

Academic Board
Meeting date 20 April 2022

Paper reference AB-22-04-20-03.2

Status Confirmed

Approved Minutes
Date 20 April 2022, 14.00

Location Remote Meeting held by MS Teams

Composition		Members	Attendance 2020-21				
			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	P	P	P	
	Senior Vice	SVP Academic (interim)	Professor Mike Curtis	P	P	P	A
	Presidents & Vice Principals	SVP Service, People & Planning	Professor Evelyn Welch	P	P	P	P
		SVP Health & Life Sciences	Professor Richard Trembath	P	P	P	P
		VP Education	Professor Adam Fagan	P	P	P	P
		VP Research	Professor Reza Razavi	P	P	P	P
		VP Global Engagement	Professor 'Funmi Olonisakin	P	P	A	P
		VP Communities & National Engagement	Baroness Bull	P	P	A	p
		The Reverend the Dean	Rev'd Canon Dr Ellen Clark-King	P	P	P	P
	The President of the Students' Union	Zahra Syed	P	P	A	P	
	KCLSU Vice Presidents Education	Vice President for Education (Arts & Sciences)	Hamza Lone	P	P	A	A
		Vice President for Education (Health)	Fatimah Patel	P	A	P	P
		Vice President for Postgraduate	Rebecca Seling	P	P	A	P
	Executive Deans of Faculty	Arts and Humanities	Professor Marion Thain	A	P	P	A
		Dentistry, Oral & Craniofacial Sciences (Interim)	Professor Michael Escudier	P	P	P	P
		Dickson Poon School of Law (Interim)	Professor Alex Türk	P	P	P	A
		King's Business School	Professor Stephen Bach	A	P	P	P
		Life Sciences & Medicine	Professor Ajay Shah	P	P	A	P
		Natural, Mathematical & Engineering Sciences	Professor Bashir Al-Hashimi	A	P	A	P
		Nursing, Midwifery & Palliative Care	Professor Irene Higginson	P	P	P	A
		Institute of Psychiatry, Psychology & Neuroscience (Interim)	Professor Sir Simon Wessely	A	P	P	P
		Social Science and Public Policy	Professor Linda McKie	P	P	P	P
	Dean for Doctoral Studies	Professor Rebecca Oakey	A	P	P	P	
Executive Director: King's School of Professional & Continuing Education	Nina McDermott	P	P	P	P		
Elected Students	One student from each faculty, split equally across UG/PGT/PGR	Arts and Humanities	Claude Lynch	P	A	A	A
		Dentistry, Oral & Craniofacial Sciences	Varsha Rajkumar Lalwani	P	P	A	P
		Dickson Poon School of Law	Chriso Panayi	P	P	P	A
		King's Business School	William Shiue	P	P	P	P
		Life Sciences & Medicine	Amy Lock	P	P	A	P
		Natural, Mathematical and Engineering Sciences	Vacancy	-	-	-	-
		Nursing, Midwifery & Palliative Care	Yathave Ugaraj	A	A	A	A
		Institute of Psychiatry, Psychology & Neuroscience	S'thembile Thusini	P	P	P	P
Social Science and Public Policy	Hassan Faouz	A	P	P	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	P	P	P	
			Dr Simon Sleight	A	P	P	A	
			Professor Mark Textor	A	A	P	A	
			Professor Matthew Head	P	P	P	P	
			Dr Hannah Crawforth	P	P	P	P	
		Dentistry, Oral & Craniofacial Sciences (4 members, including HOD equivalent)	Professor Kim Piper	P	P	P	A	
			Dr Anitha Bartlett	P	P	P	P	
			Dr Ana Angelova	P	P	P	P	
			Professor Jeremy Green	P	P	P	A	
		Dickson Poon School of Law (4 members, including HOD equivalent)	Professor Ann Mumford	P	P	A	P	
			Professor Federico Ortino	P	P	P	A	
			Dr Ewan McGaughey	P	P	A	P	
			Professor Satvinder Juss	P	P	P	P	
		King's Business School (4 members, including HOD equivalent)	<i>Vacancy (HoD)</i>	-	-	-	-	
			Dr Jack Fosten	P	P	P	P	
			Dr Juan Baeza	P	P	A	P	
			Dr Daniele Massacci	P	A	A	P	
		Life Sciences & Medicine (5 members, including HOD equivalent)	Dr Alison Snape	P	P	P	P	
			Professor Maddy Parsons	P	A	P	P	
			Dr Baljinder Mankoo	P	P	A	P	
			Dr Susan Cox	P	P	A	P	
			Dr Manasi Nandi	P	P	A	P	
		Natural, Mathematical and Engineering Sciences (4 members, including HOD equivalent)	Professor Paula Booth	P	P	P	P	
			Professor David Burns	A	A	A	A	
			Professor Michael Kölling	P	P	P	P	
			Professor Sameer Murthy	P	P	A	P	
		Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (4 members, including HOD equivalent)	Dr Tommy Dickinson	P	P	A	A	
			Dr Julia Philippou	P	P	P	P	
			Irene Zeller	P	P	A	P	
			Dr Jocelyn Cornish	P	A	P	P	
		Institute of Psychiatry, Psychology & Neuroscience (5 members, including HOD equivalent)	Professor Guy Tear	P	P	A	P	
			Dr Marija Petrinovic	P	P	P	P	
			Dr Yannis Paloyelis	P	P	A	A	
			Dr Eamonn Walsh	P	P	P	P	
			Professor Robert Hindges	P	P	P	P	
		Social Science and Public Policy (5 members, including HOD equivalent)	Professor Alfredo Saad-Filho	P	P	P	P	
			Dr Ye Liu	P	A	P	A	
			Dr Jane Catford	P	P	P	P	
			Dr Sunil Mitra Kumar	P	P	A	A	
			Dr Hillary Briffa	P	P	P	P	
Three professional staff	Education Support	Syreeta Allen	P	P	P	P		
	Research Support	James Gagen	P	P	P	P		
	Service Support	Kat Thorne	P	P	P	A		
Two academic staff on research-only contracts	Arts and Sciences Faculties	Dr Harriet Boulding	P	A	P	P		
	Health Faculties	Dr Moritz Herle	A	P	P	A		

v= vacant post

In attendance:

Darren Wallis, Executive Director, SED (Standing attendee)

Lynne Barker, Associate Director (Academic Regulations, Quality and Standards) (Standing attendee)

For item 5.2 (Strategy Refresh: World Class Education)

Ceri Margerison (Strategy, Planning & Analytics)

For item 6.1 (Principal's Report)

Steve Large, Senior Vice President (Operations)

For item 6.2 (Equality, Diversity and Inclusion Update)

Sarah Guerra and Helena Mattingley (Equality, Diversity and Inclusion)

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 and extended particular welcome to the new Interim Executive Dean of the Institute of Psychiatry, Psychology & Neuroscience, Professor Sir Simon Wessely. The Principal also announced that Professor Michael Escudier had been appointed Executive Dean for the Faculty of Dentistry, Oral & Craniofacial Sciences, having held the interim role for the past seven months.

The Chair drew attention to the new format for meeting papers, with a new cover template and a reduction in size of papers to a maximum of five pages, with additional background material available in the Teams Knowledge area for those wanting to look more broadly at an issue. Comments on the new format should be forwarded to the Secretariat.

2 Approval of agenda

The agenda was approved.

3 Unanimous Consent Agenda (including Minutes of the Previous Meeting) [AB-22-04-20-03]

The KCLSU Vice President for Education (Health) noted that regarding the university response to Ukraine, KCLSU comment had been that this type of response should be applied equally to other conflicts elsewhere in the world and asked that the minutes be amended to include that comment.

Decision

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

4 Matters Arising from the Minutes

(a) Minute format and content

A member noted that he had been cited in the minutes though he had not been present. The Chair explained that this was in response to a note the member had circulated to the Board seeking particular amendments to the previous minutes. The Board had approved the modified version presented by the College Secretary but had asked that ABOC review the current minuting conventions to determine whether any changes should be made.

(b) ABOC – Academic Board Agenda Items Proposed by Members [AB-22-03-09-08.1(ii)]

A member objected to the proposals approved at the last meeting that would manage requests from members to add items to the Board's agenda. He and several colleagues had, for a considerable time, been trying to have items added that they believed warranted discussion by the Board. These were substantive matters related to job security and other issues on which the Board should be focused and should not be blocked. He noted that members of the Executive and the student union were able to have items included in the agenda without 'censorship'. He noted that the simple proposal initially referred to ABOC – that any four members of the Board be able to have an agenda item added – had come back with what he considered to be unreasonable requirements: a six week notice period, and approval by the Principal. He gave notice that he would like to have issues of job security on the agenda at the next meeting.

The Principal stated that if a request came through using the process that had been approved by the Board it would be considered in accordance with that process. If the matter was one that was within the terms of reference of the Board to consider then there would be no issue. Otherwise, ABOC would be asked to make a determination. There was no question of censorship but it was important to ensure that matters discussed at the Board were within its terms of reference. A member suggested that as the process was only newly-approved, it should be followed in this instance to see whether it worked. If it did not function well it could be reconsidered.

5.1 Education Strategy [STRATEGIC DISCUSSION]

Decolonising the Curriculum [AB-22-04-20-06.1]

The Vice President (Education) presented the Decolonisation of the Curriculum Statement which outlined the institutional perspective on decolonisation at King's and provided Academic Board with the opportunity to discuss how King's, as a community, was engaging with the complex matter of decolonisation of the curriculum and education more generally.

The Vice President (Education) hoped the Statement both captured the rich diversity of debate and discussion that had taken place across the nine faculties and provided a catalyst for continuing to engage with students on the progressive education to which King's was committed. The intent of the Statement was to create a safe space for debate.

The Vice President (Global Engagement) endorsed the statement as a good starting point for development of the narrative and providing a space to have difficult conversations through the power of understanding and seeing the world through the eyes of other people.

Board members endorsed the Decolonisation of the Curriculum Statement as a good framework.

During discussion points raised included:

- These conversations were already taking place in pockets and bringing it all together and promoting it as a university was the way forward.
- A member cited a process put in place by a learned society – the British Pharmacological Society – which had used learning outcome statements to test whether there was sufficient diversity and variety in its offerings. This had been a very useful and instructive process for the Society and was one that departments might consider.
- Key questions were: how the framework would be embedded into the curriculum, how to tackle different questions, and how to learn from these discussions and not just 'accept' differences.
- Module approval forms could be a good place to require module leads to consider how to incorporate key values.
- How to encourage students to welcome this in face of polarising discussions in the media and making sure that campus was seen as a place where these debates would be welcomed and explored.
- King's Academy could assist with gaps in staff training regarding processes, though some resources would be needed.
- King's to be thought leaders and part of the vibrant national debate.
- UK's colonial past and King's role in that being debated freely and inclusively and the issue of names of spaces and buildings that were historically related to slavery.
- King's First Year: the importance of creating a safe place for students to be honest about their own lack of understanding or about wanting to know more about specific issues.

The Vice President (Global Engagement) responded to the discussion points:

- The curriculum was an important entry point, and a key space for debate and focus on pedagogy. King's Academy could help because of the consistency of the way in which questions about curriculum design were raised.
- The wider agenda was less about individual issues, for example removing a statue, and more about getting African history and society known on campus; about following through and learning the lesson and knowing what was happening across the institution; and the need to be able to see that the conversations were happening.

5.2 Strategy Refresh: World-Class Education [AB-22-04-20-06.2]

The Associate Director (Strategy) gave a presentation on a refreshed set of strategic objectives for education at King's, reflecting significant progress since January [slides attached with agenda papers: AB-22-04-20-06.2] and asked Board members how the proposals resonated; if they captured the highest priorities for education at King's to 2025; and if anything significant was missing.

During discussion points raised included:

- It was suggested that more of a personalised approach would be beneficial to student mental health and help to increase student sense of belonging. The Vice President (Education) agreed that world-class education required that a bespoke provision be delivered for students that encouraged a sense of belonging.
- Interdisciplinarity is highlighted throughout, but it required supervision across the institution. There are not processes in place to facilitate student flow across departments to be able to take modules in other departments and current ad hoc arrangements are very laborious to put in place.
- To an observation that the new over-arching statement seemed narrower it was clarified that the education strategy would be part of a broader strategy and that there was no intention to withdraw from the impact the university has in service.
- 'Student success' also meant ten years from now. The strategy should provide a sense that King's was preparing students for more than just success in passing exams – employability was a key factor and should not be downplayed. While there was a reference to employability in the strategy, how to define student success was either missing or unclear. The VP (Education) noted that issues of measurement of success did still need to be delineated and agreed that measures were needed that were relevant to the long-term perspective.
- Concern about workload for academics should the scope of the document grow.
- Staff are the university's biggest resource. If the university looked after its staff, staff would look after its students: staff were interested in student development but did not always have time to be creative due to a lot of time spent on administrative task using systems that did not join up. The Principal acknowledged this as a key point, and one that the full strategy would address, though it would mean getting a lot of things right simultaneously. Emphasis on thriving staff was a top goal but would only be possible with more nimble and efficient systems. He noted that there were particular issues to address in retaining and supporting professional staff, many of whom did not have a natural promotional pathway.
- Regarding internal systems a suggestion was made to further consider internal programmers who could develop virtual learning environments that met the university's needs rather than being forced to adapt to commercial applications.

6 Report of the President & Principal

6.1 Summary Report on Key Issues [AB-22-04-20-06.1]

The Principal presented his summary report which set out updates on the coronavirus, King's Business School Accreditation and an admissions update. He provided further updates and information as follows:

Coronavirus: Monitoring of on-campus infections rates indicated that numbers had stabilised or dropped.

Admissions update: The university remained well subscribed with an increase in applications; home applications remained about the same while there was a growth in overseas applications, especially from China and India. Post-Qualification Admissions was no longer going ahead under the current government.

There was a query over international student numbers and over representation from any particular region. The Principal said it was possible to set limits without being discriminatory if it could be based on the impact of students' academic experience.

Module Survey Results: Module evaluation data results, based on a large number of survey questions, were positive. The Law Faculty had achieved the highest rating so far at 92.2%.

Issues under active consideration by management had been provided in the report for information and this included:

Academic Strategy for 2022-23 which was about the approach to flexible teaching/learning in the coming year with a commitment to being fully back on campus. At the same time, it was important that any learning gained in the last two years about innovative delivery should not be lost.

Refugee support program The Senior Vice President (Service, People & Planning) stated that the university had been able to respond quickly to the government's "Homes for Ukraine Scheme" because it had already been sponsoring a Syrian refugee family as part of a Home Office pilot and had therefore been able to approach a number of bodies with which it had already been collaborating and had also signed three other universities up to the programme. The Home Office were still processing the visas for the 50 families to be supported. The issue now was to understand the ongoing support that these families would need in order to manage on a day-to-day basis. The SVP (SPP) noted that the university was very aware that its project for Ukraine needed to be seen in the context of refugee needs around the world but, at this point, legally, the programme could only provide support to refugees from Ukraine.

The Vice President (Global Engagement) reported that management would be returning with a more principled and robust framework for responding to events of this nature and the need for the university to be consistent in its response patterns wherever such terrible events occurred.

The KCLSU commended the great work and King's leadership in this area but stressed that they did want to see some tangible outcomes: something written down about how the university would respond to other crises. There was a need for the nations of the west to take responsibility for the impact of their actions in some areas and to have real commitment and actually do something to ensure a fairer, more equitable system. The KCLSU understood the challenges but nevertheless there were matters of urgency and other global conflicts that had not been addressed by the university. For example, the same level of pastoral support and outreach had not been provided to students affected by the situation in Palestine as had been provided to students from Ukraine.

The Principal noted that the KCLSU and its President had been consistent in raising this issue and he agreed it was an important point. However, there was a need to be pragmatic as it was unlikely that the government would respond with the same speed and seriousness to every conflict and the university needed to be clear about what it could deliver on its own. The SVP (SPP) noted that a key element of the Ukraine situation was the creation of legal routes at scale for migration that the government had created. This was not the case with every conflict and visa issues made it difficult to sponsor individuals on an ad hoc basis. While acknowledging that it was not sufficient in its scope and that more could be done, she pointed out that the university had been offering sanctuary scholarships for the past five years for students from all parts of the world.

6.2 Equality, Diversity & Inclusion [AB-22-04-20-06.2]

The Director of Equality, Diversity & Inclusion, Sarah Guerra, presented her regular report on EDI progress and activity. In providing an overview of the report she highlighted: that the equality analysis tool had been used during USS discussions; that disability inclusion was one of the areas in which less progress had been made, which needed future focus, and for which Academic Board attention and championship was invited; the microaggression training and encouraged members to take it; that the EDI Sharepoint Hub was a useful information point for the College community; the gender pay gap progress; the slower progress on the ethnicity pay gap; the Stonewall Equality Index outcomes and the good progress in this area; the Parents and Carers Fund coming to a close in its current formation, with a review underway to create a business case for what might come forward in future.

During discussion points raised included:

- Regarding the Parents and Carers Fund, it was a great initiative but one issue to consider during the review was that in its current form it could not be rolled over a financial year.
- Regarding disability inclusion, King's was a more mature organisation on this issue than in 2017 but there remained deep structural inequality in this area. There was not one particular blocker, though it would be helpful if activity was better coordinated across the College.
- A member noted that the equality impact assessment on the pension had not been included in the EDI report to Academic Board, and posted a link in the chat to a joint letter sent to Universities UK from female professors working in UK higher education about the discriminatory impact of pension cuts on female academics. Senior management had met with the authors of this letter who had been pleased with the forward-looking engagement shared, and noted that more detailed equality analysis work had been commissioned by King's to further contribute to the national debate and focused particularly on the potential impact of any future pensions proposals.
- The fact that the EDI team does not deal with individual cases of discrimination, as was pointed out during the meeting, was deliberate in order that the EDI Team could focus on structural, institutional issues, which were a work in progress. EDI did have a number of working groups which sought participation from across the university and which were open to conversation with the trade unions.

The Principal noted that Sarah Guerra would soon be leaving King's for a new role. He remarked that it had been a great privilege to work with her. Sarah had been strong in challenging the senior team, and others at all levels, in order to make King's more inclusive for everyone.

7 Report of the KCLSU President [AB-22-04-20-07]

The KCLSU Vice President for Education (Health) presented the report and highlighted the Ukraine situation, the cost of living impact on students, the interest rate increases on those paying back student loans and consequent impact; the need for students to be able to access bursary and hardship funding without undue bureaucracy; and the increasing anxiety being felt in the student community because of the potential marking and assessment boycott by the UCU as part of their industrial action plan.

8 Reports of Committees

8.1 Report of the College Education Committee (CEC) [AB-22-04-20-08.1]

*Items **approved** or noted on the Consent Agenda:*

- (i) Student Admissions & Procedures (**approved**)
- (ii) Applicant Misconduct Policy (**approved**)
- (iii) Request to include 10 credit modules in executive degrees (**approved**)
- (iv) Proposal to update the Academic Calendar
- (v) Transition at King's: The state of play
- (vi) Journeys (Curriculum 2029) progress report
- (vii) Update on the Assessment Working Group
- (viii) Periodic Programme Review working group update
- (ix) ASSC working group: Referencing framework update
- (x) College Teaching Fund – mid-year report
- (xi) King's Staff 100 report: Inclusive Education Panel Assembly (Nov 2021)
- (xii) Reading List Service (System Change)

8.2 Report of the College Research Committee (CRC) [AB-22-04-20-08.2]

*Items **approved** or noted on the Consent Agenda:*

- (i) Guide: Code of Practice for Intellectual Property, Commercial Exploitation & Financial Benefits (**approved**)
- (ii) Research Facilities Fair Publication Policy (**approved**)

(iii) Rights Retention in Journal Papers - Funder Requirements and Sector Update

8.3 Report of the College Service Committee (CSC) [AB-22-04-20-08.3]

Items noted on the Consent Agenda:

- (i) King's Response to Emergency in Ukraine
 - (ii) Launch of the Service Seed Fund
 - (iii) Volunteers' Week
 - (iv) Refugee Week
 - (v) Community Organising Training with Citizens UK
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8.4 Report of the College London Committee (CLC) [AB-22-04-20-08.4]

Items noted on the Consent Agenda:

- (i) Chair's Report
 - (ii) King's Culture, London Committee presentation
 - (iii) Strategy Refresh: One King's
 - (iv) Public & Community Engagement with Research
 - (v) King's London highlights
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9 Academic Board Business Plan [AB-22-04-20-09]

Noted on the Consent Agenda

10 Report of The Dean

10.1 Report of the Dean [AB-22-04-20-10.1]

The report of the Dean was noted as read.

*Item **approved** on Consent*

10.2 Election of Associates of King's College (AKC) [AB-22-04-20-10.2]

Decision:

That those students and staff listed in the report be elected as Associates of King's College.

11 Report from Council [AB-22-04-20-11]

Academic Board received the report from Council, presented by Hillary Briffa, one of the three elected staff members of the Board who serve on Council.

The Principal invited the Vice President (Research) to update the Board on plans for REF results. Results would be released to individual universities on 9 May, with all results being available to view on 10 May. Results would be embargoed on 11 May and made public on 12 May, on which date there would be an All Staff Forum. Detailed information on impact would be ready in June. The REF system was very different this time and initial focus for King's should be on how we have done before looking at comparators, with focus on quality and power returns. The Principal noted that REF happens once every seven years and receives a lot of attention and a lot of the university's reputation rests on it. Initial indicators were that all institutions had grown and that King's had grown slightly below average in the Russell Group. Council would be looking to the Academic Board for input and advice on the implications and actions going forward.

12 Any Other Business

The meeting adjourned at 16:14.

Irene Birrell

College Secretary

April 2022
