King's Race Equality Action Plan 2020 - 2024
Building an anti-racist university

Contents

King's Race Equality Action Plan
Building an anti-racist university
Key Achievements to date

Leadership & building an anti-racist university

- Fostered reflection on race equality directly engaging 4.9k in our community and developed a powerful Race Equality Network;
- Race Equality fully embedded into College governance with clear ownership by Principal and SMT;
- EDI approach is intersectional, openly acknowledging and tackling systemic barriers;
- Significant, long-term structural investment in EDI expertise and leadership;
- VP-International, Professor 'Funmi Olonisakin ranked 7th most influential Black person (BlackPowerlist 2019).

Inclusive Education & closing attainment gaps

- Sector-leading Widening Participation activity resulted in UG Home BME representation rising from 42% to 52%;
- Sustained engagement in curriculum change:
    - Embedding cultural competency into content and pedagogy,
    - Highlighting and addressing colonial legacies, expanding the canon of what is taught, and creating more inclusive classroom practices,
    - Systemic change in teaching and assessment methods,
    - Building staff confidence, introducing the Learning and Teaching Programme, Inclusive Education Partners and Conversations about Race.
- Reduction in attainment gap from 12% to 5% with 84.9% of BME students obtaining 'good' honours compared to 76.4% in 2014/15.

Attracting, appointing & investing in talent

- Ambitious targets aiming to be representative of our student body and KPIs setting specific goals for equality;
- Executive leadership structural inequality development programme and college wide EDI training;
- £11.2mn HR investment has improved data and insight into recruitment;
- A compelling response to the murder of George Floyd - Race Equality and Racism Leadership summit amplifying and accelerating race equality work;
  Improved BME staff representation, notably ALC6 (2014/5 2.8%; 2018/19 15%);
- Promotions sees academic staff of all ethnicities equally likely to achieve promotion;
- Significant increase in BME representation in ECRs (up to 25% from 14%).

King's Race Equality Action Plan
Building an anti-racist university
Section 1: Leadership & Accountability for Race Equality

To address issues of racism, our university needs to undertake significant behavioural and cultural change. It requires clear, accountable leadership that sits within the mainstream of our governance and decision-making. This section sets our ambitions for leadership and accountability.

- 2015: identified broad ownership of the plan and investment as vital to successful delivery.
- 2017: delivered continued investment in HR/EDI/Analytics and developed focus on leaders and governance, understanding and mitigating systemic disadvantage and racism.
- 2019: delivered a King's wide methodology and resource to embed accountability and drive progress on race equality activity.
- 2020: further embeds race equality strategy and delivery into academic, faculty and directorate operations.

Section 1: Leadership & Accountability for Race Equality							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
1.1.1	Governance & Accountability — Foster the scrutiny and accountability that are critical to developing and maintaining trust with BME communities. Race Equality Board (REB) will hold King's to account on delivery of this plan, acting on panel feedback, and commissioning future insight to inform this. Ensure visibility, recognition of and engagement with this Action Plan across our university and partnerships.	Further develop REB influence and reach - directly engaging 10% of staff and students over the lifespan of this plan.	REB Chair	Across plan lifespan		RES 2021 and 2023 – demonstrates increased staff/student awareness and confidence in race equality work from 2018.	Race Equality Board was established in 2019 to scrutinise and advance King's race work (REAP 2019). King's recruited lay members from wide range of sectors to provide constructive challenge. REB has increased the quality of our race interventions. REB board member working in partnership with IOPPN to develop better practice to tackle racialised experiences in mental health service delivery.
1.1.2		REB appraise REC panel feedback.		Sept 2020		Plan is adapted based on REC panel feedback and outcome.	
1.1.3		REB commission and report on REC surveys in 2021 to baseline our insight for the lifetime of our plan and measuring progress against 2018; repeating these in 2023.		Mar 2021	July 2021	2000 staff and students engaged in REC surveys in 2021, 2500 in 2023 (1,400 in 2018). 2000 further staff and students engaged in planing activity.	

Section 1: Leadership & Accountability for Race Equality							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
1.2.1	Governance & Accountability	Maintain ownership of this plan with our most senior leaders. Ensure our governance structures are representative and able to provide satisfactory scrutiny and take informed decision in relation to race equality. Increase responsibility for race equality with leaders at all levels of our	Each Senior Vice Principal takes responsibility for sponsoring a flagship action. Continue regular termly Council/SMT reporting and at least annual in-depth sessions.	Principal; College Secretary	Established programme of reporting (termly)		RES 2021 and 2023 – demonstrates increased staff/student awareness and confidence in race equality work from 2018. Evidence of EDI being part of all decision making – increased uptake and use of Equality Analysis.	In 2017 we began termly EDI reports to Council and SMT including REC update. In 2018 we began bi-annual deep dive EDI briefings to Council including a race specific session. In 2018 we began a bespoke structural inequality education and development programme for SMT. In 2019 and 2020 SMT made

Section 1: Leadership & Accountability for Race Equality							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
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1.2.2	university and people of all ethnicities – dismantling racism is not the responsibility of BME staff/students alone.	Continue to Diversify College Council and executive bodies.	College Secretary	Established programme of reporting (annually)		Continued improvements in race diversity balance of relevant bodies, observing incremental increases each year.	the decision to renew our REC award.

In 2019 we began regular EDI reports to Academic Board.

In 2019 College Secretary began annual reporting on the ethnic diversity of boards. |
| 1.3.1 | Lever KPIs to accelerate and assess King's progress and impact on ethnic representation of staff and senior leaders. | Continue to advance existing two Race KPIs/balanced scorecard at university and faculty level. | Principal | Established programme of reporting (annually) | | All business units reflect KPIs in their annual business plans by 2024, and makes progress against KPI measures: reduction in differential experience(s) of | In 2015 King's developed Race KPIs (REAP 2015); these were integrated in 2017 into a balanced scorecard approach for faculties and the university – three diversity metrics, two for race, one for gender. |
| 1.3.2 | Increase leader's depth of engagement and scrutiny of existing three race KPIs via PSE and SMT. | Introduce KPIs/balanced scorecard for PS directorates. | SVP Operations | New programme of reporting (annually) from July 2020 | | | |

Note: The leftmost column of the table body contains the rotated text "Governance & Accountability" spanning the Ref/Objective grouping.

	Section 1: Leadership & Accountability for Race Equality						
Ref		Objective	Action	Responsibility	Timeframe		Measures	Progress
					Start	End		
	Governance & Accountability	Further our strategic approach and commitment to intersectionality by strengthening our existing KPIs.					BME staff and students	In 2019 the new EDI strategy and vision explicitly recognised our work as intersectional by default.
1.3.3			Develop a fourth intersectional (gender/race) KPI.	Director of Analytics	Oct 2020	Cont.	Delivery of a measure in 2020 reporting timetable.	
1.3.4			Develop a fifth, *experiential* KPI for race.		Oct 2021	Cont.	Delivery of a measure in 2021 reporting timetable.	
1.4.1		We will engage a greater proportion of our governance bodies with this work, better cascading this across our devolved organisation.	Commence regular engagement with College Education, Research and International Committees. Commence regular reporting to Professional Services Executive.	VP Education; VP Research; VP International; SVP Operations	July 2020	Cont.	EDI/Race Equality shapes new Terms of Reference and standing items. Increase in committee ethnic diversity over time. Co-creation of future action plans and interventions.	Sections of our submission were -co-developed with VP Education and shared with CEC for endorsement/discussion in 2020. CEC have requested a race-focused away-day. VP Research developed interim research strategy informed by REC/EDI.

Section 1: Leadership & Accountability for Race Equality							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
						Evidence of REAP plan and deliverables being embedded throughout King's.	PSE convened a leadership round table to focus on issues of Race Equality for PSS workforce – inputting in our 2020 plan.
1.5.1	Equality Analysis (EA) is a key tool in mainstreaming anti-racist perspectives, thinking and methodologies; we recognise Covid will compound existing inequalities – thorough EA will mitigate this. King's will increase engagement and uptake of EA.	Commence weekly EA drop ins for leaders and People Partners to familiarise themselves with EA frameworks, tools and resources and access expertise - driving uptake.	Head of EDI	July 2020	Cont.	Increased leadership uptake and use of Equality Analysis. Sessions continue for three months, evaluating effectiveness after this period.	In 2019 EDI Function refreshed our approach and framework for EA at King's, strengthening this process across the institution (REAP 2017, 2019). In 2020 EDI Function created Covid EA tools to support King's response.

Section 1: Leadership & Accountability for Race Equality							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
1.6.1 Governance & Accountability	Black Lives Matter and the murder of George Floyd prompted in-depth reflection and discussion on race and racism in society and at King's. A supplementary, six-month, action plan was developed, to complement our existing REAP to amplify our efforts and support our community in the face of endemic racism.	Deliver King's Black Lives Matter Action Plan in consultation with Race Equality Network.	Principal	May 2020	Dec 2020	Action plan delivered. RES 2021 and 2023 – demonstrate increased staff/student confidence in race equality work from 2018; across: Leadership confidence and comfortability in addressing race and racism; community confidence in leadership's commitment measured via surveys and REN engagement.	In 2020 King's created an acute action plan to support staff, students and the university in the wake of George Floyd's murder – please see appendices for further information. In June 2020 the Principal held a racism leadership summit. July 2020 several faculties and directorates held race and racism town hall meetings.

Section 1: Leadership & Accountability for Race Equality							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
1.7.1	In recognition that King's has not always acted appropriately with regards to race and racism, we will engage in a process of facilitated community repair, reflect on institutional racism and issues like racial profiling and policing.	Follow up on Review of Opening Bush House, focusing on creating an environment that strikes the right balance between safety, security, and peaceful protest; engaging in a process of community repair in partnership with The Tavistock Institute of Human Relations and Love for the Streets.	Provost Arts & Sciences	Sept 2020	Sept 2021	Recommendations enacted. RES 2021 and 2023 – demonstrate increasing staff/student confidence in King's ability to respond to and address institutional failings regarding race and racism.	In 2019 King's conducted an independent investigation into Bush House Incident (S3); Provost A&S leads a working group to implement recommendations, working closely with our students and staff. Academic board published a progress update on the implementation of these actions April 2020. Majority of actions completed.

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1.8.1	We will sustain and inform progress in tackling racism through reflection and evaluation.	Annually appraise our progress against the action plan and report to senior leaders. This will be sequenced with the planning round to elicit resource where practicable.	REB	Annually, in line with King's Business Planning Round.		Continued implementation and development of REAP.

Adequate level of resource maintained. | King's have appraised our action plan annually since 2017, reporting to leaders and our SAT as applicable. |
| 1.9.1 | We will increase Faculty and PSS maturity by establishing local EDI strategies/plans across all areas, increasing engagement with REC and race equality. | EDI Projects & Partnerships Team work to support seven faculties and their academic EDI leads to establish EDI strategies/plans.

FoLSM & IOPPN local practitioners to deliver their EDI (including race equality) strategies/plans. | Executive Deans;EDI Manager; | Sept 2020 | Sept 2021 | Every faculty develops and implements a local EDI strategy with regular input to overall reporting and connection to overall governance mechanisms via EDIC and SATs. | The development of increased faculty support by the EDI Function in 2019 provided a third of our faculties with dedicated support for the first time (REAP 2019).

In 2019 EDI developed a university EDI Strategy. |

Governance & Accountability

Section 1: Leadership & Accountability for Race Equality							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
1.10.1		Develop a sustainable, effective approach for PSS areas. Develop and share a race equality maturity matrix.	SVP Operations	Jan 2021	Cont.	PSS framework is designed, resourced and implemented – informed by our maturity model.	Practitioners continue to deliver and operationalise local activity across King's faculties.
1.11.1	Ensure visibility and transparency in delivering our race work – fostering trust.	Increasing the exposure and opportunity to engage with our work internally and externally. Continuous communication campaign in conjunction with REB and partnership with REN utilising all King's channels.	Director of Communications	Continuous engagement over the plan's lifespan		Weekly staff communication increases the visibility and profile of REC, REB and REAP – demonstrated in increased RES participation and confidence.	Community engagement in 2020 demonstrated a need to increase the visibility of our ongoing race activity with staff and students. Internal Communications committed to including EDI content in every weekly staff bulletin.

King's Race Equality Action Plan
Building an anti-racist university
Section 2: Developing Anti-Racist Capability

Fostering a university community of active anti-racism is an ambitious but necessary undertaking; educating and empowering all staff and students, regardless of their ethnicity, to understand and participate in this process is vital. This section provides a roadmap for that education and empowerment, so that our university is a more inclusive, fair environment for all.

- 2015: Anti-racism established as an implicit theme – wider delivery required greater maturity to enable change.
- 2017: recognised that further, increased capability for race equality was needed.
- 2019: increased maturity and raised ambition with explicit regards to race equality.
- 2020: wider context and leadership engagement provoked an explicit shift towards anti-racism.

Section 2: Developing Anti-Racist Capability							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
2.1.1	Embedding anti-racism	Embed race equality and anti-racist perspective in all areas of King's strategy – our five pillars are: Education, Research, Service, London and International.	Build race equality into periodic Vision 2029/sub strategy strategic reviews: Education 2029, Research 2029, International 2029, Service 2029, London 2029. Create further, explicit measures around EDI and race equality in strategies.	VPs Education, Research, Service, International, London.	Established programmes of reporting by strategy		RES 2021 and 2023 – demonstrate increased staff/student confidence in race equality work from 2018; particularly around sense of belonging, and fairness. Marked improvement and progress across our Four Stubborn Issues.	Since 2015, each of King's five pillar strategies have incorporated EDI and race equality thinking into their activity. Both Education and Research strategies make significant financial commitments over the lifespan of this action plan (see section 3 and 6).

Section 2: Developing Anti-Racist Capability							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
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2.2.1	Embedding anti-racism	Increase range and diversity of expertise available at King's.	Develop a strategy to diversify Professors of Practice.	SVP Quality, Strategy & Innovation	Sept 2021	March 2022	Year-on-year increase in terms of BME representation.	Established as part of REAP 2019 for delivery in 2021.
2.2.2			Continue to invest in university-wide EDI Function.	SVP Operations	Continuous investment over the plan's lifespan		Progress and impact across REAP reporting in EDI annual report.	EDI Function supported King's 2015, 2019 and 2020 self-assessments, also supporting the delivery of REAPs.
2.3.1		We will foster self-awareness, empathy and emotional intelligence across our leaders and managers. Aiming to develop a culture where we talk about race sensitively and easily.	Plan and deliver structured, race-specific learning and development interventions with SMT twice per year.	Principal	Annual Programme of education		Two events delivered each year; attendees' feedback that they are more confident leaders around race and racism.	In 2017 the Principal commissioned bespoke Structural Inequality training for all SMT members. This learning and development has been revisited at SMT away days since.
2.3.2			Design and pilot Mutual Mentoring intervention across King's leadership.	SVP Operations; Principal	Aug 2020	Feb 2021	A pilot of 20 mentoring relationships is piloted over 6 months; over	Established as part of REAP 2019 for delivery in 2021, brought forward to 2020 given leadership appetite.

						Section 2: Developing Anti-Racist Capability		
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
	We will enable self-education of white staff/students around anti-racism.					80% of participants experience reflective learning.	
2.3.3		Curate and grow King's Anti-Racism Hub.	Director of Communications; Director EDI	Continuous engagement over the plan's lifespan		RES 2021 and 2023 – demonstrate increased staff/student confidence in race equality work from 2018; particularly around opportunities to discuss race.	Established in 2020 to support the longevity and impact of 2020 Race Summit.
2.3.4		Develop a university-wide toolkit for race allyship.	EDI Manager	Oct 2020	Jan 2021	Toolkit developed; Usage measures & positive user feedback.	A REN ambition in 2019 plan, planned for 2020 – deferred due to committee turnover and Covid disruption.

Section 2: Developing Anti-Racist Capability							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
							In 2019, IoPPN created a local Race Discussion Toolkit. Attendees of King's Race and Racism Summit have enrolled on an online short course on emotionally intelligent leadership.

	Section 2: Developing Anti-Racist Capability						
Ref	**Objective**	**Action**	**Responsibility**	**Timeframe**		**Measures**	**Progress**
				Start	**End**		
2.4.1	Transparency & Insight	Robust data and analytics are vital to our race equality work – knowing our staff and students. We will continue to develop data and analytic tools, to share with our community.	Grow and invest in our EDI/race equality reporting; we will seek to: Better understand international staff data in conjunction with race so we can design more targeted actions. Incorporate graduate outcomes data into mainstream race reporting. Better understand reasons/motivation for staff leaving King's by ethnicity. Better capture data around profile raising opportunities.	Director Analytics	Ongoing investment across Action Plan lifespan		King's analytic capability around race increases; more of our staff engage with this insight and draw upon it to make informed, robust decisions. RES 2021 and 2023 – demonstrate increased staff/student perception of transparency from 2018.	In 2017 King's established an interactive EDI analytics report, accessible to all staff (REAP 2017). In 2019, to support REC, a race specific expansion was piloted. In 2020 this was mainstreamed; all staff now have access to REC data via powerBI.
2.5.1		We're committing to increasing	Publish ethnicity pay gap annually.	Head of Reward	Established programme of reporting (annually)		Annual publication	REAP 2017 made a new commitment to

Section 2: Developing Anti-Racist Capability							
Ref		Objective	Action	Responsibility	Timeframe		Measures	Progress
					Start	End		
2.5.2		transparency around markers of structural inequality; and work to eliminate differential outcomes.	Close the ethnicity pay gap.	HR Director			A reduction in ethnicity pay gap over the lifespan of REAP 2020.	voluntarily calculate and publish King's ethnicity pay gap, in line with gender pay gap reporting. We have done so each year.

Section 2: Developing Anti-Racist Capability
Ref		Objective	Action	Responsibility	Timeframe		Measures	Progress
					Start	End		
2.6.1	Transparency & Insight	We will increase staff confidence sharing personal information with King's and reduce our rates of non-disclosure.	Repeated, specific campaigns and guidance to boost EDI disclosure via HR digital services and development programmes.	Director People, Data & Analytics	Annual engagement across Action Plan lifespan		Further decrease non-disclosure rates, reduction in 'prefer not to say', making consistent year-on-year improvements. Leadership development scheme attendee ethnicity is consistently reported and monitored.	In 2018 our new recruitment platform launched – drastically improving disclosure rates (REAP 2017). In 2019 King's launched our new internal HR Digital Services and encouraged all staff to update personal information (REAP 2017 and 2019). In 2020 a video explaining the EDI rationale for disclosure was commissioned and disseminated to all staff (REAP 2019).

Section 2: Developing Anti-Racist Capability							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
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2.7.1	Healthy, active, and connected staff networks provide constructive challenge to King's and greater sense of belonging for minority staff. They enable employee and student voice and BME community voice within King's - to raise concerns and offer feedback; staff networks will continue to co-create King's	Continue to invest in and support all EDI staff networks, specifically REN.

Invest in network leadership development.

Ensure staff networks, and student representatives continue to be represented on all charter mark development groups. | SVP Operations | Ongoing investment across Action Plan lifespan | | All networks feedback that they feel supported and engaged by King's.

Network representatives are given bespoke leadership development each year.

Future SATs continue to include relevant network and students. | Following investment in 2017, the number of equality staff networks grew rapidly from one to five.

REN have participated in our REC self-assessments since 2017.

In 2020 EDIF was created, drawing together Networks and EDI leaders from across King's.- honing an intersectional and collaborative lens. |

Section 2: Developing Anti-Racist Capability							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
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2.7.2	interventions of the future.	Maintain and develop EDIF, drawing together network voice and EDI leaders across King's.	Principal	Meets termly with an established schedule of business.		EDIF meets termly. Evidence of impact and influence gathered via feedback from EDIF and EDIC.	
2.7.3	Ensure that student voice is present at all levels of development of King's approach to race equality; this is primarily mediated through King's relationship with KCLSU, we recognise can limit engagement andw we need to	Ensure student societies and race specific interest groups are represented on EDIF. Review and augment REB student representation. Instigate a partnership review (KCLSU and relevant societies) to reimagine EDI student engagement.	Director EDI; President of KCLSU	Dec 2020	Dec 2021	Increased student representation, engagement and participation in Race Equality governance and activity – including RES.	EDIF and REB were established in consultation with KCLSU and EDIF feature is student co-chaired.

The "Community Voice" label appears as a vertical heading spanning rows 2.7.2 and 2.7.3 in the Ref column group.

Section 2: Developing Anti-Racist Capability							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
		increase efforts to ensure student engagement and participation.						
2.8.1	Community Engagement	King's will drive forward the inclusion of Black, Latinx and Gypsy, Roma and Traveller (GRT) communities; acting to provide access and address differential needs in HE. We will lead the sector in driving the inclusion of the Latinx and GRT communities –	Monitor, review, share our system and data changes to include Latinx.	Director EDI; Director People, Data & Analytics	Ongoing investment across Action Plan lifespan		Staff uptake of 'Latinx' classification. Increased sense of belonging for Latinx staff; baselined in RES 2021, increased by 2023. Feedback suggests this insight adds value and helps King's make informed decisions.	In 2019 our staff systems were updated to allow staff to select 'Latinx' (rather than 'other'), a result of REAP 2007 and 2019. In 2019 King's insourced our housekeeping and security colleagues – establishing parity of terms (REAP 2019). A large, but previously unknown proportion of this cohort are Latinx.

Section 2: Developing Anti-Racist Capability							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
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2.9.1		often neglected in anti-racism.	Continue to grow and foster King's relationship with and recruitment of Black, Latinx and Gypsy, Roma, Traveller communities via our Widening Participation activity and Access & Participation Plans.	Associate Director Widening Participation	Ongoing investment across Action Plan lifespan		Year-on-year increase in Black, Latinx and GRT UG student numbers.	King's has established partnerships with community groups (including Amos Bursary and LatinXcluded), increasing participation of Black and GRT young people in our flagship WP programmes and lobbying UCAS to include Latin American/Latinx in ethnicity monitoring.

King's Race Equality Action Plan

Building an anti-racist university

Section 3: Attracting, Appointing & Investing in Diverse Talent (Stubborn Issue 1)

Talent and ability are equally distributed throughout the population and different ethnic groups; despite this, specific ethnic groups are more likely to succeed and progress in our academic and professional environments. It is clear that we can do more, as an employer and educator, to attract, appoint and invest in talent, regardless of ethnicity, to function more meritocratically. This section sets out the steps we will take to deliver this transformation.

- 2015: identified representation and selection key themes focused on transparency.
- 2017: recognised that our data was not strong enough to evaluate our progress and introduced an intersectional EDI approach.
- 2019: catalysed HR transformation to add value for race equality and strengthen data.
- 2020: an approach and investment in BME talent across the university recognising and tackling structural racism.

Section 3: Attracting, Appointing & Investing in Talent							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
3.1.1	Recruiting based on merit	We are focused on improving recruitment practices, systems, people, and processes to ensure we are confident we recruit fairly, removing the identified systemic flaws.	Phase 1: Review and improve end to end processes, experiences and support for applicants and managers. This will include: reviewing and improving job descriptions, additional guidance for managers, an improved range of selection and assessment tools and real time monitoring and reporting of live recruitment campaigns.	Senior People Partner (HR)	July 2020	Dec 2020	Reduction and elimination of disparities in BME outcomes in recruitment. No all white leadership teams in 2024; BME representation at ALC6 increases to match all staff mean. RES 2021 and 2023: increased staff perception of fairness and transparency from 2018.	The HR transformation (REAP 2017) identified key steps to strengthen systems and processes. In 2018 our systems were updated. Our REAP 2019 committed to a wholesale review of recruitment and selection, now in progress. In 2020 a new recruitment platform was launched. Recruitment has been disrupted by covid, with all non-essential vacancies paused.
3.1.2			Phase 2: Research and pilot structural changes to recruitment, including targeted outreach and concerted positive action for BME colleagues. This will include exploring: apprenticeships, graduate	SVP Operations	Jan 2021	Sept 2021		

Section 3: Attracting, Appointing & Investing in Talent							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
		schemes, and internal mobility.					
3.1.3		A collaborative review of existing King's Search recruitment processes, increasing EDI challenge and support; review and evaluate in two years.	Director King's Search; Director EDI	July 2020	Sept 2020	Improved BME representation in applicant pool and across selection stages.	King's Search was established in 2017; a flagship appointment includes a BME Executive Dean.
3.2.1	Our leaders recognise that established means of recruitment have not elicited the ethnic diversity we require to deliver Vision 2029; we are committed to researching and piloting a range of interventions and alternate	Pilot scheme to diversify recruitment panels; creating a volunteer pool of BME colleagues to join interview panels at the Chair's invite.	Senior People Partner; REN	Sept 2020	June 2021	Proportion of diverse panels increased aiming towards 100% by end of REAP 2020. RES 2021 and 2023: increased staff perception of fairness and transparency from 2018.	PSE and SMT recognised the difficulty navigating this space at our summit and round table (2020) – not wanting to overburden BME women. A formal scheme may alleviate this and ensure volunteers derive benefit.

Section 3: Attracting, Appointing & Investing in Talent							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
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3.2.2	approaches across the university and employment functions.	Pilot the Rooney rule; making it compulsory to interview at least one BME candidate.	SVP Operations	Research phase: Sept 2021 Design and pilot phase: Jan 2022 Evaluation phase: Jan 2023 Implementation phase: April 2023		Pilots are completed, testing innovation and drawing conclusions for King's to carry forward.	In 2019 NMS piloted blind shortlisting for PS vacancies. HR systems of the time meant this was a manual process; it was not sustainable and was deferred until new systems would enable.
3.2.3		Pilot name blind shortlisting for PS roles.	SVP Operations				

Section 3: Attracting, Appointing & Investing in Talent							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
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3.3.1	Accelerating our Pipeline	We recognise contract precarity as a progression barrier for BME staff; we commit to reducing FTC usage to legitimate and essential cases only. We will proactively offer open ended contracts to all FTC staff with 4 years continuous service.	Develop analytic tools to understand patterns and drivers of FTC use. Ensure organisational clarity and scrutiny of use of FTCs and BME representation.	Director of Analytics	Sept 2020	Cont.	Reduction in BME over representation on FTCs – eliminating this by 2024.	In 2019 VP Education led a university wide review on FTCs and GTAs. This work identified structural issues and established principles for future framework. SMT committed to reducing and rationalising FTC use. Implementation has been be delayed by covid disruption; our aim is to continue in 2021.
3.3.2			Establish greater clarity around what constitutes a legitimate and justifiable case for FTC – with leaders adopting an 'explain or change' methodology.	Senior Vice-Principals	Sept 2020	Apr 2021		
3.3.3			A project to proactively review and convert all FTCs with 4 or more years' continuous service.	VP Education	May 2021	Cont.		

Section 3: Attracting, Appointing & Investing in Talent							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
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3.4.1	Accelerating our Pipeline	We recognise the role mentoring plays in learning and development (and the need to avoid deficit models); we are committed to providing targeted mentoring for BME staff in collaboration with London partners.	Maintain and develop a B MEntor academic cohort.	EDI Manager	Annual Scheme		A cohort of 20 mentees and mentors is recruited each year for each scheme (40 participants annually).	B MEntor has featured in all REAPs since 2015.

B MEntor (academic) was established in 2015 in collaboration between King's, UCL and QMUL.

King's has provided a cohort every year (with the exception of 2016).

In 2018 UCL led the development of B MEntor PS pilot – King's recruited the second largest cohort of mentees and mentors. |
| 3.4.2 | | | Grow the B MEntor PS pilot, as established and tested in 2019. | EDI Manager | Annual Scheme | | | |
| 3.4.3 | | | We will continue to grow 'More than Mentoring' our internal, positive action mentoring programme for staff. | Head of EDI | Annual Scheme | | A cohort of at least 100 mentees and mentors is recruited each | More than Mentoring was established in 2017, as part of REAP 2017, and has grown each year. |

Section 3: Attracting, Appointing & Investing in Talent							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
						year for each scheme.	
3.4.4		Create mutual mentoring programme via 'More than Mentoring'.		See action 2.3.2.			
3.5.1	Improve management capability and consistency to reduce disparities in experience for BME staff and students, increasing trust and confidence in management and leadership.	Introduce management learning, development and support, increasing knowledge of racism, whiteness, white privilege – supporting managers to make more informed, stronger decisions and combat bias. Improve process and practice to support line managers and better ensure consistency in outcomes.	SVP Operations	Immediate input: Sept 2020 Communications campaign: Oct 2020 onwards Research phase: March 2021 Design and Pilot: Jan 2022 Evaluation phase: July 2022		RES 2021 and 2023: increased staff confidence and trust in managers and leaders compared to 2018. Improvement in BME representation across leadership programmes and senior roles.	Community engagement suggests that managers and their capability across people, processes and services dramatically impact BME staff and students – to meet this need, HR leaders will collaborate to increase management capability across King's. Wide variety of self-service learning and support resources for managers.

Section 3: Attracting, Appointing & Investing in Talent

Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
							Anti-Racism toolkit launched.
3.6.1	Investing in King's existing BME talent is fundamental to diversifying our pipeline, supporting BME middle managers to take their next step into senior roles will benefit the university, our staff and students.	We will invest in a minimum of three StellarHE places per year.	EDI Manager; Faculty Leadership	Annual Scheme		A cohort of three enrolled each year, giving positive feedback and progression. Faculties and directorates split funding with university. Maintain 50/50 Academic and PS representation over the plan.	In 2018 King's committed to recruiting our first StellarHE cohort (REAP 2017). Three PS, BME women attended and were funded centrally (representing a £12K investment). In 2019 King's recruited a second cohort, financed in part by faculties. Three BME academics, including Black academics, joined StellarHE (REAP 2019).
3.7.1	King's Research Strategy affirms our commitment to co-	Create a new Emerging Research Leaders Development Programme, to	VP Research	Sept 2021	Sept 2022	Research Strategy commences in	Academic uptake of King's existing leadership programmes is

Section 3: Attracting, Appointing & Investing in Talent							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
	creating solutions to address systemic barriers to BME representation in our research pipeline, focusing on disciplines with low numbers of BME researchers.	support those at the early stages of their independent academic career develop the skills needed to lead successful research groups.				2021, SMART measures will be formulated and report on from this point.	comparatively low to that of PS; a bespoke scheme will support ECRs (who are comparatively ethnically diverse) progress. This will apply learning from IoPPN's BME THRIVE programme, established in 2008.
3.7.2	By 2029 King's will have recruited 1000 more PGRs (focused in disciplines with good BME representation).	Create a new Harold Moody fellowship scheme (two-year duration) supporting excellent, Black ECRs to transition to academic roles – two fellows per year.	VP Research	Sept 2021	Cont.		A new stream of activity and investment starting 2021.
3.7.3	From 2021 the strategy makes a £7.3M investment (over 6 years) in early career	Conduct a mapping and gapping exercise, to share best practice across King's relating to PGR EDI matters.	VP Research/RMID	March 2020	Cont.	Good practice in fostering and supporting UG/PG/ECRs at King's is identified and	In 2020 a PGR EDI task and finish group was established, chaired by the Director of Research Talent with an EDI subject matter expert and advice.

	Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
					Start	End		
		researchers, the transition to academic posts, and BME talent (including international collaboration). The strategy will build the research skills and profile of UGs to provide springboards into research careers and create a less precarious, more secure career pathway for BME researchers.	Design and host an annual BME focused research event for ECRs. Continue to financially support BME development events, networks and communities. Faculties to work more closely with Centre for Research Staff Development – to increase quality of research staff appraisal conversations.				shared across faculties. Increase in BME, specifically Black, representation at PGR and ECR level. Level of investment maintained across the 6-year period. Research staff report higher quality PDRs.	Since 2015 a variety of ECR/research events have been financially supported and profiled, including: BME ECR Conference (now an annual, London-wide event), and Black Academics at King's.
	3.7.4		Grow existing Africa International PGR Scholarships, encouraging	VP Research	Ongoing investment across Action Plan lifespan		All available funding and scholarships are taken up.	The Africa International PGR Scholarships were established in 2019 by VP Research.

Section 3: Attracting, Appointing & Investing in Talent							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
		international students from Africa to undertake a full-time PhD.					
3.8.1	To diversify our university, we need to innovate and accelerate progression of junior BME colleagues and students.	Implement the recommendations of our BME fast track research.	EDI Manager	Jan 2022	Cont.	Findings and conclusions shared with EDIC and Research leaders – to be taken forward and implemented.	In 2019, based on REAP, we commissioned research into a fast track scheme to accelerate the diversification of our pipeline. In 2020 this research was completed.

Section 3: Attracting, Appointing & Investing in Talent							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
3.8.2	Accelerating our Pipeline	Our academic promotions process is robust and fair, the vast majority of those applying are successful; through concerted, positive action we can accelerate BME careers, identifying colleagues ready for their next step.	Academic Heads of Department offer all BME academic colleagues the opportunity to create personalised career development plans.	Executive Deans	Commence from 2020/21 promotion round, annual thereafter		Every faculty increases the proportion of eligible BME academics applying for promotion and sets a local target.	The academic promotion round 2020/21 has thus far been disrupted by covid; this action will be implemented at the earliest opportunity.
3.9.1			Establish method of collecting university-wide appraisal data by ethnicity.	Head of Organisation Design and Talent	Commence from 2020/21 PDR round, annual thereafter		Measure and monitor uptake by ethnicity.	King's PDR roll up has not traditionally collated data by ethnicity, we have used survey data as a proxy for analysis.
3.9.2			Pilot the use of 360 feedback for academic Heads of Department – making recommendations for future applications.	FoLSM Executive Dean	Pilot in 2020/21 PDR cycle		All FoLSM HoDs complete 360 process.	

King's Race Equality Action Plan
Building an anti-racist university
Section 4: Sensitively discussing race (Stubborn Issue 2)

Tackling racism and navigating race is complex, often uncomfortable work; we recognise that the pervasive power dynamics of racism at play for both our university and the individuals that make up our diverse community. Transparent, sensitive and empathetic discussion of race and racism is key to tackling the fundamental issues our university and society face. This section sets out the steps we will take to empower our staff and students of all ethnicities to address these issues through education and research.

- 2015: identified challenging inappropriate behaviour, language, overt racism and banter.
- 2017: engaged 1,500 staff and students around race.
- 2019: commenced deeper, research-led conversations at university level and more wide-ranging qualitative insight from 3,300 staff.
- 2020: a more determined, active, engaged stance from leaders and greater engagement as faculties and directorates.

				Section 4: Sensitively Discussing Race				
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
4.1.1	Understanding our legacy	We're utilising our world-class research to further our understanding of race and racism at King's – we will act with transparency engaging our community with research findings to: Assist with decolonisation of the curriculum; Better understand King's history in relation to global race relations;	Partnership research and education with Guy's and St Thomas's Trust and Charity to explore and share the colonial legacy of Thomas Guy and Robert Clayton.	Provost Health	June 2020	Sept 2020	RES 2021 and 2023: increasing staff/student confidence in King's discussing and acting on issues of race and racism.	REAP 2019 identified this as a flagship action with a view to co-creating research into King's links to trans-Atlantic slavery. An academic role in the Dept of History was created to support this work. In 2020 King's worked with Health Partners making a commitment to withdraw statues of Thomas Guy and Robert Clayton from public view.
4.1.2		Recruitment of a lecturer in (post)colonial British History; creation of a (post)colonial History at King's module for students.	Executive Dean Arts & Humanities	June 2020	Sept 2021	Candidate successfully appointed (August). Module developed, enabling students to co-create research into King's legacy and past.	
4.1.3		Identify and showcase a range	Research into King's hidden BME alumni; communicate	Head of Archives; EDI Manager	March 2020	Dec 2020	30 alumni identified with a	Activity was planned and established by REAP 2019.

		Section 4: Sensitively Discussing Race						
Ref		Objective	Action	Responsibility	Timeframe		Measures	Progress
					Start	End		
		of diverse role models- improving the sense of belonging for BME communities; Diversify people's perception of King's brand.	these role models to our community, raising their profile.				range of intersectional identities represented. RES 2021 and 2023: increasing sense of belonging for BME people.	In 2020 an EDI Project Officer was assigned to the action and the project scoped. This work was disrupted by covid. The project plan was finalised in July 2020 for delivery this year.
4.1.4			Review and improve diversity of committee room art and room names.	Head of Brand	Jan 2020	Dec 2020	Diversification of the committee rooms in name and imagery – drawing from action 4.1.3; 15% BME. Activity is mainstreamed	In 2020 EDIC commissioned Head of Brand to explore diversification of committee spaces. A working group was identified, and a project plan scoped. This work has been disrupted by Covid.

Section 4: Sensitively Discussing Race							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
						into ongoing Estates refresh.	
4.2.1	Our 2019 consultation demonstrated community investment in the intersections of race and faith.

We're committed to:
Improving sense of belonging across the faith spectrum;

Ensuring support is available to support faith practices on campus;
Enforcing zero tolerance policies | Revision of Religion & Belief Policy and the development of supporting guidance.

Develop and deploy faith tolerance specific learning and development across community.

Develop and deploy faith tolerant specific managers learning and development – in conjunction with action 3.5.1.

Drive awareness of religious hate crime(s) via communications, increasing visibility of reporting options. | College Dean; EDI Project Officer | Sept 2019 | Sept 2020 | RES 2021 and 2023: increasing sense of belonging for people of all faiths.

Staff and student engagement with learning and development package. | REAP 2019 identified activity to strengthen trust and confidence of our multifaith community.

In 2019 a revised policy was drafted alongside guidance, in 2020 it entered the second stage of consultation.

In 2019 King's procured an online learning and development package to support our community to build maturity in this space.
In 2019 we planned and produced a hate crime awareness campaign, |

	Section 4: Sensitively Discussing Race						
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
	for religious based hatred; and Encouraging hate crime reporting.						supporting staff and students to identify and report incidents.

Section 4: Sensitively Discussing Race							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
4.3.1	Community Engagement	A vibrant programme of events and engagement supports our community to explore and understand diversity and inclusion, including race and racism. Black History Month (BHM) is a key opportunity for our university to recognise the contributions Black staff, students and alum have made to our university and disciplines.	Continue to deliver and grow annual events programme across characteristics, including: Black, LGBT, women's, and disability history month/days; religious festivals, and carer's week.	Staff Networks; Director EDI	Annual Events		Staff network membership increases year-on-year. At least three university-level BHM events per year; local activity to support. RES 2021 and 2023: increasing opportunity to discuss race in a sensitive manner. Evaluation demonstrates staff and student engagement	We have an established, growing annual programme across the diversity spectrum; a mix of events, campaigns, and community fundraising
4.3.2			Celebrate BHM annually, including: a staff and student address and support for networks, faculties and directorates to deliver local activity.	REN; Director	Annual Events			REAP 2015 consolidated BHM activity across King's and committed the university to annual events. REAP 2017 built on this commitment introducing a Principal's address. REAP 2019 grew engagement of REN.

				Section 4: Sensitively Discussing Race				
Ref		Objective	Action	Responsibility	Timeframe		Measures	Progress
					Start	End		
		We seek to grow faculty and directorate engagement with BHM celebrations.					across the university.	2019 saw biggest BHM programme and highest engagement ever.
4.3.3		Sensitive conversations around race and racism cannot simply happen in BHM; we will grow our successful Conversations about Race (CAR) programme to include staff.	Conversations about Race programme is piloted with *staff* by directorate (Students & Education).	Executive Director, Students & Education; Associate Director, Inclusion & Disability Support	Sept 2020	Sept 2021	A methodology for staff facing events is devised and piloted with SED.

Evaluation and recommendations shape the programme and enable us to scale up to cover other directorates: 50% of our directorates host CAR.

RES 2021 and | Conversations about Race are community organising that bring staff and students together to sensitively discuss race and racism at King's.

CAR was implemented in 2018 via our Access and Participation Plan and REAP – the seek to build BME student sense of belonging.

To date CAR has focused on engaging |

	Section 4: Sensitively Discussing Race						
Ref		Objective	Action	Responsibility	Timeframe		Measures	Progress
					Start	End		
							2023: increasing opportunity to discuss race in a sensitive manner.	students and staff via faculties (action 6.1.3).
4.4.1		We recognise we have not always celebrated the achievements of BME alum in the same manner as white peers. We are committed to increasing the profile and visibility of these contributions via the new Harold Moody Annual Lecture and honorary appointments.	Host the Harold Moody Annual Lecture, celebrating BME Alum.	REN; Executive Dean (FoLSM)	Annual event		Maintenance of event budget throughout plan. RES 2021 and 2023: increasing opportunity to discuss race in a sensitive manner.	REAP 2019 committed to establishing the annual lecture, following its success we have committed to an annual event.

Section 4: Sensitively Discussing Race							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
4.5.1	We wish to provide fora and environments where King's can sensitively discuss Race – following on from our BLM plan. Building credibility and trust that we are an anti-racist university and that this is not just rhetoric.	Faculties and Directorates create local engagement plans, taking forward self-education and anti-racism. Establishment of an Annual Race and Racism Summit. This work is linked to action 1.6.1.	SMT/Principal	June 2020	Cont.	RES 2021 and 2023: increasing opportunity to discuss race in a sensitive manner.	King's Black Lives Matter plan establishes the importance of widespread and regular cascade of learning and the opportunity to discuss and co-create anti-racist interventions. As of July 2020, six faculties and directorates have conducted fora on race and racism, more plan to do so.

King's Race Equality Action Plan
Building an anti-racist university
Section 5: Building a Culture of Inclusion & tackling Microaggressions (Stubborn Issue 3)

Exclusion, bullying & harassment, racism and discrimination have a toxic, negative affect on our BME staff and students; they result in an impaired sense of belonging and stifle the success and aspirations of our community. In particular, staff and students are unsure how to identify, address and tackle microaggressions. We're committed to co-creating our own solutions to this sector-wide issue and empowering our community to challenge microaggessive behaviours. This section details the steps we're taking to foster a culture of inclusion.

- 2015: identified challenging inappropriate behaviour, language and banter as a theme.
- 2017: strengthened approach to (racist) bullying, harassment and hate crime.
- 2019: commissioned staff and students to co-create solutions to microaggressions.
- 2020: sees King's implement these solutions, deploy learning, development and engagement approaches to further strengthen our processes.

Section 5: Building a Culture of Inclusion & Tackling Microaggressions							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
5.1.1	Co-creating an inclusive community	Our community identify microaggressions as a stubborn issue to be addressed. We've committed to fostering greater understanding of microaggressions and options for resolution, including improving existing processes and pathways. We identify a gap in our framework for recourse,	Research and education about microaggressions to create and disseminate report into microaggressions, implementing recommendations. This complements our existing, student co-created Active Bystander Training seeking to maintain a culture of active, engaged bystanders.	Principal	Jan2021	March 2021	300 people involved in research and consultation. Understand potential solutions, develop and introduce interventions and approaches. Engagement and reach levels of any resulting communications campaign. Positive feedback from	REAP 2019 established tackling microaggressions as a core action. In May 2020 100 students participated in a session to establish how King's might better support students and staff to identify and report microaggressions. The publication of this report has been delayed by covid.

Section 5: Building a Culture of Inclusion & Tackling Microaggressions							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
	allowing people ability to seek redress without formal complaint; we will co-create solutions with students and staff networks to address this gap.					KCLSU and staff networks.	
5.1.2		Explore a third, new reporting pathway for microaggressions; between disclosure and reporting.	Director EDI; Director HR Policy and Renumeration, SED Strategic Director	Feb 2021	Dec 2021	Reporting and usage figures. Qualitative feedback on culture and responsiveness of King's.	Our research to date demonstrates student appetite for an additional pathway to address microaggressions.
5.1.3	We want to ensure clarity of rights and responsibilities across the King's community – this will set and clarify expectations and provide a framework to address microaggressions.	Create community charter, setting out the mutual expectations, values and principles of our staff and student community.	SED Strategic Director	Sept 2021	Sept 2022	Charter established and communicated. Qualitative feedback on culture and responsiveness of King's. Positive feedback from	A new stream of work to be established.

Section 5: Building a Culture of Inclusion & Tackling Microaggressions							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
						KCLSU and staff networks.	
5.1.4	Co-creating an inclusive community	As far as possible, we will foster an environment free from bullying. harassment and racism, investing in our services, systems and processes to tackle these issues when present.	Develop our existing Anonymous Disclosure Tool to cover microaggressions.	EDI Consultant	Dec 2020	Dec 2021	Staff and students understand the process to disclose microaggressions, driving an increase in usage and reporting.

RES 2021 and 2023: increasing confidence in King's acting appropriately to racism and bullying & harassment. | King's Anonymous Disclosure Tool was introduced in 2017 as part of Dignity at King's – our anti bullying & harassment work.

2018 saw greater promotion of the tool.

REAP 2019 committed to improving the tool in 2020 based on our research featured action 5.1.1.

2020 new Dignity at King's harassment and bullying policy and associated education. |

	Section 5: Building a Culture of Inclusion & Tackling Microaggressions						
Ref	**Objective**	**Action**	**Responsibility**	**Timeframe**		**Measures**	**Progress**
				Start	**End**		
5.1.5		Continue to deliver a programme of Active Bystander Training for staff and students.	EDI Manager	Ongoing programme of engagement and training		Three sessions a year delivered. RES 2021 and 2023: increasing confidence in King's acting appropriately to racism and bullying & harassment.	
5.2.1	Co-creating an inclusive community	Continue to develop the Case Management Team. We will review and improve our webpages and the reporting platform. Regular broadcast and specific comms including videos around what constitutes hate crime, racism, bullying & harassment.	Director HR Policy & Remuneration	Ongoing investment across Action Plan lifespan		RES 2021 and 2023: increasing confidence in King's acting appropriately to racism and bullying & harassment.	Case Management Team was established in 2018 to support complex case work with regard to grievance and disciplinaries. The team began collating insight by ethnicity; providing improved guidance and joining up staff and student processes from 2018.

Section 5: Building a Culture of Inclusion & Tackling Microaggressions							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
5.3.1		Staff networks foster engagement and sense of belonging, information on all staff networks will feature in staff inductions.	Include all staff networks in induction materials – so that all new starters are engaged.	Director of Organisation Development	Sept 2020	Cont.	RES 2021 and 2023: increasing sense of belonging for people from diverse backgrounds (including BME).	Since 2017 we have supported the creation of four new staff networks, including REN.
5.4.1		We recognise that growing community knowledge/skills around race inequality and microaggressions is vital to fostering an inclusive culture for BME people. We will curate staff learning opportunities on these issues.	Continue Diversity Matters Training – monthly sessions for staff and managers during term time. Develop and deploy race specific learning and development across community (staff and students). Develop and deploy race specific managers' learning and development.	Director of EDI	Oct 2020	Cont.	80% of new starters complete DMT, with a proportionate spread across business units by 2024. 80% of attendees would recommend the session.	2017 Diversity Matters Training designed and launched 2018 regular annual rhythm of Diversity Matters Training In 2019 we began research and procurement of additional, specific learning and development platforms and content to support REAP/EDI.

Section 5: Building a Culture of Inclusion & Tackling Microaggressions							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
						50% take up in first year from relevant audiences of new race learning and development – building each year by 10% RES 2021 and 2023: increasing perception that EDI/race is a priority for King's.	

King's Race Equality Action Plan
Building an anti-racist university
Section 6: Inclusive Education & Closing Attainment Gaps (Stubborn Issue 4)

Equality of opportunity in the classroom is a fundamental right for all our students, regardless of background, ethnicity and level of study. Vision 2029 commits our university to removing all barriers to learner engagement by 2029; our ambition is for a liberated, accessible, decolonised and culturally competent curricula, centred around the student. We will develop our community of educators, our strategies and processes to provide world-class learning and teaching. This section draws from Education Strategy and Curriculum 2029, detailing our roadmap to achieve this vision.

- 2015 plan identified attainment and pedagogy as a key theme.
- 2018 saw the introduction of Student Outcomes service – leading attainment agenda.
- 2019 saw the introduction of a new Education strategy that acts on race equality.
- 2020 sees academic leadership/governance take surer responsibility for theme delivery, recognising that learning & teaching in its entirety impacts attainment and outcomes.

Section 6: Inclusive Education & Closing Attainment Gaps (Stubborn Issue 4)							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
6.1.1	Education Strategy	We recognise our learners are diverse in their backgrounds and previous experiences; we're committed to making smoother transitions into university life for all.	Implementation of a new Progression and Award Policy to complement King's new transitional first year.	VP Education	July 2020	Sept 2021	Implementation of policy. RES 2021 and 2023: increasing sense of belonging for BME students; increasing NSS scores for BME students.	2019 REAP and Education Strategy committed to delivering a transitional, non-credit bearing first year. This was implemented 2019/20 academic year alongside King's First Year Guiding Principles. Personal Tutoring is an established and core pillar of the Education Strategy and the new Academic Strategy. Academic Support team were established in SED 2018
6.1.2		We recognise BME learners can often experience a reduced sense of belonging (compared to white peers).	Improve the quality of personal tutoring through reviewing training and guidance. Including additional training to support staff to identify barriers BME students	Associate Director for Student Success; Personal Tutoring Manager	Aug 2020	July 2021	By Oct 2020: Guidance created and shared.	

	Section 6: Inclusive Education & Closing Attainment Gaps (Stubborn Issue 4)						
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
	We aim to mitigate and address this fact with a range of interventions including strengthening our personal tutoring support, reviewing our policies and regulations with a race perspective, and community organising events.	experience and discussing the role of personal tutors in creating a sense of belonging for students. By Sept 2020: Create online training module Create and edit videos, publish on Personal Tutoring Portal.					
6.1.3		Continue to deliver Conversations about Race, a programme of community organising events led in conjunction with faculties – providing a summary report to all faculty executives.	Associate Director for Student Success; Head of Student Outcomes	Programme of engagement across Action Plan lifespan		Continue to provide one event per year, per faculty. Engagement levels from staff and students – with 200	Conversations about Race were established as a pilot in 2019, as a collaboration between King's and Citizens UK. In 2019/20 9 sessions were delivered across 7 faculties, 177 attendees. This was captured and

	Section 6: Inclusive Education & Closing Attainment Gaps (Stubborn Issue 4)						
Ref		Objective	Action	Responsibility	Timeframe		Measures	Progress
					Start	End		
							attendees per year. Evidence of influence and impact on learning and teaching practice. RES 2021 and 2023: increasing sense of belonging for BME students; increasing NSS scores for BME students.	delivered in line with our REAP 2019.

Section 6: Inclusive Education & Closing Attainment Gaps (Stubborn Issue 4)							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
6.1.4		Conduct a college-wide review of all policies and regulations relating to assessment and feedback, strengthening them as needed.	VP Education; Academic Standards Sub-Committee	Sept 2020	Sept 2021	Review is carried out, with actions taken forward by VP Education and CEC.	Builds on a continued programme of research and review; specifically, a project/research on continuation and progression 2018/19.
6.2.1	We recognise the need to accelerate College-wide communications outlining and embedding the principles of inclusion and diversity underpinning Curriculum 2029 with specific focus on race,	Design and deliver a programme of communications focusing on race in Curriculum 2029.	VP Education/CEC	Programme of engagement across Action Plan lifespan		Staff and students are able to identify Curriculum 2029's EDI benefits for learning and teaching. RES 2021 and 2023: increasing sense of	Curriculum 2029 was designed in 2018/19 to support and deliver King's strategic commitment to 'eliminate all barriers to learner success' and to mainstream EDI interventions in learning and teaching.

Section 6: Inclusive Education & Closing Attainment Gaps (Stubborn Issue 4)							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
	racial inequality and reflecting alternative perspectives in our educational offering.					belonging for BME students; increasing NSS scores for BME students. Reduction in university and faculty attainment gaps.	
6.3.1	Internationalisation, decolonisation and cultural competency are core concepts for a fair, equitable education. King's	Establish oversight and ownership of internationalisation within the remit of the King's Curriculum Commission.	VP International	Sept 2020	Cont.	Increased engagement with the concepts in learning and teaching.	Internationalisation houses King's work to decolonise the curricula and to embed cultural competence in learning and teaching. The Curriculum Commission was
6.3.2		Design, develop and roll out the new cultural competency module	VP International	Design phase: Sept 2020		Implementation of the module.	

Section 6: Inclusive Education & Closing Attainment Gaps (Stubborn Issue 4)							
Ref		Objective	Action	Responsibility	Timeframe		Measures	Progress
					Start	End		
		is committed to further embedding and advancing international, decolonial curricula. King's commitment to mainstreaming interventions to remove all barriers to learner engagement and success recognises the vital role these concepts play.	within the core curriculum across all faculties.		Development, testing and implementation: Sept 2021		Module is well received by staff and students – eliciting positive feedback. RES 2021 and 2023: increasing sense of belonging for BME students; increasing NSS scores for BME students.	established (2019) to support the implementation of Curriculum 2029.

Section 6: Inclusive Education & Closing Attainment Gaps (Stubborn Issue 4)							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
	King's has dedicated greater resource to embedding and furthering these ideas in our education. We recognise that educating our educators around these concepts, and empowering them to manifest them, will have the greatest impact.						
6.4.1		Mandate and support the development of innovative projects at faculty level (using the	CEC; Vice-Deans Education	Programme of engagement across Action Plan lifespan		Nine related projects delivered over the four-	REAP 2019 formalised attainment governance and methodology established via Student

Section 6: Inclusive Education & Closing Attainment Gaps (Stubborn Issue 4)							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
		allocated College Education Fund: £100K 2020/2021) to focus on explicit internationalisation and decolonisation of the curriculum.				year period – one per faculty.

Impact observed across: student engagement, attainment, and experience measures. | Attainment Steering Committee. |
| 6.4.2 | Closing Attainment Gaps | Complement the existing faculty-level action plans to build staff cultural competency and further address the BME attainment gap, linked into a wider faculty inclusion and accessibility statement. | VP International/VP Education; Student Attainment Steering Committee | Programme of engagement across Action Plan lifespan | | All existing action plans feature cultural competency, are SMART and acknowledge race inequity. | In 2020 SASC created nine faculty attainment plans. Each faculty now has a clear roadmap for closing their gap(s). |

Section 6: Inclusive Education & Closing Attainment Gaps (Stubborn Issue 4)							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
						Nine faculty accessibility statements established.	
6.4.3		Continue to embed within Learning & Teaching Programme, (a) techniques to build 'inclusive classrooms', and (b) strategies for addressing student participation in the classroom and build cultural competencies. Evaluate effectiveness and impact.	Associate Director King's Academy	July 2020	Sept 2020	RES 2021 and 2023: increasing sense of belonging for BME students; increasing academic confidence around race; increasing NSS scores for BME students. Reduction in	Learning and Teaching Programme was developed in October 2018 as a probationary requirement for all new academic staff. Curricula includes a Student Outcomes Service and EDI run session on race equality and attainment.

Section 6: Inclusive Education & Closing Attainment Gaps (Stubborn Issue 4)							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
						university and faculty attainment gaps.	
6.5.1	In the context of covid, we recognise existing inequities may be deepened; we have made a commitment to addressing these racial inequities as we develop new content, materials and delivery plans. This work is supported by action 1.5.1.	Ensure all staff development and training workshops address the importance of inclusivity, racial equality and diversity when developing (new) online materials and delivery of faculty flexible delivery plans.	Principal; Academic Strategy Group/VP Education	Sep 2020	March 2021	Evidence of Equality Analysis and impact on decisions, outcomes for staff and students. That there are no greater disparities by ethnicity.	A new programme of activity to challenge inequalities manifested by covid.

Section 6: Inclusive Education & Closing Attainment Gaps (Stubborn Issue 4)							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
6.6.1	We recognise the need for concerted scrutiny and accountability when driving transformative change in the face of endemic racism. We will utilise existing learning and teaching processes to drive this.	Ensure the annual 'Performance Enhancement Planning' (PEP) process incorporates a requirement to report on progress on BME attainment gaps at programme level.	CEC; Head of Student Outcomes; Associate Director Quality, Standards & Enhancement	Annual Review Process from 2021		Requirement implemented in process, including data, and actions taken where differential outcomes for BME students are identified.	This was originally piloted in 2019/20, strengthening the existing PEP process and increasing engagement with attainment at programme review level.

Section 6: Inclusive Education & Closing Attainment Gaps (Stubborn Issue 4)							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
6.7.1	Closing Attainment Gaps	We recognise that tackling racism is a sector-wide endeavour; King's is committed to evaluating and sharing our learning and thinking to deliver more inclusive education – using our platform and influence to drive change.	Engage in thought leadership activity to stimulate and promote movement across the university sector towards race equality in approaches to education and student support.	Inclusive Education Academic Lead	Programme of engagement across Action Plan lifespan		King's is recognised as a valued partner by other universities, and the sector, in driving for more equitable education, specifically around race equality and attainment.	2018: EDI and Student Outcomes presented work to further race equality at two sector-wide conferences.

2019: staff met with OfS/DfE to discuss race and racism in HE.

2020: Academic Inclusive Education Lead presented at a sector-wide digital conference on race equality. |

Section 6: Inclusive Education & Closing Attainment Gaps (Stubborn Issue 4)							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
6.8.1	Closing Attainment Gaps	Continuing to close, and eliminate, attainment gaps is a pressing issue for King's staff and students – it is one of our four stubborn issues. King's is committed to eliminating all barriers to learner engagement (Vision 2029) and has an established programme of work underway across our	Developing and delivering communications to raise awareness of the causes of attainment gaps to grow community of King's staff engaged in efforts to close gaps.	Student Attainment Manager; Student Attainment Steering Committee	Sept 2020	Dec 2022	RES 2021 and 2023: increasing sense of belonging for BME students; increasing academic confidence around race; increasing NSS scores for BME students.	In 2019 King's established a suite of webpages on attainment gaps, sharing insight and expertise and guidance on the subject.
6.8.2		Develop a comprehensive training offer and resources to build knowledge of causes of attainment gaps among King's community, as well as building on colleagues' ability to address causes.	Student Outcomes Service; King's Academy; Diversity & Inclusion; Student Attainment Steering Committee	June 2019	Dec 2022	Attendance at training sessions offered; rate of engagement with online resources; number of actions taken at university aiming to close	In addition to supplementing Learning and Teaching Programme, Student Outcomes, EDI and King's Academy designed and piloted Inclusive Practice for Educators Workshops in 2019/20.

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

Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
						attainment gaps.	
6.8.3	faculties, led by Vice-Deans Education and governed by the Student Attainment Steering Committee. We recognise that BME staff and student voice, and lived experience, is key to our work – although careful not to place the onus on this cohort. We work in conjunction with	Deliver programmes to embed BME faculty staff and student insights into attainment gap closing work.	Student Outcomes Service; Student Attainment Steering Committee	Jan 2020	Dec 2022	Engagement levels across programmes	Programme already underway.
6.8.4		The King's Student Outcomes Service will provide expert advice and guidance to build the capacity of faculty and professional services staff to address attainment gaps.	Student Outcomes Service	Programme of engagement across Action Plan lifespan		Reduction in university and faculty attainment gaps.	Student Outcomes Service was established in 2018 and continues to develop and provide expertise around differential attainment. Steering committee was established (REAP 2019); advice, guidance and insight for faculties is ongoing. Following the establishment of the steering committee,
6.8.5		The Student Attainment Steering Committee will commission new analysis and research to inform King's attainment work and will have oversight of all activities aimed at	Student Attainment Steering Committee	Jan 2019	Dec 2022	Continued attendance on committee from all faculties and key PS departments.	

Closing Attainment Gaps

Section 6: Inclusive Education & Closing Attainment Gaps (Stubborn Issue 4)							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
	our BME learners and staff to co-create interventions.	narrowing gaps in attainment, embedding our approach to narrowing gaps within existing institutional processes.					attainment gaps by ethnicity/race at UG level were established as the primary priority for the university, based on our data.
6.9.1	Closing Attainment Gaps	We will continue to diversify our PG pipeline, demystifying further study for BME UGs and investing in talent.	Please refer to actions 3.7.3 and 3.74 – Research Strategy.				
6.10.1		We will support BME graduates to succeed after graduation (whilst careful to avoid deficit models).	Establish targeted careers and employability support for students group facing disadvantage in graduate outcomes.	SED Director	Programme of engagement across Action Plan lifespan		Reduction in differential outcomes for BME graduates.	King's Careers & Employability created a specific role to provide careers advice to students facing disadvantage in the labour market and outcomes in 2019.

King's Race Equality Action Plan
Building an anti-racist university
Appendix 1: Black Lives Matter Plan

Purpose

The Black Lives Matter Action Plan amplifies and accelerates King's commitments to address racial inequalities across the university. The plan was conceived at the Principal's request; recognising the need to respond proactively to the ongoing Black Lives Matter movement, following the murder of George Floyd in May 2020. He commissioned the June 2020 Race and Racism Leadership Summit as the first step to establish the importance this has. This action plan, forms is a subsection of REAP and sets a roadmap to ensure we become and remain actively anti-racist. The intention is to create accountability and enable a shift from rhetoric to action for race equality.

Key Actors/Stakeholders

- Senior Leadership/Management Teams - committing to personalised anti-racist learning and development, and leading change within their sphere of influence.
- Staff and Student Networks co-creating and informing activity through lived experiences testimony.
- Communications facilitating sharing of information and resources across all our channels and audiences.
- Equality, Diversity & Inclusion Function providing expertise and direction.

Core Deliverables

This plan covers specific actions across the University, including:
- Senior Leadership capability building:
    - Targeted anti-racism self-education and personal development,
    - Emotional intelligence training,
    - Creation of an anti-racism leadership resource hub,
    - Setting individual equality performance objectives.
- Visible anti-racist leadership and community building:
    - Follow up Race and Racism Summits through:
        - Co-sponsored community consultation and engagement exercise involving a range of student, professional services and academic staff,
        - Specific summits for the following segments of community:
            - HoDs,
            - BME academics,
            - Students.
    - Senior leadership sponsoring and leading local anti-racism discussion via 'Town Hall' and other events including anti-racism book and film groups.
    - Development of externally available Anti-Racism resources and permanent internet presence.

- Anti-racism social media campaign.