



Data relating to this Annual Report can be viewed in the accompanying [Annual Report 2021-2022 Data Narrative document](#), which contains graphs, tables & figures relating to our EDI journey to date.

If you require this document in an accessible format, please email the team at diversity@kcl.ac.uk

Our Partners



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Foreword

Professor Shitij Kapur

President & Principal

Thank you for taking the time to read this year's Equality, Diversity & Inclusion annual report, which brings together the progress we have made and highlights important areas for improvement.

There are many achievements to celebrate; all the result of the dedication and determination of colleagues and students across the university.

Our mean gender pay gap has dropped for the third year running and, while still higher than we would like, it is amongst the best amongst the Russell Group. Such things don't happen by chance – it has taken work on equitable appointment panels; attention to progression and promotion; pay benchmarking exercises; and through regular reporting on the number of women in senior academic and professional services roles. It is not easy, but it shows that when we all give concerted attention we can make change.

We have had many other successes:

- We were named a Gold Employer in the Stonewall Workplace Equality Index.
- The Faculty of Dental, Oral & Craniofacial Sciences launched 'Call Me By My Name' – a project which calls for the correct pronunciation of students' names, which is starting to be adopted by other faculties and directorates too.
- The Cicely Saunders Institute of Palliative Care has renewed their Athena Swan award at Silver level.
- The Parents' and Carers' Fund awarded £322,000 in the last year to academic and research staff returning from extended parental or caring leave.
- The Race Equity & Inclusive Education Fund supported 13 projects on topics such as diversifying and decolonising the curriculum, closing the Black and Minority Ethnic attainment gap and assessment reform.
- And more beyond...

The report also demonstrates that there is a lot more to do. While we have made good progress on the gender pay gap, we need to do even more to address our ethnicity pay gap.

We need to create a welcoming environment for all who come here and our new Report + Support system enables students, staff and visitors to report bullying, harassment and inappropriate behaviour, whilst also signposting to immediate sources of support.

Digital and physical accessibility is an institution-wide priority so that we can meet the changing needs of our students, staff and community and ensure our facilities are accessible to all.

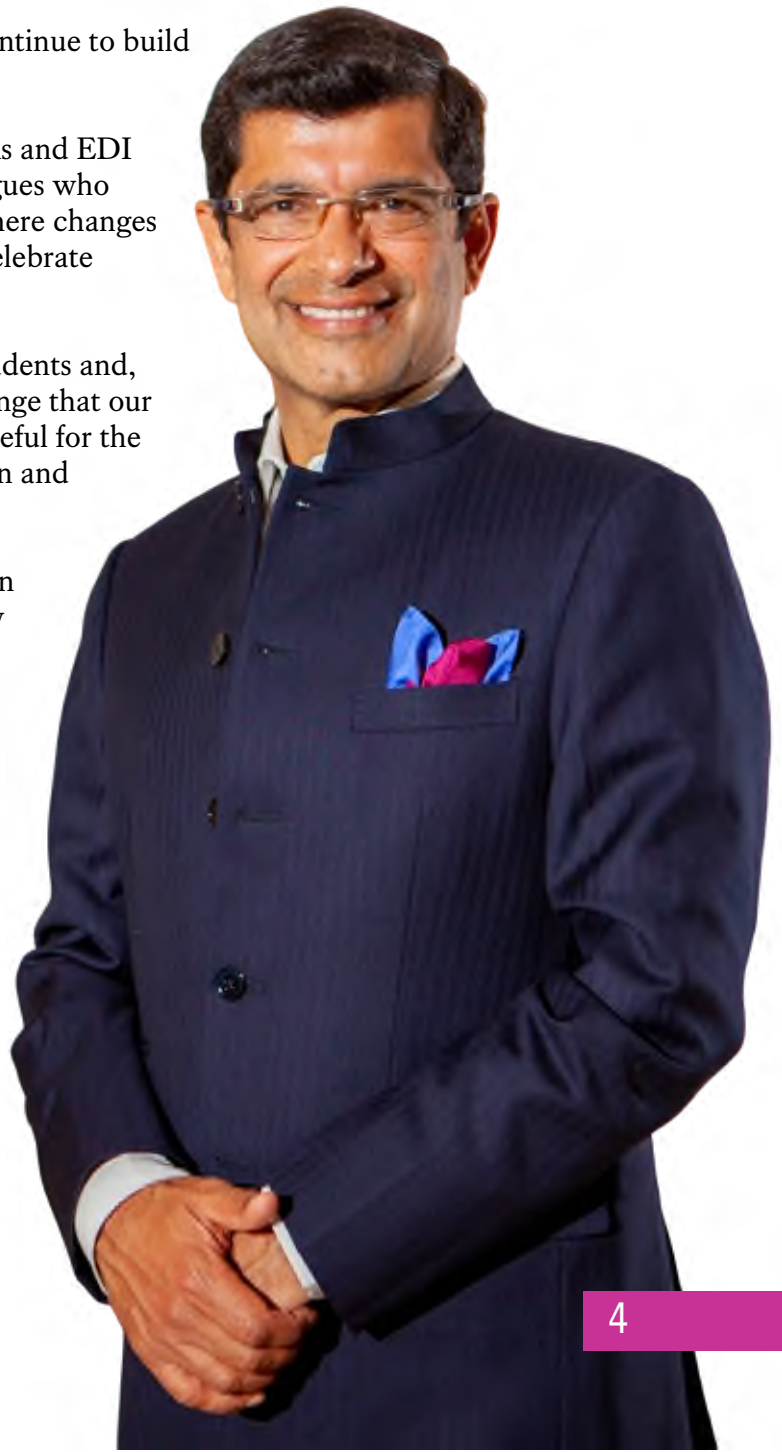
My great thanks to all of you who help us continue to build an inclusive and equitable community.

I want to especially thank our Staff Networks and EDI Forum that are made up of dedicated colleagues who represent the views of our staff, speak out where changes or improvements are needed and also help celebrate the progress we are making.

We also greatly value the perspective our students and, in particular, the insights and rigorous challenge that our KCLSU Student Officers bring. We are grateful for the work of KCLSU President Mohd Yasir Khan and their predecessor Zahra Syed.

There are many ways you can get involved in and learn about EDI. One of them is the new Diversity Matters training. I encourage you to book onto a session – there are specific ones for academic staff, professional services staff and managers.

I hope that you find this report valuable and insightful and thank you for your continued support.



[This foreword is also available as a video here.](#)

Foreword

Mohd Yasir Khan

President KCLSU



Education without morals is like a ship without a compass, merely wandering nowhere. It is not enough to have the power of concentration, but we must have worthy objectives upon which to concentrate. - Martin Luther King Jr.



Established by royal charter in 1829, King's was originally only accessible to the privileged few and teaching was grounded in the Christian faith. Having a distinctly Christian ethos, even the governors and professors had to be members of the Church of England. However, over several years, King's has adapted to have a more inclusive, non-partisan and more egalitarian identity along with London's notable institutions, which further accentuated its support for equality, diversity, and inclusion. King's has been flourishing and achieving new heights by connecting with global networks, communities and organisations. This is still an ongoing process - King's must lead by example in providing more opportunities and resources to marginalised categories of students.

Since King's aspires to address global challenges and serve the communities proactively, it is important to bear in mind the complicated challenges these people face. The recent developments, for example, in Ukraine, Palestine or Afghanistan have caused millions of refugees to exit their countries. Society has itself emphasised an institutionalised perception, around the world, from the streets of Kyiv to Washington and Gaza, calling for 'No War' as this has already cost lives. The people who have fled beyond borders to have safer and invulnerable lives have faced barriers to opportunities, racial discrimination and ethnic intolerance. Although it's late to even talk about the concerns society should have already addressed, I think universities like King's have a much bigger role to play in tackling such systemic exclusion.



While offering scholarships and comprehensive programmes of education, King's has become the first 'Refugees Welcome University' in 2020. With more King's Sanctuary Programmes, the university has tried to hold the flag of inclusivity aloft. However, measures should be put in place for supporting displaced and marginalised students and academics beyond such scholarships. A broad plan for social change is required because these students are financially deprived or extensively excluded in the UK and even beyond. King's can offer them routes to rebuild their lives and overcome various barriers in UK higher education. To bridge the gap between access to higher education and displaced people, King's needs to reform its gateway programmes and scholarship structures that help students to enhance their academic skills while being funded substantially. Simultaneously, this shall be established with a thorough structure embodying more dynamic anti-racism policies. This will allow to defend and comfort the victims at all levels and to identify racism in admissions, scholarships or classes.

As the president at KCLSU, I am proud of how King's has been developing and creating safe spaces, and how it has championed equality, diversity and inclusion for the student body. With some work to be done, I believe King's will emerge with the confidence to overcome such challenges by advancing in different spheres and structures with fully funded programmes and a diverse workforce. I firmly assure our King's community that social challenges will not be overlooked by KCLSU. I will vigorously push the university to acknowledge and address the student voice. This will not only reinforce our aims concerning equality, diversity and inclusion but will ensure the Students' Union lives up to its values.

EDI at a Glance

King's was named a Gold Employer in the Stonewall Workplace Equality Index, ranking 14th out of 468 organisations and second within the higher education sector.

King's is 38th in the world, and fifth in the UK for UN Sustainability Goals connected to Gender Equality.

King's has been a Peer Mentor Partner for five Indian Research Institutes or Universities, funded by the British Council.

The university's mean gender pay gap has reduced from 17.1% in 2020 to 14.8% in 2021.

The Parent & Careers Fund awarded £322,000 to parents and carers returning from extended leave.

Microaggressions training was delivered to 214 staff and students.

King's Diverse History project led to the naming of a new student study space on Guy's Campus after Africanus Horton.

A new 'Introduction to Equality, Diversity & Inclusion' e-learning module for staff was launched on the King's Compliance E-Learning system.

Record numbers of applications were received for the More than Mentoring programme, with 215 people applying to take part in the scheme.

The university purchased Culture Shift's Report + Support tool to provide a universal way to report bullying, harassment and unacceptable behaviour.

Our EDI staff networks have put on an incredible number of events and continued to support the King's community.

Access Able were commissioned to conduct audits of ten key parts of the Strand Campus to help Estates & Facilities understand where there are accessibility issues and help plan for improvements to King's built environment.

The EDI Function led an institutional response to a government consultation on disability workforce reporting.

Disability Support & Inclusion created 368 King's Inclusion Plans and had 36,821 interactions with students.

The Cicely Saunders Institute of Palliative Care has renewed its Athena Swan award at Silver level.

Over 60 colleagues attended Inclusive Practice for Educators training.

The Race Equity & Inclusive Education Fund supported 13 projects.

Our EDI Vision & Strategy

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 Vision

You can read more about our EDI Strategy 2019-22 [here](#).

Aims and Strategic Vision

Equality, diversity and inclusion (EDI) are central to King's College London's Strategy 2026, and we have continued to work to attract the very best diverse student population to our campuses and to recruit and retain a talented and diverse staff body in 2021-22.

King's has a legal duty to comply with the Equality Act 2010 and the Public Sector Equality Duty. King's aims to exceed this duty by designing mainstream interventions that remove all forms of inequality and barriers to success.

In this report you will find progress towards our strategic priorities as well as the impact of EDI work across King's.

EDI at King's is broader than the Equality, Diversity and Inclusion Function – this report demonstrates the crucial work of faculties, directorates, EDI staff networks and individuals.



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

Address ethnicity and gender pay gaps

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 of protected characteristics across all staff groups

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

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

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

Strategy 2026

Equality, diversity and inclusion is a thread that runs throughout Strategy 2026. This strategy sets out how we intend to work towards meeting our ambitions within Vision 2029. Strategy 2026 has been informed by engagement with and feedback from representatives of King's EDI Staff Networks (via the EDI Forum), the One King's Leadership Team, the King's Staff 100 and EDI colleagues. Thank you to everyone who shared your views: your powerful contributions have significantly strengthened the Strategy.

Strategy 2026 brings a renewed focus onto the importance of a positive and inclusive culture at King's, where staff are supported to develop their careers and fulfil their potential. This ambition for a 'Thriving King's Staff Community' is one of our four strategic goals, to focus our work over the next four years.

Inclusion and support for disabled staff and those with long-term conditions is a priority. We will also build on our support for parents and carers and continue our ambitious plans for gender and race equality through the Athena Swan and Race Equality Charter, along with developing our next steps for LGBTQ+ inclusion. We will continue to invest in leadership programmes that ensure we create strong communities at every level, and we will recommit to our Principles in Action to ensure that expectations for appropriate, inclusive behaviours are clear to all.

Strategy 2026 will also ensure King's is an inclusive environment for our students. We will build on our work to close attainment gaps for Black and Minority Ethnic students and those with disabilities, while ensuring that our teaching resources, curriculum content, and digital and physical spaces are fully accessible to all. We will support our staff to develop and share inclusive education practice.

We will also champion equality and inclusion in our wider impacts on the world, recognising how important it is that King's contributes to achieving fairer outcomes for all. By 2026, we aim to increase the positive impact of our research, education, and global and civic engagement, working to build a fairer society. We will convene expertise across King's, and work with partners and communities in the UK and globally, with a focus on climate action and sustainability, good mental and physical health, promoting and enabling justice, peace and security and tackling inequalities.

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 (eg on our EDI dashboards or within existing documentation). We acknowledge that no terminology is perfect and we welcome any feedback you have on this.

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).

KPIs at King's Institutional Level

	2020 - 2021	2021 - 2022	King's target 2021 - 2022
Senior female academic staff %	37.9	39.0	42.1
Senior female professional services staff %	48.3	50.6	50.7
Black and Minority Ethnic academic staff %	21.4	23.4	21.9
Black and Minority Ethnic professional services staff %	23.4	22.5	23
Female Black and Minority Ethnic academic staff %	10.5	11.5	11.6
Female Black and Minority Ethnic professional services staff %	13.1	14.0	13.6

Figures taken from a Balanced Scorecard in the Power Bi app. These figures are currently estimates and actual figures are yet to be published.

Gender representation at senior levels, for academic and professional services staff

The proportion of female senior academic and professional services staff increased from 2020-21 to 2021-22. Whilst we are closer to meeting our target related to senior female professional services staff, we still have a way to go with our academic target. The reasons for this and the consequent actions we are taking are explored in sections on gender equality and Athena Swan.

Black, Asian and Minority Ethnic representation at all levels, for academic and professional services staff

We have seen an increase in the percentage of Black, Asian and Minority Ethnic academic staff at King's, with a 2 percentage point growth between 2020-21 and 2021-22. However, we have seen a slight decrease in professional services staff teams (0.9 percentage points). While we are exceeding our target for academic staff, we are slightly below our target for professional services staff. We are also not representative of our student body - in 2020-21, 60.2% of home undergraduate students defined as Black, Asian and Minority Ethnic (this figure was taken from the Diversity and Inclusion Power Bi app).

Black, Asian and Minority Ethnic female representation at all levels, for academic and professional services staff

The percentage of Black, Asian and Minority Ethnic female academic and professional services staff increased between 2020-21 and 2021-22. We exceeded our target for professional services staff but were slightly below our target for academic staff.

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 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 2021 and can be found [on our website](#). Our mean gender pay gap has reduced from 17.1% in 2020 to 14.8% in 2021. Our mean ethnicity pay gap has decreased from 19.9% in 2020 to 19.1% in 2021. Our ethnicity pay gap is higher than pre-2020 due to the insourcing of cleaning and security staff. We know there are imbalances that needs to be tackled and we will be continuing with the Athena Swan and the Race Equality Charter Action Plans to make progress against pay gaps. 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.

Progression Towards Our EDI Strategy

Meet the Team

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

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

Standing: Jake Orros, Sophie Rust, Adam Perry, Jessica Cole, Helena Mattingley, Jemma Adams, Safyan Rahman. Seated: Lorraine Kelly, Jennifer Hastings, Sulekha Hassan, Lauren Blackwood



EDI Practitioners at King's

Faculty & Directorate Abbreviations

NMES: Natural, Mathematical & Engineering Sciences
 FoDOCS: Dentistry, Oral & Craniofacial Sciences
 FNFNMPC: Nursing, Midwifery & Palliative Care
 IoPPN: Psychiatry, Psychology & Neuroscience
 SED: Students & Education Directorate
 E&F: Estates & Facilities Directorate
 SSPP: Social Science & Public Policy
 DPSL: The Dickson Poon School of Law
 FoLSM: Life Sciences & Medicine
 KBS: King's Business School
 A&H: Arts & Humanities



Lorraine Kelly
Interim Director of EDI

EDI is everyone's responsibility, but 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, which leads the work on addressing differential student outcomes.



Equality, Diversity & Inclusion Governing Bodies

EDI Committee

The Equality, Diversity & Inclusion Committee (EDIC) has been chaired by the Senior Vice-President (Service, People & Planning) and more recently by the Dean, Ellen Clark-King. EDIC reports to the University Executive and its membership comprises of senior representatives from across King's. Committee meetings occur on a termly basis and provide an open space for members to discuss how departments and directorates across the university are implementing their equality, diversity and inclusion agendas and monitor the implementation of King's EDI strategic goals.

EDI Forum

The Equality, Diversity & Inclusion Forum (EDIF) is a body that comprises a wide breadth of staff and student voices across King's. The Forum directly feeds into EDIC and provides it with insight into the diverse lived experiences of King's staff and student community. Members of the Forum represent their respective areas and help foster a strong link and two-way communication between the King's community and decision-making structures within our governance.

EDIC and EDIF Achievements in 2021-22 Academic Year

EDIC and EDIF have had a substantial impact on a variety of EDI matters throughout the 2021-22 academic year. From steering the implementation of the Race Equality Action Plan to providing insights into sourcing a new provider for Diversity Matters training, the feedback of EDIC has been central to progressing the university's EDI agenda. EDIF has also provided an invaluable space for influencing change. Members of the Forum have provided extensive feedback on a wide variety of matters, from ensuring King's Gift Acceptance Policy has been reviewed through an EDI lens to drawing up recommendations for increasing support for those who experience pregnancy loss and miscarriage.

Both the Committee and the Forum have had to navigate decisions around significant upcoming governance changes over the past year. These conversations have provided members with many opportunities to reflect on how the Committee and Forum can be best utilised to have a greater impact on embedding EDI across the university.

With the collection of responses from the Race Equality Survey, both groups have been particularly vital for influencing the direction of race equality work on a central level in the past year. Members provided essential feedback for how the survey could have greater impact in subsequent years and have helped shape how recommendations could be implemented beyond the central EDI Function and across the entire university.

The image shows a grand, multi-story library. The upper levels are filled with bookshelves, each containing numerous books. The architecture is ornate, with decorative moldings and a high ceiling. In the foreground, there is a large, round wooden table surrounded by black mesh chairs. A large, modern lamp with multiple adjustable shades stands in the center of the table. The overall atmosphere is one of a quiet, scholarly environment.

Workforce Development

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

Diversity Matters

Diversity Matters training, which over 2021-22 has been delivered in partnership with Challenge Consultancy, has staff and manager sessions. Last year, a total of 808 staff attended centrally organised sessions (573 staff and 235 managers).

In 2021, the EDI Function carried out a review of the Diversity Matters training for staff. The review found that while the training was informative and well attended, King's had progressed beyond the need for entry level EDI training and staff would benefit from greater specificity, accessibility and more advanced levels of training. In response to this finding, the EDI Function carried out a consultation with key stakeholders to create some revised learning objectives for the training. This consultation included members of the EDI Committee, EDI Staff Network members, EDI practitioners, EDI Forum members and Faculty and Directorate EDI leads. There was also an opportunity for any staff member to provide feedback on the draft objectives before they were finalised.

Following this, the EDI Function went through the procurement process to find a new supplier to fulfil these revised objectives and provide King's staff with a more advanced Diversity Matters training. A new supplier, the Responsible Business Unit, has been appointed and is working with the EDI Function to develop the new training, ready for it to be launched in autumn term 2022.

Find out more about the new Diversity Matters training [here](#).

Introduction to Equality, Diversity & Inclusion E-Learning Module

In April 2022, the EDI Function launched a new e-learning module for staff on the King's Compliance E-Learning system. This module has been designed for all staff to complete, particularly new starters. The course explains the terms 'equality', 'diversity' and 'inclusion' and introduces the Equality Act 2010. King's approach to supporting and delivering EDI is also covered, as is staff members' responsibilities to EDI at King's.

This introductory course provides King's staff with a basis to then further their EDI learning. Links to further guidance, resources and related policies are included in the module and after completing this course, staff are encouraged to attend the Diversity Matters training to continue their learning.

Since its launch, 1,094 staff members have completed the course (9% of staff) and work continues to encourage and support staff to engage in the training.

Find out more about the Introduction to Equality, Diversity & Inclusion e-learning module [here](#).

Trans Matters

EDI is able to deliver Trans Matters training to faculties and directorates on request. This training is regularly reviewed to ensure it is in line with current legislation and best practice. During the last year, EDI delivered Trans Matters training to NMES. 19 people attended an online session (which was open to all staff) and six people attended an in-person session (which was open to faculty leadership). The EDI function also delivered three-in-person sessions to staff from across Estates & Facilities, totalling 59 participants.

Tackling Microaggressions

King's has committed to nurturing an anti-racist culture as part of our Race Equality Action Plan. An aspect of this includes tackling microaggressions within our community. Tackling Microaggressions Staff Training has been specifically developed to support King's staff to embark on their professional and personal anti-racist learning and development journey. A student version of the training has also been created.

214 members of King's community have attended the training, in addition to those who have attended previous versions of the training around King's (this includes IoPPN, RMID, A&H, and FoDOCS). There are additional sessions planned for the next year. The training delivers a commitment under our Race Equality Action Plan and supports members of the King's community:

- To be able to define bias and microaggressions.
- To give examples of bias and microaggressions in action.
- To be able to describe how biases are formed and the ways in which they manifest and impact people within the workplace and classroom.
- To examine their own biases and to consider strategies to respond to microaggressions.

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 scheme has had two successful waves with the second running from August 2021 to March 2022. The third wave will be launched in the 2022-23 academic year. EDI have already received expressions of interest from prospective participants.

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

More than Mentoring

More than Mentoring is a positive action mentoring scheme. This year is the fourth round of the scheme. The scheme is aimed at addressing issues of underrepresentation (particularly at leadership level) of staff that identify as women, LGBTQ+ or have a disability, and those from Black and Minority Ethnic backgrounds.

The scheme aims to provide mentoring that 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 part of a community through Microsoft Teams, facilitated by the EDI Function. This year's development activity will focus on offering the participants the opportunity to take part in EDI's successful Microaggressions Training.

The EDI Function received record numbers of applications, with 215 people applying to take part in the scheme. This is an increase of approximately 75 applicants. It is worth noting that the EDI Function had significantly more applications from staff looking to receive mentoring than staff offering to mentor other colleagues.

The scheme was launched with an online event attended by approximately 70 staff, with strong engagement and positive conversations taking place.

Pictures below: Building bridges. More than Mentoring participants taking part in team building activities at networking events.



Tackling Bullying and Harassment

Anonymous Disclosure

The anonymous disclosure process allows staff and students to disclose incidents of bullying, harassment or discrimination. Anonymous disclosure helps us to identify patterns that, in turn, can shape our proactive work.

The most frequent behaviour disclosed was bullying. After adding an option to disclose microaggressions, it has been the second most frequent type of behaviour disclosed. King's is addressing this through rolling out Microaggressions Training to the university, as well as through the Positive Workplace Steering Group and Student Misconduct groups. Other frequently disclosed behaviours include 'controlling or coercive behaviour', 'harassment', 'offensive, intimidating, malicious or insulting behaviour' and 'gaslighting'. We have been successful in increasing engagement with the Anonymous Disclosure Form. From the publication of the revised form on 5 October 2021 until 31 August 2022, there were 139 disclosures. This represents a marked increase in disclosures compared to the previous year. While these figures tell us there is much work to do to tackle bullying and harassment, they also indicate an increase in trust in our community to disclose inappropriate behaviours.

The Anonymous Disclosure form has now been incorporated into the Report + Support system (see below for more details).

Report + Support

The university has introduced Culture Shift's Report + Support platform to assist in addressing the Office for Students' statement of expectations that institutions will provide 'easy-to-understand information for all students and staff on how they can report, disclose or seek support and advice if they experience or witness any incident of harassment and sexual misconduct'.

Report + Support is a platform for students, staff and visitors to report bullying, harassment, sexual misconduct and other inappropriate incidents. It also signposts those reporting to sources of support and provides immediate support information. Report + Support allows for seamless data collection and analysis, enabling both reporting and responses to Freedom of Information requests, which frequently concern issues such as harassment, bullying and sexual misconduct. It allows the collection of rich, centralised data sets, facilitating proactive analysis and informs interventions. The system allows data to be presented and shared in various forms at a glance, in detail or over time, which will empower and inform King's strategy and long-term preventative solutions.

The introduction of the Report + Support platform will also support King's to deliver on the King's Vision 2029 'to create an inclusive environment where all individuals are valued and able to succeed'. The platform allows King's to take proactive steps to tackle negative and harmful behaviour. It also reduces barriers to reporting by providing a variety of reporting options and explaining clearly how reports are processed at a local and institutional level.

This work is led by Joy Whyte (Education & Students Strategic Director), Frances Kirby (Associate Director, Student Conduct and Appeals), Lorna Adair (Head of Employee Relations) and Lorraine Kelly (Director of Organisation Development and Interim Director of EDI) and supported by colleagues throughout King's. The EDI Function has been one of many voices in supporting and ensuring a survivor-centric response through this new product.

Workplace Representation: Community

King's Community

There are five EDI Staff Networks at King's: Access King's (disability inclusion), Elevate (gender equality), Network to Engage, Support & bring Together Parents and Carers @ King's (NEST), 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

Over the past year, Elevate has been busy running events, consulting on policy and supporting our members in their career development and to be seen, heard and feel supported at King's.

'Lunch, Elevated' continued to be a popular event series covering a range of topics, including building a Growth Mindset. We also had more guests join the 'A Conversation with...' series, with high-profile diverse leaders from around the university. These have included 'Funmi Olonisakin (Vice President, International, Engagement & Service), Sarah Guerra (Director of EDI, who has now left King's) and our President and Principal, Professor Shitij Kapur. These conversations always attract big audiences and ensure conversations about different styles of leadership are being had at the top of university but also that all of King's can see that leadership roles can be held and delivered with impact by a range of different people.

We also came together with the EDI Function to celebrate International Women's Day. This year, we asked the King's community to contribute to a Padlet board with ideas of how the world would be different if gender equality had already been achieved. These contributions were then turned into a poem by King's alumni and Founding Editor in Chief of The King's Poet, Karen Ng. A recording of the poem read by Karen can be found [here](#).

We're incredibly grateful to all that have supported the committee over the past year, our newly joined committee members who will help take the network into the next year and our 300+ members who continue to join in our activities.

Rachel Stockey, Chair Elevate



Access King's continues to flourish; we have 200 members and we have been very active over the last year. We have been pleased to have supported staff through wellbeing issues and changes to hybrid working.

Events have included regular Professional Services Disability Inclusion meetings and regular Neurodiversity Drop-Ins. Additionally, we have held events, including support and Disability History Month activities, covering the following topics:

- Raising Our Standards for Digital Accessibility
- Hybrid Working
- Mental Health
- Connecting With Others for Wellbeing Month
- Hidden Disabilities
- The introduction of the Research Management & Innovation Directorate Lanyard (a traffic light colour-coded system to let others know of social distance preferences)

We organised the first King's Disability Open Meeting and a popular event was a presentation on The Role of the Disability Inclusion Steering Group (DISG) with Professor Richard Trembath. Additionally, we contributed to discussions on ways of working and agile working practices, along with inclusive recruitment.

Furthermore, we are excited about the year ahead as we plan the launch of our new 'Accessible' podcast and work with Estates & Facilities on physical accessibility, while our project team is making good progress on a WorkRite e-Learning Neurodiversity training course.



As a neurodivergent person with recognised disabilities, I have found that Access King's provides a welcoming and non-judgemental environment in which I can develop my skills, capabilities and self-confidence and where I can give voice to my concerns. - Committee member Brandon High



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



Over the past year as a network, we have grown our range of educational and fundraising events. We delivered a range of Lunch and Learns on topics such as:

- Banning Conversion Therapy
- The History of Drag
- Queer History Through the Ages
- LGBTQ+ Inclusivity in STEM
- Creating Sex, Gender and Biology
- Stories of Queer Poland
- The Non-Binary 101

Alongside this, we have continued to foster a community with fun socials such as bar crawls, a wine tasting, picnics and an Easter egg hunt. Beyond our events, as a network we have been focusing on how we can best support and campaign for the trans community in this difficult climate, whether that has been through working with senior university management and EDI on Stonewall or making our presence known at Trans Pride.

Paul Webb, Kirsty McLaren, Lily-Rose Sharry and Alex Theoklitou Chairs of Proudly King's

Conversion Therapy

The government launched a consultation on banning conversion therapy for LGBT people on 29 October 2021, which was initially due to end on 10 December 2021. Proudly King's organised a 'Lunch and Do' – like a Lunch and Learn but calling participants to action – to educate the King's community about conversion therapy and encourage people to submit a response to the consultation before the deadline. The event included a background of conversion therapy, an outline of the government's proposal to ban it in certain circumstances, and a Proudly King's Committee Member speaking about their own experience of conversion therapy as a child. Proudly King's also encouraged the King's community to demand the government go further and ban conversion therapy for all LGBTQ+ people in all circumstances.

Proudly King's employed a community organising approach to convene people quickly and galvanise them to take action. Sixty-five people attended the Lunch and Do, many of who submitted responses to the government consultation.



As we as a network reflect on the past year, we are reminded of the kindness, compassion and resilience of our members. Despite minor disruptions, this last academic year has felt the most normal we have had in a while. And although our caring responsibilities continue as they always have done, for many the acute intensity of the previous two years has hopefully lessened.

We kicked off the academic year as we always do, with a panel event in October 2021. The theme was 'Navigating Cultures through our Caring' and had emerged from conversations had by our committee members about how we often find ourselves navigating our parenting or caring responsibilities through the lens of different cultures. While varying cultural expectations might bring about challenges, these different perspectives are enriching too. The one recurring theme throughout the discussions was food and how this is often what brings us together and helps us stay connected. As ever, we are grateful to our panel for sharing their personal stories: King's President and Principal Shitij Kapur; NEST senior sponsor Robin McIver; NEST regular Hari Indran; and NEST committee members Pamela Mellen and Natasha Awais-Dean.

This year we launched our series 'In the NEST with...', allowing us to really explore the caring lives of our colleagues. Thank you to Sarah Guerra, Robin McIver and Evelyn Welch for contributing and watch this space for future speakers.

A moving [video tribute](#) to mother figures was created to mark Mother's Day in March - thank you to Em Fleming for allowing us to use her poem for this.

Carers Week 2022 was marked by a panel event in June to explore the theme 'Make Carers Visible, Valued and Supported' and we are so grateful to all our speakers – Julia Elliott, Ginestra Ferraro and Lorraine Kelly – for their insights on the realities of support (or lack thereof) for carers. Julia also shared with us her Carers Week in a powerful and emotive [blog post](#).

Throughout the year, our monthly online drop-ins continued to be well attended. These have provided a safe space for our members to connect with their peers and reflect on the challenges of caring as we work. They have also provided us as a committee with unique insights into the needs of our community, enabling us to better support our colleagues.

As a network, NEST continued to engage with senior levels of the university to ensure the voices of parents and carers were heard and considered in the implementation of new policies or guidance.

Thank you to our senior sponsors, Robin McIver and Prof Evelyn Welch, who have supported and advocated for all those with caring responsibilities. But most of all thanks must be given to all our members for making NEST the community it is today.



I've definitely felt the support of the NEST community and look forward to supporting this work as a committee member. - Wilnaliz Gracias, NEST's newest committee member.



**Dr Natasha Awais-Dean, Em Fleming, Jessie Hardcastle, Pam Mellen,
Dr Julia Elliott and Wilnaliz Gracias, NEST Committee Members**

Gender Equality

Gender equality has been a priority for King's for many years.

King's recognises that the dialogue in the press, on social media and on our campuses can be polarising, exaggerating tensions between sex-based rights and gender identity protections.

King's staff and students all have a duty to ensure our work and study environments are respectful and that all our staff and students can be themselves, thrive and work alongside each and every member of our community.

King's sex and gender equality work is guided by the Athena Swan accreditation, which is outlined in more detail in the 'Evaluation and Recognition' section.

King's is 38th in the world and fifth in the UK for UN Sustainability Goals connected to gender equality.

The EDI Function works with the full breadth of King's Community to build capability, increase capacity and embed an intersectional and inclusive gender equality approach throughout King's. As well as EDI-led activity, the support provided through the Projects and Partnerships team and through consultancy enables a locally driven approach within a university-aligned framework.

The Athena Swan Delivery Team (ASDT) has overseen the university's sex and gender equality work.

The Global Institute for Women's Leadership

King's have international influence and reach for evidence-based gender equality work through the Global Institute for Women's Leadership (GIWL).

The ASDT commissioned GIWL to undertake research into a professional services directorate and a faculty within King's. In collaboration with the Research Management & Innovation Directorate (RMID) and King's Business School (KBS), GIWL is conducting research to assess gender inclusivity in working culture in these areas. The research will be a catalyst for RMID and KBS to progress gender equality activity based on tailored recommendations.

Looking to external engagement and impact, GIWL has launched an Executive Education Programme with KBS. This course is designed to help leaders harness the benefits of gender inclusion and avoid the common mistakes organisations make when enacting change programmes designed to increase gender inclusion.

GIWL collaborated with Ipsos Mori on an international study into gender bias and had a high profile International Women's Day celebration with Theresa May.

Gender Advancement for Transforming Institutions

King's has been a Peer Mentor Partner for five Indian Research Institutes/Universities, funded by the British Council. The aim of the project is to support our partners to adopt a gender equality framework within the Indian HE context, by sharing our gender equality insights and experiences. With the support of volunteer peer mentors and EDI practitioners, King's has provided:

- 4 peer mentor meetings for each partner
- 5 executive coaching meetings
- 2 King's-led symposia
- 1 King's, Queen Mary University of London, Imperial College London and University College London conference
- 1 International Women's Day keynote
- Tailored Athena Swan best practice examples
- 1 action learning set



International Women's Day

To mark International Women's Day, the EDI Function in collaboration with Elevate hosted an online event on the theme #BreakTheBias. King's graduate Karen Ng recited a poem inspired by visions of a more equal world contributed by the King's community. We also heard from Aleida Borges, Research Associate at the Global Institute for Women's Leadership, about the Institute's work, as well as her research on women's grassroots leadership. You can watch Karen recite 'Power to the Woman' here.

Picture left: Karen Ng.

Financial Support

Financial hardship can exacerbate existing inequalities in the workplace. To help mitigate against financial barriers for parents and carers, 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 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 opened twice for applications in Autumn 2021 and Spring 2022 and £322,000 was awarded.

As the ISSF funding has now come to an end, a PCF Review Working Group has been established, co-chaired by NEST representatives, to design the next iteration of the scheme. One of the first actions of the group has been to disseminate a survey to past successful and unsuccessful applicants and those who were not eligible to apply. The group will be looking into the best support for all returning parents and carers at King's.

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 King's staff. In the last year, we awarded £536.

Race Equality

King's Race Equality Action Plan comprises of six themes:

1. Leadership and accountability for race equality
2. Building capability around race equality
3. Attracting, appointing and investing in talent
4. Sensitively discussing race
5. Building a culture of inclusion and tackling unacceptable behavior, including microaggressions
6. Inclusive education and closing attainment gaps

Senior leadership buy-in and support is integral to the implementation of this plan. Our race equality work is sponsored by Vice President (International, Engagement & Service), Professor 'Funmi Olonisakin and King's progress was presented to the Professional Services Executive on 13 October 2021.

In the last year, the EDI Function conducted a race equality survey, which received 268 student responses and 491 staff responses. The results have been presented to key stakeholders and the EDI Function are currently exploring the best way of disseminating the data so that areas can segment it in the way that is most useful for them.

The EDI Function delivered microaggression training to 200 members of staff and 14 students and, due to demand, have booked further sessions. Microaggressions are one of our 'stubborn issues' and so it is encouraging to see an appetite for training across King's.

King's has awarded a series of Harold Moody scholarships to Black Home postgraduate students in arts, humanities and social sciences, providing full funding for a four-year PhD.

Through EDI communications channels, key dates have been marked, such as Black History Month, the International Day for the Elimination of Racial Discrimination and Windrush Day. The EDI Function has sought to platform the voice of others by featuring guest blogs on [Diversity Digest](#)

Our Race Equality Action Plan spans a number of years and so this work is by no means complete. This year's priorities include the creation of a race allyship toolkit, communications strategy and various research pieces (including how to diversify our Professors of Practice).

King's Diverse History

The EDI Function has identified 24 notable Black, Asian and Minority Ethnic King's alumni. Thanks to the support received from Alumni Relations, these are now included in the Notable Alumni pages.

The workstream has already led to the naming of a new student study space on Guy's Campus after Africanus Horton. We encourage the new profiles to be used in projects such as campus branding, imagery, naming areas around campus and other opportunities to highlight and engage with our alumni.

The profiles were launched during Black History Month in October 2022 with the intention of boosting engagement.

Images: Below, King's Notable Alumni webpage. Bottom right, King's alumnus Africanus Horton.

King's alumni
Networks | Recent Graduates | Notable alumni | Awards | Benefits | News & Features | Events | Contact us

Notable alumni

Artist
...is one of the most talented writers, and at King's ...

Neuroscientist
...a leading expert in the field of neuroscience, and an alumna of Queen's University Belfast ...

Suffragette
...one of the first graduates of the then King's Ladies' Department to take a degree, Edith Maude (1874-1944) studied at the University of Reading, where she ...

Musician
...English born student, Kate Okereke was studying at King's when he first became a member of the band ...

King's is proud of our brilliant alumni community. Each year, we recognise distinguished alumni at **King's Distinguished Alumni Awards**.

You can use the list below to browse some of King's most famous and illustrious alumni.

The criteria for inclusion on this page can be found [here](#).

Show by surname

Al A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Adewale Akinnuoye-Agbaje
Actor and filmmaker

Anita Anand
Broadcaster and author

Dina Asher-Smith
Athlete

Satvir Bungar
Business leader and diversity champion

Sir Arthur C. Clarke
Science Fiction Author

Alain de Botton
Philosopher and author

King's Distinguished Alumni Awards
The King's Distinguished Alumni Awards launched in 2017 to recognise distinguished alumni and...

Africanus Horton

LGBTQ+ Equality

King's membership of the Stonewall Diversity Champions scheme was renewed in March 2022. The Stonewall Diversity Champions Scheme is a programme for employers to create an environment where LGBTQ+ people are free to be themselves. It focuses on supporting employers to embed LGBTQ+ inclusion in the workplace, attract diverse talent, build networks and utilise Stonewall's experience in this area. This differs from the Workplace Equality Index (WEI), which is a benchmarking tool, but does not require ongoing Stonewall membership. Discourse and debates in the media, within government and on campus have been polarising, centring and exaggerating tensions between sex-based rights and gender identity protections. As a result, the decision to renew Stonewall membership was delegated to the University Executive to provide an opportunity to take stock and reflect on the value of partnering with Stonewall. The EDI Function fed into this process and University Executive endorsed renewal for 2022.

The results of the Workplace Equality Index were received in February 2021, with the university being named a Gold Employer, ranking 14th out of 468 organisations and second within the Higher Education sector. Proudly King's also received highly commended status for its work as an EDI Staff Network as part of Stonewall's Bring Yourself to Work campaign. This is an incredible achievement, which was celebrated with an event at Bush House in April. Following this, the EDI function met with Stonewall to receive detailed feedback on King's submission.

The team has continued to raise awareness on key LGBTQ+ calendar dates such as LGBTQ+ History Month and Trans Day of Visibility. During Pride Month, the EDI Function hosted a coffee morning/bake sale designed to foster a greater sense of community between teams, raising £40 for the charity Akt.

The work continues, with the next steps focusing on developing an LGBTQ+ Action Plan to further embed inclusion across the university alongside considering ways to communicate our WEI submission in a transparent and accessible way.

Pictures: Pride Month Bake Sale raising funds for the Akt.



Stonewall Workplace Equality Index Celebration

Proudly King's and EDI collaborated on a celebration event in April 2022. 100 attendees from across King's showed their support at the event in Bush House. The Senior Leadership Team and Directors of various faculties and directorates were among the attendees. The range of people represented at the event reflected the vast number of people who contributed to the award. In addition, four speakers shared what the award meant to them: Professor Shitij Kapur (President & Principal), Professor Evelyn Welch (Senior Vice President, Service, People & Planning), Sarah Guerra (former Director of Equality, Diversity & Inclusion) and Kirsty McLaren (Co-Chair of Proudly King's).

To round off the celebrations, 'A Doll Named Dan', a Classics student and fabulous drag queen, performed a small show for the guests, which was phenomenal.

“

I am so grateful for the relationships, conversations and support here at King's underpinned by our Stonewall membership and our brilliant Proudly network that has helped me come to terms with and understand my own confusion and repressed feelings and experiences. It helped me understand who I am and be happy with that. - Extract from Sarah Guerra's speech.

”



Picture: Kirsty McLaren, Sarah Guerra & Paul Webb.

“

The important thing about us is that we are relentless, and we are never complacent. Even if we hit top marks on every charter mark or index out there, we will still be working to make this place even better and safer. So while this is a celebration of everything we've achieved together, it should also be a frank reality check on what people are still experiencing. - Extract from Kirsty McLaren's speech.

”



Disability Inclusion

Disability inclusion is a key priority for both the EDI Function and King's more broadly. Collaboration across the university has been essential to help improve disability inclusion activity.

The Disability Inclusion Steering Group has now been established for over a year. The Group provides strategic oversight of all disability inclusion activity for staff and students and is chaired by the Senior Leadership Sponsor for Disability Inclusion, Professor Richard Trembath (Senior Vice President, Health & Life Sciences and Executive Director of King's Health Partners). The Group brings together key stakeholders who lead disability inclusion across the university.

Improving accessibility across the King's Campuses has been a priority during the 2021-22 academic year and it will continue to be a priority in King's disability inclusion work and ongoing estates masterplanning. King's has renewed its contract with AccessAble which provides access guides for all buildings across the King's campuses. These access guides will continue to be updated to help our King's community access and navigate our buildings.

Our colleagues in Estates & Facilities continue to work with AccessAble, and will be exploring ways to work closely with them to support us in planning for improvements to the King's built environment. To support this work, Estates & Facilities are working to establish a new oversight group to improve how reasonable adjustments and accessibility improvements to King's spaces are received and delivered.

In spring term 2022, the EDI Function led an institutional response to a government consultation on disability workforce reporting. Developed in consultation with key stakeholders, including the Access King's Staff Network, this response argued that any mandatory reporting on disability must be accompanied by wider actions to improve transparency and inclusion.

The EDI Function are currently developing guidance for staff and managers on how to navigate reasonable adjustments. This guidance will form a part of the staff Adjustments Passport Pilot that is in development. [The Disability Inclusion Hub](#) has also continued to be available to staff, including a Disability Toolkit, information about the Access King's Staff Network and links to the Digital Accessibility Toolkit.

In the summer term, King's took part in a Student Disability Adjustments Passport Pilot. The Passport has been developed by the Department for Education and the Department for Work and Pensions to provide students with a record of their adjustments that they can take from university into the workplace. The aim is to help students transition into employment with the support they need to succeed. The pilot was led by the University of Wolverhampton, with King's taking part in the research by providing a group of eligible students to trial the Passport and provide their feedback on the scheme. This feedback will directly influence how the scheme is developed.

Postgraduate Students

In the 2021-2022 academic year, the Centre for Doctoral Studies made postgraduate research (PGR) student disability a central focus. Disability is still an underrepresented issue in academia and so we set out to better understand what disabled, chronically ill and/or neurodiverse PGR student experiences are at King's - what works and what doesn't and how can we make it better. We are trying to create awareness and cultural change around disability, chronic illness and/or neurodiversity within our research communities and King's more broadly.

Specifically, we launched a project aiming to action some of the recommendations made in the 2021 PGR Disability Review and Recommendations policy paper on behalf of the PGR Equality, Diversity and Inclusion Task and Finish Group. The key focus areas we addressed include:

- Creating a central online [PGR Disability Hub SharePoint](#) site, which collates information on exemptions and interruptions, best practices and a glossary of adjustments with accompanying case studies based on the real experiences of King's PGR students.
- Launching a communications campaign in early September 2022 that introduced the PGR Disability Hub at an Open Forum Q&A aimed at addressing less discussed PGR student disability issues with key university stakeholders, PGR students and faculty. The campaign also included a series of webinars on pertinent PGR student issues relating to disability, and two in-person meet-and-greet events to provide an opportunity for disabled PGR students to connect.
- Re-assessing the ways in which reasonable adjustments are identified and communicated with supervisors of PGR students. We are exploring alternatives to the King's Inclusion Plan and have implemented the following at other key points in the PGR progression pathway.
- Including a section about the impact of the student's disability on their progress and any changing access needs in the six-monthly online Progress Report (completed by student and supervisor).
- Including a section in the Student-Supervisor Agreement where disability and reasonable adjustments are explicitly addressed.
- Adding a reference to adjustments for disabilities in the new draft of the Roles and Responsibilities of Supervisors' guidance.



Digital Accessibility

Over the 2021-22 academic year, digital accessibility continued to be a priority for King's. King's continues to work to ensure compliance with The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018. 18 Digital Accessibility Statements have now been published on the Accessibility webpage and the EDI Function continues to support this work through quality assurance checks for any new statements. Guidance for staff on creating accessibility statements is available on the Digital Accessibility Toolkit.

There are 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. All staff can use these resources to check their content. King's Blackboard Ally accessibility score is 94.1% (up by 10.6 percentage points from last year) and our Siteimprove accessibility score is 59.9% (up by 2.5 percentage points from last year).

This year also saw the launch of the Digital Education Accessibility Baseline KEATS course developed by the Digital Education Accessibility Task and Finish Group. The course outlines the core principles for accessible digital education, particularly for KEATS areas, and guidance for how to interpret and enact them. EDI and DS&I continue to promote the use of this resource.

Disability Support and Inclusion

Disability Support & Inclusion (DS&I) is the team in Student Services that has the overall purpose of working to remove barriers faced by disabled students so that they can participate within the King's community on an equal level to their peers.

2021-22 has seen an increase in students informing the university of a disability and registering/engaging with the team. DS&I have supported more than 4,190 students in 2021-22 as well as 2,264 students who are dormant (a dormant student has deferred assessments and will only attend university to do the assessments) or on interruption.

A total of 368 King's Inclusion Plans (KIPs) have been created and the team has had 36,821 interactions with students.

A full review of DS&I processes and services for disabled students has been undertaken and this has identified key changes required in order to continue support for the inclusion of disabled students. These changes include greater prioritisation of need, clarification of the purpose and role of KIPs and Personalised Assessment Arrangements (PAAs), the offer of disability inclusion guidance to staff and the strengthening of the DS&I staff and leadership team.

Key Milestones / Achievements

DS&I conducted a student survey in summer 2021, receiving 304 responses. The results of this have informed the thinking of the DS&I Service Strategy and the changes being introduced to better support disabled students in 2022-23. They will be surveying again this summer and look to compare the findings.

DS&I collaborated with Residences to review and enhance the Additional Accommodation Requirements (AAR), enabling closer collaboration between DS&I and Residences to provide appropriate accommodation offers to disabled offer holders and students, supporting with regular meetings to review applications.

In 2021-22 the Academic Standards Sub-Committee (ASSC) approved the widening of eligibility for Coursework Cover Sheets and Examination Script Stickers to all neurodivergent students. DS&I collaborated with faculties and secured ASSC agreement to widen their use to clinical-based programmes for 2022-23. Coursework Cover Sheets and Examination Script Stickers, when attached to work submitted for assessment marking, identify that a student has a confirmed disability under the umbrella term 'neurodiversity'. This includes students with specific learning difficulties such as dyslexia and dyspraxia and also other disabilities that are recognised as impacting on the student's information processing and/or working memory. They enable academic staff when marking anonymously submitted work to make reasonable adjustments.

DS&I also collaborated with Exams and Assessments to simplify the Personalised Assessment Adjustment (PAA) form in time for 2022-23. A task and finish group will be convened to consider PAAs in faculties and look to embed the alternative assessment process into the PAA structure.

DS&I collaborated with the Centre for Doctoral Studies to develop reasonable adjustment processes for PGRs and are actively participating in the ongoing review of support for this cohort.

DS&I collaborated with the Specialist Case and Appointment Management Project to secure service improvements that have been on hold for a number of years, helping with the creation of a streamlined, effective process of engagement for disabled students and staff supporting students.

DS&I collaborated with Estates & Facilities on a number of issues relating to access of the estate, including the Strand Masterplan Project. A specific incident led to a joint paper from DS&I and EDI being presented to the Senior Leadership Forum, with specific recommendations to move forward. This activity will be continued in 2022-23.

Quotes from the Disabled Students Survey 2021

“ The disability support provided this year despite the difficulty of online teaching was exceptional. [My disability adviser] ensured my professors were aware of my disability and gave me plenty of information, which gave me confidence. ”

“ I would like to take the opportunity to thank [my disability adviser] who helped me with the DSA process. She was so helpful and quick at responding and listened to my concerns. ”

A large group of graduates in black gowns with yellow stoles are seated in an auditorium during a ceremony. They are looking towards the front of the room, where a speaker is visible. The graduates are of various ages and ethnicities, and many are clapping. The text "Evaluation & Recognition" is overlaid on the left side of the image in a pink box.

Evaluation & Recognition

Race Equality Charter

King's renewed its Bronze Race Equality Charter (REC) award in 2020 and is currently implementing its Race Equality Action Plan (REAP).

Actions in the REAP are not limited to EDI interventions. Some actions sit within different teams, such as the Student Transition & Outcomes department, and others require action across multiple directorates and faculties, such as objectives around recruitment. The EDI Function takes opportunities to feed into wider organisational work, such as King's strategy refresh and the HR user group, in order to affect structural change.

The REAP contains success measures that are specific to each of the six themes. King's also has a balanced scorecard, which includes key performance indicators around staff diversity. King's estimated proportion of Black and Minority Ethnic (Power BI uses the category Black and Minority Ethnic (BME)) academic staff is 23.4%, which surpasses our target of 21.9%. King's estimated proportion of Black and Minority Ethnic professional services staff is 22.5%, which is under our target of 23% but remains higher than our available sector benchmark of 21.4% (an average of London universities in 2019-20).

Athena Swan Charter

King's uses Advance HE's Athena Swan framework to assess sex and gender equality. In October 2021, Helena Mattingley, Head of Equality, Diversity & Inclusion, led an information session on the revised Athena Swan charter. King's has been a member since 2005, with our first successful Silver university award from November 2020.

In the last year, Cicely Saunders Institute of Palliative Care has renewed at Silver level. Several faculties and departments are preparing for their next self-assessment period.

The Athena Swan Delivery Team has contributed, connected and championed university work on:

- People and Culture Strategy
- Positive Working Environment Activity
- Microaggression, active bystander and other anti-bullying and harassment products
- Trans Matters training and materials
- WorkRite foundational EDI e-course
- Considerate Communication guidance
- Organisational Development leadership courses developed in collaboration with King's Business School
- Ways of Working, Hybrid and Returning Well
- Guidance for staff and managers on baby loss support
- After Action Review for the Research Excellence Framework
- Global Institute of Women's Leadership research into RMID and King's Business School
- 'A Conversation with...' series, led by Elevate



Stonewall Workplace Equality Index

The EDI Function submitted an application in October 2021 to the Stonewall Workplace Equality Index (WEI), a cross sector benchmarking tool that allows organisations to self-assess their progress towards LGBTQ+ equality across a number of areas, which is then reviewed by Stonewall and assigned a score/ranking.

In light of the public discourse and scrutiny surrounding trans rights, alongside the prominent withdrawal of other universities from the scheme, the decision to renew Stonewall membership was raised to the University Executive. Renewal of the scheme was approved in March 2022.

The EDI Function received the results of the submission in February 2022. King's made significant improvements from the 2019 application and was named as a Gold Employer. The university ranked 14th out of 468 organisations and is now in the top 100 employers from across the UK. The previous ranking held by King's was 263rd out of 445 organisations. Within the Higher Education sector, King's was ranked second out of 59 institutions, a significant improvement from the 2019 ranking of 42nd out of 59.

Following renewal, detailed feedback was given to the EDI Function, which spotlighted many areas of strength such as data collection, the Dignity at King's policy and allyship programmes. Testament to their incredible work, Proudly King's was awarded 'highly commended status' when benchmarked against other EDI Staff Networks.

This has demonstrated a significant improvement in the journey towards LGBTQ+ equality. However, the team are aware of the work still to be done and will use this as a driver to build upon our successes.



National Student Survey Results

The National Student Survey (NSS) is an annual survey of final year undergraduate students that enables King's to see how it performs in comparison with the rest of the sector. It aims to capture the student experience as a whole and results can be broken down by demographics. Our overall satisfaction rate has decreased from 73.4% in 2021 to 71.0% in 2022. The results can be broken down by demographics and some examples are provided below.

Disability	Overall satisfaction
Learning disability	60.8%
No known disability	72.8%
Other disability, excluding learning	62.7%

Ethnicity	Overall satisfaction
Asian	70.2%
Black	62.8%
Mixed	74.2%
Other	67.2%
White	73.4%

Gender	Overall satisfaction
Female	70.6%
Male	72.0%

Research Excellence Framework

After the Research Excellence Framework (REF) exercise, King's carried out a review of preparations that was circulated to all staff, so that all perspectives and input for all communities could be captured.

A component of REF2021 that was found to have resulted in beneficial culture change was the inclusion of EDI assessments as a key component, featuring in staff selection and environment statements. Processes for identifying eligible staff were reported to have worked well and the applicable circumstances process was considered useful for identifying the key issues faced by researchers. King's presence on the REF Equality and Diversity Advisory Panel also provided an insight into how the applicable circumstances were being viewed by REF and gave a key means to influence how REF took place.

The findings from the review suggested that further work remains to be done to embed EDI in REF processes.

Research England will be publishing an intersectional equality impact analysis on REF output scoring, which will identify groups of staff that score less well in the REF. The REF Director is planning to work with the EDI Function to connect with existing action plans and to devise future interventions to address structural inequalities and to ensure that all of our research-active staff are able to reach their full potential.

In the national Equality and Diversity Advisory Panel, it was recognised that the impact of the pandemic highlighted differential outcomes and experiences due to inequalities. EDI and cultural change are key factors in cultivating research excellence, as structural inequalities impact on the contributions talented research and academic staff can have through their work. This is further evidence that all the EDI efforts across the university are needed to support innovation and our university strategy.

Addressing Differential Student Outcomes

This strategic objective is delivered by several areas, including the Student Outcomes Team, which sits within the Students & Education Directorate (SED).

EDI have worked in partnership to continue to close the undergraduate Black, Asian and Minority Ethnic attainment gap at 'good' degree and first-class levels. This has included the university wide network of Inclusive Education Partners (academic & student staff) and Conversations about Race.

Student Outcomes has established a whole-institution approach to addressing differences in ethnicity attainment gaps with a strong focus on developing inclusive practices and attitudes among staff and students at King's. This was recently highlighted as good practice by Office for Students.



Attainment 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 remains stable (3% in 2019-20 to 4% in 2020-21) and has shrunk considerably for firsts (8% in 2019-20 to 4% in 2020-21). Compared to other Russell Group universities, the Balanced Scorecard for 2020-21 has put our gap for firsts in the upper quartile (1.4%).

While this is great progress, it is unclear at this stage whether the closing of the gap is down to measures implemented by King's to address the gaps or whether changes in assessment methods and other pandemic-related factors have played a role. This will become clearer over time. In 2021-22, NSS satisfaction levels for Black students improved by 4.8% (an improvement within a pre-existing satisfaction gap).

Attainment Workstream

Work on closing attainment gaps at King's is led by the Attainment Workstream who report to the Inclusive Education Steering Committee. The Attainment Workstream is made up of Inclusive Education and EDI leads within faculties, Personal Tutoring and Assessment leads and other professional services colleagues.

The key priorities have been looking at how to better produce evidence-informed interventions, the role of assessment and feedback in student attainment and inclusive curricula.

There have been several efforts to support staff in addressing their attainment gaps, which have included embedding considerations of attainment gaps in central programme regulation and development processes and rewarding inclusion in academic promotion. Other structured interventions include:

- Inclusive Education Student Partners (IESP) - IESP is a leadership and professional development opportunity for 18 Black and Minority Ethnic students across the nine faculties. Students are paid to provide a student perspective on issues relating to race inequality and inclusive education within their faculty. As a result of the programme, 100% of students agreed they had developed new skills that would help them professionally.
- Inclusive Practice for Educators Training – With over 60 colleagues who have attended so far in 2021-22, the training enables colleagues to explore how they can embed inclusivity into their own practice.
- Inclusive Education Toolkits – Toolkits provide educators with guidance in areas such as creating safe spaces, running inclusive events and using inclusive terminology.
- Common Ground – The project aims to source and specify strategies for building rapport, given research evidence indicates that improving rapport between and among educators and students will have a positive impact on student success and wellbeing.

Race Equity & Inclusive Education Fund

The Students and Education Directorate deliver the Race Equity & Inclusive Fund (REIEF), which supports projects that aim to address racial inequality or create a more inclusive student experience at King's.

A total of 13 projects were awarded funding in 2021-22 addressing the REIEF objectives. These objectives include diversifying and decolonising the curriculum, specific actions to close the Black and Minority Ethnic attainment gap and assessment reform.

Some examples of the projects funded include:

- Broadening Musical Performance - providing a broader repertoire of composers and coaching students in their performances of this music.
- Decolonising the Digital Humanities Undergraduate Curriculum - involving students in the research and redesign of their own curricula.
- Careers+ Virtual Practice Assessment Centre - a bespoke package of holistic careers support designed specifically to support students from underrepresented groups in HE.

Conversations about Race

Conversations about Race (CaR) launched in the 2019-20 academic year and aims to create safe spaces for the King's community to engage in race-based conversations. The programme was developed in collaboration with Citizens UK. Community organising techniques are employed to facilitate safe and meaningful discussions about race between students and staff from all backgrounds.

In 2021-22, CaR worked with seven faculties and two schools (School of Neuroscience and Biomedical Engineering & Imaging Sciences) to trial a revised programme. The same cohort attended two sessions rather than one. The first session was attended by the whole cohort for a conversation about race. The next two sessions were aimed at Black and Minority Ethnic and non-Black and Minority Ethnic participants. Black and Minority Ethnic participants attended a session that aims to hold a space for the complexities that can come with speaking about race and racism to people with no lived experience of it. Non-Black and Minority Ethnic participants attended a session focused on action planning, putting the necessary onus on non-Black and Minority Ethnic participants to tackle racism within their faculty.

“

I was able to also see my own biases playing out in scenarios in a safe space where I could focus on seeing them and learning in a more neutral way.
– Professional services staff member

”

“

I found the session extremely positive... Such sessions are important for ensuring the wellbeing of international students.
– Master's student

”

Assessment

In collaboration with the Assessment Working Group (AWG), inclusive education partners have been put in contact with representatives from the Assessment Strategy Implementation Board (ASIB) in faculty to connect on work around inclusive assessment. AWG has set up a piece of work on inclusive assessment, which includes the following initiatives:

- Ensuring that assessment briefs are clear, coherent and in an accessible place.
- Ensuring that all modules use rubrics aligned with the new university criteria and stepped marking scheme. Pilots of the stepped marking scheme (intended to provide clearer and more transparent grading systems) will be trialled in four faculties in 2022-23.
- Guidance and support through workshops, case studies etc., will be provided to faculty on how they can co-create assessments with students where appropriate and provide assessment choice within parameters. There are already resources on this.
- Providing guidance and support for faculty to embed assessment literacy activities to help students understand assessment standards and feedback.
- A review of the feedback approach, policy and regulations to go to the Academic Standards Sub-Committee (ASSC) in 2022-23.

ASIB has become a standing item on all Faculty Education Committees, so there is a greater awareness of issues around assessment for inclusion and belonging. The aim of ASIB is to deliver AWG's pedagogic strategy through dissemination, sharing of good practice and reporting.



A photograph of three people sitting on the stone steps of a grand, ornate building entrance. The building features intricate carvings and a large arched doorway. A black lamppost stands to the left of the steps. The people are a man in a white shirt and jeans, a woman in a black jacket, and a young man in a black t-shirt. They are all smiling and looking towards the camera. The entrance has a plaque that reads 'The Maughan Library 2002'.

The Impact of EDI Work Across King's

The EDI Function works across the university, 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.

Faculty of Arts & Humanities

11 students have been recruited from across the faculty to work as co-researchers on an Ethnicity Awarding Gap research project. Students will carry out focus groups to gather information on the experience of Black, Asian and Minority Ethnic undergraduate UK home-fee paying students.

Many departments undertook projects and events on the themes of decolonising and diversifying the curriculum. The Department of Theology and Religious Studies received faculty funding to design a new module on Religion, Race and Gender, which will run in 2022-23.

Departments have also been putting on widening participation events, such as CMCI's collaboration with the Mulberry School for Girls. The Department of Music are aiming to equalise the starting point for incoming undergraduates through their Music Skills Lab. Students were able to engage with topics of race in a globalised world and diversity and inclusion in the new online Global Cultures MA within the Department of Liberal Arts.

Collaboration is central to the faculty's work. We discussed support for First-Generation students at the Faculty Diversity & Inclusion Committee and the Department of English held a First-Generation event. Pride Month saw events put on by the Department of History collaborating with Proudly King's and Queer@King's.

The Faculty continue to work on diversifying the staff body and the Philosophy department has started a working group to look into the 'leaky pipeline' into academic careers.

We have been working with Estates & Facilities to make improvements to the physical accessibility of our buildings, most recently in the Department of Music. This work is ongoing and staff and students will be kept updated on progress.

Sophie Rust (EDI Project Officer) & Dr Jessica Leech (Faculty EDI Lead)



King's Business School

The EDI Committee was formed this academic year, with its first meeting taking place in November 2021.

We have been working to produce a data-led long-term Action Plan that identifies the work that needs to be done to improve EDI across King's Business School in the next four years.

The Action Plan has been co-produced with our EDI Committee who will be forming four strategic action groups to commence the delivery of the plan: Athena Swan (Self-Assessment Team), Inclusive Education, Organisation and Culture, and Staff Diversity and Development.

The Faculty was successful in its bid for an Innovation Fund, which led to the recruitment of an Organisational Psychologist. The appointed candidate will begin work on piloting a redesign of recruitment and selection processes in the faculty to ensure they are clear and do not lead to inequitable practice. Alongside this, we are participating in research conducted by the Global Institute for Women's Leadership as a catalyst for our EDI activity and to form a university knowledge base.

A priority for us has been improving the visibility of EDI across the faculty with more regular communications through the staff newsletter, podcasts and work with our diverse alumni.

We have been developing a staff SharePoint Site and a student KEATS page that will house all relevant faculty- and university-level EDI resources, such as training sessions, toolkits and King's policies.

Safyan Rahman (EDI Project Officer) & Dr Maddy Wyatt (Faculty EDI Lead)

Faculty of Dental, Oral & Craniofacial Sciences

Faculty EDI staff have continued to run EDI workshops in the annual Teacher's Education Day. To ensure that we continue to reach our student body, we have embedded EDI into the undergraduate curriculum through Professionalism, Leadership and Management Workshops. This year we ran workshops for years 1, 2, 3 and 4 covering the Equality Act 2010, microaggressions, being an active bystander and cultural competency.

Katya Griffin, Student Wellbeing Manager, has launched Call Me By My Name - training and guidance supporting staff to correctly address students. This is starting to be adopted by the wider university.

The EDI committee and AS Working Group provide regular EDI updates and signposting through the FoDOCS newsletter and emails. This includes promoting mentoring opportunities for all staff, bullying and harassment support and reporting tools, signposting to policies and guidance, and training opportunities. We have recently updated the faculty intranet EDI pages to be more accessible. We have added self-education resources for staff and students with a focus on inequalities and health.

We have launched the second series of our Culture Change training sessions for staff, starting with Deaf Awareness in Dentistry. We provide CPD certificates for all FoDOCS-based sessions. We have also continued to run 'Conversations about Race' sessions.

In 2022, we launched the first FoDOCS EDI survey to build an evidence base for our ongoing work.

Lauren Blackwood (EDI Project Officer) & Dr Sasha Scambler (Faculty EDI Lead)

The Dickson Poon School of Law

Athena Swan and adapting to the transformed charter guidance has been the core focus in the faculty over the past year.

We have facilitated difficult conversations within the EDI Committee about data collection for the Athena Swan renewal application and have worked to ensure the committee's input directly informs the processes for the application, such as the Culture Survey.

We have also been mapping out what our key focus points for EDI will be across the next year and aim to progress conversations on race and gender within the faculty.

Through beginning the development of an EDI Action Plan and working with our Student Experience Team to take a more proactive and innovative approach to race equality, we are confident that the faculty will make significant strides with our EDI agenda.

Safyan Rahman (EDI Project Officer) & Professor Ann Mumford (Faculty EDI Lead)

Faculty of Life Sciences & Medicine

In the past year, we developed a pilot postgraduate research mediation process to facilitate dispute resolution between PhD students and supervisors, launching in January 2023. We also continued and expanded our Confidential Advisor scheme supporting staff and PhD students affected by bullying and harassment, including recruiting new advisors and developing activities to promote the scheme across the faculty.

In the area of race equality, we were awarded a Royal Academy of Engineering Diversity Impact Programme Grant 'Success for Black Engineers' to introduce mentoring for black school-age and undergraduate students, aimed at increasing black applicants to engineering programmes and increasing attainment and wellbeing. We also facilitated tailored 'Conversations about Race' sessions in collaboration with King's Race Equality Network.

The faculty's medical (MBBS) programme progressed its EDI strategic plans, including initiating a review to decolonise materials, expanding a 'reverse mentoring' pilot, analysing attainment gaps and providing active bystander training.

We held activities exploring faculty culture, including the faculty leadership away day, which identified numerous actions in priority areas, including increasing staff recognition and professional services development opportunities. In July, we launched our 2022 People & Culture Survey to capture experiences of working in FoLSM and inform future actions to improve staff experience.

We also continued academic promotion workshops and our Learning and Development Fund, which supports career-enhancing activities for professional services staff, funding more than 20 successful applicants in 2022.

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



Faculty of Natural, Mathematical & Engineering Sciences

It's been a busy year for NMES, with the opening of brand new facilities for our engineering department, a return to in-person events celebrating EDI and the launch of an updated strategy for the faculty. The faculty EDI committee now meet on a monthly basis and each meeting is assigned a theme to guide discussion. Moreover, the committee has taken the opportunity to tie into the launch of a new strategy for NMES that maps out the priorities for the faculty as a whole and for each department. The committee have set three overarching EDI priorities for 2022-24:

Inclusive Recruitment - The faculty is committed to embedding best practice throughout its recruitment & onboarding processes. The faculty is developing a plan to ensure that those involved in recruitment receive appropriate training to encourage the growth of greater diversity of talent. The faculty strategy includes the planning of targeted Departmental outreach to tackle underrepresentation. And the EDI committee are actively collaborating with the Faculty Research Committee to improve recruitment methods for faculty-funded PhD studentships.

Race Equality - A series of workshops exploring decolonisation in the STEM curriculum were arranged and delivered by a team of academics from the University of Bristol/ The sessions allowed those involved in the development of module content to explore ways of diversifying their teaching material. The faculty also facilitated the delivery of Conversations about Race sessions and a Race Equality Lunch & Learn delivered by EDI manager Jennifer Hastings, which explored the wider context of race equality work at King's. Looking forward, we will be convening Race Equality staff and student forums.

Student Voice - NMES has established an EDI student forum made up of undergraduate and postgraduate research & taught students from across our five departments. The forum meets with our outgoing Dean to discuss what EDI work the student body would like to see prioritised. In addition, the faculty has established an Inclusive culture fund to support staff and student projects.

This year has also seen the return of in-person events and training. The faculty held a hybrid panel event to mark International Women's Day in March in collaboration with student groups. Staff also had the opportunity to attend Trans Matters training delivered by the central EDI team to mark the International Day Against Homophobia, Biphobia, Lesbophobia and Transphobia in May.

Jake Orros (EDI Project Officer) & Dr Helen Coulshed (Faculty EDI Lead)

Image: Newly opened Engineering Department labs under The Strand Quad.



Faculty of Nursing, Midwifery & Palliative Care

The NMPC EDI Committee was excited to launch the EDI Action Plan in spring 2022. The strategy to deliver on the plan will continue to underpin our EDI work in the faculty for the next three years.

Three EDI Strategy groups are taking responsibility for the themes identified in the action plan by directing key activities, undertaking six-monthly reviews, analysing data and identifying future directions and resources. The nine themes are organised into three strategic areas: Organisation & Culture; Inclusive Education & Research and Staff Diversity & Development. In addition to the strategic groups, members can identify task-and-finish groups to drive EDI work within the faculty.

There have been some exciting and collaborative conversations that demonstrate the level of commitment and dedication to EDI within the faculty including to intersectional approaches as we consider gender, race, disability and sexual orientation within each of the strategic groups.

We are proud that the Cicely Saunders Institute of Palliative Care renewed its Silver Athena Swan award this academic year. Staff and EDI members continue to participate in the Conversation About Race sessions and these inform our actions and priority areas. Our planned staff development programme includes Inclusive Education, Trans Matters and Equality Analysis training for the faculty. As healthcare professionals, we are keen that our students and staff develop their cultural competency through the curriculum and staff development programme.

We are passionate that EDI is everybody's business and that it is embedded into everything we do at all levels of the faculty. We champion positive action. We drive change. We celebrate individuality.

Find out more information on the [faculty's webpages](#).

Sulekha Hassan (EDI Project Officer) & Dr Emma Briggs (Faculty EDI Lead)

Institute of Psychiatry, Psychology & Neuroscience

We have continued to embed accountability within departments through the Culture, Diversity & Inclusion Achievement Log, addressing the complicated and multi-faceted problem of bullying and harassment and providing support through our many Inclusive Toolkits. For the complete list, visit our IoPPN CD&I intranet pages and follow us on twitter at @ioppn.inclusion. With so many accomplishments across our faculty, this year we are recognising our community:

- To those that have adopted, or are learning to adopt, the practice of inclusion into their research, education, provision of specialised support and interaction with people.
- To those that mentor, sponsor and lift as they climb.
- To those that challenge exclusion, inappropriate behaviour and practices.
- To those that bring EDI into the room before I can put my hand up.
- To those that push us to continuously strive for more.

Thank you! You are an integral part of our work and journey.

It would be amiss not to thank Professor Ann McNeill who has stepped down as Vice-Dean (Culture, Diversity & Inclusion). Ann has spent more than a decade driving improvements to our work and learning environments, positively impacting countless people.

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

Faculty of Social Science & Public Policy

Our focus has been on developing our long-term projects. We have sought the expertise and opinions of our students when considering ways we can decolonise the curriculum, which we have received further funding to develop. The students have provided us with invaluable proposals, and we are extremely proud of how eager they are to hear about the progression.

This year, we have successfully launched a Black, Asian and Minority Ethnic peer mentoring pilot scheme in one of our departments, which seeks to close this gap. This scheme provides our Black, Asian and Minority Ethnic students with opportunities to develop new forms of peer-to-peer mentoring to increase holistic support and enable them to achieve their full potential. This pilot scheme has now been approved for further funding and will be extended by two years. Our ambition is to employ this learning to refine the scheme across departments in the faculty in 2023-24.

The faculty is working closely with a doctoral student to assist in a project to create an online centralised place for all relevant information on the support our postgraduate research students can receive. We hope to launch this project in the next academic year. To find out more about EDI in SSPP, please visit our webpage.

Jessica Cole (EDI Project Administrator) & Professor Bronwyn Parry (Faculty EDI Lead)

EDI in Professional Services Directorates

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

Finance, Procurement & Contracts

The Finance and Procurement Department has taken the learnings from the Race Equality Panel it established in 2020/21 to improve the culture of the Department and to better ensure that all staff feel valued and able to reach their potential. A training programme has been developed and is being implemented to ensure that staff feel that they are being provided with the skills they require to perform their job properly and to also develop their skills and confidence. A vibrant social committee has also been established to break down silos and allow staff to get to know each other better, building a strong team-working ethos. A concerted effort is being made to run recruitment exercises in a way that is transparent and results in a more diverse pool of candidates. Departmental meetings include a slot for EDI updates and staff are now sharing information about EDI Staff Networks much more frequently and encouraging participation.



Students & Education

The Students & Education Directorate undertook a number of initiatives to support EDI goals.

The King's Community Charter was launched in 2021, and all students sign up to it as part of enrolment and reenrolment. Among other areas of focus, the Charter highlights our commitment to 'creating an inclusive, respectful and safe environment for every member of our community to ensure that everyone feels valued, listened to, and able to contribute with honesty'.

The Global Mobility team is working to ensure that when signing new international mobility arrangements, King's commitments to equality, diversity and inclusion are maintained even when the partner might have different standards.

Student Knowledge & Information have increased the remit of a software system used to support the Student Services Online portal to identify terms to avoid when writing about gender, age and disability, allowing the team to think critically about language use. Student Knowledge & Information has also been preparing a newsletter that is shared with students from widening participation groups, students from vulnerable groups, mature learners and recipients of the King's Living Bursary. The newsletter includes a number of internal and external opportunities and funding and is shared with over 4,000 students each month.

Counselling & Mental Health Support has improved the diversity of its team providing services to students to ensure better representation for the global majority. It is also addressing barriers to access, including improvements to intake forms and access for disabled students.

Libraries & Collections has prioritised training related to LGBTQ+ support, learning about Black History, and Race, Equity and Inclusion trainings. They have also introduced an anti-racism journal club to allow discussion using various recourses. The Senior Management Team has also been meeting monthly for critical engagement conversations.

At King's Academy, inclusive pedagogies are at the core of all development activities and support for our educators. Focused development has been offered to GTAs and academics on improving inclusion and accessibility as well as reflecting on issues of inclusivity, diversity and equality to improve teaching practice.

SED are also continuing to embed work started in 2020-21, including updating local race equity plans that each team is required to have, moving from the pilot phase of working to remove structural inequality from our recruitment processes, and incorporating these changes into our business-as-usual practices. For example, staff have been encouraged to use additional recruitment platforms such as Black Young Professionals to assist in a more diverse pool of applicants.

Estates & Facilities

The Estates & Facilities Directorate (E&F) is one of the largest and most diverse professional services directorates at King's.

E&F's EDI Steering Group meets regularly, with dedicated projects being supported by a number of volunteers from across the directorate. Our Senior Leadership Team meets monthly to discuss progress on our EDI work and surface any risks.

This year, E&F has begun reviewing our demographic data, which has allowed us to take a more evidence-led approach to our EDI work. E&F plan to continue reviewing this data on an annual basis to measure progress. E&F continue to host fortnightly Coffee Mornings, which provide a regular space for colleagues to get together and share learnings on the topic of EDI.

E&F has supported the university to celebrate a number of major awareness raising days, including the Purple Light Up for International Day of People with Disabilities and decorating our campuses for LGBTQ+ Pride Month.

E&F has strengthened its relationship with external partners AccessAble and continue to invest in their expertise. E&F have met with their Founder & Chair and CEO to discuss ways to develop the partnership and enhance the experience for disabled people using our campuses.

Fundraising & Supporter Development

F&SD has implemented the first year of its Race Equality Action Plan. The plan was developed following two carefully supported fora for all colleagues to share their experiences and thoughts about race equality at King's and crucially to start the conversation about areas for focus in delivering improvements.

The formulation and implementation of the plan has been overseen by a Race Equality Working Group. The plan details actions and milestones in the areas of recruitment, training, Departmental culture, communicating with alumni and stakeholders, and fundraising activity. Examples of work across the plan include:

- Working to ensure communications with alumni in terms of channels used and content is effective in engaging with our worldwide alumni community.
- A week-long 'sharing our cultures' event was held during the year. This lasted a week and consisted of a variety of sessions, including round-table discussions and opportunities to share and talk about food and clothing that reflects the many cultures and nationalities in the department.
- Developing an induction pack and session for all new starters to outline the work of the Group and its action plan.
- Developing a new SharePoint page, including links to university training provision related to race equality.
- Updating the Departmental recruitment guide to incorporate best practice in terms of promoting a more diverse workforce.
- The Group will be finalising its plan for 2022-23 and sharing this for discussion with all departmental staff in October 2022.

Research Management & Innovation Directorate

The RMID EDI Committee has continued to meet termly and membership has expanded in the past year, reflecting greater interest from colleagues within the directorate. RMID is a pilot area for the workplace adjustments project (currently on hold) and a project led by the Global Institute of Women's Leadership on gender and career trajectories. The Inclusive Committee and Leadership scheme has provided 10 colleagues (four from underrepresented groups) with opportunities to contribute to key projects within RMID.

Two-thirds of RMID managers have attended Diversity Matters Managers training, as the directorate move to ensure all those on hiring panels have undertaken training in EDI. The Women in Leadership One Team has provided a range of training opportunities and careers talks to colleagues within RMID and the wider Research Management Network, and these have proven popular.

Two colleagues from RMID were supported to undertake the Stellar HE programme, with both commenting on how this experience was extremely beneficial and transformational for them.

IT

In the past year, the Diversity & Inclusion Group in IT (DIGIT) has brought awareness to various religious holidays and cultural celebrations each month, either through informative Yammer posts known as Spotlights or hosting an event. DIGIT especially wanted to ensure colleagues from various minority backgrounds feel more included.

- In September 2021, DIGIT focused on women in technology awareness.
- In October 2021, DIGIT celebrated Black History Month, holding a movie night and a virtual Caribbean sweet treats cooking class.
- In November 2021, DIGIT did a Spotlight on the meaning of Diwali.
- In December 2021, DIGIT's Christmas charity drive raised money and donated toys to two fantastic charities: Evelina London Children's Hospital and Great Ormond Street Hospital.
- In February 2022, DIGIT celebrated Chinese New Year.
- In March 2022, DIGIT celebrated International Women's Day on the theme of #BreakTheBias and hosted an International Lunch at Lavington Street.
- In April 2022, DIGIT's Day of Fasting took place, following the success of the day in 2021. Volunteers joined members of the DIGIT team to fast for one day and experience what it is like for their Muslim colleagues and friends. People's experiences are documented and shared for reflection in [this video](#).
- In May 2022, DIGIT marked Mental Health Awareness Week and advertised the UCISA Women in Tech conference, which was attended by colleagues from IT Transition, IT PMO and Enterprise Portfolio. This year's theme, 'the inconvenient imposter... igniting your confidence and creating inclusive workplaces', was very inspiring and focused on improving confidence, tackling self-doubt and providing tools to progress professionally at work.
- In June 2022, DIGIT marked Learning Disability Week through 'Living Life with a Learning Disability'. It highlighted the issues many people still face, raising awareness of what a learning disability is and what life can be like for somebody that has one.

Picture: members of DIGIT at an event - May 2022 women in tech conference.



What's Next?

Ellen Clark-King

Dean of King's College London



There is much to celebrate in our EDI work at King's and also much still to do. I am proud of the EDI Function and the passion and commitment with which they undertake this crucial work both centrally and dispersed across our multi-faceted university. They encourage us to look honestly at our areas of continuing EDI shortfall, to have the hard conversations, and to commit to making our vision for King's - as a healthy place for all to work and study - into a reality.

There are a number of initiatives which will further this vision over the next year and beyond. Perhaps most fundamentally a commitment to staff well-being as expressed in the second goal in Strategy 2026: 'A Thriving Staff Community', where alongside Organisational Development we will support all our staff to develop their potential within a positive and inclusive community. Support for this comes from two new committees: a Council sub-committee focusing on people and culture and a new Executive sub-committee for staff and community which will oversee both vision and impactful implementation of EDI initiatives. These staff initiatives go hand in hand with a focus on enabling student success, which is at the top of the leadership's agenda for King's.

This year will see the roll out of the new Report + Support tool enabling easier reporting of bullying and harassment, providing clearer support for victims, and ensuring King's has the data needed to take effective action. We will also be providing Diversity Matters training, including addressing microaggressions whose effects are anything but 'micro', and encouraging all of us to become active bystanders. The Athena Swan and Race Equality Action Plans are being more closely coordinated in alignment with an emphasis on intersectionality.

One area where we have made less progress than we would like, so a particular focus for our work in the near future, is disability inclusion. We will look at both physical and digital accessibility, and work across departments and faculties to make King's a place that enables success for all our staff and students. As well as being an issue of basic justice, we also cannot afford to lose the wealth of talent that disabled students and staff bring to our study and work, so we need to make sure King's is a place where all can fully contribute.

In order for King's to be a true home of equality, diversity and inclusion we need to rely not just on our EDI Function but on the willingness of all of us to commit to doing the work involved. I, like all of us, need to see the places where there is bias in my own perceptions and learn how better to hear and support those whose experiences and needs are different from my own. This is not work we can leave to a small team but work we need to do together, holding ourselves and one another accountable, and recognising that the end result is well worth the effort and energy it takes to get there.'

Closing Remarks

Lorraine Kelly

Interim Director of Equality,
Diversity & Inclusion



As we consider the next steps of our vital work to continue to build an inclusive culture, I want to say thank you, to all of you that are working so hard to deliver this. Those who bring their energy, kindness, and support into the workplace, to run networks and events, who mentor and develop, and give up their time to sit on panels and offer feedback – all this work counts, it plays an integral role in the success of our university.

Culture change is hard and supporting our people has never been more important than it is now. Each and every one of us is accountable for building a culture that is inclusive, that creates an environment where we feel like we belong and can bring our authentic selves to work, without concern.

I am proud of the work that we do and the ambition we have, and I look forward to working with you all over the next year to continue to build a thriving King's community.

In the wise words of Maya Angelou, 'People will forget what you said, people will forget what you did, but people will never forget how you made them feel'.

Equality, Diversity & Inclusion Team
King's College London
January 2023

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