

Talah Anderson
Jelke Boesten
Amanda Chisholm
Luke Dickens
Zoë Fearnley
Carla Finesilver
Anna Gwiazda
Ekaette Ikpe
Susan B. Martin
'Funmi Olonisakin
Bronwyn Parry
Anne Pollock
Karina Thomas



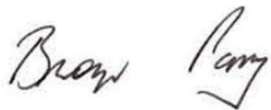
SSPP EDI Strategic Plan

Nov 2020

Foreword

Achieving Equality, Diversity and Inclusion and creating a welcoming environment in which all can thrive are amongst our most important aspirations as a University and a Faculty. Whilst much important work has been undertaken historically that has produced pockets of best practice, we have yet to find ways to create and fully embed transparent policies and practices that really deliver our EDI ambitions of parity and equity for all. The incorporation of a new SSPP EDI committee in January 2020 brought together a team of dedicated staff from across faculty who committed to tackle these issues through an ambitious and forward-looking approach that seeks to capture, author, and implement sector-wide best practice. Using a workstream model that focuses directly on the most intransigent issues has provided important opportunities to identify both the root causes of inequality and exclusion, and practical remedies for their resolution. This strategic plan provides a vital road map for a transformative, medium-term project for effecting necessary cultural change. Its successful implementation will rest on strong support and collaboration from Departments, Schools and College, as well as dedication from both staff and students.

I do hope you will join us in jointly shaping a more diverse and inclusive future for higher education in SSPP and at King's.

A handwritten signature in black ink, appearing to read 'Bronwyn Parry', written in a cursive style.

Prof. Bronwyn Parry
SSPP EDI Committee Chair

Faculty of Social Science & Public Policy

Equality, Diversity & Inclusion

SSPP EDI Workstream: Inclusive Culture

Overview

This workstream is responsible for actively fostering the creation of an inclusive culture within SSPP. A truly inclusive culture is one that is rooted in respect, with an environment in which everyone feels valued and heard, and where diversity is embraced and celebrated. This may involve changes to long standing customs and social behaviours. The first objective of this workstream is to discover more about the existing institutional culture in SSPP. This involves examining our current culture and investigating how individual experience is shaped by shortcomings in understandings of both the value of EDI and the practical steps that can be taken to enhance it. This includes training (a review of the current training our three core constituencies --academic staff, PS staff and students--currently receive about equality, diversity and inclusion, and, as necessary, working to provide new and improved training); a campaign to raise awareness of the value of EDI and the work that is being done in SSPP and at King's more widely; working with the Bullying and Harassment workstream; the creation of better processes to address issues when they arise; better knowledge and understanding of those processes by students and staff (PS and academic); and working to ensure that EDI is an integral part of all that we do. This will involve the identification of best practice strategies, training programmes and codes of conduct that can be instituted to support staff and students, remove obstacles to success, and increase opportunities for equality for all. The action points outlined herein will be deployed across all six SSPP EDI workstreams, providing a supportive framework for training, representation and recognition of best practice that will together promote equality, diversity and inclusion right across SSPP.

Data

Overarching data on behaviours such as information on harassment, bullying and/or discriminatory and intolerant behaviour and attainment gaps in recruitment, pay and progression for those with protected characteristics, can be brought together to identify entry points for training and other remedial interventions. Information derived from the current SSPPP Covid-19 EDI survey is also being used to inform this benchmarking exercise. To fully understand the current state of our culture, it is also essential to capture the voices of our different constituents. To achieve this, we will convene cross faculty focus groups; open discussions with student EDI representatives, TFs, academic and PS staff; and conduct anonymous surveys on our key workstream foci. In addition, we will benchmark existing practices against key legislative requirements (eg. The UK Disability Act) and work in collaboration with established networks including for example, the Staff Disability Inclusion Network; Race Equality Network, and LGBTQI network at KCL to establish gaps in practice and approach that can be effectively addressed through remedial interventions.

Core Issues and Aspirations	<ul style="list-style-type: none"> • Although much productive work has historically taken place on EDI in the Faculty there is recognition that much is still to be done to ensure that all members of SSPP feel equally welcomed and supported in Faculty. • There is a recognition that many constituents of SSPP experience barriers that prevent them from reaching their full potential in work or study. • Some of these barriers include prejudice, stereotyping, racism, or norms that are unconsciously held. • Training that raises awareness of unconscious bias, or which addresses behaviour that is not conducive to the creation of an inclusive culture (e.g. bullying and harassment) has been available but is inconsistently adopted. • It is often the case that those who would most benefit from diversity training do not take it. • Available diversity training is often not well articulated with, or successfully embedded within, student curricula in SSPP. • Effecting sustained cultural change will require a more robust and committed approach to training for all constituents across SSPP, and the generation of some bespoke Faculty EDI training especially at UG level. • Ensuring teaching and learning within the faculty delivers on King's commitments (King's Strategic Vision, Education strategy and International Strategy) for education that supports 'freedom, respect and responsibility', and enables students to become 'internationally-oriented and independent critical thinkers' with a 'culturally competent, global problem-solving mindset'. • Provide education and research that addresses the power relations in which it is embedded.
Proposed Interventions and Projects	<p>This workstream will create the overarching architecture necessary to embed and maintain a genuinely inclusive culture within SSPP. This will rest on the following tenets and actions:</p> <ul style="list-style-type: none"> ➤ Generate resource effective and engaging EDI training programmes for our key constituencies: students, academic staff, and professional services staff. ➤ Embed the principle that successful completion of this EDI training will become a formal 'hurdle to progression' for all staff and students at KCL. ➤ Develop ongoing campaigns, following the example of It Stops Here, able to address particular EDI concerns such as discrimination and representation across our diverse constituents. ➤ Revise the structure of EDI representation in SSPP to ensure that all staff and students can access impartial but well trained advisors who will help them to address concerns regarding EDI transgressions (harassment and bullying, sexual harassment, racial or disability discrimination etc).

	<ul style="list-style-type: none"> ➤ Create, for this purpose, a new role of SSPP EDI Liaison Partner who will act as access point person for cases that need to be reported and actioned. This person will be available to liaise with the complainant, HoD and HR People Partner in identifying pathways to remediation or redress (See Bullying and Harassment workstream). ➤ The structure and responsibilities of the SSPP EDI Committee, and constitution of Departmental EDI committees and tariffs for such roles will be formally agreed and implemented. ➤ Develop formal mechanisms to recognise excellence in promoting equality, diversity and inclusion across the faculty. We propose an SSPP Annual EDI Award be given to an individual or team who generates significant impact in terms of EDI in SSPP or the wider KCL community. ➤ Institute several more formal celebrations of our diversity. A series of public events including an Annual Lecture, events and workshops promoting different aspects of equality, diversity and inclusion (linked to events to mark Black History Month, IWD, Disability awareness, LGBTQ+ month) would be introduced. ➤ Positively promote the work of the EDI community across SSPP via dedicated EDI web pages. These will become a focal point for communicating actions and progress, providing key King's documents, and for locating and contacting EDI leads. These should be regularly refreshed and accompanied by vibrant social media comms. ➤ Work to integrate EDI into all aspects of the work carried out across SSPP. The creation of an inclusive culture requires that EDI be 'baked in' to everything we do, not positioned as an add-on, an extra step, or a luxury that we address when resources permit. This means, for example, not just creating targeted EDI events but working to make sure that all events are inclusive.
Resource Implications	<ul style="list-style-type: none"> • Costs of creating effective and engaging online and face to face training for EDI across the faculty. • Workload and resourcing implications for the appointment of the SSPP Diversity EDI Liaison Partner. Anticipated as one Tier 3 role or PS equivalent. • Costing of events and workshops • EDI Awards costs (estimated at £500-1000 annually) • EDI webpage design and maintenance

Proposed outcomes	<ul style="list-style-type: none"> • A genuinely inclusive and welcoming culture and environment in SSPP in which all have equal opportunity to reach their full potential and perform at their best. • A literate and aware community who embrace diversity as a strength • A culturally competent workforce with the ability to engage confidently with individuals from a variety of backgrounds. • A community that proudly celebrates the achievements of all its constituents, equally.
Communication and dissemination	<ul style="list-style-type: none"> • This strategy will be implemented commensurately across SSPP. Guidelines on EDI training offerings will be provided to Heads of Department. A clear communication strategy on requirements for training should be undertaken by SSPP and individual departments.

Faculty of Social Science & Public Policy

Equality, Diversity & Inclusion

SSPP EDI Workstream: Bullying and Harassment

Overview

A key guiding principle of King's Strategic Vision 2029 is to create an inclusive environment in which all individuals are valued and able to succeed, free from prejudice, discrimination, bullying and harassment. In order to create an inclusive and positive environment, the College has the responsibility to provide: clear and accessible guidelines on the prevention of sexual harassment and bullying amongst and between students and staff; a clear set of processes for reporting, investigating and addressing transgressions; pathways to access internal support services at Faculty and College level and clear signposting to external services; and appropriate data collection regarding the prevalence of harassment and bullying and actions taken to address transgressions. At SSPP, we believe we can make a positive contribution to institutional change. We take all forms of harm, from microaggressions and hate crime to sexual harassment, seriously, and are acutely aware of the need to eradicate bullying and harassment based on age, disability, gender reassignment, race, colour, ethnic or national origin, religion or belief, sex or sexual orientation. A positive and supportive culture will help drive changes in norms, expectations and behaviour staff and student bodies and we outline here our proposals for codes of conduct; lines for reporting, resolution and support; the training of advisors at Faculty, School and Departmental levels; EDI training for all students and staff; and improved data collection.

Data

There is currently no reliable internal data on the incidence of bullying and harassment at King's. Sector wide reports, including that commissioned by UKRI and written by King's in a 2019 [report](#) have concluded, however, that higher education has particular characteristics that make it structurally prone to bullying and harassment amongst staff: in particular, strong hierarchies and incentive structures. Low levels of incident reporting arise 'from unclear policies, dissatisfaction with institutions' responses and worry about retaliatory action' (UKRI 2019). These factors also militate against detailed institutional data collection. NUS data from 2010 found that '68% of respondents experienced verbal or physical sexual harassment on campus and that 14% had experienced a serious physical or sexual assault' ([UUK 2016](#): 18). Policy regarding sexual harassment at King's was scrutinised in a [2018 report](#), provided a range of recommendations. These have been used to inform our approach.

Core Issues and Aspirations	<ul style="list-style-type: none"> • Need to create an inclusive and positive environment in which bullying, and harassment have no place. • Clear guidelines for preventing sexual harassment and bullying amongst, and between, students and staff. • Clear set of processes for reporting, investigating and addressing transgressions. • A need to establish clear pathways to accessing internal and external support services. • Transparency regarding the outcomes of reported cases of bullying and harassment. • A strategy for data collection and analysis.
Proposed Interventions and Projects	<p>A key aim of this workstream is to ensure that all members of SSPP can operate free from the blight of bullying and harassment. To achieve this aim, we believe that it is essential that all staff and students receive appropriate training to prevent bullying and harassment and that the Faculty commits fully to this objective. We propose the follow actions:</p> <ul style="list-style-type: none"> ➤ Ensure all students receive, during induction and throughout their career at King's, consistent and evidence-based EDI and active bystander training. An online EDI module, as well as a refresher unit will be developed for all students ➤ Ensure all staff receive face-to-face and refresher online training regarding EDI at appropriate intervals, including bullying and harassment awareness training. ➤ It is proposed that completion of training will become a 'hurdle to progression' to induction and yearly progression for all students. Staff will be required to take Diversity Matters or other EDI training as a hurdle to progression in probation and promotion. ➤ All Departments to have a Code of Conduct that is accessible, and which will provide overarching guidelines on appropriate and expected standards of behaviour and indicate a zero-tolerance approach to bullying and harassment. ➤ Establish a clear Faculty wide and departmentally embedded process for reporting incidences of bullying and harassment. ➤ Create an SSPP EDI Liaison Partner at Faculty level. The EDI Liaison Partner will receive directly (either online or face to face) disclosures and reports of bullying, harassment or discrimination acting as an impartial advocate. Schools and Departments who receive disclosures may also direct these to the EDI Liaison Partner will work closely with those in allied units with responsibility for addressing such matters within the College (the Office of Student Conduct and HR).

	<ul style="list-style-type: none"> ➤ Routes to reporting, support, and training will be (re)publicised on Departmental, School and Faculty web and KEATS pages and updated regularly. ➤ All staff will have access to the disclosure response guidance. Senior tutors and EDI leads and the EDI Liaison Partner will be clearly identified to students and trained to receive disclosures, help students to access further support and assist them in reporting. ➤ Confidence in the process of reporting bullying and harassment is systematically undermined by a lack of institutional transparency about the actions taken in response to reported transgressions and outcomes. The use of Non-Disclosure Agreements in cases of bullying and harassment in Higher Education is widely criticised. It is proposed that a formal mechanism be developed to provide appropriate information on outcomes to affected staff and students to improve transparency, close the circle on reporting, and build institutional confidence in EDI reporting processes. Periodic general reporting of incidences and the response to them will also be published. ➤ Work with the College EDI and HR teams to ensure reporting data is collected and stored; start yearly surveys to collect prevalence data as well as data regarding satisfaction with resolutions among staff and students.
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Resource Implications	<ul style="list-style-type: none"> • Resource for EDI Training for Students and Staff must be centrally provided at Faculty level to create commensurate high-quality training. Financing could be provided by Faculty or the central EDI function. • Available resources including an existing KEATS based module <i>Professional Skills for a Globalised World</i> (sourced from War Studies) and several nascent Service led Cultural Competency Modules that could form the foundation for induction and yearly training modules for all students. • Web and KEATS pages need to be resourced and updated using current guidance from College EDI function, as do pages that highlight faculty resources and activities. Faculty and School level comms team involvement will need to be supported. • Disclosure Training for the SSPP EDI Liaison Partner can be resourced from Skillsforge, if they have sufficient capacity. Further training for the appointed EDI Liaison Partner (drawn from existing staff) can be secured from external trainers e.g. from Rape Crisis (£925 for a day, max 14 people). • EDI Liaison Officer: implications for workload of the appointed person, which could be accommodated through a Tier 3 workload allocation. • While the EDI and HR Units collect data, we as a Faculty will aim to collect data via yearly surveys. These will be completed by the EDI Committee as set out in the Inclusive culture workstream.
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Proposed Outcomes	<ul style="list-style-type: none"> • A positive culture, in which everyone feels safe and supported. • Widespread knowledge about the benefits of an inclusive culture and acceptable or unacceptable behaviour amongst staff and students. • Widespread knowledge about the gravity of the consequences of bullying and harassment. • Data base of prevalence and incidents that can help assess progress.
Communication and dissemination	<ul style="list-style-type: none"> • Information dissemination is key for this workstream. EDI webpages should be updated to include relevant documents, guidelines, definitions, pathways to reporting and support. Codes of Conduct to be centrally placed on Departmental web pages and discussed at inductions and staff meetings. Proposed changes will need to be discussed at Departmental staff meetings, with Senior tutors and other key EDI staff. • Protocols for EDI training, bystander training for students and for staff, including GTAs and hurdles to progression to be discussed, agreed, and implemented with HoDs and HoSs and HoSAs. • A wider comms campaign publicising our zero-tolerance approach to bullying and harassment at Faculty level.

Faculty of Social Science & Public Policy

Equality, Diversity & Inclusion

SSPP EDI Workstream: Decolonisation of the Curriculum

Overview

The central aim of this workstream is to facilitate and support a space within which it is possible to safely query some of the assumptions that have come to underpin approaches to higher education and, in the process, to enhance the intellectual depth and breadth of our knowledge production, teaching and learning practices. Key to this is the identification of practicable steps to address issues related to the decolonisation of the curriculum (who is teaching, as well as how subjects are taught) to create a more diverse and inclusive pedagogical experience. This work will inform and reflect the principles established within the King's Strategic Vision 2029, King's Education Strategy 2017-2022 and the King's International Strategy, as well as wider educational processes within the College. Our intention is to better understand, interrogate, and challenge the dominant perspectives and power relations that have shaped the world around us and the ways in which we collectively construct knowledge production, teaching and learning. Engaging with the decolonisation debate means addressing, even if in part, some of the contestation around what constitutes the 'decolonisation' of higher education. Productive engagement on these issues requires the creation of a space in which a range of voices and experiences can be shared, as well as a deeper understanding of the relationship between the decolonisation of the curriculum and student success. Our hope is that such a space will open up exciting possibilities for continued learning for both staff and students.

Data

The workstream leads undertook an initial scoping of decolonisation of education and related activities that have taken place across the College over the past year. Sources included information about the number and location of decolonisation initiatives; the volume of conversations or complaints on KCL's social media platforms; and wider discussion and debate events across campus. This scoping exercise determined that eleven such activities took place in 2019. These included workshops, conferences and seminars, twitter activity, and College newspaper reports. Participants included students (undergraduate and post-graduate) and academics from King's and other institutions. Participating Units included: the faculties of SSPP and Arts and Humanities; the School of Politics and Economics; King's Learning Institute; KCLSU; King's English Language Centre; and KCL Women in STEM. This data was used to derive views on decolonisation, core issues, topics for discussion and debate, and potential pathways for remediation.

Core Issues and Aspirations

- Address demands for decolonisation of pedagogy and curricula from staff and student constituencies, including enhancing cultural competency offerings to create more dynamic, diverse teaching and learning materials that support the development of global problem-solving mindsets.

	<ul style="list-style-type: none"> • Address contested understandings as well as concerns around this subject. • Identify and share better pedagogical practices that build a sense of community in the classroom. • Address wider concerns around the impact of colonisation and racism on systems of learning and knowledge creation in the academy. • Meet demands for a more equitable learning experience for students from a range of diverse backgrounds such that they can recognise themselves in knowledge content and dissemination. • Ensure teaching and learning within the faculty delivers on King's commitments (King's Strategic Vision, Education strategy and International Strategy) for education that supports 'freedom, respect and responsibility', and enables students to become 'internationally-oriented and independent critical thinkers' with a 'culturally competent, global problem-solving mindset'. • Provide education and research that addresses the power relations in which it is embedded.
Proposed Interventions and Projects	<p>To address these issues the workstream leads will develop an initial programme of action that explores existing pedagogical practices and curricula content to consider how, and in what ways, these might conceivably be made more diverse and inclusive. Faculty level assistance will be offered in developing new pedagogical practices that: build closer student communities; explore curricula content to encourage diversification; and create assessments that facilitate the active engagement of all student members. The latter can be achieved through use of a broader and more dynamic range of learning materials and knowledge sources; through critical engagement with the historiographies of knowledge production within disciplines, as well as with subject content itself; and by encouraging reflexivity from faculty in their roles as teachers and from students in their role as learners. The workstream leads will also consider how we can open up a space for staff and students to work collaboratively to support students from a range of cultural backgrounds by develop agency in their learning and through their active contribution of learning materials and knowledge sources.</p> <p>We will undertake a programme of action that addressees these issues in collaboration with different actors and from a variety of perspectives. Actions will include:</p> <ul style="list-style-type: none"> ➤ Creating a space where students and staff can come together to gain an understanding of the importance of decolonising the curriculum and engage in identifying the new opportunities for learning and research this offers. ➤ A review of our current curricula (and assessments) to identify areas for improvement. ➤ Develop the support that staff require to make these changes, including assistance in updating modules. ➤ Working to incorporate student ideas and perspectives into pedagogical practice, including resourcing them to undertake their own projects in this area in association with the BAME attainment workstream.

	<ul style="list-style-type: none"> ➤ Creating training and resources on decolonisation of the academy, pedagogy, and inclusive classrooms, drawing on best practice across the sector and in collaboration with King's academy and King's students. ➤ Exploring the possibility of a separate category of Faculty Education grants that would support student, staff, and student/staff collaborative projects in this area, as well as providing information on existing sources of support. ➤ Working collaboratively with the EDI Recruitment and Progression workstream to support the recognition of efforts and commitments to the decolonisation of the curriculum in staff progression and recruitment.
Resource Implications	<ul style="list-style-type: none"> • Resourcing to enable staff, students, and the EDI Committee to organise and convene roundtables, workshops and seminars, and the preparation of support materials of pedagogical change. • Resourcing to fund and support Faculty level conferences or seminars, as well as staff/student projects
Proposed outcomes	<ul style="list-style-type: none"> • The creation of supportive open spaces in which to hold necessary conversations about decolonisation of the curriculum that build consensus around meanings, definitions and experiences. This can be achieved through a series of collaborative roundtables. • A set of core principles to guide Faculty discussions and debates on decolonisation of the curriculum also arrived at through collaborative roundtable discussion sessions. • Active engagement of staff and students in an ongoing project of decolonisation and reflection on our various disciplines as well as on the 'what, how and who' are involved in knowledge production and transmission. • A curriculum that is inclusive of different global perspectives and actively engages with the question power imbalances shape education and knowledge production.
Communication and dissemination	<ul style="list-style-type: none"> • Our intention is to produce a series of briefing papers and presentations at intervals throughout the process. Additionally, we will develop web presence and social media updates that publicise the progress of our initiatives. A further ambition is to create a positive campaign around decolonisation, embedding it in as one of the objectives of King's Education strategy. This campaign will also publicise events and opportunities through which the SSPP community can contribute to these efforts.

Faculty of Social Science & Public Policy

Equality, Diversity & Inclusion

SSPP EDI Workstream: Black, Asian and Minority Ethnic Attainment Gap

Overview

To achieve inclusive excellence, it is vital that all students are supported to achieve their full potential. Yet, we know that even though diverse students arrive at King's with equal qualifications, not all students flourish equally once here. The attainment gap between white students and Black and Minority Ethnic students is a persistent problem across the College and indeed the UK and beyond. Barriers to BAME student success intersect with, but are not reducible to, other forms of social stratification, including socioeconomic status. Here at King's, the problem is particularly pressing in our own Faculty of Social Science and Public Policy: indeed, the gaps are greater in social sciences and humanities than they are in natural sciences. Gaps are present both at the bottom (disparate failure rates) and at the top (disparate achievement of First Class Degrees). This workstream seeks to understand and ameliorate these gaps. Many of the initiatives that foster BAME student success are also under the purview of other workstreams, especially Decolonisation of the Curriculum and Inclusive Culture. Working collaboratively will foster success in each of those areas.

Data

To effectively address these issues, we need to secure both improved data on existing attainment gaps and information on best practice in addressing these across the HE Sector. In Summer 2020, undergraduate student interns in SSPP compiled a preliminary report on the current state of attainment gaps in the Faculty, potential drivers of disparity in attainment, and HE specific recommendations on how to ameliorate such gaps. A great deal of quantitative information is available through improved data on Power BI, however this needs further honing and interrogation, including for example, analyses of the intersection of BAME status and WP status. There is also an urgent need for greater input from students about what they experience their challenges to be, and their ideas for solutions. In coming months, the EDI Committee will review and assess the SSPP student intern report and wider information generated on Power BI and by the Faculty BAME attainment working group to create action plans for the implementation/expansion, development, and evaluation of best practice initiatives, some of which are outlined below.

Core Issues and Aspirations

- Need to close unacceptable attainment gaps and secure equality of achievement across the student population, regardless of racial or ethnic background.
- Improve transparency about the gaps through information dissemination
- Improve staff and student literacy on BAME attainment gaps to enable productive conversations on redress.
- Increase visibility of BAME student and alumni success.

	<ul style="list-style-type: none"> • Gather better information ranging from contents of the curriculum (in collaboration with the Decolonisation workstream) to student experiences of microaggressions in the classroom (in collaboration with the Inclusive Culture and Bullying and Harassment workstreams) to identify barriers to success. There are anecdotal reports that many BAME students currently experience the academic environment as biased against them, and we need to understand more about those students' experiences and hopes for change. • Foster more events and discussions that highlight race, racism, and its impacts in our academic fields. • Further research into best practices on Attainment Gaps, from within KCL and the wider HE sector in the UK. This involves assessing the landscape of BAME attainment gaps and efforts to address them across UK institutions that are similar to King's (e.g. Russell Group, London-area, with strong social science, life sciences and medicine foci). • Collaborate with other faculties and functions across King's to improve Quantitative and Qualitative data about the attainment gap, with particular attention to assessing the focal outcome improvements.
Proposed Interventions and projects	<ul style="list-style-type: none"> ➤ Our aim with the proposed interventions to is increase holistic support for BAME students to enable them to achieve to their full potential. We propose a number of interventions to help deliver this objective: ➤ Publish more detailed information on the existent attainment gap and best practice interventions to address underachievement across SSPP to improve understanding of the issue. ➤ Develop and distribute a “tool kit” on attainment so that staff and students have the baseline knowledge and vocabulary necessary to productively develop this conversation. ➤ Improve media communications highlighting BAME student and alumni success stories. ➤ Secure funding (whether from Faculty, College, outside philanthropists or a combination thereof), for BAME studentships that will enable those with less familiarity with academic life and culture to work with academic leaders ➤ Create, through similar means, research assistantships that BAME students to undertake more academically focused paid work that complements and enhances their studies. ➤ Identify and address the challenges of learning at home for many students: not everyone has a quiet place to work, unencumbered by family demands. To this end, we should strive to provide study spaces both on campus and in community, staffed by students and equipped with Wi-Fi (cf. Service strategy on pop-up study hubs) ➤ Employ BAME students to produce more focused SSPP qualitative and quantitative research analysis. ➤ Undergraduate student interns should become co-authors of a published report of the BAME Attainment Gap on the existing landscape, challenges and best practices for remediation as identified at KCL and across the UK HE sector.

	<p>The fundamental measure of success in this workstream will be progress toward equality of achievement across the student population. This should be an ambition of all module convenors across SSPP. Attention should be directed specifically to two key focal points:</p> <p>(a) “at the bottom”: ameliorating disparate rates of failure and non-progression (b) “at the top”: ameliorating disparate achievement of First Class Degrees.</p>
Resource implications	<ul style="list-style-type: none"> • Some support funding from faculty for BAME studentships. • Researchers could be asked to specifically consider BAME students when seeking to fill research assistantship positions. This would entail a redistribution of existing resource rather than additional requests for funding. • Some administrative support for publication of the toolkit and SSPP attainment report.
Proposed Outcomes	<ul style="list-style-type: none"> • An inclusive environment in which all students can achieve to their full potential regardless of race to ethnicity. • A literate and aware community who understand the barriers that BAME students can face in reaching their full potential at University. • Supportive academic and PS staff who provide structured opportunities to bridge these cultural and academic gaps for BAME students through training and research opportunities. • A community that proudly celebrates the attainments of its BAME students and Alumni.
Communications and dissemination	<ul style="list-style-type: none"> • Care must be taken with all communications, that they do not intensify existing (often implicit) bias against BAME students. This can be done by avoiding deficit models in characterizing existing problems – recognizing that the institutions are failing students, not the other way around -- and being intentional about pairing discussions of challenges with discussions of routes to success. ‘Attainment gap’ vs ‘awarding gap’, for example.

Faculty of Social Science & Public Policy

Equality, Diversity & Inclusion

SSPP EDI Workstream: Recruitment and Progression

Overview

A key guiding principle of King's 2029 Strategic Vision is to foster world leading education, research, and service within the King's community and more broadly. To achieve this, the College requires a talented, international, and diverse staff and student body who equally feel a part of this community. As such, EDI considerations need to be fully integrated into our recruitment and progression processes to attract and retain a diverse talent pool. We have a documented problem with recruitment and employment of BAME/disability/working-class/LGBTQI and women who are generally underrepresented, but significantly more so at senior levels. This negatively impacts upon teaching and learning experiences for our student body (see BAME Attainment and Decolonisation of the Curriculum workstreams), but also on the international leading and community minded research that we at King's strive to achieve.

Addressing this problem is not easy or straightforward. There remain stubborn preconceptions in Higher Education (HE) about who we value as educators, what a good student looks like (see Disability Inclusion workstream), and what we value as research. These often materialise, at recruitment, in the way we write job descriptions, approach potential candidates, evaluate CVs, engage with applicants at interview stage, and in how we establish the criteria for determining who would make the 'best fit' for academic and Professional Services (PS) posts. They are also evident at progression, in the continued use of student evaluations and citation counts that have been proven to embed discrimination against those with protected characteristics. These practices are connected to the broader financialisation structures of HE that reward REF performance and grant obtainment without recognising the racialised and institutional privilege that underpins these indicators of "success". To address these issues this workstream will identify best practices and produce, institute, and monitor appropriate interventions. Clear, transparent, and systematic implementation of equitable recruitment and progression policies and practices will create a more diverse, equal, and resilient workforce better able to meet the needs of our staff and students and produce international research of world leading standard.

Data

The first aim of this workstream is to track recruitment and career progression gaps within the faculty and assess how they align with UK HE. We do this in conjunction with identifying current best practices in SSPP and HE more widely. Several data points exist across the College, and within SSPP, but have yet to be properly synthesised. Working closely with HR we will first synthesis what data we have and identify what we are doing well. The data collection will seek to establish several core facts, including the current demographics across the faculty on who applies, is shortlisted, hired, and later

promoted, as well as what mechanisms and practices better performing departments are adopting and how these can be replicated Faculty-wide. In considering how we might specifically improve recruitment of EDI category community members, we will analyse how job descriptions are constructed and disseminated, how appointment panels are composed, and requisite training for appointment Chairs or panel members. Similar data will be collected on mentoring practices for junior EDI categorised colleagues. The intention of these data gathering exercises is to establish existing shortcoming in recruitment and progression practices that act as barriers to the successful appointment and progression of a representative number of academic and PS staff with EDI characteristics, and the identification and implementation of sector wide HE best practice to ameliorate these shortcomings. Achieving this will contribute to King's mission of providing world leading education, research, and service, and to a stronger SSPP Faculty.

Core Issues and Aspirations	<ul style="list-style-type: none"> • Better understand the scale and intensity of barriers to recruitment and progression of EDI protected category persons across the faculty, determine how these barriers align with UK HE more broadly, and to identify where best practices exist within the faculty and the sector, and how they may be implemented more widely across faculty. • Establish standardised, clear and transparent recruitment processes that actively address EDI considerations • Ensure that appropriate EDI training is made mandatory for those who sit on or chair appointment practices • Regularly monitor and audit these recruitment processes to ensure they remain fit for purpose • Create supportive 'pathways to progression' for academic and PS staff that are clearly communicated and consistent across faculty • Develop faculty staff handbook that explains these policies and procedures alongside support mechanisms in place to synthesis where this information can be found for colleagues. • A code of conduct that complement our formal processes by crystallising positive norms to boost EDI in our recruiting practices and counter some of the informal norms and practices that have impeded diversity.
Proposed Interventions and Projects	<ul style="list-style-type: none"> ➤ Collate and synthesise existing data on recruitment and progression with a focus on gender, LGBTQI, BAME and other protected categories. ➤ Identify any patterns and themes on recruitment and progression and departments who are performing well in recruitment and progression. ➤ Recruit volunteers for follow-up focus groups to help analyse the data and build a more granular understanding of barriers to progression for BAME and other EDI candidates.

	<ul style="list-style-type: none"> ➤ Standardise and mandate appropriate training on EDI for staff on recruitment and appointment panels. ➤ Standardised EDI training for those in mentoring and management roles and create appropriate peer-to-peer support groups/mechanisms. ➤ Collate and synthesise across faculty where best practices in recruitment and progression exist and, through consultation with Heads of Departments and Schools, agree an implement plan for each Schools, Department or PS teams. Best practices may include mentoring, work shadowing, and broader career planning. ➤ Create a code of conduct for interviewing and job talks that should be provided to all participating colleagues and as part of the job pack materials sent out to panel members.
Resource implications	<ul style="list-style-type: none"> • Some resource is required to employ assistants to collate and analyse existing data on recruitment and progression for different groups of staff within SSPP. • The implementation of the CJRS across King's has had implications for the resourcing available to support EDI initiatives which may in turn have implications for the pace of work in the first phases of this workstream. • Funding to support capacity building in terms of data management and analysis of EDI that can be secured either through research assistance in quantitative and qualitative data collection or some workload allocation to a PS member of staff.
Proposed Outcomes	<ul style="list-style-type: none"> • Increased representation of BAME/disability/LGBTQI/working-class and women in professional services and academic roles, including at more senior levels • Reconfigured appointment and promotions criteria that do not disadvantage female applicants, those from BAME or working-class backgrounds, or those who identify as disabled, older or LGBTQI • A well-educated and culturally informed workforce who are equipped with the latest research on how best to dismantle institutional and cultural barriers to inclusion and support colleagues from marginalised communities. • A well organised and implemented EDI training programme that delivers these aspirations and sees best practice instituted at key points in the workforce lifecycle including recruitment, appointment, and promotion.

Communications and dissemination	<ul style="list-style-type: none"> • This strategy will be implemented commensurately across SSPP. Guidelines on training will be provided to PS Leads, EDI representatives and Heads of Schools and Heads of Departments. A clear communication strategy can then be implemented across the faculty. The synthesis of policies, procedures and support systems will be published in a Faculty Recruitment and Progression Best Practice Handbook that will be located in an easily accessible location on departmental and faculty websites.
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Faculty of Social Science & Public Policy

Equality, Diversity & Inclusion

SSPP EDI Workstream: Disability Inclusion

Overview

King's is committed to disability equality and inclusion so that all disabled people, and those with long term conditions, are fully included and valued, and so that existing barriers to participation and progression are understood and overcome. King's has a strategic commitment to foster an inclusive and fair culture that promotes success for all students and staff as defined in the Diversity & Inclusion Policy and our obligations under the Equality Act (2010). The cultural and physical environment of our work and study spaces have a significant impact on any individual's ability to perform to their best potential; however, these environments have historically excluded or disadvantaged people with certain configurations of body and/or mind. King's Disability Charter has been put in place to ensure that all policies, procedures, functions, and activities are organised to enable the full participation of disabled people. A key aim of this workstream is to safeguard these obligations and ensure that a mindset of inclusion and accessibility is woven into SSPP's everyday practices and processes at all levels. Disability covers a broad range of physical and sensory impairments, medical conditions, specific learning difficulties and mental health conditions, and more. Covid-19 has further highlighted the long-term and adverse effects these may have on an individual's ability to work and study.

Staff are not expected to determine whether any given condition qualifies as a disability, but rather to focus on removing barriers and making the reasonable adjustments necessary to create an inclusive work and study environment for all staff, students and visitors. King's is required by law to make reasonable adjustments, but compliance provides further opportunities: to work together collaboratively and proactively to abolish the attitudinal, physical, informational and communicative barriers that disadvantage, discriminate against, and exclude disabled people. This workstream thus identifies the ways in which these adjustments can be fully developed and implemented commensurately across SSPP.

Data

Diversity should not be thought of as a binary between a majority group of normal/regular/typical students and a minority group who have something that marks them out as different (whether one of the legally protected characteristics, a medical diagnosis, or particular life circumstances). There has never been a single 'normal' experience of education shared by all; individuals have a variety of capacities and face different challenges that can change according to the environments they find themselves in, resulting in the enabling or disabling of learning. This makes the task of capturing 'fixed' data on disability complex. Nevertheless, a recent review of Power BI data for 2018/19 reveals that 19% of UG, 25% of PGR, 11% of PGT and 7% of Academic and PS staff have a declared disability, a not insignificant number. Despite this, anecdotal evidence suggests that actual numbers are higher, as many

students and staff members do not disclose the fact that they do have a disability due to concerns that they may suffer discrimination as a result. A core initial task for this workstream is consequently to establish through a survey and focus groups what the scale of under-reported disability might be, so that we have a more accurate picture of how many of the SSPP population are adversely affected, and how.

Core Issues and Aspirations	<ul style="list-style-type: none"> • Module content and assessment often inadvertently creates exclusions for students, while faculty operating procedures can create difficulties for staff. • The move to online teaching provides both new opportunities to improve accessibility and inclusion for both teaching staff and students, but also brings new challenges. • Students and staff are often unaware of the extent and availability of resources (e.g. tech and information booths at the library, inclusion officers, software solutions available through IT). • Peer support seems to be effective anecdotally but is often ad hoc and uneven. • Disability is rarely included in conversations about lack of EDI representation. There is a clear need to remedy this to ensure there are role models for disability inclusion (particularly in senior roles), and that the needs of disabled persons are discussed and actioned across the King's community. • Consideration of disabled staff and students needs should be more fully embedded in understandings and characterisations of risk. For example, the Covid return to campus risk assessment currently notes gender and ethnic group as risk factors, but not disability (despite e.g. ONS report on the disproportionate death rate for disabled persons). There needs to be increased consultation of disabled staff and students, particularly on changes being made to faculty environments or operating procedures. • Students experiencing disabilities often do not seek support at all, or only very late in their studies; currently the onus is on them to be pro-active in requesting support. A similar situation exists with disabled staff. • King's Inclusion Plans create an important foundation for disability inclusion, however their implementation across the course of the year is not routinely monitored. • Personal Tutors, School Inclusion officers and Module Convenors can play important facilitative roles in supporting students with declared disabilities but often lack basic awareness of how to make and maintain reasonable adjustments.
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Proposed Interventions and projects	<ul style="list-style-type: none"> ➤ Undertake both quantitative and qualitative data collection and analysis to better understand and respond to the challenges faced by disabled staff and students in SSPP. ➤ Provide effective training on disability inclusion, to be developed as part of suite of EDI training for staff and students. ➤ Make widely available to all SSPP staff, existing resources on disability inclusion best practice (e.g. the newly formulated SSPP Covid-19 Guide to Inclusion Education’ and EDIC’s slides on accessibility guidance for content creators). ➤ Strengthen links between inclusion officers and personal tutors (as well as department senior tutors). Explore the possibilities of enhancing peer mentoring systems such that declared disabilities are taken into account when allocating mentors to staff and students. ➤ Simplified student facing messages and single point of information; inclusion of information and points of contact in all student handbooks and on personal tutor portal. ➤ Introduce an audit practice to ensure KPIs are implemented consistently throughout the year to assure compliance and student/staff satisfaction. ➤ Work with central EDI to raise awareness of the need to perform an analysis of Faculty wide compliance with the KCL Disability Charter and an audit trail to increase accountability. ➤ Gather data on best practice around flexible work and study patterns and consider ways to introduce more flexibility in SSPP. This will benefit disabled persons but also many others, such as staff and students with parental and caring responsibilities.
Resource implications	<ul style="list-style-type: none"> • Some resource for the development and delivery of more effective SSPP disability awareness training • Some resource for the preparation of a compliance analysis for the KCL Disability Charter. • Increased administrative oversight of the operation of King’s Inclusion plans in Departments.

Proposed Outcomes	<ul style="list-style-type: none"> • A welcoming and inclusive environment in SSPP which all staff and students can perform to their full potential without barriers to participation. • A functioning digital and physical infrastructure accessible to all. • Improved awareness amongst academic and professional services staff of access issues related to disability. • Adoption of disability-friendly teaching methods and materials across the faculty. • The full inclusion of staff and students with disabilities into all aspects of University life.
Communications and dissemination	<ul style="list-style-type: none"> • Guidelines and resources need to be highlighted in Faculty EDI pages and communication strategies. Stories outlining the successes of disabled persons should be highlighted in SSPP publications, comms and social media to create visible role models.

Appendix

Bullying and Harassment

While the data on bullying and harassment cases at King's is incoherent at present, sector-wide findings shed light on the picture. *Power in the academy: staff sexual misconduct in UK higher education*, a report published by NUS in 2018 [available [here](#)], collates responses from an online survey of 1839 current and former students in UK higher education with data from four focus groups discussing professional boundaries between staff and students in higher education.

Out of all 1839 respondents, 752 (41%) reported at least one experience of sexualised behaviour from staff, while a further 94 (5%) were aware of someone they know experiencing sexualised behaviour from staff. Thirty percent of all current student respondents reported a staff member making sexualised remarks or jokes, with eight percent reporting this happening three or more times. While 30% of women reported this in our survey, only 22% of men did. Gay, queer and bisexual women were twice as likely to report this as heterosexual men.

Decolonisation of the Curriculum

Selected quotes from the 2017 King's Race Equality Survey are given below. The student survey elicited a total of 515 responses. The staff survey elicited a total of 678 responses. Diversifying and decolonising curricula, as a student experience piece, was a staff-generated recommendation.

"I have tried to decolonise my own curriculum but I still think this is one of the most serious issues my own department and the College as a whole faces - the lack of diversity in teaching materials. I am also often ashamed when I see the DIY 'Wall of BAME' just past the main entrance to the Strand campus - this is a great student-led initiative but the investments made in acknowledging the voices and experiences of BAME students (ie. nil) in comparison to other investments KCL has made in other areas, is very sad to see every day."

"I sometimes feel that seminar leaders and lecturers don't discuss race, where it should be discussed, as they [think] those non-people of colour won't be engaged with it."

"Diversity is crucially important not only so the university is representative of the wider society in a general sense, but also because intellectually, socially, humanly we learn and think more vibrantly, intensely, broadly, and deeply in a diverse environment. It has to be at the core of the university; not window-dressing, but fundamental to the functioning of university life at every level: curricular, student, staff, management also, and governors."

Black, Asian and Minority Ethnic Attainment Gap

In the 2018-19 academic year, the rate of 1sts for 142 BAME students in SSPP was 7.7% worse than for white students, and 4.6% worse for 1sts and 2:1s. While this improves on previous years, there should be no gap.

Below: awards to BAME students compared to white students. Negative values show lower achievement rates for BME students, positive is higher.

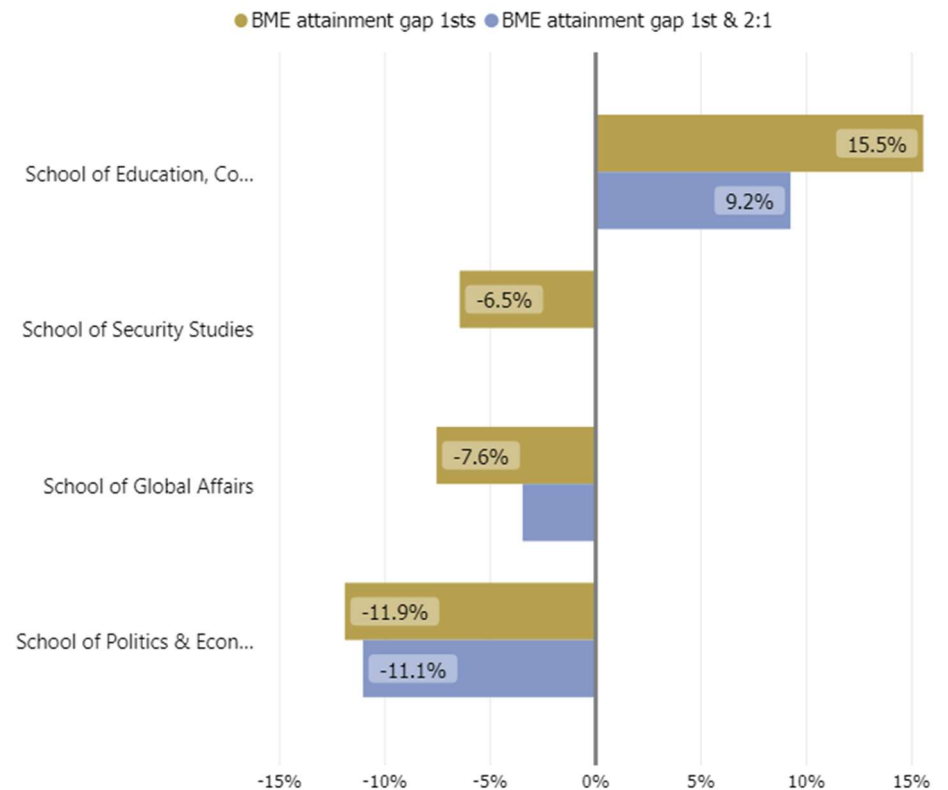
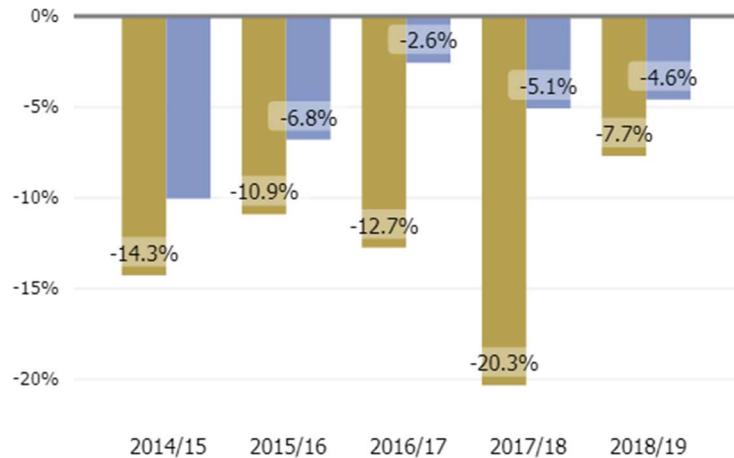
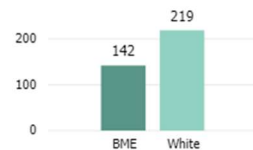
[\[Open in PowerBI\]](#)

#, %

BY UG CLASS, BME

UG class	BME		White	
	#	%	#	%
1st	39	27%	77	35%
2:1	90	63%	132	60%
2:2	13	9%	9	4%
3rd			1	0%
Total	142	100%	219	100%

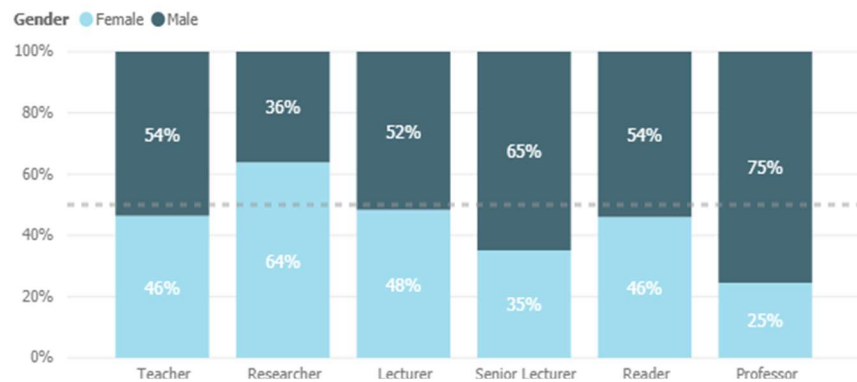
Award count



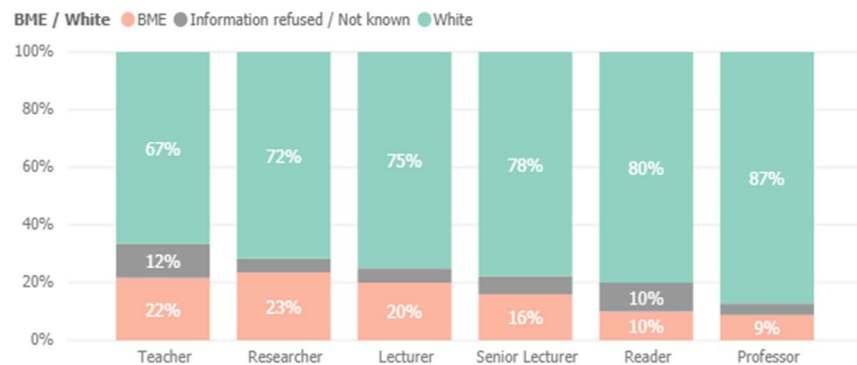
Recruitment and Progression

The below figures show SSPP's 2018-19 academic and professional services staff headcount by grade, gender and ethnicity, showing significant disparities. The full reports are available on PowerBI. [\[Open in PowerBI\]](#)

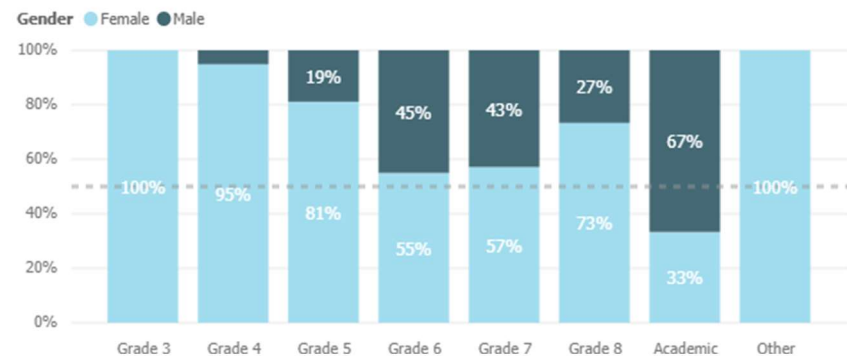
Academic Staff headcount by Grade and Gender



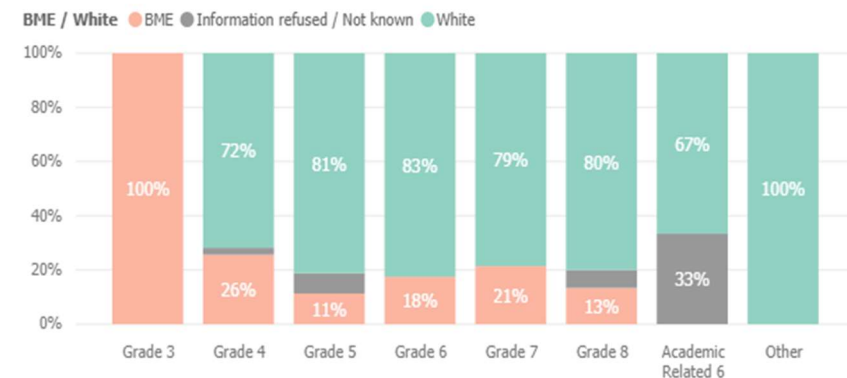
Academic Staff headcount by Academic Year and Ethnicity



Professional Services Staff headcount by Grade and Gender

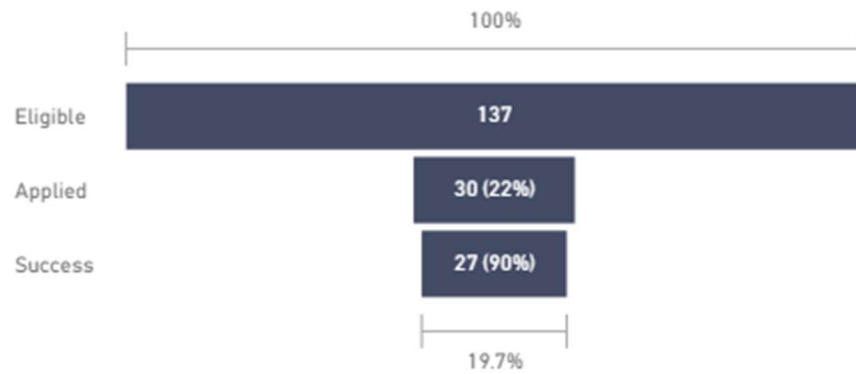


Professional Services Staff headcount by Academic Year and Ethnicity

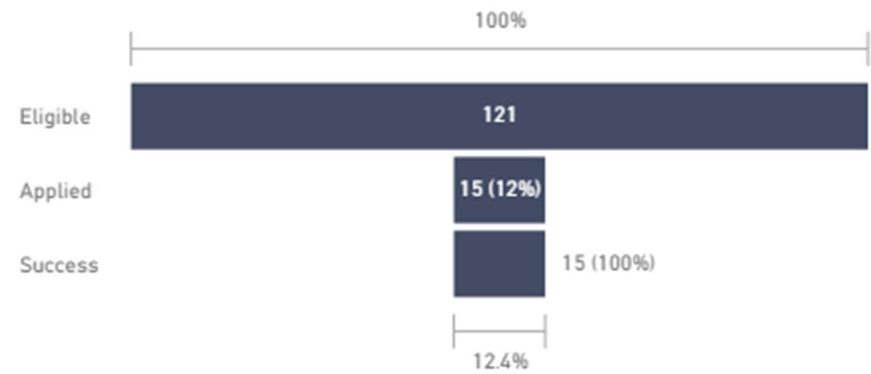


The below figures show SSPP's 2018-19 academic promotions conversion rate by gender and ethnicity, again showing significant disparities.

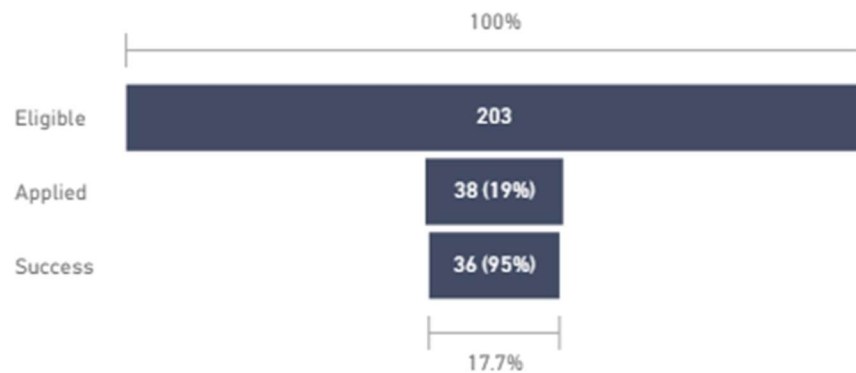
Male - Academic Promotion Conversion



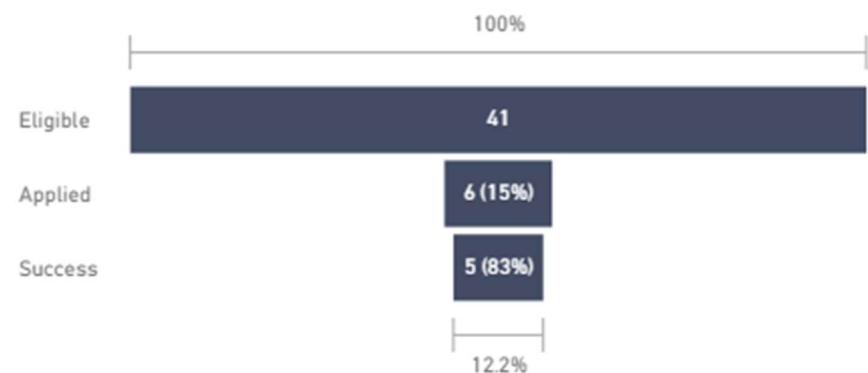
Female - Academic Promotion Conversion



White - Academic Promotion Conversion



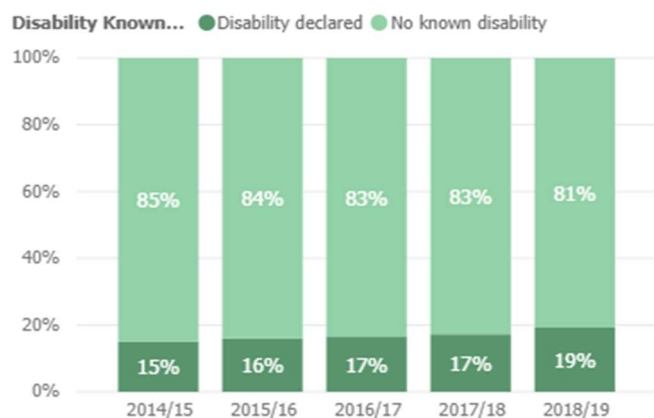
BME - Academic Promotion Conversion



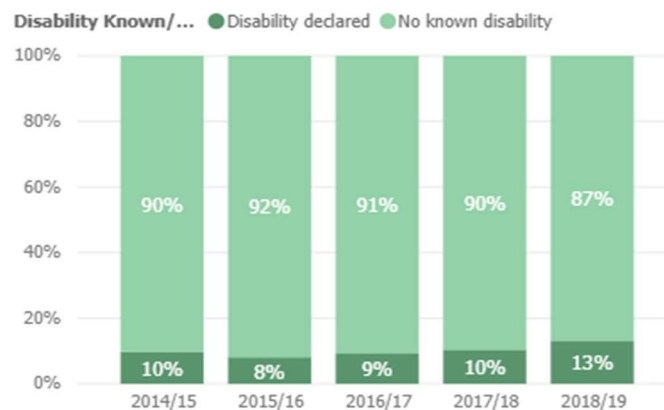
Disability Inclusion

The below figures show SSPP's 2014-19 student and staff disability disclosures, showing a growing number of students and staff identifying as disabled, requiring better support. [\[Open in Power BI\]](#)

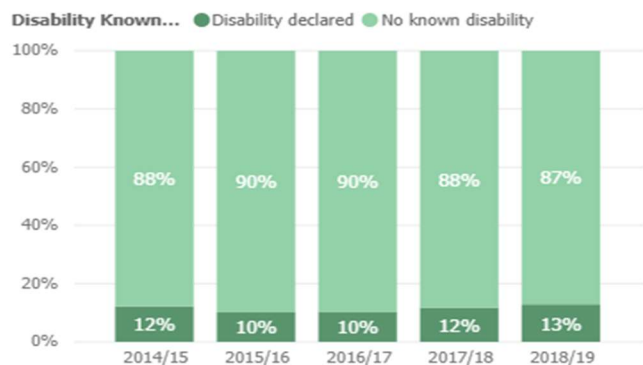
UG Student headcount by Academic Year an...



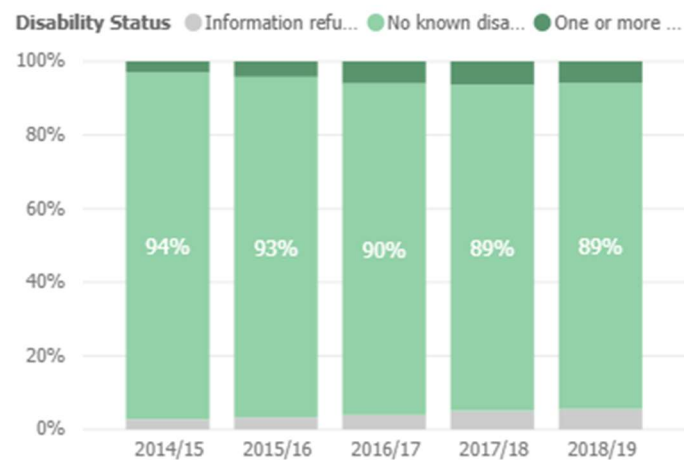
PGT Student headcount by Academic Year and ...



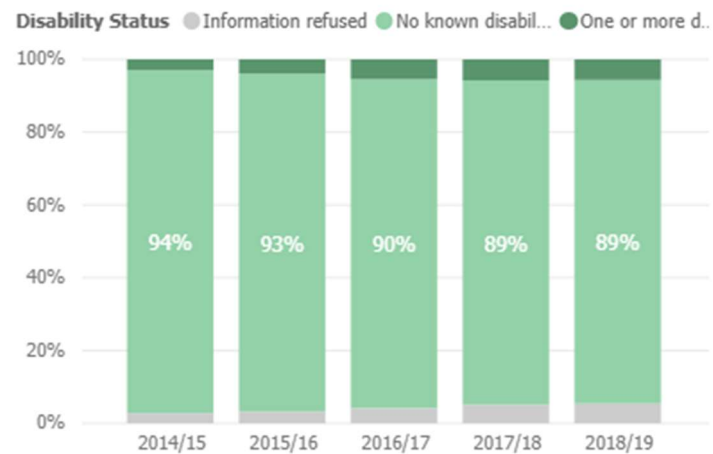
PGR Student headcount by Academic Year a...



All Staff headcount by Academic Year and Di...



Academic Staff headcount by Academic Year a...



Professional Services Staff headcount by Aca...

