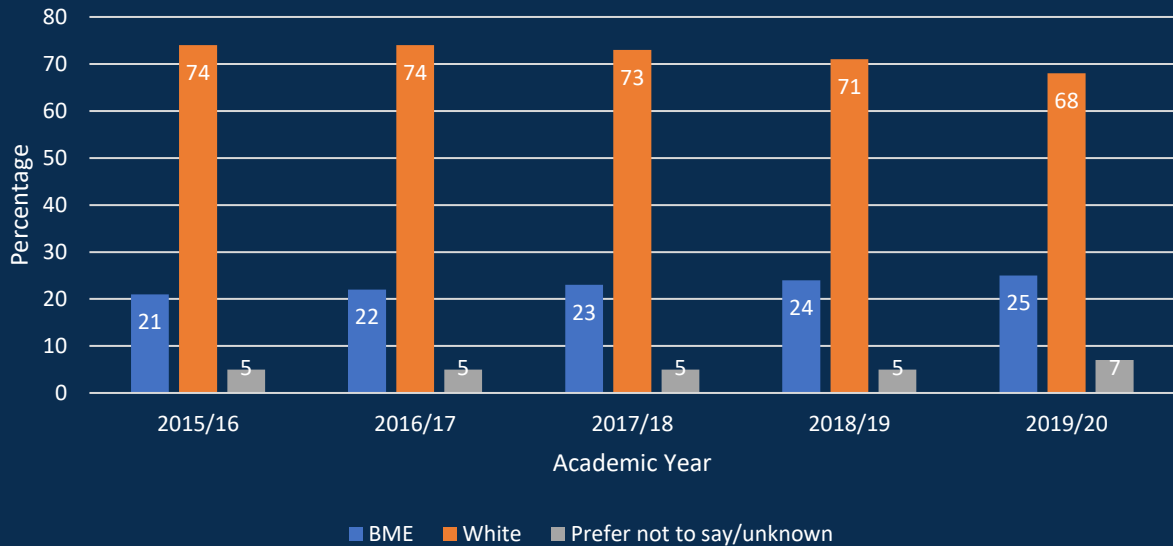
Between 2015-16 and 2019-20 the proportion of academic and professional services staff followed the same pattern however more professional services staff opted to provide a response compared to academic staff.



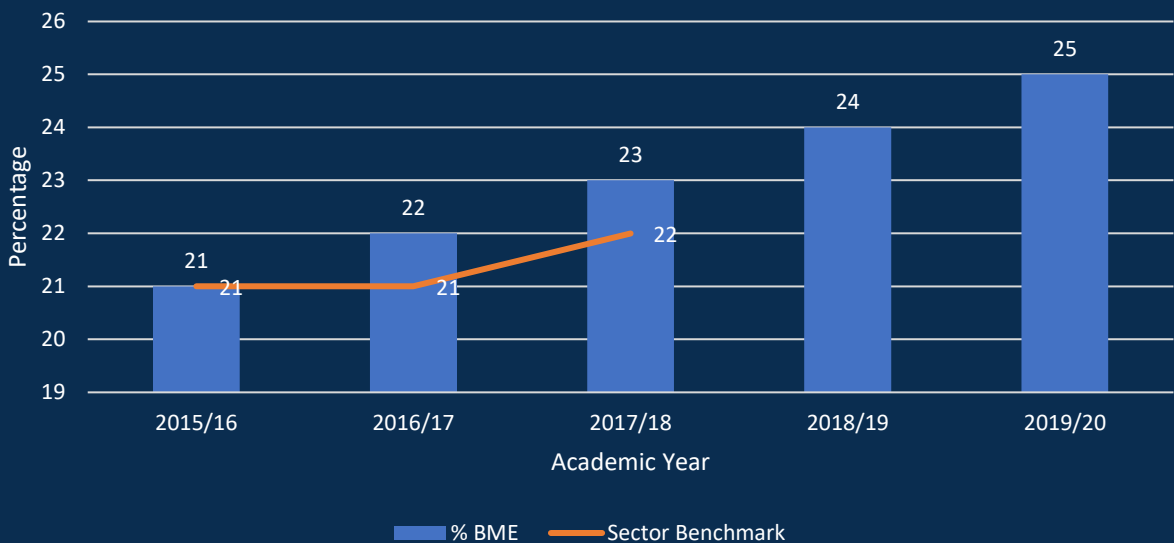
# Demographic Data

## Ethnicity: Workforce Profile

**Ethnicity: Overall Workforce Profile**



**Ethnicity: Sector Benchmarks**



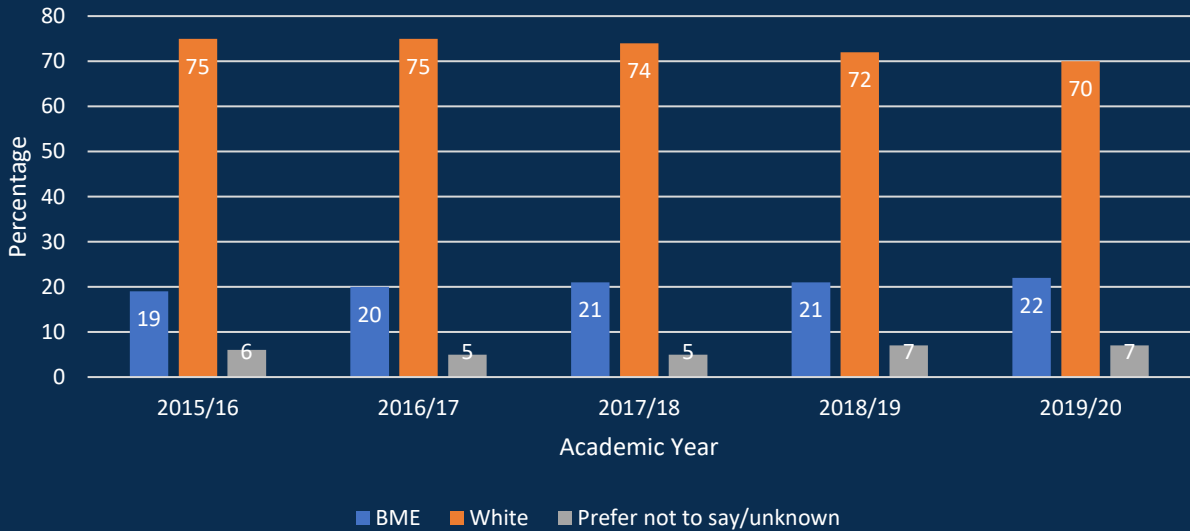
There has been a higher proportion of white staff in comparison to Black, Asian and Minority Ethnic staff since 2015-16. The difference in proportion is slowly narrowing however there was still a 35% difference in 2019-20.

King's met (or exceeded) its benchmark of other London universities between 2015-16 and 2017-18.

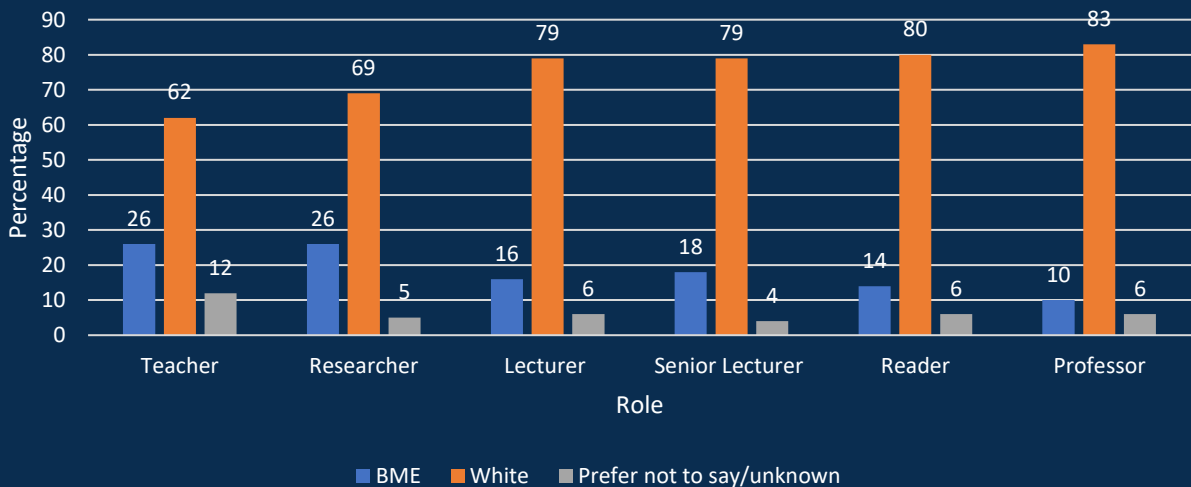
# Demographic Data

## Ethnicity: Workforce Profile

### Ethnicity: Academic Workforce Profile



### Ethnicity: Academic Workforce by Role 2019/20

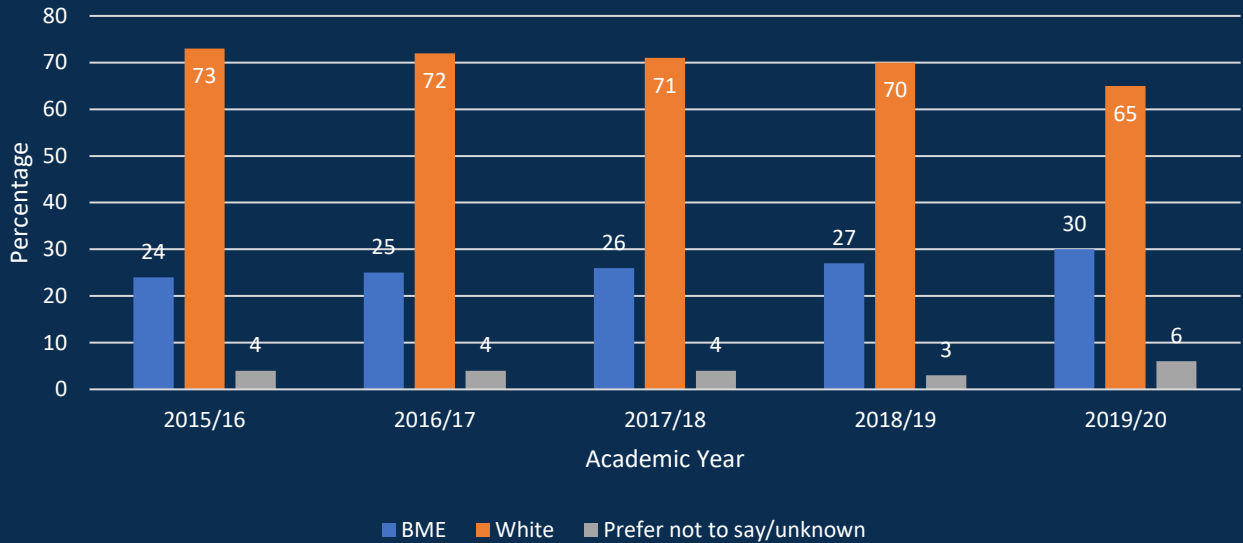


There was a higher proportion of white academic staff between 2015-16 and 2019-20. The variation in proportion is slowly starting to decrease however this pattern was amplified with seniority, with a 73% variance between Black, Asian and Minority Ethnic Professors (10%) and white Professors (83%) in 2019-20.

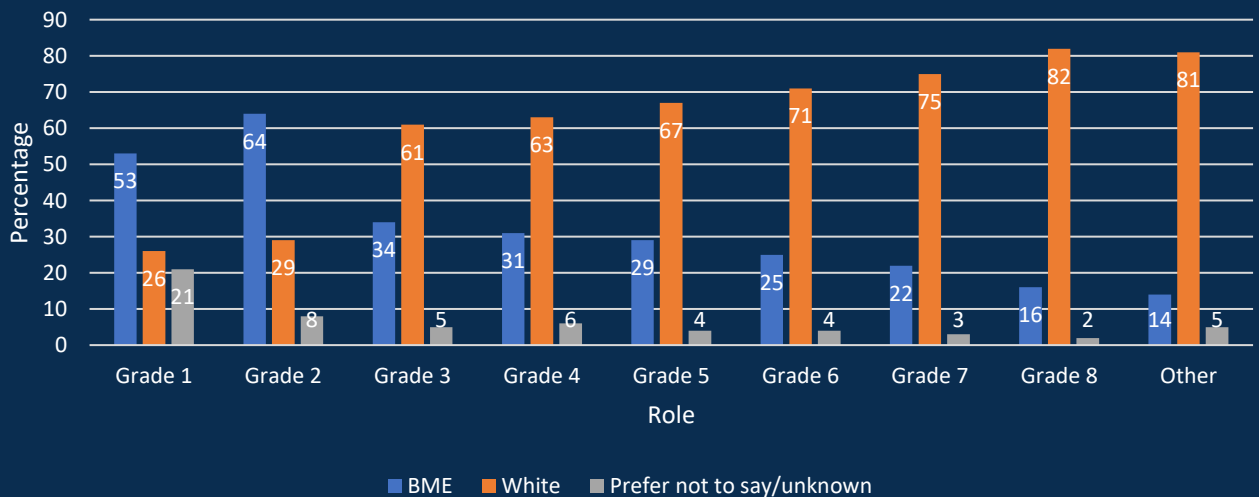
# Demographic Data

## Ethnicity: Workforce Profile

**Ethnicity: Professional Services Workforce Profile**



**Ethnicity: Professional Services Workforce by Role 2019/20**

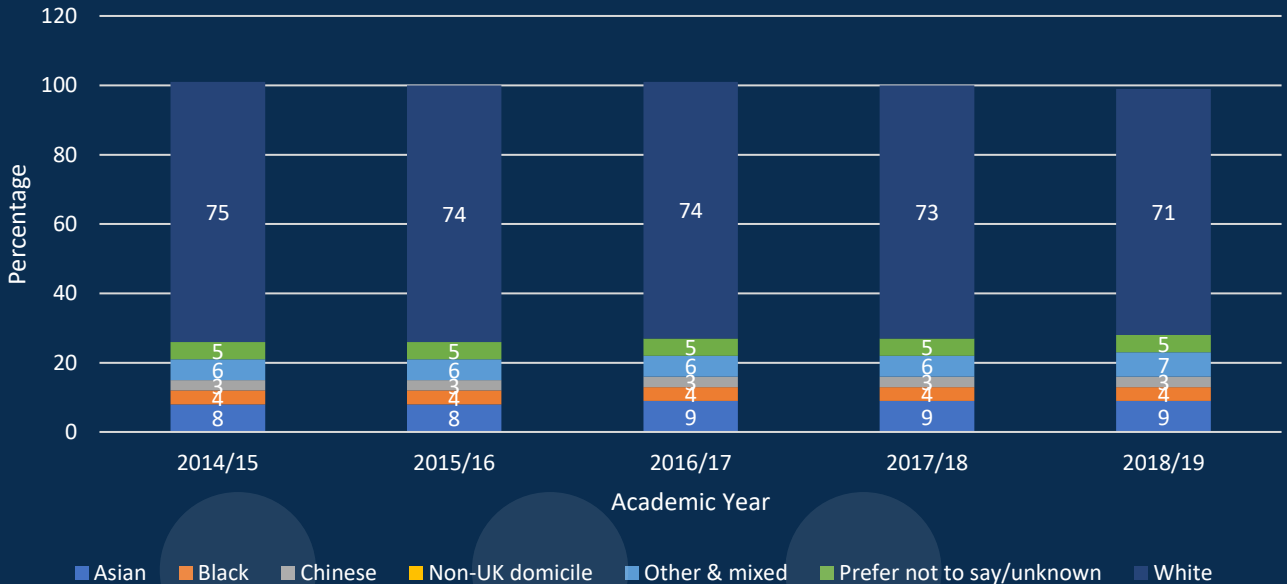


There was an increase in the proportion of Black, Asian and Minority Ethnic staff between 2015-16 and 2019-20. The proportions of Black, Asian and Minority Ethnic colleagues throughout the range of professional services roles show an overrepresentation in Grades 1 and 2 and a lack of representation in senior roles.

# Demographic Data

## Ethnicity: Workforce Profile

**Ethnicity: Workforce Profile  
5 Way Detail**



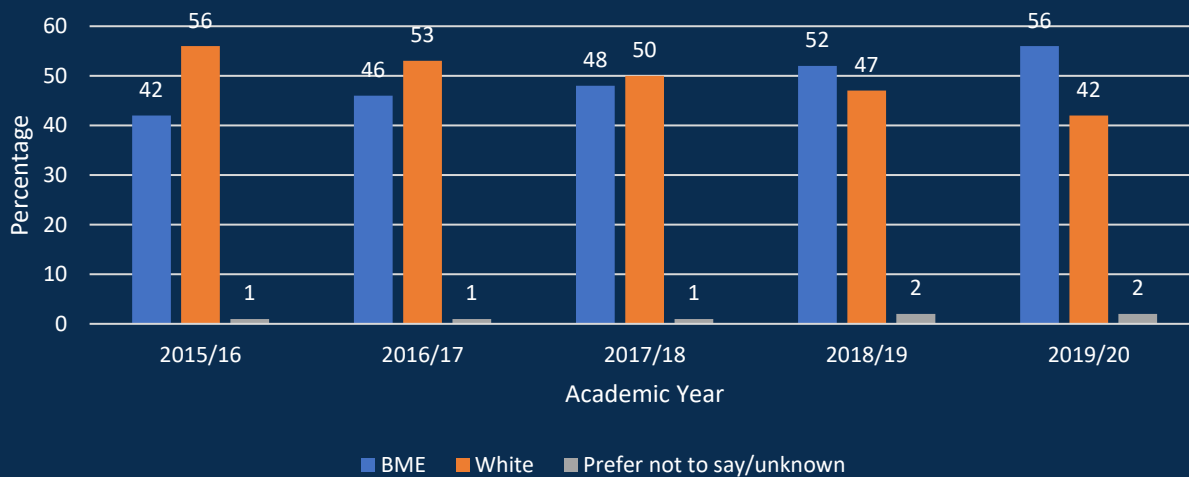
The above chart illustrates the five-way breakdown in staff ethnicity between 2014-15 and 2018-19. The figures have remained fairly consistent, with the biggest variance being between the percentage of white staff in 2017-18 (73%) and 2018-19 (71%).

We prefer to use the five-way breakdown and have done so where possible. We hope to increase our use of this breakdown as King's develops more dashboards.

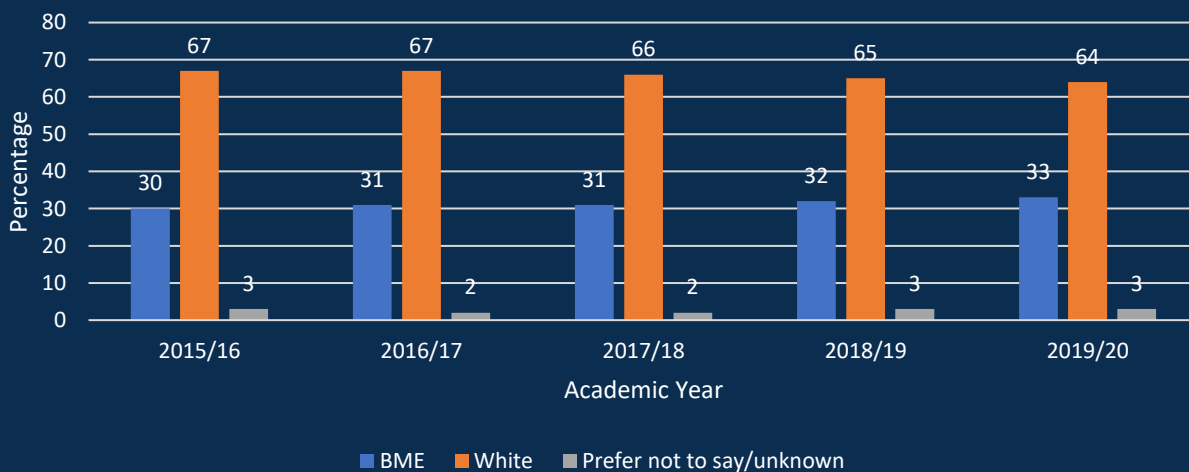
# Demographic Data

## Ethnicity: Student Profile

### Ethnicity: Undergraduate Student Profile

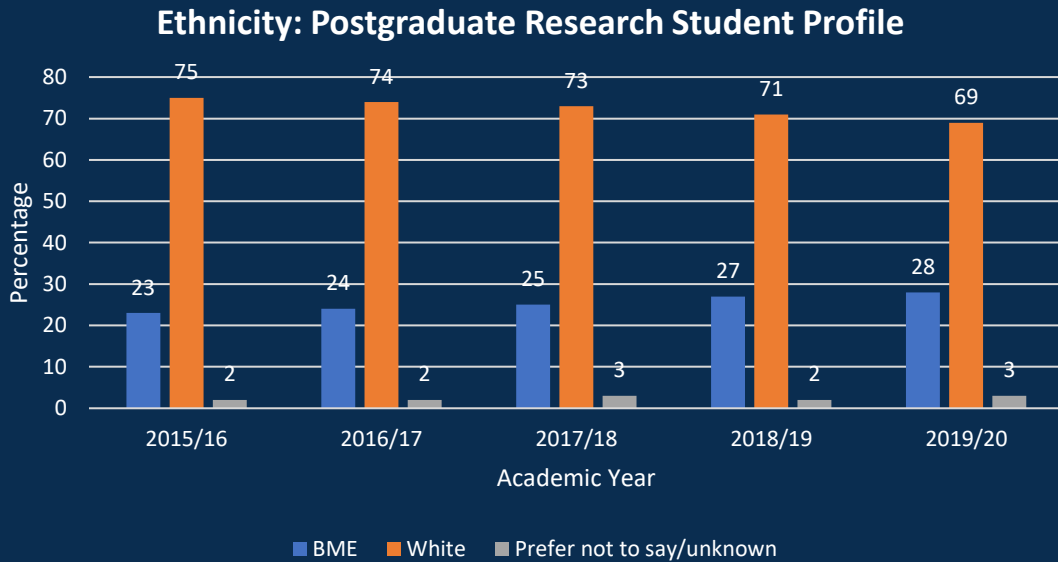


### Ethnicity: Postgraduate Taught Student Profile



# Demographic Data

## Ethnicity: Student Profile



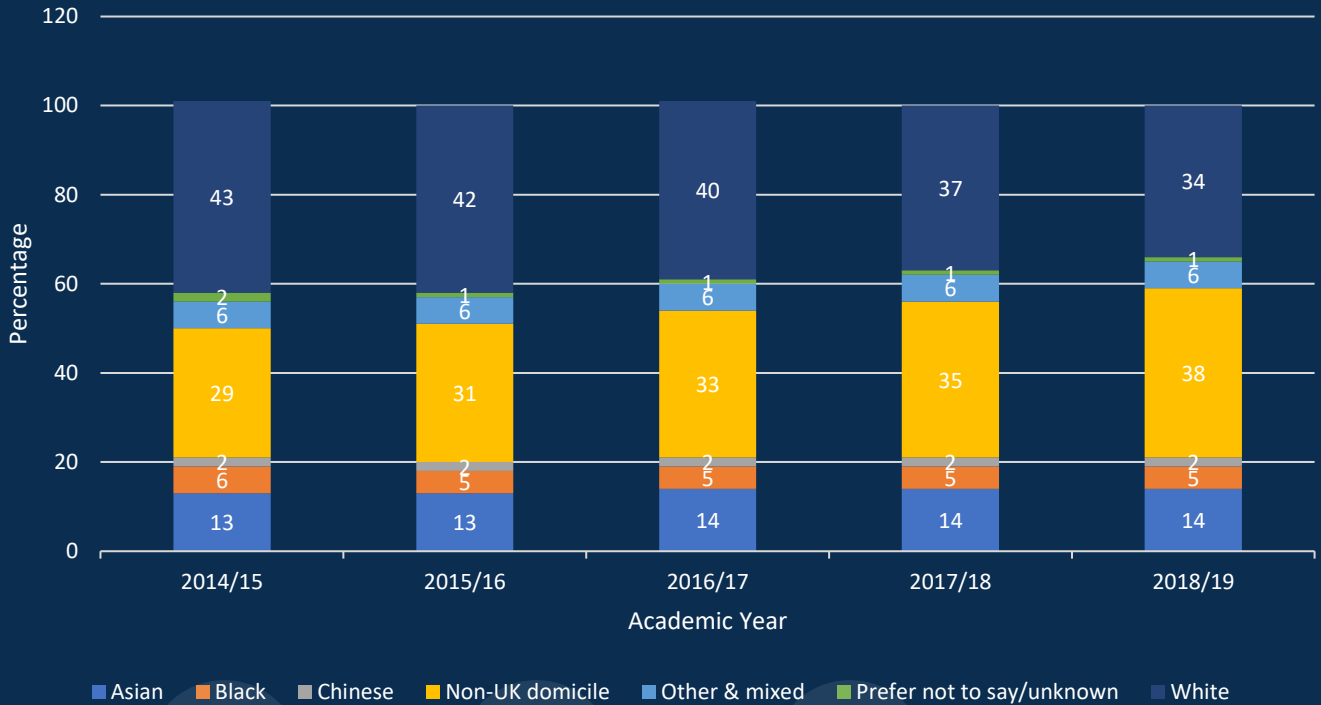
At Undergraduate level there was a higher proportion of white students between 2015-16 and 2017-18. In 2018-19 and 2019-20 this reversed and there was a greater proportion of Black, Asian and Minority Ethnic students. At both postgraduate taught and research level the proportion of white students was consistently higher between 2015-16 and 2019-20.

HESA only collects data for UK domiciled students and so the figures presented for Black, Asian and Minority Ethnic students apply to these students only.

# Demographic Data

## Ethnicity: Student Profile

Ethnicity: Student Profile  
5 Way Detail



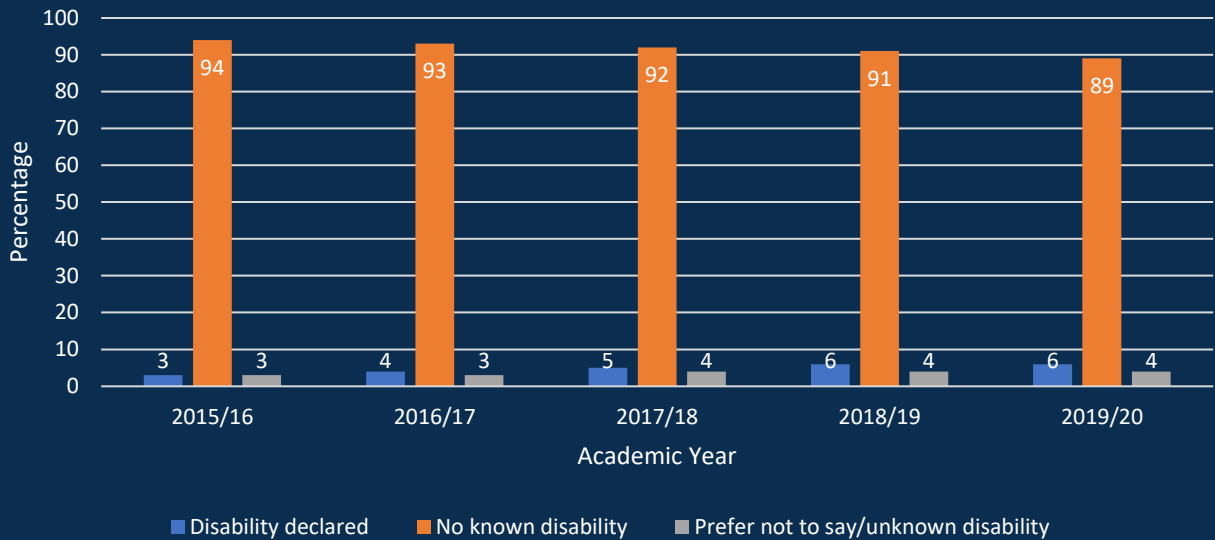
The above chart illustrates the five-way breakdown in staff ethnicity between 2014-15 and 2018-19. The figures have remained fairly consistent, however there is slightly more variance between the proportion of white students and non-UK domicile students.

HESA only collects data for UK domiciled students and so Non-UK domicile students have not been broken down by ethnicity. We recognise this is a limitation of our data and are working to address this.

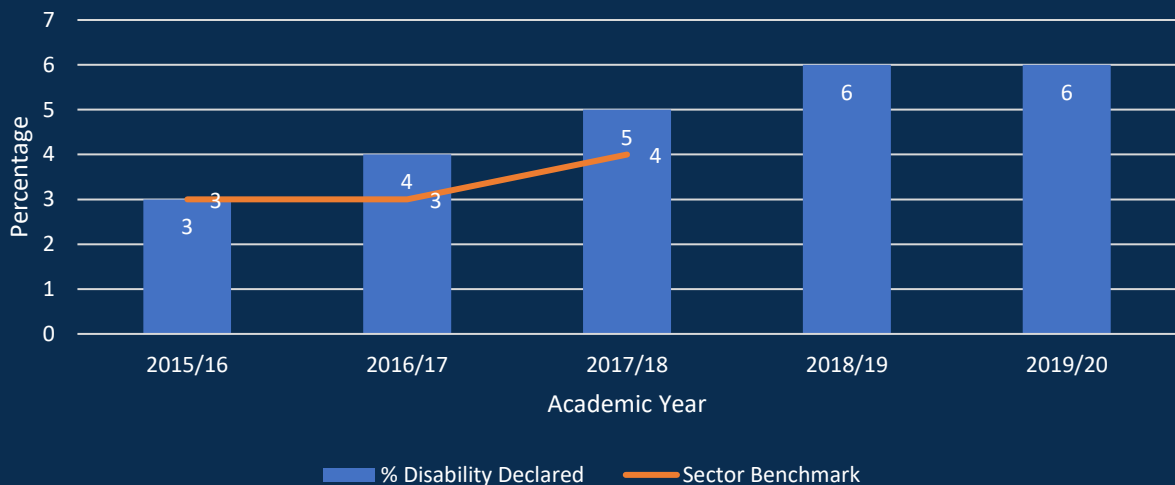
# Demographic Data

## Disability: Workforce Profile

### Disability: Overall Workforce Profile



### Disability: Sector Benchmarks



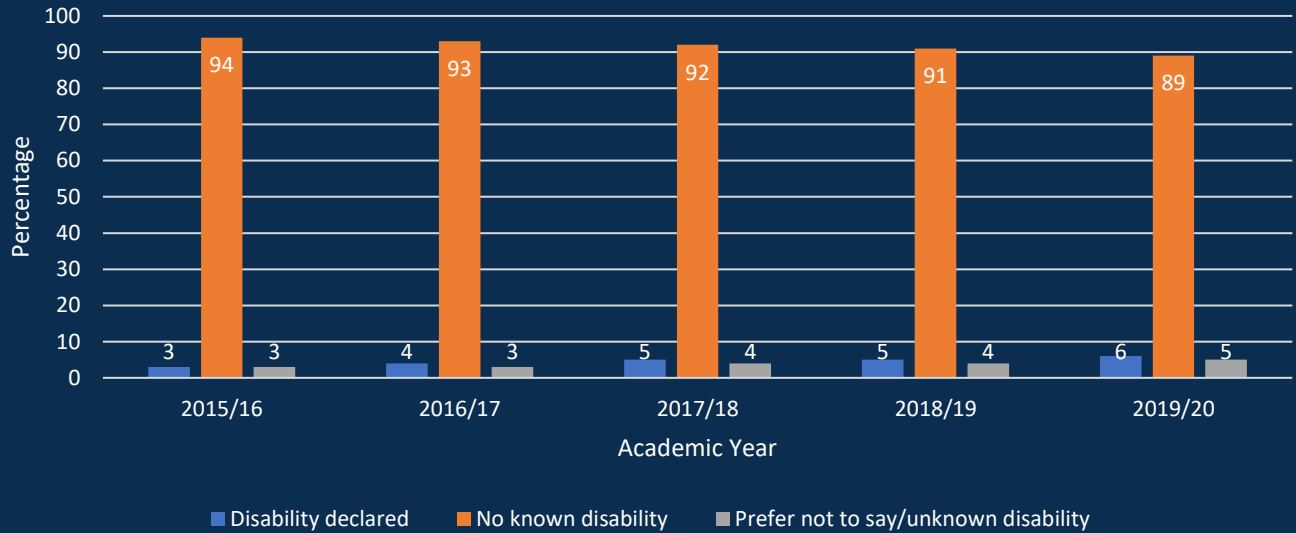
The proportion of staff declaring a disability increased between 2015-16 and 2019-20. King's compared favourably to other Russell Group universities in 2016-17 (+1%) and 2017-18 (+1%). The figures we have are based on those who declare a disability and so, in reality, the numbers may be considerably higher. We also recognise that our disclosure rates (or that of Russell Group universities) do not reflect the proportion of disabled working age adults nationally, which is [19%](#). The People XD system was introduced in 2019 and so we anticipate and increase in disclosure rates in the data for 20/21.



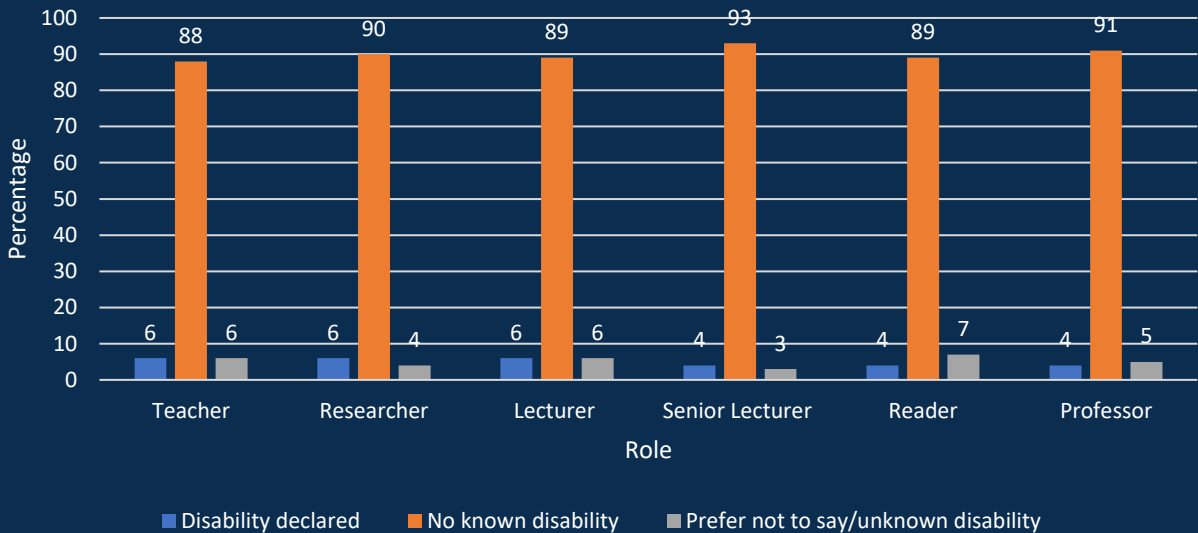
# Demographic Data

## Disability: Workforce Profile

### Disability: Academic Workforce Profile



### Disability: Academic Workforce Profile by Role 2019/20

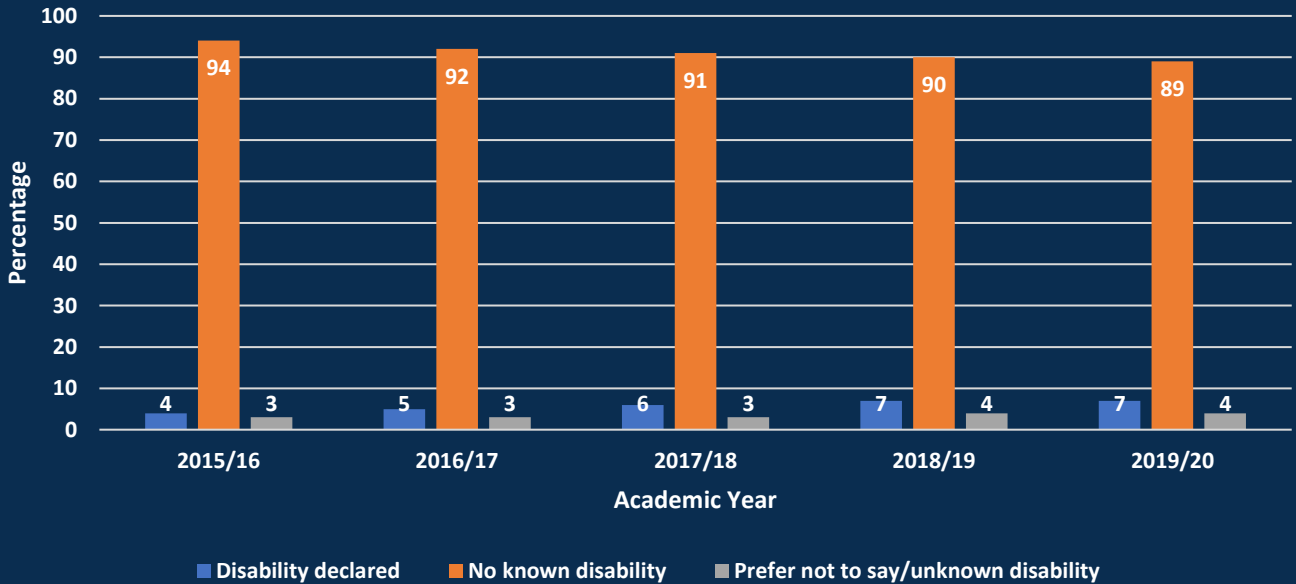


The proportion of academic staff declaring a disability increased between 2015-16 and 2019-20, however in 2019-20 the proportion of declarations decreased with seniority, with 4% of professors declaring a disability compared to 6% of teachers.

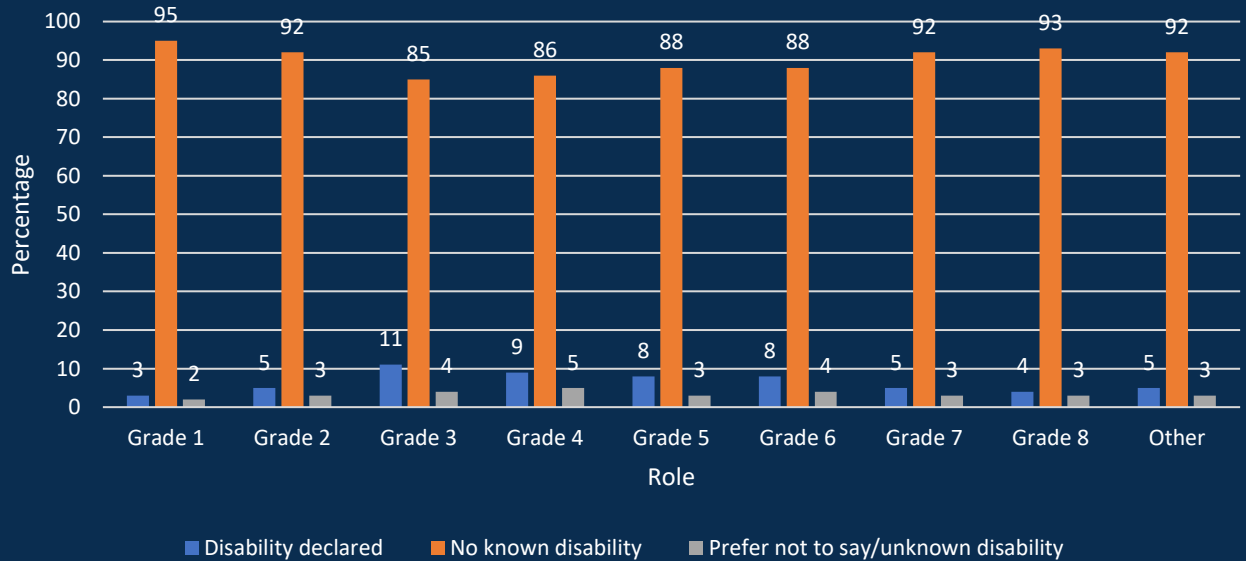
# Demographic Data

## Disability: Workforce Profile

### Disability: Professional Services Workforce Profile



### Disability: Professional Services Workforce Profile by Role 2019/20



The proportion of professional services staff who declared a disability increased between 2015-16 and 2019-20. In 2019-20 the highest proportion of declarations came from staff at grade 3 (11%).

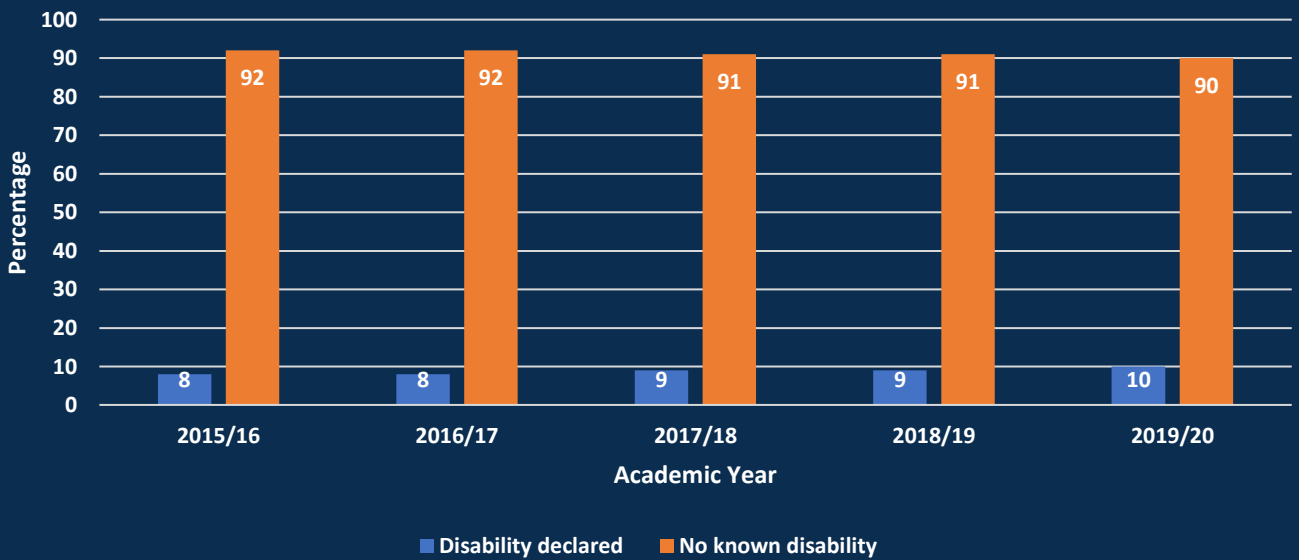
# Demographic Data

## Disability: Student Profile

### Disability: Undergraduate Student Profile



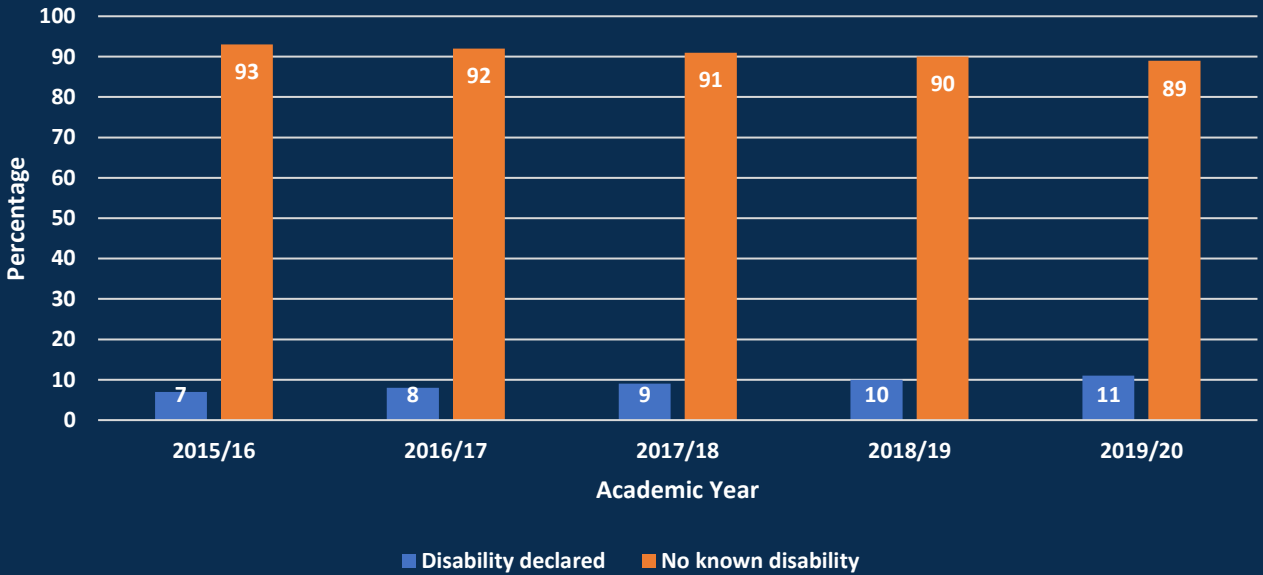
### Disability: Postgraduate Taught Student Profile



# Demographic Data

## Disability: Student Profile

Disability: Postgraduate Research Student Profile

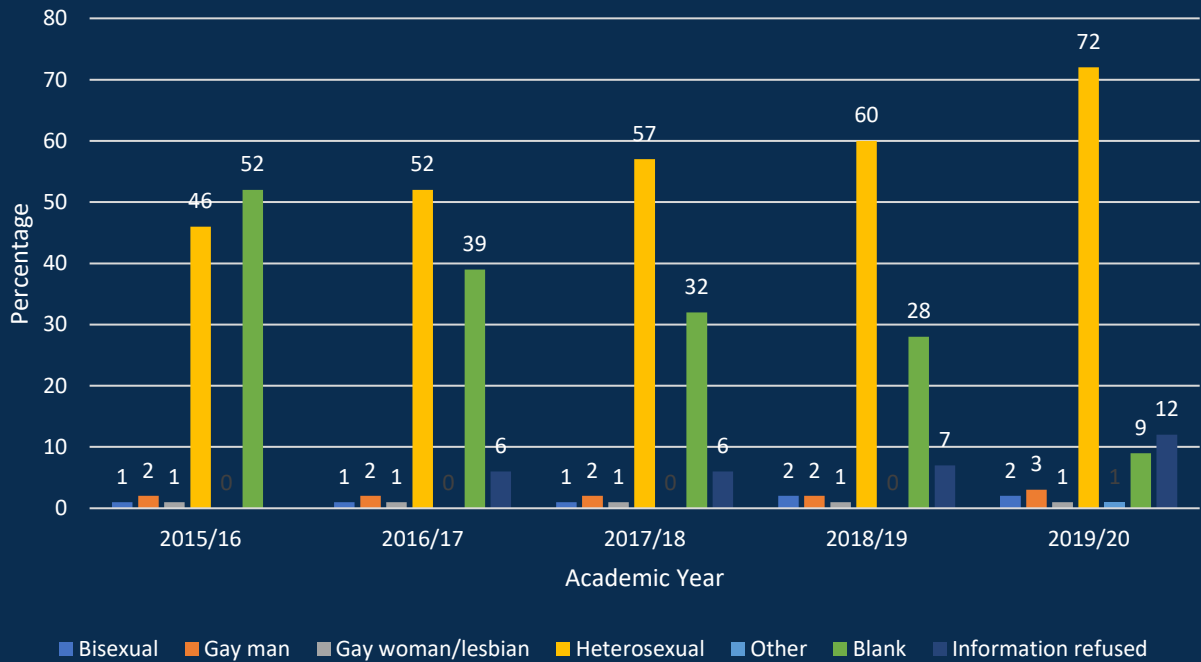


The proportion of students who declared a disability between 2015-16 and 2019-20 slowly increased, albeit at a slightly slower rate at postgraduate taught level. The rate of disclosure at undergraduate level remained consistent between 2018/19 and 2019/20.

# Demographic Data

## Sexual Orientation: Workforce Profile

Sexual Orientation: Overall Workforce Profile

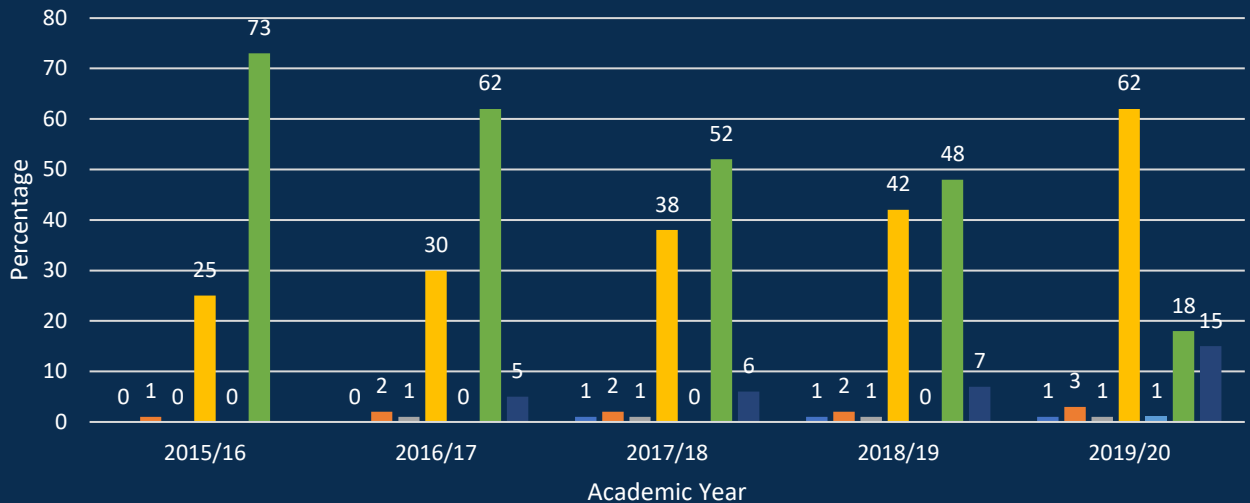


The above chart illustrates the sexual orientation of the King’s workforce between 2015-16 and 2019-20. The biggest proportion of staff either left their answer blank or defined as heterosexual. In 2019-20 there was a significant decrease in the number of staff who left their response blank, with the vast majority of staff (72%) identifying as heterosexual.

# Demographic Data

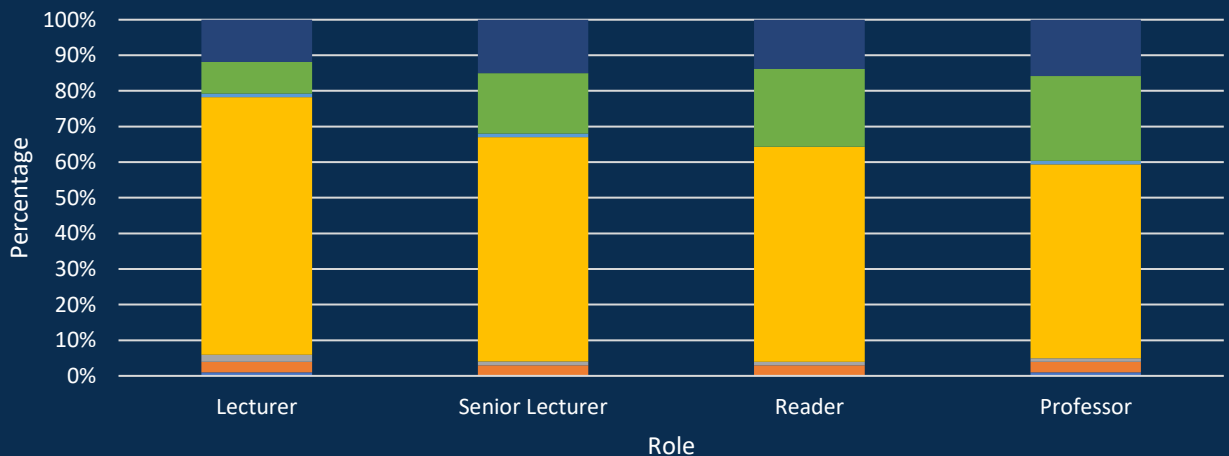
## Sexual Orientation: Workforce Profile

### Sexual Orientation: Academic Workforce Profile



■ Bisexual ■ Gay man ■ Gay woman/lesbian ■ Heterosexual ■ Other ■ Blank ■ Information refused

### Sexual Orientation: Academic Workforce by Role



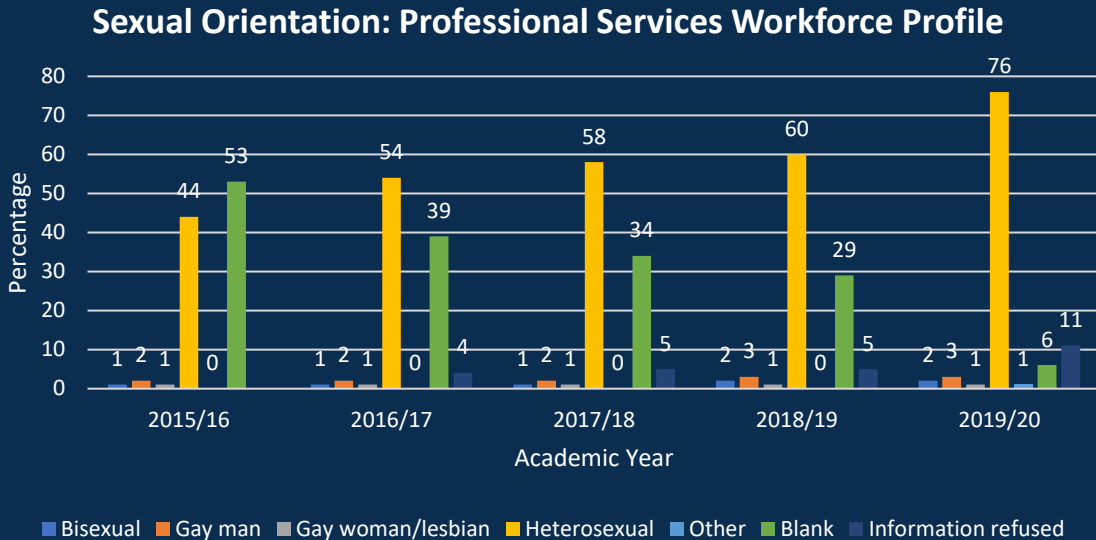
■ Bisexual ■ Gay man ■ Gay woman/lesbian ■ Heterosexual ■ Other ■ (blank) ■ Information refused

Between 2015-16 and 2019-20 the biggest proportion of academic staff either left their answer blank or defined as heterosexual. In 2019-20 there was a significant decrease in the number of staff who left their response blank, with the vast majority of staff (62%) identifying as heterosexual.

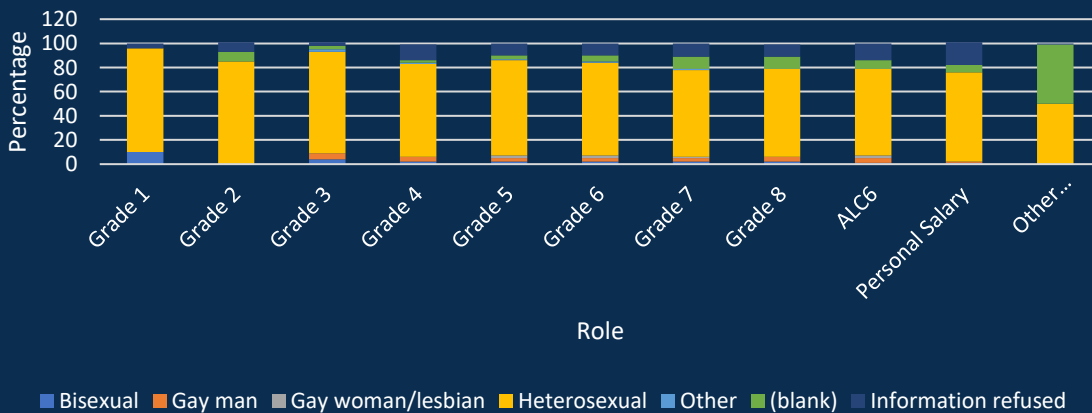
In 2019-20, the proportion of academic staff who left their response blank increased with seniority. The proportion of staff identifying as a gay man, gay woman or bisexual remained fairly consistent across roles.

# Demographic Data

## Sexual Orientation: Workforce Profile



### Sexual Orientation: Professional Services Workforce profile by Role



Between 2015-16 and 2019-20 the biggest proportion of professional services staff either left their answer blank or defined as heterosexual. In 2019-20 there was a significant decrease in the number of staff who left their response blank, with the vast majority of staff (76%) identifying as heterosexual. In 2019-20, the proportion of academic staff who left their response blank was greatest within the 'other' category. No staff identified as a gay woman in grades 1, 2, 3, personal salary and other. No staff identified as a gay man at grades 1, 2 and other. No staff identified as bisexual at grade 2.

# Closing Remarks

*By Sarah Guerra, Director of EDI*

I have the privilege of the closing words of this annual report. If you've made it this far – well done!

What to say – it's beyond cliché to say it's been a year like no other. I have been lucky enough to be only minimally affected by the pandemic. I've not lost anyone close, family members had Covid but lightly, I had to quarantine once. I worry endlessly about the long-term effects for my children and for all of us. But, at this moment, all in all I know I have been privileged and lucky enough to be protected from the worst.

Covid confirmed for me what I already know, that where inequalities exist, they get exacerbated by crises like a global pandemic. But Covid also changed my perspective in that this is indiscriminating and the effects are unpredictable and it has made me want to be much more agile, flexible and spontaneous in the way I live my life and in how we work on inclusion.

As I reflect on the year and think about what to say, different things strike me.

There is popular quote – I thought it was Barack Obama – turns out to be Confucius!

***"If you're the smartest person in the room, you're in the wrong room."***

I think this regularly as I while being pretty damn smart there's plenty I don't know and certainly that I can't figure out alone. But when you work with some of the smartest people in the world this quote may take on a new meaning and for me, brings to mind this Audre Lorde quote:

***"I learned so much from listening to people. And all I knew was, the only thing I had was honesty and openness."***



# Closing Remarks

*By Sarah Guerra, Director of EDI*

I recently turned 50 and was given a book of essays by Audre Lorde. It is a shameful confession that I have never read her before – and I am now passionately obsessed and could spend all day quoting her, as you're about to find out (I will be eternally grateful, Lauren Blackwood!)

This woman was wise beyond her years and age. Reading her has been a puzzle as so many of her thoughts and ideas are ones that I find I embody. But how, when I have never read her before?

In searching for a suitable quote, I settled for these 2 (3 if you include the one above).

For me they sum up what it's like to work and try and make progress on equality, diversity, and inclusion in 2021 at a place like King's where we are complex and ambitious, where we like everyone are recovering from the pandemic and learning what it's like to live in the post pandemic world – they speak to me in my individual role and also as a leader.

***“One of the hardest things to accept is learning to live within uncertainty and neither deny it nor hide behind it. Most of all, to listen to the messages of uncertainty without allowing them to immobilize me, nor keep me from the certainties of those truths in which I believe. I turn away from any need to justify the future- to live in what has not yet been. Believing, working for what has not yet been while living fully in the present now.”***

I want to thank all those who work tirelessly on equality, diversity, and inclusion at King's it goes far beyond the contributors to this report and is much more than we could capture in any pages.

# Closing Remarks

*By Sarah Guerra, Director of EDI*

My thanks go to Professor Evelyn Welch, Professor 'Funmi Olonisakin and Paloma Lisboa who provide wise counsel, amazing leadership and are often a shoulder for me to cry or rant on! One of the things I know has kept me going and provided its own kind of inoculation from the pandemic is the amazing EDI team I lead. I thank them each individually and as an example, Jennifer Hastings, who joined in June 2021 and has coordinated this report as one of her first tasks. She is emblematic of the whole team: brave, hardworking, diligent, intelligent, passionate, creative, and persistent.

I call on all who care and want the world and King's to be a fairer more equal place to follow that example – and enact Audre's words:

***“When times are hard, do something. If it works, do it some more. If it does not work, do something else. But keep going.”***

Thank you again for taking the time to read this report.



## **Equality, Diversity & Inclusion King's College London**

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