Academic Board

Meeting date	3 November 2021
Paper reference	AB-21-11-03-03.2
Status	Confirmed

Approved Minutes

Date	3 November 2021, 14.00
Location	Remote Meeting held by MS Teams

Composition			Members	Attendance 20210-21				
				03.11.21	08.12.21	09.03.22	20.04.22	29.06.22
Ex officio	Chair of Academic Board, President & Principal		Professor Shitij Kapur	P				
	Senior Vice Presidents & Vice Principals	SVP Academic (interim)	Professor Mike Curtis	P				
		SVP Service, People & Planning	Professor Evelyn Welch	P				
		SVP Health & Life Sciences	Professor Richard Trembath	P				
		VP Education (interim)	Professor Adam Fagan	P				
		VP Research	Professor Reza Razavi	P				
		VP Global Engagement	Professor 'Funmi Olonisakin	P				
		VP Communities & National Engagement	Baroness Bull	P				
	The Reverend the Dean		Rev'd Canon Dr Ellen Clark-King	P				
	The President of the Students' Union		Zahra Syed	P				
	KCLSU Vice Presidents Education	Vice President for Education (Arts & Sciences)	Hamza Lone	P				
		Vice President for Education (Health)	Fatimah Patel	P				
		Vice President for Postgraduate	Rebecca Seling	P				
	Executive Deans of Faculty	Arts and Humanities	Professor Marion Thain	A				
		Dentistry, Oral & Craniofacial Sciences (Interim)	Professor Michael Escudier	P				
		Dickson Poon School of Law (Interim)	Professor Alex Türk	P				
		King's Business School	Professor Stephen Bach	A				
		Life Sciences & Medicine	Professor Ajay Shah	P				
		Natural, Mathematical & Engineering Sciences	Professor Bashir Al-Hashimi	A				
		Nursing, Midwifery & Palliative Care	Professor Irene Higginson	P				
		Institute of Psychiatry, Psychology & Neuroscience	Professor Ian Everall	A				
		Social Science and Public Policy	Professor Frans Berkhout	P				
	Dean for Doctoral Studies		Professor Rebecca Oakey	A				
	Executive Director: King's School of Professional & Continuing Education		Nina McDermott	P				
Elected Students	One student from each faculty, split equally across UG/PGT/PGR	Arts and Humanities	Claude Lynch	P				
		Dentistry, Oral & Craniofacial Sciences	Varsha Rajkumar Lalwani	P				
		Dickson Poon School of Law	Chriso Panayi	P				
		King's Business School	William Shiue	P				
		Life Sciences & Medicine	Amy Lock	P				
		Natural, Mathematical and Engineering Sciences	*Vacancy*	-				
		Nursing, Midwifery & Palliative Care	Yathave Ugaraj	A				
		Institute of Psychiatry, Psychology & Neuroscience	S'thembile Thusini	P				
		Social Science and Public Policy	Hassan Faouaz	A				

Elected Staff	Four academic staff members from each faculty (and five in the case of larger faculties) elected by and from the staff of each faculty.	Arts & Humanities (5 members, including HOD equivalent)	Professor Anna Snaith	P				
			Dr Simon Sleight	A				
			Professor Mark Textor	A				
			Professor Matthew Head	P				
			Dr Hannah Crawforth	P				
		Dentistry, Oral & Craniofacial Sciences (4 members, including HOD equivalent)	Professor Kim Piper	P				
			Dr Anitha Bartlett	P				
			Dr Ana Angelova	P				
			Professor Jeremy Green	P				
		Dickson Poon School of Law (4 members, including HOD equivalent)	Professor Alison Jones	P				
			Professor Federico Ortino	P				
			Dr Ewan McGaughey	P				
			Professor Satvinder Juss	P				
		King's Business School (4 members, including HOD equivalent)	*Vacancy (HoD)*	-				
			Dr Jack Fosten	P				
			Dr Juan Baeza	P				
			Dr Daniele Massacci	P				
		Life Sciences & Medicine (5 members, including HOD equivalent)	Dr Alison Snape	P				
			Professor Maddy Parsons	P				
			Dr Baljinder Mankoo	P				
			Dr Susan Cox	P				
			Dr Manasi Nandi	P				
		Natural, Mathematical and Engineering Sciences (4 members, including HOD equivalent)	Professor Paula Booth	P				
			Professor David Burns	A				
			Professor Michael Kölling	P				
			Professor Sameer Murthy	P				
		Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (4 members, including HOD equivalent)	Dr Tommy Dickinson	P				
			Dr Julia Philippou	P				
			Irene Zeller	P				
			Dr Jonathan Koffman	P				
		Institute of Psychiatry, Psychology & Neuroscience (5 members, including HOD equivalent)	Professor Guy Tear	P				
			Dr Marija Petrinovic	P				
			Dr Yannis Paloyelis	P				
			Dr Eamonn Walsh	P				
			Professor Robert Hindges	P				
		Social Science and Public Policy (5 members, including HOD equivalent)	Professor Alfredo Saad-Filho	P				
			Dr Ye Liu	P				
			Dr Jane Catford	P				
			Dr Sunil Mitra Kumar	P				
			Dr Hillary Briffa	P				
	Three professional staff	Education Support	Syreeta Allen	P				
		Research Support	James Gagen	P				
		Service Support	Kat Thorne	P				
	Two academic staff on research-only contracts	Arts and Sciences Faculties	Dr Harriet Boulding	P				
		Health Faculties	Dr Moritz Herle	A				

v= vacant post

In attendance:
Darren Wallis, Executive Director, SED (Standing attendee)
Lynne Barker, Associate Director, Quality Standards & Enhancement (Standing attendee)

For item 5 (Research)
Dr Thomas Foulkes, Research Strategy & Development Lead

For item 6.1 (Principal's Report)
Steve Large, Senior Vice President (Operations)
Annabel Chalker, Director of Corporate Communications

For item 6.2, Equality, Diversity & Inclusion (EDI)
Sarah Guerra, Director EDI
India Jordan, EDI Consultant
Jennifer Hastings (EDI Manager)
Lauren Blackwood (EDI Project Officer)

For item 7.1 – Online Professional Education
Mike Bennett, Head of Portfolio & Instructional Design, Online, Professional & Executive Education
Wyn Bowen & Catherine Thristan, Co-Chairs of the Online Professional Education Academic Working Group

Secretariat:
Irene Birrell (College Secretary)
Xan Kite (Director of Governance Services)
Joanna Brown (Governance Manager)

1 Welcome, apologies and notices

The Chair welcomed members and guests in attendance to the meeting,

The Chair particularly welcomed newly elected Academic Board members and new ex officio member and announced that the newly elected Academic Board member of the College Council was Dr Hillary Briffa from the Faculty of Social Science and Public Policy.

2 Approval of agenda

The Chair noted the following changes to the agenda:
- KCLSU President report to follow the Report of the Principal, it being her first meeting as KCLSU President.
- Ajay Shah to give a verbal report at "Any Other Business" on the merger of the School of Life Course Sciences and the School of Population Health and Environmental Sciences to become School of Life Course and Population Sciences
- College Secretary to report on disposition of proposals to add items to the Academic Board agenda

With those changes, the agenda was approved.

3 Unanimous Consent Agenda (including Minutes of the Previous Meeting) [AB-21-11-03-03]

Decision
That the reports on the Unanimous Consent Agenda (UAC) be taken as read and noted or approved.

4 Matters Arising from the Minutes

The Chair invited the Executive Director (Students & Education) to update the Board on progress and initiatives on the student experience**.** Darren Wallis reported on a range of activities aiming to engage students beyond the classroom, taking into consideration the different starting points for those recently joining King's due to the pandemic:
- establishment of King's Edge – a range of opportunities including language learning, internships and volunteer opportunities;
- consideration of transitions in; and
- Academic Strategy Group – focus on:
  - o extension of skills provision, e.g., academic skills for learning;
  - o extension of the welcome period over the course of the year (including inclusion of second year students); and
  - o student mental health and well-being – creation of a new team bringing together staff from the centre, from faculties and in partnership with KCLSU

The remaining item was noted on the Consent Agenda:
(ii)   Academic Board noted that the function currently known as King's Education would be renamed as King's School of Professional & Continuing Education (PACE as an acronym).

5 Research [*STRATEGIC DISCUSSION*] [AB-21-11-03-05]

King's university-level strategy is in the process of being refreshed. As part of this, there is an opportunity to set out the principles for the future of the College's research environment. Academic Board received a presentation (see slides at **Annex 1**). The Board were invited to contribute to this process in group discussion and feedback.

The seven core themes for focussed group discussion, as set out in the report to the Board were:

Core themes

- University research strengths: growth of natural sciences and engineering

- Research Excellence & Financial Sustainability

- Digital Research & Data

Enabling themes

- Culture & Development

- Impact & Partnerships

- Research-Enhanced Education

Potential University Strategic Priority

- Environmental Sustainability, Climate & Health

Feedback from group discussion:

- The level of investment needed for research is clear.

- We should be looking to the benefits of partnering with industry. What is the appetite for commercial partnerships and what are the tools needed for proactively embarking on that?

- King's global contribution should be recognised

- Significant drop in diversity in research needs to be addressed in the Strategy

- Focussing primarily on external funding streams and the big external topics limits individual researchers from achieving impact

- Teaching and recruitment – academic recruitment needed in advance of associated student recruitment in order to avoid under-exploiting research potential.

- Need to align a number of strategies in this space including international research impact

- Need to align with the external funding environment and the national strategy - how far do we align with trends versus shaping them? How do we make ourselves distinct from other institutions in order to attract funding?

- Sustainability & environment as an important area for cross faculty collaboration

- Should be identifying areas of strength at a more granular level.

The Vice President (Research) stated that work had started at the level of small working groups in each of the seven themes, to be followed by wider university community participation in the new year. Academic Board members were encouraged to contact the VP (Research) and the Research Strategy & Development Lead directly with any further feedback.

5.2 College Research Committee report (Research Strategy) [AB-21--11-03-05.2]

The report was noted.

6 Report of the President & Principal

6.1 Summary Report on Key Issues _[AB-21-11-03-06.1]

The Principal provided updates on some of the key current matters covered in the summary report, including: post-Brexit issues; Covid-19; the review of the university's overarching strategy and the continued implementation of Vision2029. With respect to the latter, the focus would be on the next three to five years in the light of the spending review. He anticipated a strategy re-work in the areas of research, education and student success, and people and culture. Work had already started in small working groups and committees and would lead to a wider consultation across the university community.

The Principal and the Senior Vice-President (Operations) reported on a recent issue in the payment of Graduate Teaching Assistants (GTAs). For the past 18 months the university had been working to reform the way that GTA's are hired, commissioned and paid with a view to standardising pay and decreasing local variations. However, in the implementation of the sign-on and payment system, which had been codesigned with the GTA community, there had been difficulties.

The key problem was that the enterprise system had been designed to manage monthly-paid staff, not contracted hourly-paid staff. Technical work-arounds had to be designed which had proven more difficult and time consuming than anticipated. To add to that, King's generally recruit and onboard about 1000 GTAs at this time of year which is always a significant call on HR and payroll resources but staffing up to meet student over-recruitment had meant that GTA contracts had been settled later than normal. The contract was more complex to administer in the new framework and while administrators had been trained, it was acknowledged there was more work to do regarding administration of the system. This had resulted in 240 GTA contracts not being completed on time. While most cases had been resolved, about 30 GTAs had yet to be paid because the university still did not have the necessary details to onboard those individuals despite multiple contacts. During discussion points raised included:

- Acknowledgement that King's did have a good contract for GTAs compared with peers but there had been issues with implementation.
- One of the key areas of concern was the lack of response from HR to queries when the issues arose. Staff in departments were left with little or no information to communicate back to those they were hiring.
- The HR system was not compatible with the new GTA framework as it had not been designed to accommodate contracted, hourly-paid staff. The system required GTAs to complete an onboarding process before payment could be made. The SVP (Operations) would look at the level of HR resource during the lessons learned exercise and offered to report back to the Board when that review was completed.

The SVP (Operations) acknowledged that this had created a huge amount of upset for the GTA community and a huge amount of work for both central HR and departmental/faculty staff. Short-term fixes were in place to make sure people were getting paid and a lessons-learned process would be carried out which would include engagement with GTAs.

7 KCLSU President Report [AB-21-11-03-10]

The KCLSU President presented her written report. She noted it was Diwali the next day and sent best wishes to all those celebrating. She also noted upcoming awareness dates including: transgender awareness week; Islamaphobia awareness month; and disability history month – and encouraged messaging on those issues and the celebration of Diwali to the university community, as well as anything that could be done to raise awareness.

The KCLSU President also noted that the Students' Union had been working actively on the issue of drink/needle spiking. These occurrences highlighted the general issue of 'lad culture' and harassment of women. There were not known to have been any confirmed cases of spiking at King's.

The KCLSU VP Education (postgraduates) updated the Board on:

- work KCLSU had been doing in relation to possible UCU strikes, noting that a recent meeting and vote had not been about students' views regarding the issues but about the strike itself and its impact on students. Members voted not to support a strike. There had been backlash to this outcome from PGR members of KCLSU, exacerbated by the GTA pay issue and she would be meeting with them to discuss their concerns.
- the likelihood of a greater push for tuition fee refunds and an increase in student dissatisfaction should there be strike action.
- the campaign around students wanting more in person teaching, particularly as the approach for the second term had not yet been announced.
- She thanked the Executive Director of Students & Education and his team for finding solutions to some ID card issues.

The KCLSU VP Education (Health) updated the Board on KCL/KCLSU collective projects including the relationship agreement.

The KCLSU VP Education (Arts & Sciences) updated the Board on the objectives of the KCLSU sabbatical officers for the academic year, which were set out in the annex to the KCLSU President's report.

8 Equality, Diversity and Inclusion [AB-21-11-03-06.2]

The Director of Equality, Diversity & Inclusion introduced her colleagues, who updated the meeting on:
- Menopause and Menstruation Policies and Guidance (Equality, Diversity & Inclusion Project Officer) (see slides at **Annex 2**)
- Race Equality Charter Mark (Equality, Diversity & Inclusion Manager) (See slides at **Annex 3**)
- Disability Inclusion (Director of EDI) (See slides at **Annex 4**)

The Director of Equality, Diversity and Inclusion noted that the EDI annual report would be published soon and commended it to all to read. She reported that the EDI team were running Islamaphobia training awareness, and also referred the Board to the revised Religion and Belief Policy.

During discussion members noted the positive feedback that had been received about the new menopause and menstruation policies and guidance, the need to support people to feel confident to have discussions about them, and whether the university would supply free period products. It was suggested that there needed to be better means of communicating the establishment of the policies and noted that they (and other HR policies) were not easy to find on the university's web site.

A member argued that while these were laudable policies, there were larger HR issues, such as the gender pay gap that needed to be addressed.

During discussion of the Race Equality Charter Mark, points raised included:
- Race Equality Charter Survey – any assistance from Academic Board members to push the initiative would be appreciated, being mindful of accessibility issues. There was also a prize draw to help incentivize.
- Translation of the survey to a second language would be reviewed on a case-by-case basis.
- Feedback that the Race Equality Section of the web was easy to use.
- Any further suggestions would be welcomed outside of the meeting.

The Director of EDI reported that Academic Board would receive more detail in due course on a disability and inclusion programme being rolled out in January as a pilot project in three faculties and three directorates.

8 Reports of Committees

8.1 Report of the College Education Committee [AB-21-11-03--07.1]

The Vice President (Education) introduced the report.

(i) Online Professional Education

The Head of Portfolio & Instructional Design, Online, Professional & Executive Education invited further comment following the strategic discussion carried out at Academic Board in June 2021. The paper set out an updated proposal to enable the expansion of flexible, online, Continuing Professional Development (CPD) at King's.

The momentum behind the project had been building and membership of the working group included at least one member from each faculty as well as from professional services. The aim – to shift life-long learning from fringe activity to core – required a framework. Every faculty would have their own distinct role to play in making the proposal a reality.

During discussion points raised included:
- Regarding multidisciplinary training, the working group was seeking approval of the framework first and then would address some of the portfolio questions raised, such as working with accreditation boards to get individuals registered once they have developed the additional skills.
- The academic regulations being clear that students can only claim up to 1/3 of credits for a degree via prior learning.

Decision:
That the updated framework to facilitate flexible lifelong learning at King's, be approved.

*Remaining items **approved** or noted on the Consent Agenda:*
(ii) ***Annual report to Council – ongoing conditions for OfS***
  Decision: *That the annual report be approved for submission to Council on 23 November 2021*
(iii) ***Mitigating Circumstances Policy***
  Decision: *That the revised Mitigating Circumstances Policy, be approved*
(iv) Statement on Assessment Policy – update for 2021/22
(v) Student Feedback on Assessment Policy
(vi) PSRB Update: FoDocS & FoLSM
(vii) Academic Strategy Sub-Group Report: Evaluation
(viii) Education Governance Update
(ix) Guidance and Proposals for use of the College Teaching Fund
(x) Enabling Student Success – rewarding inclusion efforts in academic promotion
(xi) Assessment Planning for 2021/22 and beyond
(xii) Academic Misconduct Guidance on Penalties
(xiii) King's First Year – Gateway to King's
(xiv) Academic Lead for Assessment and Feedback
(xv) Response to the OfS Consultation on Quality & Standards
(xvi) Report & Support and the OfS statement on preventing and addressing harassment and sexual misconduct.
(xvii) Study Abroad Simplification Update
(xviii) Amendment to Academic Appeal T44 to allow appeals for MCFs
(xix) Quality Assurance Handbook Update 2021/2022
(xx) Supporting Students Update
(xxi) Formation of King's Education
(xxii) Community Charter: Current position and future plans
(xxiii) Equality, Diversity & Inclusion Update
(xxiv) Curriculum 2029 Update
(xxv) College Teaching Fund Report 2020/2021

(xxvi) CEC Terms of Reference and membership 2021/22
(xxvii) CEC Schedule of Business 2021/22

8.2 Report of the Academic Standards Sub-Committee [AB-21-11-03-07.1b]

(i)   **External Examiners Overview Report**
The Vice President (Education) presented the report and assurance was provided to the Academic Board that standards had been met. Much had been learned during the pandemic, when the university had been forced to assess online and forced to assess differently. Investment was being made and work was being done on the integrity of online assessments, but it was noted that this was a transitionary period.

Decision:
That the recommendations of the External Examiners Overview Report be approved.

*Remaining items **approved** on the Consent Agenda:*
(ii)   *Amendment to Academic Regulation T44 to allow appeals for MCFs*
          Decision: *That an amendment to <u>Academic Regulation T44</u>, be approved.*
(iii)   *Amendment to Academic Regulation T43*
          Decision: *That an amendment to <u>Academic Regulation T43</u>, be approved.*
(iv)   *Amendments and corrections to the Academic Regulation*
          Decision: *That amendments and corrections to the Academic Regulations, be approved.*
(v)   *KBS Supplementary Academic Regulations 2020/21 and 2021/22*
          Decision: *That the supplementary Academic Regulations for KBS <u>2020/21</u> and <u>2021/22</u>, be approved.*
(vi)   *Undergraduate Progression and Award Policy*
          Decision: *That the Undergraduate Progression and Award Policy, be approved.*

8.3 Report of College Service Committee (CSC) [AB-21-11-03-07.2]

Items noted on Consent:

(i)   *Refugee Sponsorship*
(ii)   *Service-learning and King's First Year*
(iii)   *Community Organising Training*
(iv)   *King's Volunteering*
(v)   *Building the Service ethos into research for better outcomes*
(vi)   *Social Impact Data Stocktake*
(vii)   *Research Impact Stocktake*

8.4 Report of the Academic Board Operations Committee (ABOC) [AB-21-11-03-07.3]

*Items **approved** on Consent:*

(i)   *CEC Terms of Reference and Membership*
          Decision: *That the amendments to the Ordinance concerning the CEC Terms of Reference, be approved*
(ii)   *CRC Terms of Reference and Membership*
          Decision: *That the amendments to the Ordinance concerning the CRC Terms of Reference, be approved.*

9   Report of The Dean

   9.1   Report of the Dean [AB-21-11-03-08.1]
          The report of the Dean was noted.

*Item **approved** on Consent*

   9.2   *Election of Associates of King's College* [AB-21-11-03-08.2]
          Decision:
          That those students and staff listed in the report be elected as Associates of King's College.

10 Report from Council [AB-21-11-03-09]

Academic Board received the report from Council, presented by Professor Guy Tear, one of the three elected staff members of the Board who serve on Council. Professor Tear welcomed the newly elected third Academic Board member of Council, Dr Hillary Briffa, and presented the issues that had been considered by Council as set out in the report, which included the report of the Governance & Nominations Committee (GNC), and Council discussion of a petition about Council composition.

Academic Board member, Dr Ewan McGaughey, challenged the GNC report's accuracy regarding what the petition was requesting. He requested that the report be withdrawn. Another member challenged the implication that staff and students who had signed the petition had not fully understood the role of Council or what they were being asked to sign. The College Secretary acknowledged the error in the GNC report to Council (indicating that the *petition* asked for all members of Council to be elected) and said that it would be formally corrected at the next meeting of Council. However, Council had considered the issue in the round having been provided not only the actual petition but also additional proposals with respect to composition from Dr McGaughey.

A member remarked that she had signed the petition, drawn by its wording around democracy but without an understanding of the role of Council. With hindsight, and with benefit of more knowledge about Council, she would not have signed it. She believed that many other students would react the same way. She thought the wording of the petition was misrepresentative without the proper context.

Council Member and Academic Board Member, Kat Thorne, noted that the selection of independent members of Council did involve staff and students. In the current processes underway to fill vacancies both she and the President of the KCLSU were members of the four-person interview panel that would forward recommended candidates to the Council for consideration.

11 Any Other Business

The Executive Dean of the Faculty of Life Sciences & Medicine reported on the merger of the School of Life Course Sciences and the School of Population Health and Environmental Sciences to become the School of Life Course and Population Sciences. The merger was effective from 8 November 2021. Ordinance B3 states that "The Principal has the overall authority to decide the composition of the Faculties and approve any changes in their academic components, which shall be notified to the Academic Board." A written update would be provided at the next meeting of the Academic Board. *[ACTION]*

The College Secretary reported that an Academic Board member had submitted three proposals for consideration for the Academic Board agenda, though not within the timeframe required by the protocol approved by Academic Board. These would be considered for the agenda of the next meeting of the Board.

The meeting adjourned at 16:30.

Irene Birrell
College Secretary
November 2021

Winning in the new research landscape: sustainable research excellence

Professor Reza Razavi
Vice Principal (Research)

Dr Tom Foulkes
Director of Research Strategy & Development

KING'S *College* LONDON

1

Research Strategy: Sustainable Research Excellence

Sector Trends

- Increasing investment in research (£20bn by 2023/24), particularly in science & technology, linked to net zero and innovation

- Concentration of investment in STEM: focus on small number of very large centres

- Levelling up across the UK

- Focus on societal challenges (e.g. net zero) and sectoral priorities (e.g. AI)…
    - in partnership with industry
    - recognising importance of all disciplines (e.g. social sciences and humanities in AI)

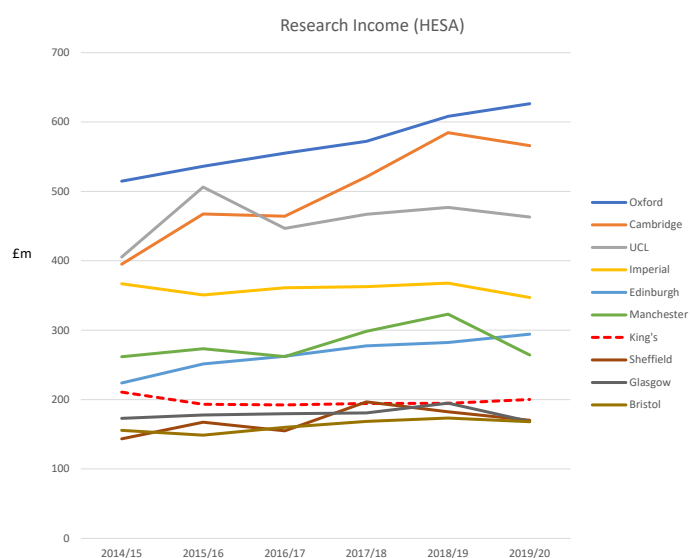- Investment in people and skills

2

King's Research Performance: Outputs
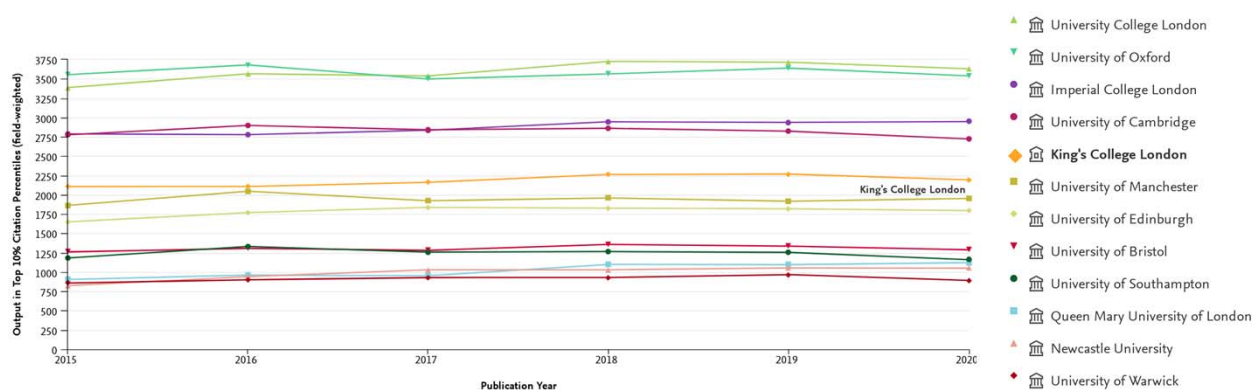
Arts & Humanities: 6th; Business & Economics: 10th; Clinical, Pre-Clinical & Health: 2nd; Computer Science: 12th; Education: 5th; Engineering & Technology: 12th; Law: 5th; Life Sciences: 6th; Physical Sciences: 10th; Psychology: 2nd; Social Sciences: 5th

3

# Research Funding: Comparative Performance

Why has Edinburgh grown rapidly?

- Large science/engineering activity (funding has been focused in this area)

- Investments in academic researchers through Chancellor's Fellowships programme (c.300)

- Substantial investments in infrastructure: research buildings/institutes (e.g. Bayes Institute (informatics), major engineering refurb, new biology building) + public investment in e.g. EPSRC ARCHER supercomputer facility
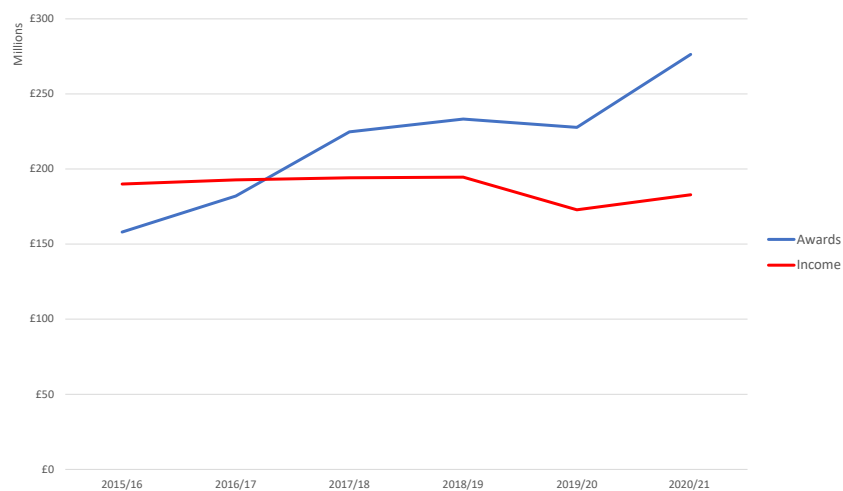
4

King's Research Performance: Funding

- King's grant **awards** have risen 75% since 2015/16
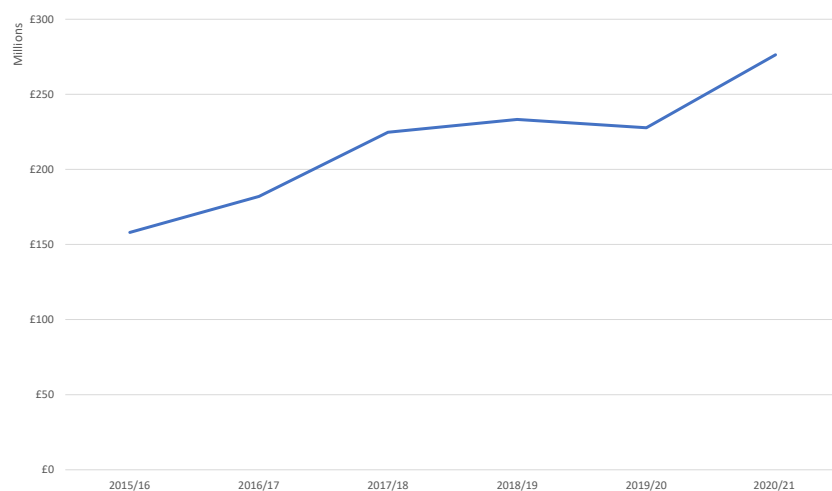
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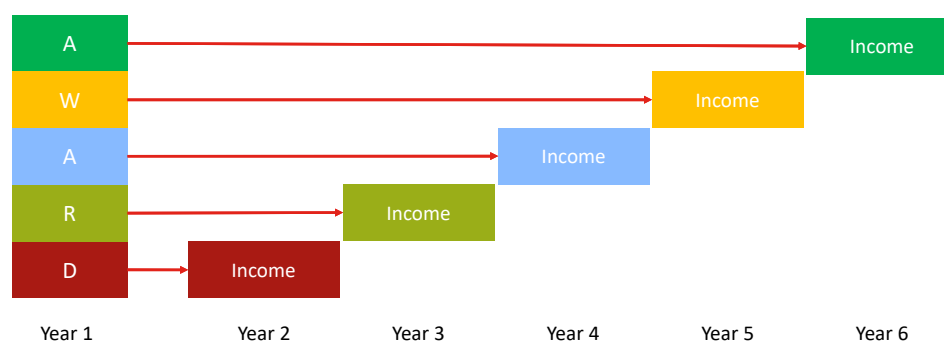# King's Research Performance: Funding

- Income (spend) has fallen

6
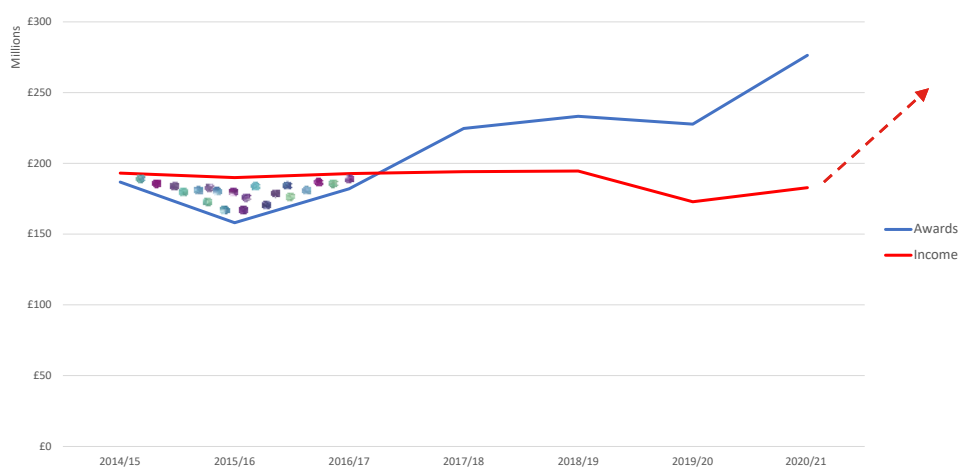
King's Research Performance: Funding

- Income is a lagging and averaged reflection of awards
- Research awards contribute to income figures over the next 3-6 years

7

King's Research Performance: Funding

- Historic "gap" being filled; income expected to increase

8

Building on Research Strategy (2016) + Academic Strategy for Research (2020)

Research Strategy (major focus on multidisciplinary research):
- Talent (including Leading Researchers programme, Centre for Research Staff Development)
- Environment (transformation of approach to core facilities, creation of eResearch function, major overhaul of research management systems)
- Breadth & quality (inc. major growth in engineering, business)
- Impact & partnerships (including major focus on partnerships between disciplines, inc. King's Together programme)

Academic Strategy for Research (interim update focused on maintaining progress during COVID-19):
- Transforming the way we deliver research on-site (new ways of working post-COVID)
- Maintaining our momentum for outputs and grants (enhancing research support, administration and KPIs)
- Supporting the academic pipeline (inc. PGR growth, new emerging Research Leaders programme)
- Focusing on equality, diversity and inclusion (inc. new scholarships/fellowships)
- Facilitating impact, engagement and commercialisation (new impact structures and support, rationalised commercialisation structures)
- Enhancing our research infrastructure (continued focus on eResearch)

9

King's Strategy Refresh: Research (Main Themes)

Investment and Growth
- Addressing national priorities and planned (ongoing) Government investment
- Building critical mass from current size
- Adding value to (and benefiting from) research strengths across all disciplines

Research Excellence & (Financial) Sustainability
- Moving towards a more strategic and deliberate use of resources
- Ensuring that our strengths achieve critical mass and are not spread too thinly
- Considering cross-disciplinary critical mass in thematic areas

Digital Research & Data
- Ensuring that we are at the front of the digital research revolution, across all disciplines
- Building both infrastructure and capabilities to support research

10

King's Strategy Refresh: Research (Enabling Themes)

Culture & Development
- Taking a lead in addressing research culture and staff careers – including researcher careers, open science, inclusive research culture and more

Impact & Partnerships
- Enhancing the societal benefit of our research through partnership
- Removing barriers and increasing support for industry and other external organisation partnerships
- Increasing commercialisation of research

Research-Enhanced Education
- Increasing synergy between research and education for the benefit of our students

11

King's Strategy Refresh: Research (Cross-University Priority)

- Environmental Sustainability, Climate & Health is perhaps the most substantial challenge facing society
- All of King's research disciplines have a role to play in finding and implementing solutions

12

Breakout Discussion

- Split into groups (automatically via Teams)

- Each group to nominate one "reporter"

- Discuss one of more of the 7 proposed themes (15 mins)

- Return to main meeting and feed back key points (10 mins)

13

Menopause and Menstruation Policies and Guidance

Lauren Blackwood (she/he) | EDI Project Officer

Athena Swan Silver Award
GENDER CHARTER

King's College LONDON

1

King's Staff Data

King's College LONDON

19%

40%

2

Project Context and Rationale

KING'S College LONDON

- Athena Swan.

- Vision 2029 - making the world a better place.

- A positive and healthy work environment.

- Standardise and expand on IoPPN and Menopause Working Group Research.

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Consultation and Research

KING'S College LONDON

- HR policy management
- People Partners
- Health & Safety
- Estates & Facilities
- IoPPN Menopause Working Group
- Race Equality Leadership and Acton Team
- Staff Networks

- Advance HE Guidance
- Royal College of Nursing
- NHS Wales
- NHS England
- University of Bristol
- University of Leicester
- University of York
- University of Exeter
- UCL
- Aston University

ACCESS KING'S King's Disability Inclusion Network

RACE EQUALITY King's College London

4

Menopause and Menstruation Resource Content

- Policies: Responsibilities, legislation, related policies and governance.

- Guidance: General information, support resources, definitions, workplace adjustments, diversity of experiences.

- Support Assessment Templates: job role considerations, co-production of adjustments.

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Thank You

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Our Race Equality Journey

Autumn 2016: HR EDI review → February 2017: EDI Director appointed → July 2017: Creation of new EDI function

February 2019: Bronze REC submission unsuccessful → Summer 2020: BLM protests following the murders of Breonna Taylor and George Floyd → June 2020: Leadership Summit

July 2020: PSE Race Roundtable → November 2020: Renewal of bronze REC → Race Equality Action Plan (REAP) 2020-2024

2

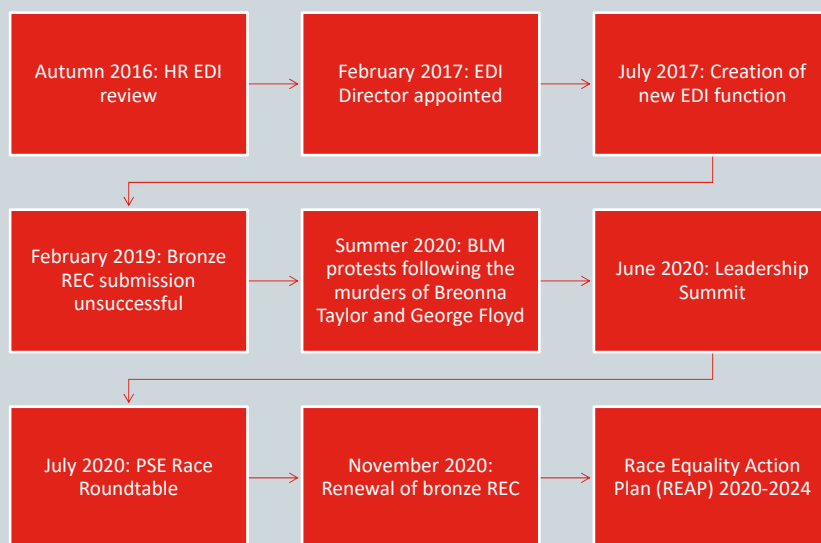## The Current Picture

- Lack of BME representation amongst staff (21% of academics versus 56% of home UG students)
- BME staff representation decreases with seniority

"Issues of racism being raised but not dealt with appropriately or quickly 'swept' under the rug with superficial solutions and no meaningful follow up with any groups affects"

"My course is extremely white, both staff and students, meaning there is lots of underlying racism"

"Can feel quite isolated within a department - especially if, like mine, there isn't that much representation of diversity."

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Race Equality Action Plan (REAP)

1. Leadership & Accountability for Race Equality

2. Building Capability around Race Equality

3. Attracting, Appointing & Investing in Talent (Stubborn Issue 1)

4. Sensitively Discussing Race (Stubborn Issue 2)

5. Building a Culture of Inclusion & Tackling Unacceptable Behaviour including Microaggressions (Stubborn Issue 3)

6. Inclusive Education & Closing Attainment Gaps (Stubborn Issue 4)

Flagship actions: REB, recruitment review, £1m ringfenced for BME talent, investigate our colonial history and address microaggressions

4

Race Equality Charter (REC) Survey

What?
- 2 online surveys- one for staff, one for students
- Open for around one month
- Consists of questions from Advance HE, as well as additional questions we have added

Why?
- Action in the REAP: 2000 staff and students engaged in REC surveys in 2021
- Results will be included in our next Race Equality Charter application
- Will inform our approach to other areas of the plan

How?
- All staff and students will be invited to do the survey
- We need your help to ensure a high response rate

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Thank you

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Staff Adjustments Passport

Nov 2021

India Jordan (they/them)
Equality, Diversity and Inclusion
Consultant

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The Social Model of Disability

People are disabled by barriers in society and structural inequality, not by their disability.

Barriers can be physical, like buildings not having accessible toilets. Or they can be caused by people's attitudes to difference, like assuming disabled people can't do certain things.

The social model helps us recognise barriers that make life harder for disabled people. Removing these barriers creates equality and offers disabled people more independence, choice and control.

The Social Model of Disability

- Badly designed buildings
- Poor job prospects
- Stairs not ramps / No lifts
- Isolated families
- The problem is the disabling world
- Special schools
- Inaccessible transport / No parking places
- Few sign language interpreters
- Discrimination

The Social Model of Disability states that the oppression and exclusion people with impairments face is caused by the way society is run and organised.

3

Disability Inclusion Action Plan and Maturity Model

Leadership, Governance & Culture

Policy, Process & Procedure

Local Experience

Data, Outcomes & Evaluation

LEVEL 1: BASIC   LEVEL 2: REACTIVE   LEVEL 3: PROATIVE   LEVEL 4: INNOVATIVE

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Our Priorities

Develop a Staff Passport Scheme

Workplace Adjustments Redevelopment

Team, colleagues & management support

Recruitment, Selection and Onboarding

5

Workplace Adjustments Development

Objective: *Find an agreed approach that means adjustments are recorded, portable and reviewed for effectiveness.*

- Short term plan: confidence building, improving existing resources, staff passport development, business intelligence improvement
- Long term plan and aim: Adjustments are adequately well-resourced and administered through a coordinated, integrated and College-wide approach

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Adjustments Passport – What is it?

- A living record of workplace adjustments agreed between a staff member and their manager.
- Provides a framework to discuss the staff member's adjustments & health and ensure they have the support they need.
- Support and empower both managers and the staff member.
- Agreed and signed by both parties, provides formal commitment to the provision of the adjustments.
- The Passport is then reviewed at regularly to ensure it remains relevant, appropriate and as a method of identifying and providing any further adjustments needed.

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Adjustments Passport – Pilot & Launch

- Develop scheme Pilot & eventual across College roll-out
- 3 Faculties, 3 Directorates
- Test what works within King's
- To ensure it is the most appropriate and effective scheme to implement
- Effectively evaluate the pilot groups to improve and embed any feedback once rolled out across the College.

8

Staff Passport Scheme Objectives

- To provide and an accurate record of agreed adjustments
- To limit the burden many staff members experience when having to re-negotiate adjustments, and re-share their disability if there is a new manager or if they change roles
- To provide a clear timeline for expectations and deadlines, as well as a check-in date to evaluate effectiveness so far and assess any further support
- To increase organisational efficiency as a result of improving process

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Pilot Stages

- Stage 1 – Planning, DISG approval, identifying pilots → July - August

- Stage 2 – Material development, establishing process map → September – November

- Stage 3 – Consultation and liaising with pilot → November – December

- Stage 4 – Pilot launch → January 2022

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How can Academic Board Support?

- Be aware and champion the passport if is piloting in your area
- Encourage your staff and managers to complete
- Participate in evaluation and feedback
- Keep a record of adjustment data within your area
- Understand the passport guidance and other resources available e.g. Disability SharePoint

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Thank you

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