

# Vision 2029

## Collective Delivery Plan

### *COVID-19 and beyond*

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# 1. Introduction and context

King's vision is to make the world a better place. At times, as we have navigated the immediate implications of the COVID-19 pandemic and the systemic racism that George Floyd's murder highlighted, that vision may have seemed difficult and remote. The COVID-19 pandemic has disrupted virtually all aspects of life and mobilised nations globally on a scale not seen for generations. As the UN Secretary-General Antonio Guterres commented, the pandemic is the 'most challenging crisis we have faced since the Second World War'.

However, universities around the world, including King's, are making extraordinary efforts to fight the virus: developing therapeutics, ventilators and diagnostics; researching mental health, social science and emerging legal issues; supporting local communities through redeploying clinical staff, student volunteering, providing food parcels, offering bridging grants to local small businesses and not-for-profits; and providing protective ware such as gloves, masks and gowns to community partners. Surveying this response after the initial shock has subsided, it is hard not to appreciate the role universities can play as civic institutions, and this is especially true of King's.

The crises have illustrated how embedded and ingrained Vision 2029 is at King's, prompting an extraordinary short-term realignment across our five strategic priorities of Education, Research, Service, London and Internationalisation. The institution's immediate response demonstrated our immersion in the concept of service and our commitment to London and the strength of our partnerships in our local boroughs – and with Cornwall, through the extended community

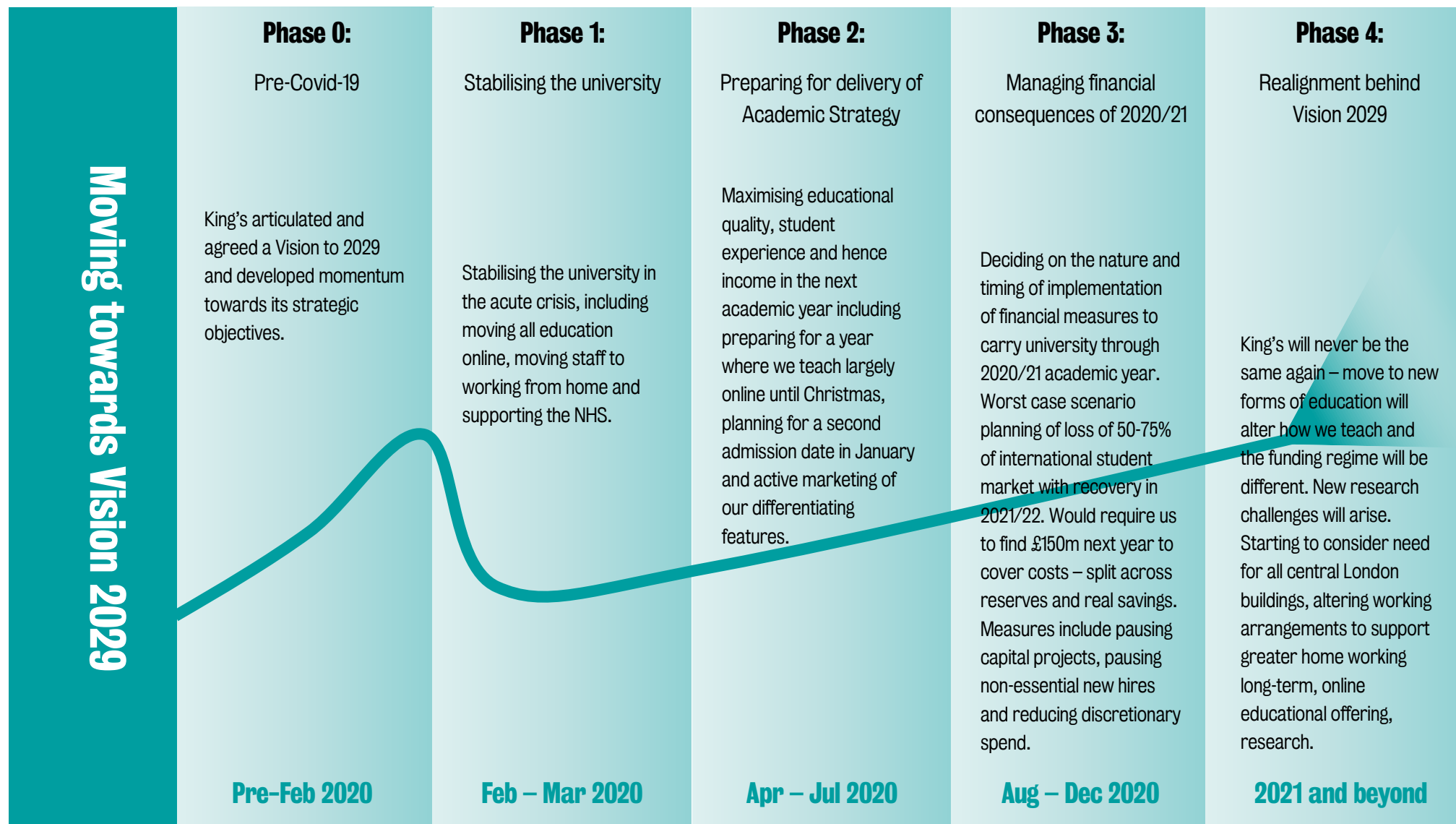
of King's Service Centre. Our academic strategies for education and research have been adapted swiftly and imaginatively so that our students can continue to receive a world-class education under dramatically changed circumstances, and our research continues to thrive and make a major international and national impact. King's people have responded creatively and pragmatically, adapting to challenging circumstances while continuing to deliver at the highest level. Our increased reliance on technology is just one example of how our professional services capabilities, and the expertise of our professional services staff, are fundamental to success. Overall, as we have shaped our route to recovery, the effect has been to accelerate, rather than defer, our commitment to Vision 2029.

That pride, however, is tempered by the realisation of systematic institutional racism across the higher education sector internationally, in the UK and here at King's. Addressing issues of race and fighting racism and racial inequality are central to our mission of serving society and making the world a better place. However, we can only do this if we continue to examine and challenge ourselves with a critical eye at all times. Like our peers in the higher education sector, King's must fight against racism and the ignorance, intolerance and apathy that allow it to grow. In reflecting on what inequality means for us and our institution, we recognise that we need to do much more within the King's community to combat racism and its consequences.

The financial impact of the pandemic has also led to some difficult decisions. Freezing most of our recruitment and our capital investment programme as well as furloughing of over 1,000 of our professional

services staff are just some examples and they risk having a real impact on the delivery of Vision 2029. These actions have been essential to avert much more serious consequences, including the need for staff

redundancies and, alongside other actions targeted at the welfare of our students and staff show, the importance of prioritising caring for our community in these difficult times.



Through this collective Vision 2029 delivery plan we can mitigate many of the difficult impacts of the pandemic, ensure that we do not succumb to short-termist thinking and retain and reaffirm our longer-term strategic and academic aspirations.

Within this context, this document revisits and updates the King's Collective Delivery Plan that was signed off by SMT in November 2019. It addresses the need to begin to consider how King's moves through a transitionary 'phase three' to realignment behind Vision 2029 in 'phase four', as illustrated in the figure above. Critically, it helps to combine longer-term thinking and immediate actions, recognising that while the university post-COVID-19 will not be the same, we will not resile from either the ambitions or the Guiding Principles set out in Vision 2029 and, instead, will use them to guide our response in all its dimensions.

## 2. Staying true to our guiding principles

With the broadest community in 2016 we developed a set of guiding principles which aid, inform and govern the implementation of Vision 2029. Today, they are more important than ever as they will guide us towards our ambition to be an equitable, sustainable and distinctive institution.

Guided by these principles, this updated version of the Collective Delivery Plan sets out:

- Exemplar 'integrated' priorities that demonstrate the interconnectedness of our five strategic themes.
- Enabling priorities that address the imperative for financial sustainability and for equality, diversity and inclusion, without which King's will never truly deliver on Vision 2029.
- Specific actions, related to each Vision theme, that will be required over the next 18-24 months to move the university successfully to phase four.

This Collective Delivery Plan document will be reviewed and updated every six months with a view to moving from the mid-term outlook (phase three) to realign around Vision in the longer term (phase four).

In this respect, we will need to consider this a 'living document' that will evolve as we navigate the implications of the pandemic on Vision 2029. In doing so, it is important that we separate 'tactics' from 'strategy', noting that our immediate responses (phases one and two)

were appropriately tactical but that there is now a need, as we begin to think about the post-COVID future, to adopt a strategic lens.

To enable this, in addition to the objectives set out below around the five strategic priorities, we will:

- **Develop and agree a ‘key and impactful’ message bank**, reiterating Vision ambitions and guiding principles and promote usage across all areas of King’s.
- **Develop and apply a light touch ‘Vision impact assessment tool’** that will ensure that short-term and tactical decisions taken in the coming months do not irrevocably damage our ability to get quickly back on track to deliver the ambitions set out in Vision 2029.
- **Develop a socially distanced Vision realignment listening campaign** that will engage our community remotely and in novel ways in considering how to deliver our mid-term (3-5 year) objectives in the context of Vision 2029 and the short-term constraints imposed by the pandemic, as well as the imperative to address inequalities within our own organisation. Generating a ‘big conversation’ will motivate, engage and empower the King’s community in continuing to deliver Vision 2029, recreating the ‘co-ownership, co-production’ model successfully developed for the formulation of Vision 2029.

Our guiding principles will aid, inform and govern the implementation of our Strategic Vision. They underpin the values and rules that will guide and challenge decision making at King’s to 2029.

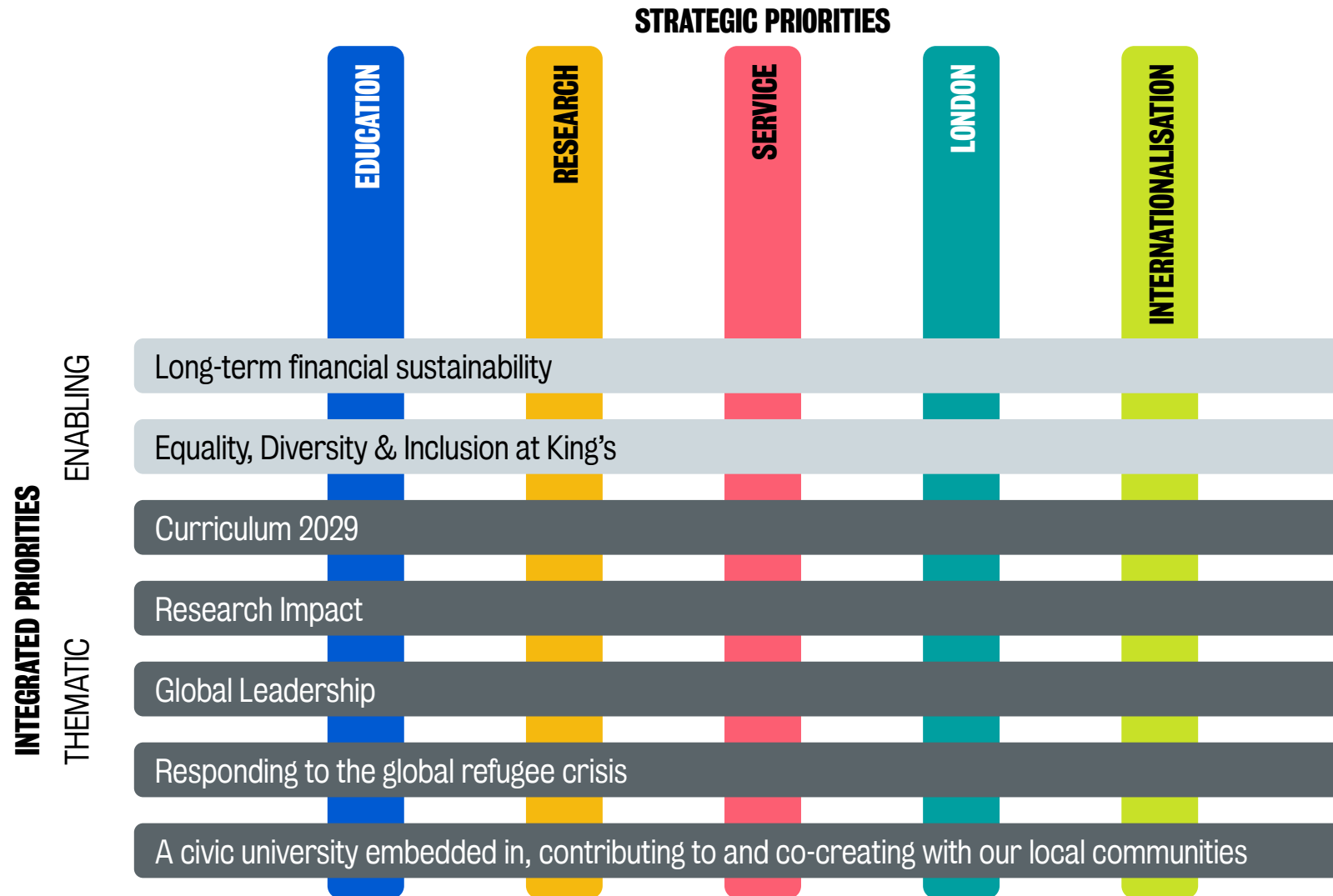
#### WE WILL

- 1** Be an **exceptional institution** in all that we do, focusing on excellence and making a distinctive contribution to society.
- 2** Create an **inclusive environment** where all individuals are valued and able to succeed.
- 3** Build on the accomplishments of our predecessors and improve the university for future generations by providing **effective stewardship**.
- 4** Use the **best evidence** and critical enquiry, and learn from our successes and failures to prepare ourselves for the future.
- 5** Enable **meaningful connections** between our students and staff to local, national and international communities, creating a porous boundary between what we do and those communities with which we engage.
- 6** Take a **holistic approach** to education, research and service to enable our students and staff to develop character and wisdom for the benefit of others.
- 7** Demonstrate **open mindedness** and tolerance and expect to challenge and be challenged in protecting freedom of expression.
- 8** Share an **unrelenting ambition** to deliver our Strategic Vision to make the world a better place.

### 3. Collective and Integrated priorities

King's has aligned the university's core business around five strategic themes: education, research and service delivered in the context of London and Internationalisation. However, the success of Vision 2029 will be in the integration of those five themes and the spaces in which they interact.

In November 2019, King's agreed a set of collective priorities that serve as exemplars of the integration of its five strategic themes. In this iteration of the Collective Delivery Plan, we also explicitly reference two essential enabling priorities – financial sustainability and equality, diversity and inclusion, as illustrated in the figure below – without which our shared ambitions will never be achieved.



*King's five strategic priorities and seven integrated priorities*

## I Long-term financial sustainability

The potential scale and duration of the COVID-19 pandemic and subsequent impacts on the economy, health and ways of life remain uncertain. King's immediate response was focussed on stabilising (phase one): moving to remote working and education, looking after staff and students and supporting COVID-19 clinical efforts and research. Our current priorities are making strong preparations for academic year 2020/21 (phase two) and managing the expected financial consequences (phase three). We are making choices that create financial sustainability and flexibility in the context of a highly uncertain student market.

To inform some of those choices, and to prepare for the later phases of our response to COVID-19, we simultaneously need to be adapting and building for our future success. This requires 'bounded optimism'. There are several 'knowns': that the demand for higher education is going to increase in the UK by c1m places over the next 10 years; that the demand for higher education internationally is likely to increase from 250m to 370m students; that the UK government remains committed to increasing R&D expenditure to 2.4% of GDP by the end of this parliament and is currently reviewing the cross-subsidies from international student fees to research activity; that the social contract between universities and society is likely to be recalibrated after the pandemic, re-establishing the purpose of universities with social and civic responsibilities; and that King's reputation is improving, as measured by various league tables.

At the same time, throughout lockdown we operated effectively with new remote ways of working, suggesting that some of these practices could be continued into the medium and long term reducing our footprint in central London. To ensure we are best placed to exploit this 'bounded optimism', over the next 18 months King's will:

- Continue the rollout of HR Digital Services, including improved Equality, Diversity & Inclusion data.
- Capture and enhance new ways of working as a result of COVID-19, including continued and permanent remote working.
- Build on the agility we have demonstrated as an organisation and strengthen those capabilities that will enable us to propose in the 'next normal'.
- Continue to scrutinise our spend, projections and processes, in a drive for great value for money, delivery of benefits and a culture of continuous improvement.
- Invest in and build capabilities around e-research, especially High Performance Computing.
- Invest in 'EdTech' eg immersive, hybrid (bringing together students online alongside those in the room) learning environments. (Likely 2-3 year investment plan needed.)
- Develop plans for refreshing our vital student system.



## II Equality, Diversity & Inclusion at King's

The diversity of King's community of students, staff and alumni is a source of pride, but this has not equated to ensuring equal and equitable treatment for everyone across the institution. While the COVID-19-related impact on people of colour and the killing of George Floyd have brought racism to the fore of national and global attention, it is important to tackle all forms of inequality simultaneously. This will ensure that a cycle of abuse through systemic inequality is broken. A framework of response to racism can provide an intersectionality lens through which to tackle inequality across the university. Our central focus is on addressing the structural causes of inequalities, with racism as an entry point.

In this regard, King's will propose and champion an agenda that:

- Convenes our communities to acknowledge the historical and recent injustices in which King's is implicated; and to recognise the contributions that people of all races and backgrounds/identities have made to the university in recent times as well as in past history.
- Ensures that staff – senior academic and senior professional services – reflect the diversity of King's students, including through a clear and fair recruitment and progression pathway.
- Embeds inclusivity and cultural competency into the orientation and learning experience of every new student at King's (UG/PGT/PGR) from 2021/22; and builds a cultural competency perspective into staff Service-related activities.

- Develops a robust framework for simultaneous assessment of King's commitment to removing race, gender and all other forms of inequality from the structures of the institution.
- Works in partnership with our local communities to address issues of equality, diversity and inclusion, recognising their lived experience.





### III Curriculum 2029

Our immediate goal must be to implement our Academic Strategy for 2020/21 without losing sight of our longer-term ambitions for Curriculum 2029. Our aims for 2020/21 and beyond are to be a university where technology is used routinely and in a sophisticated way across our teaching and learning, and to enhance our online and blended provision so as to be able to widen access to a King's education.

Our longer-term ambitions are to introduce a new approach to our curriculum, giving all our students the choice to learn from outside their main discipline, and to work with local communities to solve real-world problems, should they wish to do so. Our curriculum will continue to promote disciplinary excellence and to be research-enhanced, inclusive, international and increasingly 'decolonised'. Our undergraduates will have greater flexibility, to learn beyond one discipline, and to learn through employment and travel. We are making sure that all assessment is appropriate and supported by high quality, timely and valuable feedback. To facilitate the introduction of Curriculum 2029, alongside other initiatives within the Education Strategy, we are:

- Introducing a King's Flexible Curriculum Framework for undergraduate degrees, consisting of a new Programme Architecture (structure) and including how pathways are incorporated into programmes.
- Introducing new Service-led and interdisciplinary modules, including *Investigating King's Colonial Past* and *Sustainability in*

*Practice*, as one means of introducing Service, interdisciplinarity and the spirit of 'decolonisation' into the curriculum.

We ask that faculties and directorates work with us to:

- Continue to develop plans and support for online and blended provision.
- Develop further some of the innovative and imaginative ideas around curriculum design for Curriculum 2029.
- Further our approach to inclusive education, with priority attention to the goals of race quality, eliminating attainment gaps and 'decolonisation'.
- Continue to facilitate, recognise and reward excellence in education.
- Maintain an energetic focus on enhancing our NSS outcomes, reflecting improving levels of student satisfaction across all categories.
- Maintain momentum in implementing the decisions of portfolio simplification and ensuring that the new approach to curriculum design and management takes root.

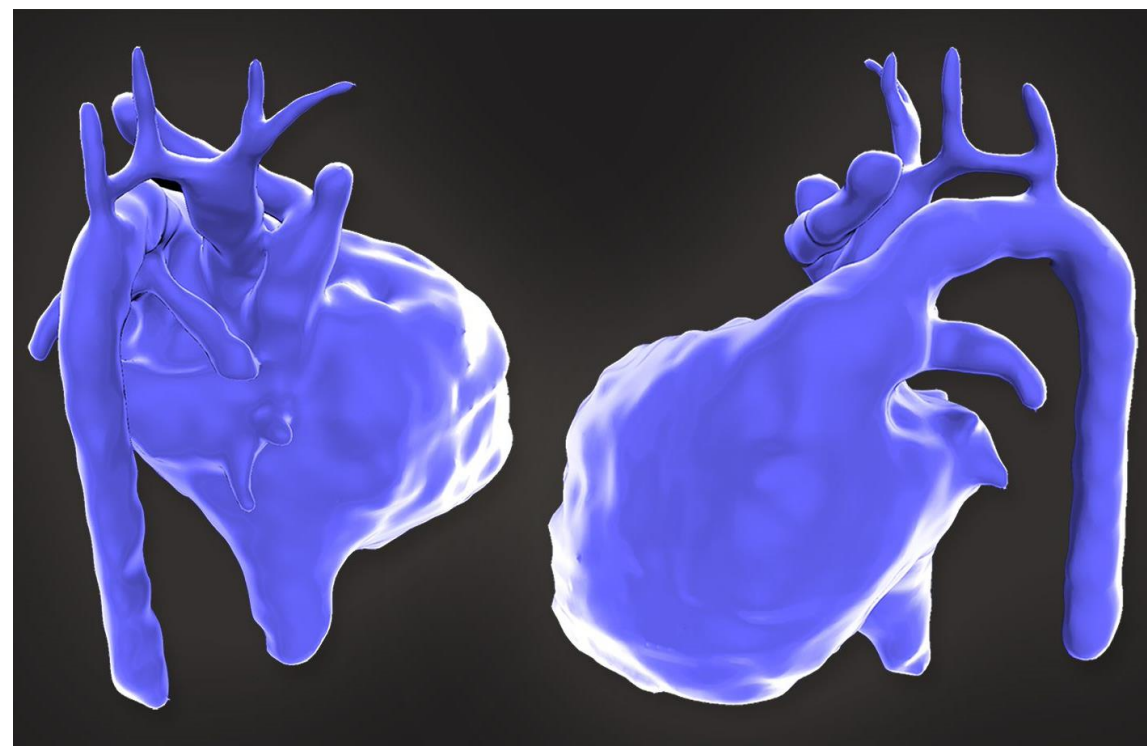
#### IV Research Impact

The Vision 2029 promise to make the world a better place is woven through all our world-class research activities. Our Research Engagement team ensure that research proposals have clear pathways to impact, and the Impact Lead team employ state-of-the-art systems and tools to identify and evidence impact and develop strong impact case studies for REF2021 and beyond. Cross-university institutes focused on commercialisation, policy and culture support the delivery of impact from our research, recognising that impact can occur in different ways in different sectors. We work with partners in both industry and the public sector to deliver, sustain and maximise our research impact and invest in core infrastructure like Science Gallery London, the Arcade and the Exchange to optimise engagement with our neighbours and communities. Research at King's is making the world a better place: this will be demonstrated in the forthcoming REF2021 impact submission but it is also demonstrated on a daily basis in the everyday lives of our local, national and international communities.

We ask that faculties and directorates work with us to:

- Raise the level of impact literacy among all staff, encouraging King's staff and students to consider the long-term potential of their research and facilitate its delivery.
- Develop impact stories and celebrate the impact that King's has on society and on both local and international communities.

- Ensure that staff are supported to deliver research impact and develop REF impact case studies, through workload allocation and appropriate resources.
- Support and enhance our partnerships with industry and other stakeholders, to maximise the impact of our research as well as ensure that our activity is informed by the wider community.



## V Global Leadership

The capacity of King's people to serve the world is demonstrated through the qualities of our approach to global leadership. In fact, King's own ambitions to make the world a better place compel us to adopt a view on global leadership. Leadership-building initiatives across King's offer building blocks for developing a global leadership agenda that will help the university contribute meaningfully and visibly towards global problem-solving. The Principal's Global Leadership Award (for UG and PGT) for all faculties is now well established; and the Civic Leadership Academy for undergraduate students, the Future Global Leaders programme for postgraduate students (PGT and PGR), the Young Leaders group at Science Gallery London and Service Leadership initiative are well under way and will serve to ensure that the best minds with a clear sense of mission and world-changing ideas come to King's and are helped to develop these ideas. We propose the establishment of King's-wide Global Leadership Programme that connects leadership-related initiatives across King's, leveraging existing resources for PGLA and related activities. We also propose the establishment of a new Global Leadership Institute to house and support university-wide global leadership programmes.

We ask that faculties and directorates work with us to:

- Develop a King's Global Leadership Institute that will educate culturally competent graduates with a global problem-solving mindset.
- Facilitate faculty engagement with project/research ideas and innovations emerging from student experiences on Leadership

programmes such as Principal's Global Leadership Award (UG and PGT), Future Global Leaders' Programme (PGT), Civic Leadership Academy and Service Leadership; and support participation in King's Civic Challenge.

- Establish King's as a global point of reference on Global Leadership with an interdisciplinary, problem-solving capacity, deployed in service to society at home and globally, while connecting an expanded community of students across the global South and North.



## VI Responding to the global refugee crisis

King's has a long-term ambition, articulated through the Sanctuary Programme, to realise the educational potential of forcibly displaced young people.

The Sanctuary Programme was formed in 2015 in response to the global issue of forced displacement, which affects more than 60 million people worldwide. King's students and staff have initiated projects that create positive opportunities for young people whose education has been disrupted due to being displaced.

The [Sanctuary Programme](#) encompasses a range of projects, including the Partnership for Digital Learning and Increased Access (PADILEIA), Sanctuary Scholarships, the Refugee Community Sponsorship scheme and a growing research portfolio. The programme also aims to enhance understanding of forced migration among staff and students at King's and to develop opportunities for them to make a positive contribution.

PADILEIA has launched [bespoke courses on FutureLearn](#), designed by King's Online and King's faculties, which includes English Elementary, English Intermediate, English for Healthcare, Introduction to Nursing, Business, and Entrepreneurship. There are over 4,000 refugee-status learners studying on these courses and over 150,000 learners worldwide. King's, with the generous support of philanthropy, has funded 20 Sanctuary Scholars to date, and there will be six new scholars from September 2020.

In February 2020, King's was named the first 'Refugees Welcome University'. The Refugees Welcome accreditation scheme recognises universities that have made a commitment to welcome forced migrants into their institution and community, offer a comprehensive programme of education and research on migration, and develop an action plan to improve the lives of forced migrants in the UK.

Responding to the global refugee crisis has been confirmed as a priority and work has begun in earnest to develop the priorities for the next 10 years. At its heart, this work represents our commitment to serving society and making the world a better place.

We ask that faculties and directorates work with us to:

- Support existing projects such as online course development, volunteering and providing support and mentorship to students.
- Based on the identified need, develop the priority activities for the short, medium and long term, and identify areas where King's can make a meaningful and unique contribution, working closely with our partners and communities.





## VII A civic university embedded in, contributing to and co-creating with our local communities

Our staff, students and alumni already work closely with local charities, schools and voluntary organisations and we know that these partnerships add value to research, education and to the communities around us. Prior to COVID-19, with our home boroughs of Lambeth, Southwark and Westminster, we identified four areas where we can do even more to serve, support and sustain our local communities:

- **Education and attainment:** ensuring everyone can aim high and reach their full potential.
- **Business and enterprise:** supporting the development of thriving local economies while creating opportunities for all.
- **Community resilience:** strengthening communities and helping them develop solutions to the problems they face.
- **Health and wellbeing:** improving the health and wellbeing of our communities through local partnership.

While the deep-rooted inequalities highlighted by the pandemic and in the global response to the death of George Floyd suggest that these priorities remain key to our local boroughs, we will engage further with our local partners to review these and to explore how we can work together to ensure that local recovery is both equitable and sustainable.

We ask that faculties and directorates work with us to:

- Consider and explore where and how local partnerships contribute to leadership and innovation in learning, teaching and research while serving the needs of local communities.
- Extend the reach of both King's Civic Challenge and Board Bank by promoting them to King's staff and students and supporting those who choose to participate.
- Share emerging local conversations and celebrate stories of success, with the wider university and beyond.



# Priority actions for moving towards phase four: 2020-22

Underpinning our collective ambitions, ‘theme-specific’ priority actions will be required over the next 18-24 months to keep the university on track towards its overarching goals as it navigates the recovery period. These are set out in this section.

## I Education

Vision 2029 sets out a roadmap for transforming education at King’s and was at the centre of our response to COVID-19 in March. Our community’s rapid switch to teaching and learning online was astonishing and inspiring, characterised by pace, collaboration and unity of purpose. The pandemic continues to pose a significant challenge to education at King’s and our Academic Strategy for 2020/21 is underpinned by the values, principles and objectives of our existing [Education Strategy](#).

We aim to ensure that education is valued and rewarded equally with research, and to ensure that all staff are well equipped to deliver the highest quality education, support and experience for our students. Students are at the heart of King’s and our ambitions for education. We aim to produce highly employable, strong and capable graduates, informed by a curriculum delivered in the heart of London, enhanced by research, service and international perspectives. We are committed to ensuring that all students, regardless of background, are able to participate fully, learn and fulfil their potential. We’ll do this by removing barriers that prevent students from learning and belonging,

and respecting the diversity of our students and staff. To deliver an exceptional and sustainable student experience, measured through NSS and a range of other feedback mechanisms, we are re-envisioning our activities and curriculum.

### Over the next 18-24 months, King’s will:

- Implement our Academic Strategy for 2020/21, investing in digital technologies and our physical spaces to support our staff and students to teach and learn safely on campus and online.
- Continue initiatives to remove all attainment gaps, with a focus on internationalisation of the curriculum.
- Implement the decisions from Portfolio Simplification so that we can create a sustainable, exciting Curriculum 2029 for our staff and students.
- Continue to diversify assessment methods and improve the quality of feedback.
- Redouble our efforts in relation to productive student engagement, making sure that our students’ voices are heard fully in all aspects of our work on Education.
- Improve our processes and systems, how data is stored and used, and how our staff work together.
- Support and enhance the mental and physical wellbeing of our students, through investing in our personal tutors and the Student Mental Health Strategic Plan.



## II Research

Research and knowledge exchange are important contributors to King's position on the national and international stage. We aim to deliver high-quality and high-impact research, where excellence in our core disciplines is developed alongside new multi- and inter-disciplinary research opportunities. We aim for research to deliver impact through a variety of knowledge exchange activities. To achieve this, we are both supporting King's academic staff directly and enhancing the services that enable the research and knowledge exchange effort.

In order to sustain the momentum of our research, **over the next 18-24 months**, King's will focus activity on six enabling priorities.

- Transforming the way we deliver research on site. We must create new ways of working to maximise our research capabilities while keeping our staff and students safe at all times.
- Maintaining our momentum for outputs and grants. Research is easy to stop but hard to restart. As well as completing our REF 2021 return, a continued focus is needed to maintain our upward progress, and regular monitoring of our performance (through the agreed research KPIs) will inform targeted activities and future action.
- Supporting the academic pipeline. Ensuring the best opportunities and training, from postgraduate students to postdoctoral and early career researchers, and senior academics.

- Focusing on equality, diversity and inclusion. To understand and mitigate the effect this crisis has had in widening inequality, and to enhance King's support for underrepresented groups.
- Facilitating industry engagement and commercialisation. Enhancing partnerships to deliver societal and economic benefit and increasing the transformation of our research into commercial activity.
- Enhancing our research infrastructure. Maintaining the platforms and facilities that enable our research is critical to maintain our momentum; a particular focus will be on e-research, which is a major unmet need across the university.



### III Service

Service enables King's to make a significant and innovative contribution to society, both through and beyond our world-leading education and research offerings. Our Service ethos determined King's quick response to COVID-19, with students and staff developing inspirational ways of contributing to the fight against the pandemic. With the impact of COVID-19 expected to be long-lasting and far-reaching, King's will continue to serve our communities in London, across the UK and around the world.

Our commitment in service to society is also enhancing King's reputation and differentiating us from other universities. King's came ninth in the world, third in Europe and second in the UK in the 2020 *Times Higher Education (THE)* University Impact Rankings. Using the UN Sustainable Development Goals (SDGs) as the measurement framework, these rankings recognise and celebrate the broader social and economic contribution of universities. This result has raised the profile of King's in the sector both in the UK and across the world.

We have a responsibility and ability to be a socially responsible university, creating mutual benefit for us and our local, national and international communities. This approach will not only enable us to be a more sustainable institution but will also position King's as the 'go to' place to tackle local and global challenges.

Over the next 18-24 months, King's will:

- Continue to seek opportunities to contribute to thought leadership around the Service agenda and enhance our position externally.

- Design and roll out a Volunteering service for staff and students and enhance the Service Time offer so that all staff can participate in service activity, regardless of their role. This will enable the amazing volunteering efforts during COVID-19 to continue and flourish.
- Develop and implement service-learning modules which will put 'service to society' into practice and enable students to support our local, national and international communities.
- Develop the priorities and associated funding plan for the next 10 years for the Sanctuary Programme and start to implement.



## IV London

King's position at the heart of London creates unparalleled opportunities for staff and students to draw on the capital and to work in partnerships that enhance education and research while helping to ensure the success and wellbeing of London and its communities. The COVID-19 pandemic has underlined the importance of London to King's, even in a virtual environment. We continue to demonstrate the value of our #KingsLocal approach and the depth of our local relationships, and promote ways in which mutually beneficial partnerships can support local recovery, tackle inequalities and provide valuable learning and research opportunities for the King's community.

Over the next 18-24 months, King's will:

- Integrate London into the delivery of Curriculum 2029 and the Academic Strategy for 2020/21, maximising the potential of London as a living classroom and bringing its rich diversity into the learning process, especially for those students who cannot yet come to London in person.
- Map, streamline and increase the impact of extra-curricular opportunities that bring London and the broader student experience to our students, wherever in the world they may be.
- Develop a Community Knowledge Bank, connecting the needs of local community partners with the research interests and learning needs of King's staff and students.
- Develop and deliver blended iterations of both King's Civic Challenge and Board Bank, connecting local charities with

staff, students and alumni to support local capacity building and address the inequalities highlighted by the pandemic while providing developmental and learning opportunities to King's people.

- Develop and deliver mechanisms for effective community conversations, ensuring that we listen to our local communities, draw on their lived experiences, hear and address their concerns and, where appropriate, share King's expertise and insights.





## V Internationalisation

Global reach and influence are prerequisites for King's to realise its ambition to be an international community that serves the world. Strategic networks of institutional relationships connect our staff and students with world-leading collaborators, increasing research impact, diversifying sources of research funding, providing innovative and unique educational offerings, creating opportunities to expand perspectives and create global mindsets, and attracting a diverse pipeline of students and staff to King's. Underpinning all of this is the ambition to contribute meaningfully to global problem-solving, taking account of the diversity of world views at King's.

Over the next 18-24 months, King's will:

- Convene our staff and students across King's around the shared values of cultural competency and global problem-solving – through a King's Cultural Competency Course, Students and Staff Internationalisation Networks, Regional Networks co-chaired by academics and professional services staff, and nomination of Global and Regional Envoys.
- Develop relevant networks of partners and alliances that help facilitate King's contribution to global service, transformational learning in a post-COVID-19 world, research impact and global problem-solving.
- Develop King's unique concept of global leadership to support students and early career staff to contribute to global problem-solving.

