Academic Board

Meeting date	28 April 2021
Paper reference	AB-21-04-28-03.2
Status	Confirmed
Access	Members and senior executives
FOI exemption	Public version has redacted sections: s.43, commercial interests

Minutes

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

Composition			Members	Attendance 20210-21				
				07.10.20	09.12.20	03.02.21	28.04.21	16.06.21
Ex officio	President & Principal (Chair of Academic Board) (*Interim*)		Professor Evelyn Welch*	P	P	P		
	Senior Vice Presidents & Vice Presidents	SVP/Provost (Health)	Professor Richard Trembath	P	P	P		
		SVP/Provost (Arts & Sciences)	*Professor Evelyn Welch**	P	P	*		
		VP (Education)	Professor Nicola Phillips	P	P	P		
		VP (International)	Dr 'Funmi Olonisakin	P	P	A		
		VP (Research)	Professor Reza Razavi	P	A	P		
		VP (Service)	Professor Bronwyn Parry	P	P	P		
		VP (London)	Baroness Bull	P	P	P		
	The Dean		Rev'd Canon Dr Ellen Clark-King	P	P	P		
	The President of the Students' Union		Salma Hussain	P	P	P		
	KCLSU Vice Presidents Education	Vice President for Education (Arts & Sciences)	Vatsav Soni	P	P	P		
		Vice President for Education (Health)	Aless Gibson	P	P	P		
		Vice President for Postgraduate	Heena Ramchandani	P	P	P		
	Executive Deans of Faculty	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	Professor Ian Norman	P	A	A		
		Social Science and Public Policy	Professor Frans Berkhout/Deputy Provost (A&S)	P	P	P		
		Dickson Poon School of Law	Professor Alex Türk	P	P	P		
		Arts and Humanities	Professor Marion Thain	A	P	P		
		Institute of Psychiatry, Psychology & Neuroscience	Professor Ian Everall	P	P	P		
		King's Business School	Professor Stephen Bach	A	P	A		
		Natural and Mathematical Sciences	Professor Bashir Al-Hashimi	P	P	P		
		Life Sciences & Medicine (*Interim*)	Professor Ajay Shah	P	*	P		
		Dentistry, Oral & Craniofacial Sciences	Professor Mike Curtis	P	P	P		
	Dean for Doctoral Studies		Professor Rebecca Oakey	P	P	P		
Elected Students	One student from each faculty, split equally across UG/PGT/ PGR	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care	John Imaghodor	v	A	A		
		Social Science and Public Policy	Bryan Strawser	v	P	P		
		Dickson Poon School of Law	Rebecca Seling	v	P	P		
		Arts and Humanities	Adam Roberts	v	P	P		
		Institute of Psychiatry, Psychology & Neuroscience	Malikkca Kanoria	v	P	P		
		King's Business School	Raghav Bansal	v	P	P		
		Natural, Mathematical and Engineering Sciences	Jhanelle White	v	v	P		
		Life Sciences & Medicine	Bilyana Batsalova	v	P	P		
		Dentistry, Oral & Craniofacial Sciences	Hiba Asrar	v	v	P		

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)	Professor Anna Snaith	P	P	P		
			Dr Jessica Leech	P	P	P		
			Dr Simon Sleight	P	P	P		
			Professor Matthew Head	P	P	P		
			Professor Mark Textor	P	P	P		
		Dentistry, Oral & Craniofacial Sciences (4 members)	Professor Kim Piper	P	P	P		
			Dr Barry Quinn	P	P	P		
			Dr Anitha Bartlett	P	P	P		
			Dr Ana Angelova	P	P	P		
		Dickson Poon School of Law (4 members)	Professor Alison Jones	P	P	P		
			Dr Federico Ortino	P	P	P		
			Dr Ewan McGaughey	P	P	P		
			Professor Satvinder Juss	P	P	P		
		King's Business School (4 members)	Crawford Spence	P	P	A		
			Dr Chiara Benassi	P	P	A		
			Professor Riccardo Peccei	P	P	P		
			Dr Susan Trenholm	A	P	P		
		Life Sciences & Medicine (5 members)	Dr Alison Snape	P	P	P		
			Dr Samantha Terry	P	A	A		
			Professor Maddy Parsons	P	P	P		
			Dr Baljinder Mankoo	P	P	P		
			Dr Susan Cox	P	P	P		
		Natural, Mathematical and Engineering Sciences (4 members)	Professor Paula Booth	P	P	P		
			Professor David Burns	P	A	A		
			Professor Michael Kölling	P	P	P		
			Professor Sameer Murthy	P	P	A		
		Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (4 members)	Dr Tommy Dickinson	A	A	P		
			Professor Jackie Sturt	P	P	A		
			Dr Julia Philippou	P	P	P		
			Irene Zeller	P	P	P		
		Institute of Psychiatry, Psychology & Neuroscience (5 members)	Professor Guy Tear	P	A	A		
			Dr Marija Petrinovic	P	P	P		
			Dr Yannis Paloyelis	P	P	P		
			Dr Eamonn Walsh	A	P	P		
			Professor Robert Hindges	P	P	P		
		Social Science and Public Policy (5 members)	Professor Kerry Brown	P	P	P		
			Dr Rebekka Friedman	A	A	A		
			Dr Clare Herrick	A	P	P		
			Dr Ye Liu	P	P	A		
			Dr Jane Catford	P	P	P		
	Three professional staff	Education Support	Syreeta Allen	v	P	P		
		Research Support	James Gagen	P	P	P		
		Service Support	Kat Thorne	P	P	P		
	Two academic staff on research-only contracts	Arts and Sciences Faculties	Dr Hannah Murphy	P	P	A		
		Health Faculties	Dr Moritz Herle	v	P	P		

v= vacant post

In attendance:
Lynne Barker, Associate Director, Quality Standards & Enhancement
Rebecca Browett, Head of Education Transformation, Students & Education Directorate
Steve Large, Senior Vice President, Operations
Darren Wallis, Executive Director, Students & Education Directorate

Nina McDermott, Executive Director, King's Foundations (for Item 5.4)
Sarah Guerra, Director Equality, Diversity & Inclusion (for Item 8)
Nicole Robinson, Equality, Diversity & Inclusion consultant (for Item 8)
Helena Mattingley, Head of Equality, Diversity & Inclusion (for Item 8)

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.

2	**Approval of agenda**

The agenda was approved.

3	**Unanimous Consent Agenda (including Minutes of the Previous Meeting)** [AB-21-02-03-03]

Decision

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

4	**Matters Arising from the Minutes**

(i) Update on the Thomas Guy Statue

The Senior Vice President/Provost (Health) stated that the statues belonged to the hospital, and that the hospital had been doing a community consultation. A number of recommendations had been taken forward to their Board for consideration. The Board had met at the end of last week and he would communicate the decisions once he had more information.

It was confirmed that there was no intention at this time to change the name of the campus. The name of the campus arose from its association with the hospital.

(ii) Royal Brompton & Harefield Foundation Trusts - Merger with GSTT

The Senior Vice President/Provost (Health) noted that the proposed merger was an important and long-term change to King's key NHS partner, the Guy's and St Thomas' NHS Foundation Trust. The Royal Brompton & Harefield Foundation Trust specialised in cardiovascular and respiratory disorders. It was stressed that the merger was not driven by any financial concerns but rather by the vision to develop outstanding, world class resources in patient care and treatment, and also in research in a range of clinical and health related domains. There were significant additional research, education and training possibilities for King's as a partner.

(iii) UG External Examiner Report

Academic Board noted the Matters Arising report at Item 4 which provided an update from the Vice President (Education).

5	**Report of the President & Principal** [AB-21-02-03-05]

5.1	**Key Current Matters**

The Interim Principal requested feedback from the Academic Board on what was, or would be, useful to see in the report of the President & Principal going forward.

She noted that there had been a substantial amount of government consultation regarding higher education since the Academic Board last met, which would require proper consideration. For example, the changes to A-levels this year and the lack of clarity around how students would be assessed would make admission decisions and projections around student enrolments for next year extremely difficult. The university was committed to ensuring that its widening participation aspirations were in no way impacted negatively by changes in government policy.

The Vice President (Education) set out that the information received to date from government suggested potentially extremely tight time scales for the new provider-led Teaching Excellence and Student Outcomes Framework (TEF). For example, universities would be required to make a full submission by the end of this calendar year in order for the evaluation process and the outcomes to be published in accordance with the Government's timetable for the new TEF exercise.

The Vice President (Research) stated that there were minor timing changes with regards to the Research Excellence Framework (REF) submissions. The internal deadline was end of February with formal

submission at the end of March. However, the Government had said that in some areas it would be possible to obtain an extension of six weeks for the narrative sections. King's would ask for such an extension in six Units of Assessment.

The Dean announced that the Vice Dean, Revd Keith Riglin had been appointed Bishop of Argyll and the Isles. Members offered their sincere congratulations to Revd Riglin noting his many contributions to the College. He would be greatly missed.

5.2 **COVID-19 Update (Education)** [AB-21-02-03-05.2]

The Executive Director, Students & Education stated that guidance from the Department of Education was still awaited further to the Prime Minister's statement that there would not be a return to in-person education earlier than 8 March, but since most of King's programmes complete teaching by 26 March, the decision had been made, following discussion with faculties and senior management teams, that most teaching would remain online for the remainder of the academic year. It was anticipated that there would be prioritisation for some activities and some programmes to return from 8 March where practical demands needed to be considered, especially for laboratory-based courses, students in their final year or those on a one-year postgraduate programme. Those decisions would be made in consultation with the faculties. Programmes with a January intake this year would also be prioritised for in-person teaching after Easter. Communications would be sent out to staff and students by the end of the week.

The KCLSU President acknowledged the need to get the balance right between health and safety and face to face teaching. While she understood the university's position, she stressed that students would remain concerned about value for money. In-person teaching would help to support that and to alleviate student loneliness.

The Vice President and Vice-Principal (London) presented a new enrichment activities portal to be launched after Easter, and to run through the summer. It would be a university-wide endeavour to provide students with the best possible opportunities for an enhanced education within the current constrained environment. This single programme enhancement portal would run alongside and pull together the extracurricular opportunities faculties were already offering. It would be coordinated centrally and delivered locally, and it would be a useful tool for considering how to scale up the opportunities available and where there were gaps. It would include tools for:

- employability skills
- engagement with professional and personal networks
- bringing London to the students
- addressing loneliness
- meeting students' appetite to serve society
- ensuring equality of opportunity through these programmes

The Vice President (Education) would report back to the next Academic Board and invited feedback.

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5.4   **King's Education Institute** [AB-21-02-03-05.4]

Academic Board received a report which updated on progress made in the formation of a new cross-cutting entity at King's that would bring together specific areas of educational activity which currently sit outside of a Faculty/Directorate structure. The Chair and the Vice President (Education) introduced the report, and the Executive Director, King's Foundations presented on the detail.

There had been many collaborative conversations with a wide range of colleagues across the university which had raised important issues. It was noted that there is a generally high level of support for the initiative, and that everyone desired the same outcome: outstanding support for the innovations needed in a post-pandemic world. One of the guiding principles was to make sure that these activities remained, and were recognised as, part of the core academic mission around education, and were integrated properly into the Education Strategy.

Discussions with the department of Arts & Humanities (A&H) were ongoing, specifically in relation to the Modern Languages Centre and relationships with the modern languages departments. It was essential that the change would not be to the detriment of the academic integrity of the modern language departments at King's. It was noted that:

- Section 7.3 of the report was incorrect, and that all staff would NOT be classified as professional services: All staff came in on a professional services contract but there were opportunities to move to the Academic Education Pathway (AEP) for those who meet the eligibility requirements.
- The name of the new entity was still to be decided, but it would not bear the name 'institute' because of the potential for confusion with other, very different units at King's which bear that name.
- It would not be a research institute.
- It was thought that the current reporting line to the Senior Vice President (Operations) should remain until the new President & Principal had had an opportunity to consider structures and reporting lines.
- Representation of the new institute on the Academic Board would be considered.

- There would be wider communication sent out across the university in due course, including consultation about a name for the new institution.
- There remained much work to do, particularly regarding modern languages.

The Executive Director, King's Foundations stated that focus was on the five areas that were currently outside of a faculty structure. Being outside of the faculty structure impacted on the ability to develop and lead as desired, and being brought into the core of education and widening the definition of education at King's would allow for more collaborative working, innovation and co-creation, and link these areas more closely to the academic side of the university. Partnering with expertise in faculties would bring more impact and would provide enablers to a wider range of students.

The Executive Dean (A&H) reported the challenges from that Faculty. The concern in A&H was that a central area of disciplinary expertise was being removed from the Faculty and she requested that proper consideration be given to what could be gained by the reintegration of the Modern Language Centre back into A&H. There was concern:
- That the educational experience may be impoverished if students accessed languages separately from the cultural and literary context provided by the modern languages departments.
- About how this would work as a business model. Other faculties would be presented with the opportunity to study languages in two ways: either through A&H with the subsidisation fees that currently occur; or directly through the new institute. This could impact A&H financially.
- That taking core elements of expertise outside a faculty and offering it in a different way was precedent setting: it was suggested it would make more sense to make faculty borders more porous, for example to offer any credit bearing courses within faculties and to offer non-credit programming via other means.

The Vice President (Education) provided assurance that there was no intention to move the study of modern languages out of the Arts & Humanities departments. Students who took a minor in modern languages would do so through the A&H departments. If associated with the flexible curriculum, language teaching was to remain within the Faculty and there would be no fundamental shift in the approach to teaching modern languages as academic subjects. However, language teaching took many forms and there were different demands for different types of language teaching. This initiative would respond to those varied demands.

The Deputy Provost (A&S) noted that this was the latest update in a long consultative process. The strategic purpose of the new institute was to widen access to education at King's and to deliver King's ambitions to expand learning opportunities, reaching a broader audience beyond the current PG/UG focus and primarily on-campus experience. It also had to serve the needs of the Faculties because that was where much of the work would take place. There was broad support for the new institute but it was complicated and a lot more work remained in order to find solutions that worked for all.

The Senior Vice President/Provost (Health) reported that there was a considerable portfolio of training activities across health partners that could benefit from this new entity. Discussions within the health faculties had been positive so far, with a keenness to gain from the benefits of bringing together what had been very fragmented, though without stifling innovation within the Faculties.

It was noted that the Associate of King's College course (AKC) was another element that was cross faculty.

It was expected that Academic Board would receive a final proposal at its April meeting. The Chair requested that a full risk register be prepared for the Academic Board.

6	**Portfolio Simplification Update and Decisions** [AB-21-02-03-06]

This report had been noted on the Unanimous Consent Agenda.

7	**Reports of Committees**

7.1 Report of College Education Committee (CEC) [AB-21-02-03-07.1]

(i) Fair Assessment policy

The Fair Assessment Policy set out King's arrangements for assessment in 2020/21 in the context of the pandemic. It applied to undergraduate and taught postgraduate students currently registered on programmes of study, including those who interrupted or deferred from 2019/20, and those who are re-sitting the year. It had already been communicated to students and was for Academic Board to note. Faculties were working hard to explain the policy at local level and to respond to all questions.

The Vice President (Education) stated that there had been a need to develop and confirm the policy very quickly following the announcement of the latest lockdown in early January, especially in view of a subsequent increase in student anxiety about how assessment would be conducted. Timescales had therefore been necessarily short. There had been extended discussion on the Fair Assessment Policy in the Academic Strategy Group, the Academic Standards Sub-Committee (ASSC) and in the College Education Committee (CEC). KCLSU colleagues had raised a number of questions and reservations about the policy. The Vice President (Education) stated that the policy was a comprehensive, supportive and proportionate set of measures which, when deployed in combination, provided all the tools needed in order to deal with students negatively affected by COVID-19, either individually or as part of a programme cohort. The individual algorithmic safety net could not be deployed as it had been last year as there was no longer a pre-pandemic benchmark of past performance that could be used in the same way as last year. However, the university did have mitigation measures at cohort programme level set alongside a continuation of many of the arrangements from the previous year such as the removal of the first year from the degree algorithm.

The KCLSU Vice President for Education (Health) stated that the KCLSU had launched a no-detriment campaign, prior to their knowledge of the Fair Assessment Policy, through which they had consulted with students about what types of mitigations they thought necessary. The need to manage students' expectations was therefore emphasized. KCLSU had first seen the policy in its entirety on 11 January and it was passed at CEC on 15 January. Mitigations suggested by the KCLSU included module-level mitigation, as modules can sometimes be used by different programmes with differential application of mitigation by programmes. The KCLSU understood that module consideration might be possible given how the sub-assessment boards operated. Finally, the KCLSU commended departments for the way in which they were communicating with students about the Fair Assessment Policy. It was confirmed that KCLSU had full membership on both ASSC and CEC.

The Vice President (Education) clarified why the mitigations were at programme and not module level. There already were mechanisms in place at module level that would allow identification of any anomalies across the portfolio of modules in a particular programme. It had therefore been considered most appropriate to offer cohort mitigation at the programme level, and the complexity of operationalisation was also noted. Students should be assured that there were already checks in place at the module level that would continue to operate alongside the new programme check. This was an integrated package of measures - no one measure was intended to pick up all the disadvantages a student might experience - and it should be viewed in that context. It was acknowledged that a Working Group had already been formed to specify the technical detail of how programme-level cohort mitigation would work in practice.

Item noted on Consent:
(ii) UG Progression & Award Policy

07.2 Report of College Research Committee (CRC) [AB-21-02-03-07.2]

(i) Academic Strategy for Research

The Vice President & Vice-Principal (Research) informed the Board that the launch of the Strategy had been delayed by the pandemic and it would be launched in the next few days. It had had extensive engagement with Faculties and had been reviewed at the College Research Committee. This version addressed some of the major challenges of the pandemic and a more comprehensive refresh of the Strategy would be due once the current pandemic situation was over.

Questions raised by Academic Board members in advance of the meeting were responded to as part of the presentation from the Vice President (Research):

- Regarding short and long term plans for suitable modern labs that enable growth and effective international competition in relation to the expansion of science and engineering: a piece of work was underway to map activities and requirements needing consideration alongside other key priorities for investment.

- Regarding clarity for PGR PhD students who had missed a large amount of time on site in their final year: It was noted that postgraduate research students had been hugely impacted by the pandemic. There were hardship funds available and widely advertised. Blanket extensions were not being offered, but any requests for extensions were being received supportively. UKRI had offered assistance but this would need to be balanced against other programmes where funding might drop if funding for PGRs increased.

Items noted on Consent

(ii)   Research Performance
(iii)   Research Culture
(iv)   Research Misconduct
(v)   Security Sensitive Research

8   Equality, Diversity and Inclusion Committee [AB-21-02-03-08]
The Academic Board received reports from the Equality, Diversity & Inclusion Committee (EDIC) covering Athena Swan, LGBTQ+ Equality and Race Equality. It was also reported that there were various streams of work in progress on the Bullying & Harassment Policy, and that the university had been successful in renewing its Race Equality Charter Mark. The intention was to provide Academic Board with regular updates on EDI activity and progress going forward. There were now four Academic Board members on the EDIC: Barry Quinn, Mathew Head, Dr Baljinder Mankoo and Paul Booth. The KCLSU President and VP (Welfare & Community) were also EDIC members.

8.1   Athena Swan – Summary of Self-Assessment and Future Activity
The Head of Equality, Diversity & Inclusion presented the review of the Athena Swan self-assessment process and documents. King's had submitted an application for a Silver award. It was highlighted that while women's' position had improved at King's in the last five years, trans and non-binary staff still faced large gaps in disparity of experience and that this needed focus. See slide at **Annex 1** to the minutes.

8.2   Lesbian, Gay, Bi and Trans Equality (LGBT)
The Equality, Diversity & Inclusion consultant reported on the LGBTQ+ Equality and Stonewall Workplace Equality Index. See slides at Annex 2 to the minutes. Included in the presentation was "Jamie's story", an example about a student in process of transitioning, who had to change gender marker in order to obtain access to the medical treatment needed to transition. The request had been denied by Registry Services because the records system could not recognise the change in gender data causing the student significant distress. The matter had been quickly resolved with assistance from the EDI Team, and work was ongoing to improve processes so this did not happen again, but the story had highlighted the power that administration and standard protocol held, notwithstanding that intentions were to be inclusive.

It was key that leaders set an example and raise the profile of the LGBT work in order to demonstrate that inclusion was critical.

During discussion on LGBTQ+ issues, points raised included:
- The Stonewall grading had revealed that there were areas in which King's did very well and areas that needed focus and improvement. Stonewall look for evidence to back up intentions and also run a staff survey. The EDI Team would be forming a Working Group to address the issues identified.
- Good leadership meant being conscious and public about LGBTQ+ groups during decision making and being public about plans. It meant applying the same level of thought to this issue as had been done for gender and for race; for example, communicating gender pronouns as a matter of course. Some of the framework was already available, such as equality assessment.
- The Office for Students had recently released data revealing poorer academic outcomes for trans students than for others. Representation was crucial, and there was need to be explicit in inviting LGBTQ+ students to be on committees.
- Training for senior leaders was upcoming. It was also noted that Stonewall had resources, and as a Stonewall member, King's had access to its membership resources as well as the public facing webpages.

09   **Report of the President of KCLSU** [AB-21-02-03-09]

Academic Board received the report of the President of the KCLSU. She noted that the number of reds and ambers in the report were a reflection of the impact of COVID-19. The sabbatical officers were making progress on the longer-range issues they had defined at the outset of taking office, but this had to be balanced with immediate issues and concerns. Particular note was made of:
- Tuition fee refunds – a number of students continued to be unhappy with blended learning
- No detriment/safety nets – many different circumstances were affecting students' ability to study.
- Rent rebates – There had been a successful Q&A with the Senior Vice President (Operations) and the next step was to coordinate a meeting with the rent strikers.
- Student experience concerns –there had been lessons learned and it was crucial to understand how to use them going forward and create a culture of mutual understanding.
- Students were confused about the Fair Assessment Policy and it needed to be explained better at local level.

10   **Report of The Dean**

Items approved on the Unanimous Consent Agenda:

10.1   **Report of the Dean** [AB-21-02-03-10.1]

10.2   **Election of Associates of King's College** [AB-21-02-03-10.2]

Decision:

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

11   **Report from Council** [AB-21-02-03-11]

Academic Board received the report from Council, which Kat Thorne, Academic Board and Council Member, introduced.   Issues considered by Council had included:
- Actions being taken to address issues of mental health
- Modern Slavery Act Transparency Statement – The statement had been approved for submission but it had been highlighted that more could be done to strengthen it and Council would receive a report at a later date about what measures are in place to assist staff in identifying modern slavery
- Strategic Overview Discussion on the next stage of strategic vision planning and prioritising the use of available resources. The Interim Principal remarked that plans begun in 2013-14 had had significant success in terms of the development of the Business School and regenerating Engineering. There were ambitions for further development in natural sciences

but there were also other calls for investment in a time of constrained resources. The discussion had been about prioritising decision making and the management of resources

12   Any Other Business

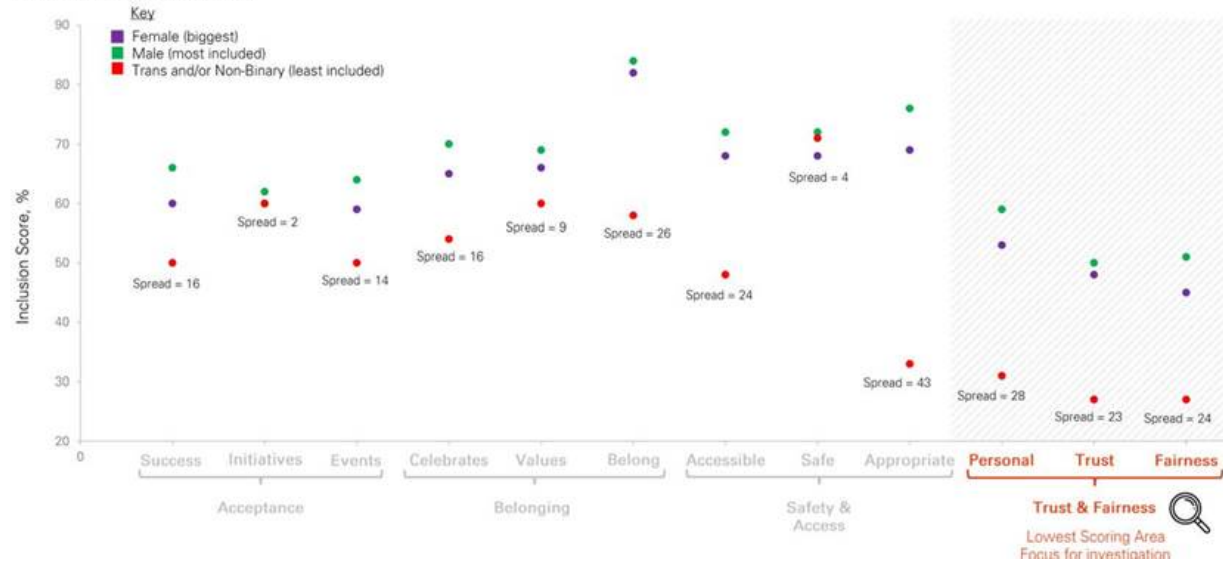There was none. The meeting adjourned at 4:20pm.

Irene Birrell
College Secretary
February 2021

Deep Dive: Gender (Closed Questions)

Gender is one of the demographics chosen by KCL. Below is a breakdown of inclusion scores across each question based on the most included group (Male, 34.9% of population), the least included group (Trans and/or Non-Binary, 0.5% of population) and the biggest group (Female, 57.2% of population).

Key
- ■ Female (biggest)
- ■ Male (most included)
- ■ Trans and/or Non-Binary (least included)

Inclusion Score, %

Acceptance			Belonging			Safety & Access			Trust & Fairness		
Success	Initiatives	Events	Celebrates	Values	Belong	Accessible	Safe	Appropriate	Personal	Trust	Fairness
Spread = 16	Spread = 2	Spread = 14	Spread = 16	Spread = 9	Spread = 26	Spread = 24	Spread = 4	Spread = 43	Spread = 28	Spread = 23	Spread = 24

Trust & Fairness
Lowest Scoring Area
Focus for investigation

LGBTQ+ Equality and Stonewall Workplace Equality Index 2022

Nicole Robinson, Equality, Diversity & Inclusion Consultant
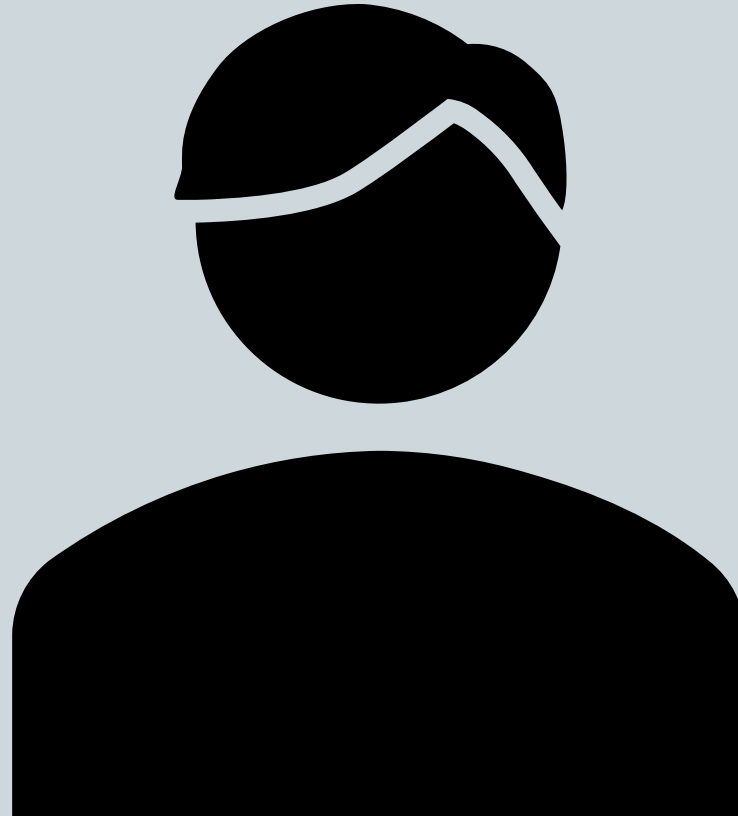
Lesbian, Gay, Bi, Trans and Queer + Equality

- Staff and student experience

- Our plan for progress

- The importance of Academic Board

- Opportunities to get involved

- Questions

Jamie's Story

Jamie's story matters

- Administration and standard protocol hold power.

- Our intentions are inclusive

- But our systems, our processes- our initial institutional response, was transphobic and created barriers, and distress, for the student.

- This is the impact King's has, it is our student experience, and it is the impact we are measured on.

- These are the kinds of issues and questions personal tutors and teaching staff are coming up against daily.

Our plan for progress

LGBTQ+ Inclusion Delivery Plan

Policies & Benefits	**Employee Lifecycle**	**LGBTQ+ Staff and Student Networks**	**Empowering Individuals**	**Leadership**
Data Monitoring	**Supply Chains and Procurement**	**External Engagement**	**Service Delivery**	**Additional Work and Opportunities**

The importance of Academic Board

Culture Setting

Visibility

Decision Making

Recognition

Opportunities to champion LGBTQ+ Equality

- LGBTQ+ History Month

- Mutual Mentoring

- Workplace Identity Series – LGBTQ+ Leader and Allies Profiles

- Online self-education resources

- Trans Matters training

- Equality Analysis

- Keep up to date with future developments, training and events

Thank you

Nicole Robinson
Equality, Diversity & Inclusion Consultant
Nicole.Robinson@kcl.ac.uk

Appendix

Lesbian, Gay, Bi, Trans and Queer + Equality

LESBIAN
Refers to a woman who has a romantic and/or sexual orientation towards women. Some non-binary people may also identify with this term.

GAY
Refers to a man who has a romantic and/or sexual orientation towards men. Also a generic term for lesbian and gay sexuality - some women define themselves as gay rather than lesbian. Some non-binary people may also identify with this term.

BI
Bi is an umbrella term used to describe a romantic and/or sexual orientation towards more than one gender.

Bi people may describe themselves using one or more of a wide variety of terms, including, but not limited to, bisexual, pan, queer, and some other non-monosexual and non-monoromantic identities.

TRANS
An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.
Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, transsexual, gender-queer (GQ), gender-fluid, non-binary, gender-variant, crossdresser, genderless, agender, nongender, third gender, bi-gender, trans man, trans woman,trans masculine, trans feminine and neutrois.

King's 2019 WEI

Section	King's score	Full marks	Percentage Score	Variance	Self-score	Overall average	Sector average	Top 100 average
Policies and benefits	8	15	53%	7	9.5	6.2	7.9	10.5
The employee lifecycle	10	27	37%	17	9	10.3	12.4	17.9
LGBT employee network group	9	22	41%	13	9	9.2	10.1	16.3
Allies and role models	4	22	18%	18	4	7.1	8.7	13.4
Senior leadership	1	17	6%	16	1.5	5.8	6	11.2
Monitoring	10.5	21	50%	10.5	12	5.7	7.9	9.4
Procurement	2	17	12%	15	2	4.1	4.5	10
Community engagement	10	20	50%	10	14	9.2	11.2	15.7
Clients, customers and service users	4	17	24%	13	4	6	7.1	11.6
Additional work	0	2	0%	2	0			
Employee feedback survey	1	20	5%	19		9.5	8.4	15.1

263 King's placed 263rd out of almost 500 entrants

42 King's placed 42nd out of 52 universities

Priority Areas

Engage senior leaders to be visible and vocal champions

Support LGBTQ+ Network development (intersectional + allies)

Review polices for gender neutral language

Improve and update transition processes and guidance
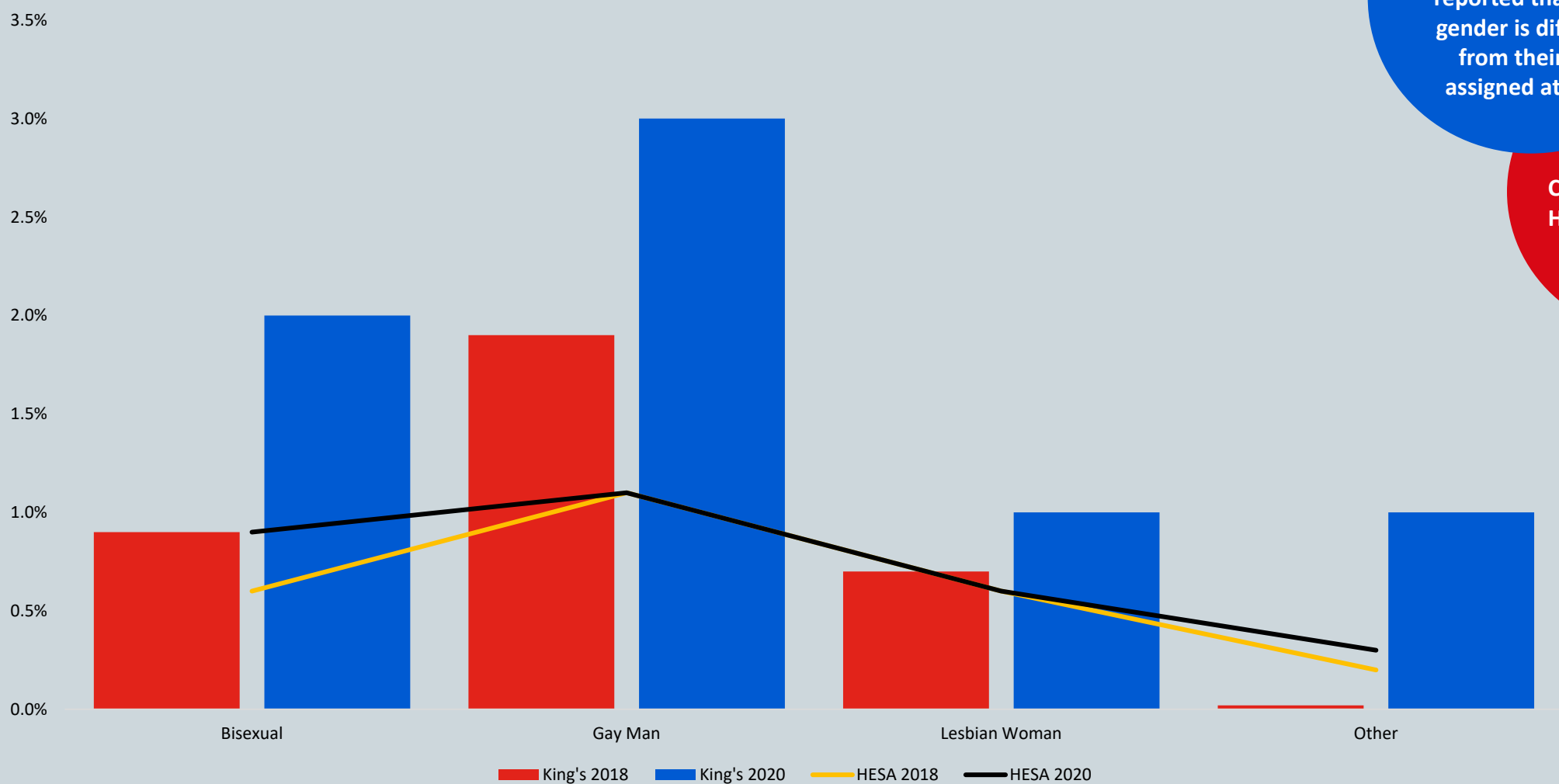
Interrogate student journey mapping for LGBTQ+ inclusion

Deep Dive: Gender (Closed Questions)

Gender is one of the demographics chosen by KCL. Below is a breakdown of inclusion scores across each question based on the most included group (Male, 34.9% of population), the least included group (Trans and/or Non-Binary, 0.5% of population) and the biggest group (Female, 57.2% of population).

Key
- Female (biggest)
- Male (most included)
- Trans and/or Non-Binary (least included)

Inclusion Score, %

Spread = 16 (Success)
Spread = 2 (Initiatives)
Spread = 14 (Events)
Spread = 16 (Celebrates)
Spread = 9 (Values)
Spread = 26 (Belong)
Spread = 24 (Accessible)
Spread = 4 (Safe)
Spread = 43 (Appropriate)
Spread = 28 (Personal)
Spread = 23 (Trust)
Spread = 24 (Fairness)

Acceptance: Success, Initiatives, Events
Belonging: Celebrates, Values, Belong
Safety & Access: Accessible, Safe, Appropriate
Trust & Fairness: Personal, Trust, Fairness

Trust & Fairness
Lowest Scoring Area
Focus for investigation

24

LGB Workforce Profile Benchmarked

Less than 0.1% King's staff members disclosed reported that their gender is different from their sex assigned at birth

Compared with a HESA average of 0.4%

	Bisexual	Gay Man	Lesbian Woman	Other

Legend: King's 2018, King's 2020, HESA 2018, HESA 2020

National LGBT Student Data: HESA 2020 (Advance HE)