emp

Race equality charter application form

Name of institution

King's College London

Level of award application:

Bronze Renewal (2015)

Main contact for the application and contact details:

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Before completing this form, please refer to the Race Equality Charter handbook which has additional advice and information.

This application form is accurate for the purpose of applications made after:

20 January 2016

Acronyms and Abbreviations			
For ease of reference we recommend this page is removed or copied			
Terms		**Faculties, Directorates, and Teams**	
Acronym	**Meaning**	**Acronym**	**Meaning**
AEP	Academic Education Pathway	A&H	Faculty of Arts & Humanities
BME	Black and Minority Ethnic	CEER	Culture & Engagement and External Relations
EA/EIA	Equality Analysis/Equality Impact Assessment		
EC	Early Career	CMT	Case Management Team
DMT	Diversity Matters Training	CRSD	Centre for Research Staff Development
DTA	Dialogue to Action	DO&C	Dean's Office & Chaplaincy
FTC	Fixed Term Contract	DPSL	Dickson Poon School of Law
FTE	Full Time Equivalent	E&F	Estates & Facilities
GTA	Graduate Teaching Assistant	EDI	Equality, Diversity & Inclusion
HE	Higher Education	MLC	Modern Language Centre
HEI	Higher Education Institution(s)	F&P	Finance & Planning
LTP	Learning Teaching Programme	FSD	Fundraising & Supporter Development
PDR	Performance Development Review	(FNF)NMPC	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care
PGCAP	Postgraduate Certificate in Academic Practice	FoDOCS	Faculty of Dental, Oral & Craniofacial Sciences
PNTS	Prefer not to say	FoLSM	Faculty of Life Sciences & Medicine
PSS	Professional Services Staff	H&SS	Health & Safety Services
SES	Staff Engagement Survey	HR	Human Resources
REC	Race Equality Charter	IoPPN	Institute of Psychiatry, Psychology & Neuroscience
RES	Race Equality Surveys	IT	Information Technology
RG	Russell Group	KBS	King's Business School
UB	Unconscious Bias	KCE	KCE KCE
Boards and Committees		KCLSU	King's College London Students' Union
Acronym	**Meaning**	NMS	Faculty of Natural & Mathematical Science
EDIC	Equality, Diversity & Inclusion Committee	OD	Organisation Development
EDIF	Equality, Diversity & Inclusion Forum	REAP	Race Equality Action Plan
RELA	Race Equality Leadership & Action Team	RMID	Research Management & Innovation Directorate
PGDA	Pay Gap Design Authority	S&E	Students & Education
REB	Race Equality Board	SMSS	Social Mobility & Student Success
REN	Race Equality Network	SOS	Student Outcomes Service
SASC	Student Attainment Steering Committee	SPA	Strategy, Planning & Analytics
SMT	Senior Management Team	SPA	Strategy, Planning & Analytics
Benchmarking in the submission		SSPP	Faculty of Social Science & Public Policy
We've sought to include relevant benchmarks across our submission to contextualise King's progress towards race equality. RELA chose to include insight from other London-based HEIs (Russell Group and Post-92) as this benchmark. Where this benchmark is given by discipline, further detail is included in text.		SVP	Senior Vice-Principal
		ToR	Terms of Reference
		WP	Widening Participation

Application Word Count	
In addition to the 14,000 words as standard, AdvanceHE kindly provided 1,250 additional to account for Covid-19 and the fact our last award was issued 2015; total allowable: 15,250.	
Section	**Word Count**
Section 1	1796
Section 2	2194
Section 3	836
Section 4	2878
Section 5	2670
Section 6	531
Section 7	2189
Section 8	1042
Section 9	0
TOTAL	**14,136**

King's PSS Grades	
Grade	**Responsibilities**
Grade 1-3 – Assorted Roles	Grades 1-3 work to provide a range of services to an agreed quality standard or specification, referring conflicts or more complex situations to a manager/supervisor.
Grade 4 – Administrator/Intern	Grade 4s work within established processes and procedures (with day-to-day supervision) to provide a range of services to an agreed quality standard or specification, referring conflicts or more complex situations to a manager/supervisor.
Grade 5 – Officer/Coordinator	Grade 5s hold a detailed understanding of methods, systems, and procedures gained through significant practical experience and/or formal training. The work involves limited guidance and general instructions from more senior colleagues.
Grade 6 – Manager/Consultant	Grade 6s provide advice and support to units based upon a full understanding of a specialised field. They will plan and ensure progress within established procedures and policy. Grade 6 roles are responsible for planning and organising their own work or that of a team of colleagues.
Grade 7 – Manager/Head of	Grade 7s are experienced professionals responsible for providing proven specialist expertise and/or managing a diverse team and resources.
Grade 8 – Head of/Associate Director	Grade 8s are professional specialists with a high level of expertise and a substantial degree of independent professional responsibility within their functional area. Individuals will typically be managers of functional areas or senior individual contributors.
ALC6 - Director	ALC6s are King's most senior roles with extensive levels of professional expertise, responsibility, and discretion within and beyond their functional area.

A note for the panel

King's is a sizable, complex organisation. We have addressed the criteria to the best of our ability whilst observing a word count (maximum 15,250).

The SAT have adopted a pragmatic, 'common-sense' approach to data throughout this document. It's not been practicable to present *all* our data, analysis, stories and reflections by faculty and directorate.

Our approach makes clear BME people(s) are not a homogenous group as per (REC Principle 4). RELA conducted and presented analysis by five way split wherever possible.

Many of our actions are applicable to both staff and students, PSS and academics. For brevity, we have not duplicated these actions across multiple sections; we have cross referenced where relevant.

Our data complies with HESA's rounding and suppression strategy so we can share this submission as transparently as possible, whilst maintaining confidence/anonymity; data is rounded to the nearest multiple of five and values <2.5 are supressed to zero – resulting in small rounding errors. Where this is significant, we have indicated with *. Staff numbers represent assignments, rather than headcount (to factor in FTE); individuals with more than one contract are counted once for each. For ease of reference, large tables include red/green highlight to identify areas deviating from the King's mean by 10%p or more.

If the panel seek clarification or further information on any of the sections or actions, we would be happy to provide this insight.

1 Letter of endorsement from vice-chancellor/principal

**Please provide a letter written by the vice-chancellor (or equivalent).
The letter should include:**

= why the head of the institution supports the application

= details of the issues senior management believe exist for minority ethnic staff and students within the institution

= details of how race equality is being advanced by the senior management team, council and senate (or equivalent) and regularity with which it is discussed

= how the senior management team, council and senate ensure race equality is embedded within the decisions they take

= details of any allocated additional and ringfenced resources for this work

Professor Ed Byrne – President & Principal

To whom it may concern:

I provide my strong personal support for the Race Equality Chartermark submission and action plan as an honest reflection of King's progress on race.

King's vision: 'to make the world a better place', cannot be achieved without ensuring race equality and the eradication of racism at King's. Our strategy, Vision 2029, is clear: we build a community of learners through mainstreaming interventions that remove all forms of inequality; emphasising our civic responsibilities to local boroughs with a global outlook.

Our self-assessment identifies four 'stubborn issues':
- Increasing BME representation at senior levels
- Talking about race and racism openly and sensitively
- Tackling microaggressions and building an inclusive culture
- Closing our BME attainment gap

I believe we have created an ambitious action plan to address these issues.

I joined King's from Monash University, where I learned the importance of inclusion, in terms of the equality interventions I sponsored, such as the inclusion of the indigenous population into HE. My experiences taught me the importance of setting specific goals for equality.

At King's, I introduced Key Performance Indicators at university and faculty level around race, setting specific targets to decrease the BME attainment gap and increase representation of BME people in senior roles (REAP 1.3.1). I want King's to be in the upper quartile of London institutions across these indicators. I have provided termly EDI reports to our most senior bodies, highlighting areas where we have, and have not made progress. We will continue to review REAP 2020 progress termly.

We have seen real change; I am proud to say that, thanks to the exceptional work of our Admissions and Widening Participation Teams, the percentage of our BME Home students has dramatically risen (42% to 52%). While we welcome new students, I recognise the need to ensure we support current BME students, increasing their sense of belonging and I am pleased that the attainment gap at 'good' degree has fallen (from 12% to 5%). (REAP S.6)

However, there is still much work to be done; our Education Strategy (2017-22) has bedrock workstreams on Inclusive Education and diversifying the curriculum. (REAPS.6)

I sponsored an executive leadership structural inequality development programme, diversity training and hosted a Leadership Summit to tackle race and racism. These initiatives were challenging, sobering and catalytic. We, as university leaders, now have a more powerful commitment to the changes needed to affect the deep, broad structural issues. (REAP 1.6.1,1.4.1, 1.2.2)

Two clear structural issues are 1) the representation of BME academics and 2) tackling microaggressions. Despite our success in improving BME applications and success rates in promotion, we have stasis in the proportions of BME academics. We will accelerate how we attract, appoint and promote talented BME staff. I will personally sponsor a programme that will help our community recognise, respond to, and prevent microaggressions. (REAP 5.1.1-4)

I will ensure my Senior Management Team fulfil their commitments to invest time and resources to lead an anti-racist university in delivering our university action plan.

Steve Large – Senior Vice-Principal, Operations

My responsibilities for PSS staff include ensuring that we all have a safe, secure and successful working environment. This means everyone, whatever their background, must have opportunities to succeed and thrive. Any discrimination is a barrier to achieving success.

In March, I became SVP Ops, following being King's Chief Financial Officer. To address barriers to race equality, my predecessor and I have:
- Invested £11.2M into transforming HR
- Introduced more effective staff data records
- Modernised recruitment processes
- Increased investment in EDI resourcing and leadership (REAP 2.2.2)

We can now forensically interrogate HR and Management Information, a marked improvement that has led to data-informed discussions where we can clearly see the structural issues King's has.

While I am encouraged by the progress, we have seen in BME professional services staff representation, particularly for our most senior PS roles, our self-assessment shows that our BME staff do not have confidence in us as an organisation in terms of fairness and likelihood to succeed. In addition, while we attract a high proportion of applications from BME people we are not seeing this convert to appointments. (REAP 3.1.1)

I led a round table discussion with the PS leaders interrogating issues of race and race equality for PS staff in relation to our culture, leadership and accountability. We focused on how to recognise talent and measure performance in ways which reduce structural racism, and committed to actions which will address recruitment disparities, improve opportunities, and address our underrepresentation at senior leadership levels. We will hold this event annually to hold ourselves to account. (REAP 4.5.1)

Fair recruitment and the tackling of bullying and harassment are among my top priorities. I am personally sponsoring the review of our recruitment processes with the aim of eliminating racism and bias at every step and will also be sponsoring a Mutual Mentoring programme to deepen our leaders' self-awareness, empathy and understanding of structural inequality and the lived experiences of underrepresented groups. (REAP 2.3.2, 3.4.4)

I am personally committed to delivering and leading the PS Executive to deliver REAP 2020.

Professor Sir Robert Lechler – Senior Vice-Principal & Provost (Health)

I am writing on behalf of all the Health Faculty Deans. I also have the privilege of being Executive Director of King's Health Partners (KHP). Health is a universal right. We provide health care and education in three of London's most diverse boroughs, but we cannot do this well without BME representation, inclusion and actively seeking BME voices.

King's is funding research into racialised experiences in healthcare. This project, co-developed with students, patient representatives and external experts, will help future healthcare professionals understand racialised experiences and become sensitive practitioners of the future. (6.4.1)

Our extended Medical Degree enables students from disadvantaged backgrounds to access Medical School by demonstrating their capacity to succeed rather than relying on their A-level results. These fifty, primarily BME students receive a tailored package of support throughout their six years of training. The evidence to date is that they make outstanding doctors.

The four faculties I am responsible for have very different profiles. I am proud to point to the work, for example, that FoDOCS have done to ensure that they have a much higher level of BME representation and success at promotion. They have done this through determined leadership, effort and close collaboration with HR and Student Success. Nevertheless, none of the health faculties are complacent, recognising that their senior leadership team needs to reflect their staff and student diversity more closely. (REAP 1.3.1-3)

While I am very proud of our successes, our self-assessment clearly shows how much more needs to be done. We need to ensure a stronger pipeline of doctoral students into an academic, or clinical academic, career. We will take a strategic approach recognising and removing the barriers that BME people are more likely to face with greater leadership and management accountability, better scrutiny of our recruitment processes and continuing training and raising awareness of bias. (REAP 3.1.1, 3.7.3)

We will also introduce enhanced career development programmes like those successfully addressing gender underrepresentation. Faculty Deans will personally ensure that all our BME academic staff have personalised career development plans. (REAP 3.8.2)

Earlier this year, I negotiated the withdrawal of Thomas Guy's statue from public view, a watershed moment for race equality at King's. Previously, I chaired the SMT meeting where we committed to take this application forward and am very proud of my colleagues who recognised both the personal changes that they would need to make to ensure we improve race equality at King's. That discussion means I can personally testify to the depth of commitment across all our faculties and directorates.

I'd like to thank the team who have worked tirelessly to lead a university wide conversation on race and racism. I can promise the panel of the Health Faculties' determination to see that we deliver on our action plan. I will shortly be leaving my role at King's and consider it part of my legacy that we have made progress towards race equality. This mission is shared

by Professor Richard Trembath, who will also advance race equality as a priority. I will ask him to focus on supporting BME post docs in their transition to permanent academic positions, addressing their precarity and overrepresentation in fixed term contracts. (REAP 3.1-3)

Professor Evelyn Welch - Senior Vice-Principal & Provost (Arts & Sciences)

I write on behalf of all the Arts & Sciences Faculty Deans; I am Co-chair for King's Athena SWAN Self-Assessment Team and served as Co-chair of the Race Equality Writing Group (2017-2019).

Our REC renewal has fostered an extraordinary process of reflection on race relations and race equality at King's. It was distressing that many in our community did not believe that King's took race equality seriously, or that we were committed to meaningful change (RES survey, 2017). We have sought to understand why some faculties have been more successful recruiting BME academics than others. We have had to push ourselves to ensure that we make swifter progress towards an inclusive curriculum. As a result of this reflection, our leadership recognise the need to have sensitive, meaningful on-going conversations about race and to take tangible action. (REAP S.4)

We have numerous examples of good practice since 2015. Sustained engagement in curriculum change, highlighting and addressing colonial legacies, expanding the canon of what is taught, and creating classroom practices that give everyone a voice, whatever their background. The reduction in our BME attainment gap in NMS is another positive result. (2014/15, 11.0% - 2017/18 4.3%). I am also very proud that our VP International, Professor 'Funmi Olonisakin (whose academic home is in A&S) was voted 7th most influential Black person in the BlackPowerlist 2019.

Our data shows we have significant issues of structural racism to address. I believe our action plan, which is part of a larger commitment by King's to Equality, Diversity & Inclusion, will keep us on track. Our faculty targets, and embedded EDI Practitioners, ensure that our entire academic community is engaged with issues of race inequality locally. (REAP 3.2.2)

As an historian, I believe that we must engage with King's own past relationships with slavery and racial inequality. I will take personal responsibility to ensure that this happens. (REAP 4.1.1) On an equally personal level, it has been an amazing experience to work alongside 'Funmi Olonsakin, Sarah Guerra, Alex Prestage and others in undertaking this self - assessment I have learned so much. As a white woman, I have had, and continue to have privileges that I have taken for granted. It is my responsibility to learn from my BME colleagues' personal experiences and to work with them to co-create an environment that dismantles white privilege, overcoming white fragility to create the opportunities and environments that I have enjoyed, without really even thinking about it, to a much wider, much more diverse, group of staff and students.

I'd like to thank the panel for the care with which you will scrutinise our work.

2 The self-assessment process

2a Description of the self-assessment team

The description of the self-assessment team (SAT) should include:

= team members, their role within the institution and the SAT, their faculty/department, grade and ethnicity

Note: When this information is contained in a table (maximum 30 words about each team member) it will not be included in the word count.

= how people were nominated or volunteered for the role and how any time involved in being a member of the team is included in any workload allocation or equivalent
= how each faculty and relevant central departments are involved and included

Section 2 Headlines
- Self-assessment conducted by a diverse, representative team, fully embedded into College governance, acknowledged as core work recognised in performance appraisal and promotion criteria.   - Self-assessment included a wide variety of consultation methods.   - Self-assessment directly engaged 4.9k in King's community.   - Identified 4 stubborn issues representation, attainment, microaggressions and ability to talk about race.   - A compelling response to the murder of George Floyd, a Leadership summit resulting in a magnification and acceleration of race equality work.   - Long term structural investment in EDI expertise and leadership – 18 posts.   - REAP 2020 ownership by Principal and college via Equality Diversity and Inclusion Committee.

Race Equality Leadership and Action Team (RELA)

RELA is our Self-Assessment team (Fig. 2a.1). The university-wide team of colleagues from diverse backgrounds, identities, and experiences (professional and personal) led our July 2020 Race Equality Charter Submission. They had clear Terms of Reference aligned to the charter mark principles.

RELA was assembled through targeted selection across the ED&I team, academic and PSS leads of relevant areas and internal communications circulating an open invitation.

Participation was voluntary and supported by line managers and is recognised in performance appraisal.

King's Staff Race Equality Network were members of RELA ensuring staff voices are incorporated to better understand issues and achieve long term institutional change (REC Principle 3).

Member and position at King's	RELA Role & Section	Ethnicity	Personal Profile
Prof 'Funmi Olonisakin Vice President & Principal International Professor of Security, Leadership & Development (SSPP)	Co-Chair Lead: Section 1 and Contributed to Section 8		Founding member of the African Leadership Centre, which bridges academia and the world of policy and practice. Recent research on 'Reframing narratives of peace and state-building in Africa' and on 'Future peace, society and the state in Africa.'
Prof Ben Bowling Professor of Criminology and Criminal Justice (DPSL)	Co-Chair (DPSL) (overall advisor and support to take account caring responsibilities and Covid-19 impact)	Mixed	Ben's book *Violence Racism* was submitted in evidence at the Lawrence inquiry. His other scholarly work has informed his contributions to equality, including in the role of Acting Dean of the law school.
Sarah Guerra Director of Equality, Diversity & Inclusion (HR)	Senior Responsible Officer (EDI). Lead: Sections 4 & 6	Mixed Caribbean, African	Sarah leads King's EDI approach, having previously worked as Head of EDI at the Ministry of Defence. As a working parent of African-Caribbean descent, she brings professional and personal lived expertise.
Alex Prestage EDI Manager	Programme Manager (EDI). Project managed submission and action plan. Lead: Section 5	White British	Alex has worked to engage disadvantaged groups in HE and to tackle complex social issues. He's passionate that HE can and will be a more inclusive environment for all.
Erk Niyazi Gunce	RELA Member (EDI)	Mixed Turkish Cypriot	Erk grew up amongst racial conflict in Cyprus and took part in peacebuilding efforts in Cyprus; he is passionate about intersectionality.

Figure 2a.1: RELA Staff Profiles

EDI Intern (HR) (Nov 2019- July 2020)	Provided secretariat support for RELA.		
Abdi Ibrahim (People, Data and Analytics, HR)	RELA Member Provision of staff data.	Black British - African	Through his career in multiple industries, Abdi realised that meritocracy can sometimes be overlooked due to systemic inequalities. He is pleased to be part of REC to continue to break these barriers.
Dominique Ganase (Data analytics, SPA)	RELA Member Provision of data	Mixed	Dominique knows that data can only highlight potential issues, so she has enjoyed being a part of the RELA team and seeing how these findings could be used to drive change at King's.
Kirsten Johnson Student Experience Manager (A&H)	RELA Member Lead: Section 7	Mixed	A previous King's student and Sabbatical Officer, Kirsten joined RELA to improve racial equality at King's and in Faculty.
Michael Bankole PHD Candidate in Politics (SSPP); REN core committee	RELA Member, Contributed to Section 7	Black British – African	Michael's doctoral research focuses on the substantive representation of ethnic minorities by ethnic minority MP's following the 2017 General Election. Michael is also the host of the podcast 'Politics JaM'.
Lorraine Ishmael-Byers Associate Director Disability Support and Inclusion (SED)	RELA Member Lead: Section8	White British	Lorraine has 19 years' experience in inclusion work in higher education. Lorraine is a Senior Accredited member of the National Association of Disability Practitioners.
Maija Koponen	RELA Member Contributed to Section7		Maija leads on attainment gaps and race equality within the student experience is at the heart of her role. Joining RELA has been a great opportunity to highlight the

Student Attainment Manager (SED)			importance of closing attainment gaps at King's.
Jennifer Agha Post Graduate Programme Officer (SSPP). Co-chair REN	RELA Member, Race Equality Network Contributed to Section6	Mixed/ Multiple heritage: Black & White. Spanish-Nigerian-Finnish	Jenny is from a multilingual, multinational and multi-ethnic family. Diversity and inclusion are therefore personal to her, and she hopes to create positive change.
Naureen Abubacker Project Manager Civic Leadership Academy (SED)	RELA Member (SED) Contributed to Section 4,6 & 7	Asian British - Indian	Naureen is committed to empowering underrepresented groups in education. Working on the frontline, she has seen how systemic racism impacts students. She is committed to creating inclusive spaces that centre these voices.
Priya Grant Alumni Engagement Manager (FSD)	RELA Member Contributed to Section 4 and 6	Mixed	Priya's involvement in RELA has helped her learn about the inequalities within Professional Services. She is committed to helping King's improve its staff diversity, including in senior leadership.
Rebecca Brown Policy Institute and Global Institute for Women's Leadership. (SSPP); REN core committee	RELA Member Contributed to Section 6	White British-Spanish	Rebecca leads on comms and events in the Race Equality Network.
Dr Renee Romeo Senior Lecturer in Health	RELA Member Contributed to Section 5		Current research emphases are dementia, child and adult mental health, autism, intellectual disabilities, global health with an economic focus to tease out the practice and policy

Economics (IOPPN)			implications. Renee is a King's 2019/20 StellarHE participant.
Prof. Sally Everett Professor of Business Education (KBS). KBS Vice Dean Education; King's lead for Inclusive education	RELA Member Lead: Section 8	Mixed	Prior to King's Sally co-led the University of Anglia Ruskin's Women and BME staff Networks. She is the Equality Officer for the Association of National Teaching Fellows and a member of the D&I for the Chartered Association of Business Schools.
Shaswat Jain President of the King's College London Students Union (KCLSU) for 2019-2020	RELA Member		Shaswat was often unable to attend but regular meetings were arranged to discuss issues of race with KCLSU.
Safrina Ahmed EDI Project Officer (HR)	RELA Member (EDI) Lead: Section 2 & 3	Mixed	Safrina has previously worked in the third and public sector. She has also developed research on policing and race. Safrina is excited to be part of RELA to create intersectional change.
Tyler John EDI Project Intern	Provided infographics and visuals for submission	Mixed	Tyler is a White and Black Mixed Caribbean person, who grew up in a Mixed family. As a gay, Mixed person, he is passionate about diversity and inclusion.

Figure 2a.2: Pictures of RELA

Prof. 'Funmi Olonisakin   Prof. Ben Bowling   Sarah Guerra   Alex Prestage   Erk Gunce   Abdi Ibrahim   Dominique Ganase

Kirsten Johnson   Michael Bankole   Lorraine Ishmael-Byers   Maija Koponen   Jennifer Agha   Naureen Abubacker   Priya Grant

Dr. Renee Romeo   Rebecca Brown   Prof. Sally Everett   Shaswat Jain   Safrina Ahmed   Tyler John

2b The self-assessment process

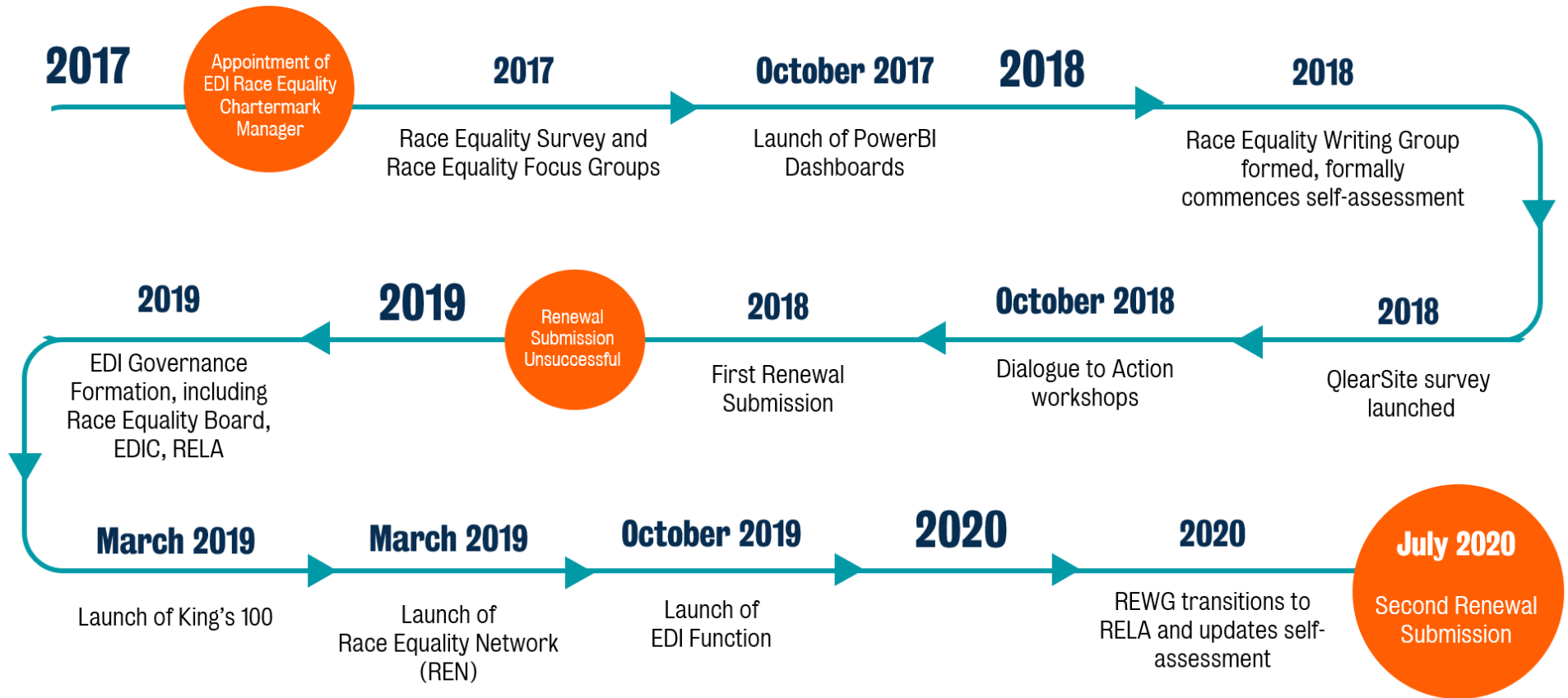**This section should include:**

= how the team met and communicated
= how often they met and communicated. For face-to-face meetings please provide the dates of the meetings, attendees and a brief description of the outcomes of the meeting

   Note: the SAT is expected to meet in full at least three time

= how the team fits in with other existing committees and structure

Figure 2b.1: REC timeline

2017 — Appointment of EDI Race Equality Chartermark Manager

2017 — Race Equality Survey and Race Equality Focus Groups

October 2017 — Launch of PowerBI Dashboards

2018

2018 — Race Equality Writing Group formed, formally commences self-assessment

2018 — QlearSite survey launched

October 2018 — Dialogue to Action workshops

2018 — First Renewal Submission

2019 — Renewal Submission Unsuccessful

2019 — EDI Governance Formation, including Race Equality Board, EDIC, RELA

March 2019 — Launch of King's 100

March 2019 — Launch of Race Equality Network (REN)

October 2019 — Launch of EDI Function

2020

2020 — REWG transitions to RELA and updates self-assessment

July 2020 — Second Renewal Submission

Self-Assessment & Race Equality

REAP 2015 plan had 75 actions. The 2015 SAT was disbanded, and the delivery of REAP 2015 was managed by a D&I manager (Fig. 2b.1). In 2017 the Race Equality Writing Group (REWG) formed and oversaw a self-assessment. In February 2019 King's sought to renew our award. The panel's feedback identified we had not met the technical data requirements and as there had been a lag in implementing REAP 2015; with a lack of institutional ownership they were sceptical about our sustained commitment.

At this point due to governance and staff changes, the revised EDI approach (S2d) and the need for heightened leadership focus responsibility was transferred to RELA. There is sustained progress and commitment in the period 2015 – 2020 and we have conducted the self-assessment on the whole period. (Fig 2b.3) This last year, particularly, has enabled us to demonstrate our commitment and the impact of our strategic approach to deliver on our Action Plan and address the Four Stubborn Issues for Race Equality at King's. (Fig. 2b.2)

Figure 2b.2: Four Stubborn Issues for Race Equality

Four Stubborn Issues

1. Increasing the ethnic diversity of our senior PSS and academic leaders.
2. Supporting staff and students to sensitively discuss race and racism.
3. Support for staff and students to identify and report racial microaggressions, and for King's to act appropriately.
4. Continuing to close King's BME Attainment Gaps and to develop inclusive curricula.

Figure 2b.3: Race Equality Activity

| Activity	Date
Director of EDI appointed	February 2017
Head of EDI appointed	May 2017
Creation of new EDI function and appointment of 11 posts, including REC Manager	July 2017
Race Equality Action Plan 2015 review	Autumn 2017
EDI PowerBi dashboard developed and launched	Autumn 2017
Termly SMT and Council REAP 2015 briefings	Autumn 2017 onwards
King's wide EDI governance review	Spring 2018
Race Equality Writing Group formation	May - June 2018
First REWG Meeting	June 2018
SMT Structural Inequality Development programme	May 2018 – ongoing
REWG Meetings Monthly	June 2018 – Feb 2019
Section leads identified & briefed	June 2018
Principal's briefing 1	September 2018 -ongoing monthly
Compile and share data	October 2018
Dialogue to Action planning and communications	October 2018 – February 2019
Dialogue to Action workshops	October 2018
Principal's briefing 2	November 2018
SMT Meeting (Faculty Engagement Packs distributed)	November 2018
Faculty Engagement packs due	14 December 2018
EDIC first meeting	Feb 2019 – ongoing termly
King's REC Bronze renewal unsuccessful	Feb 2019
REC panel feedback review	May 2019
'Conversations about Race' pilot event.	March 2019
Qlearsite Survey launch	May 2019
Race Equality Network relaunch	June 2019
Equality Diversity and Inclusion function expanded to 18 posts.	October 2019
Race Equality Working Group hand over to RELA	
Terms of Reference, Introduction of REC, REWG previous work.	Meeting 1 – 14 January 2020

Race Equality data, REC sections, MS Teams created.	Meeting 2 – 20 February 2020
Race Equality Action Plan Update, HR Recruitment Deep Dive	Meeting 4- 30 April 2020
Race Equality data report, engagement packs, equality analysis and Covid-19.	Meeting 5 – 20 May 2020

Meeting Outcomes and Communication

Within RELA

RELA worked dynamically with project management techniques, updating an action log after each meeting, and using online collaborative tools. RELA continued to meet during the Covid-19 pandemic, supporting the university wide response to this and the surfacing of global racism and distress within King's following George Floyd's murder. (Fig.2b.4)
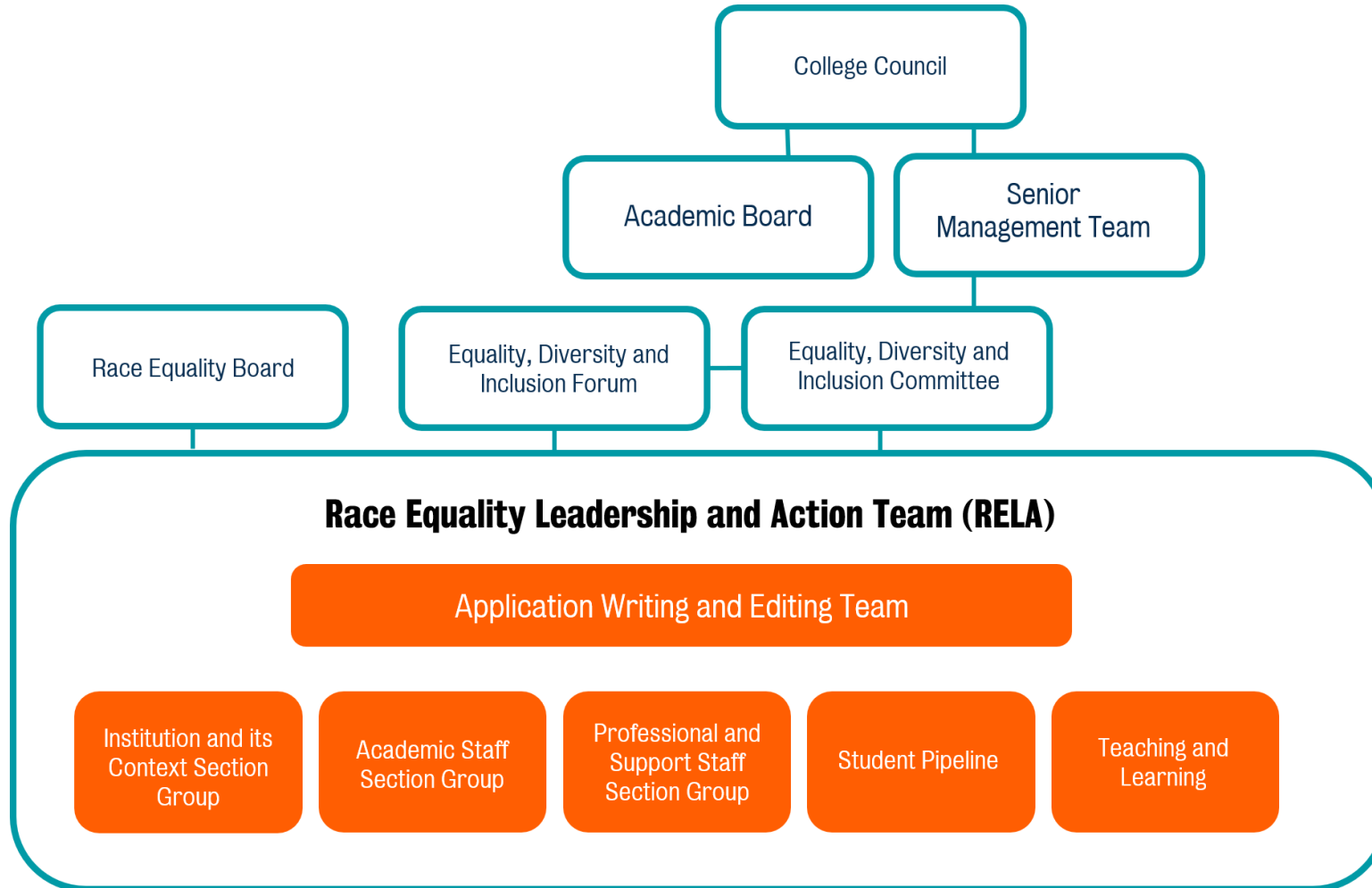
Figure 2b.4: Screenshot of RELA Microsoft Teams
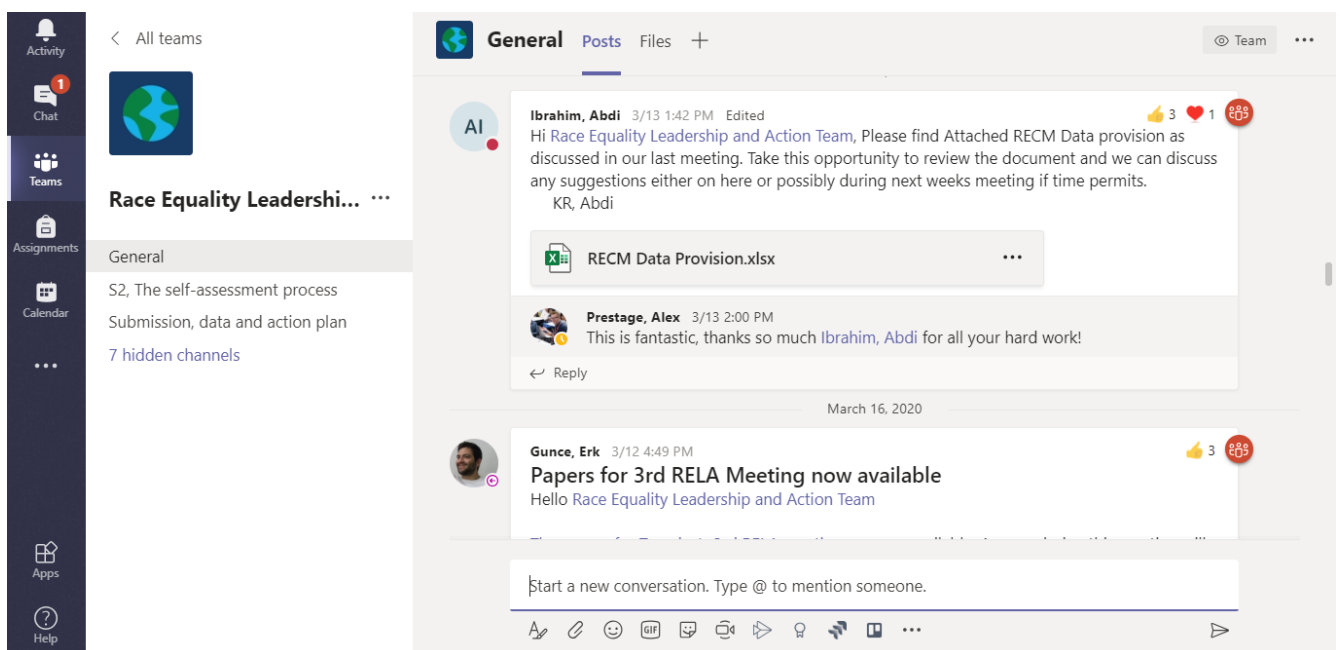
Working with other committees and structures.

Governance for Race Equality
Figure 2b.5: Race Equality Governance

In 2018, following King's 2015 self-assessment we recognised the need to increase leadership accountability for EDI and reviewed EDI governance creating EDIC, EDIF and REB

Equality Diversity and Inclusion Committee (EDIC) and Equality, Diversity & Inclusion Community Forum (EDIF)

EDIC is chaired by the Principal. It is a subcommittee of SMT and has representation from across our leadership, staff and student communities. EDIC provides the highest-level governance for equality, diversity, and inclusion, including REC.

EDIF is co-chaired by the Director of EDI & KCLSU President. It is an employee and student-voice consultative body, and draws its membership from staff, students and networks. This group provides shared expertise, experiences and insight to inform discussion, approaches and decision-making in relation to key issues. EDIF reports to and liaises with EDIC to inform all of King's EDI approaches. (REAP 2.7.2)

RELA reports to EDIC (2b.5) via termly written and verbal reports. This ensures that senior management are aware of the self-assessment progress and can provide leadership insights into race equality work. (REAP 1.2.2)

Race Equality Board (REB)

In direct response to 2015 and 2019 feedback that we needed to ensure that race did not slip off the leadership agenda we formed REB. By including external and independent race equality experts and leaders it adds a degree of challenge and scrutiny to our race equality work.

Membership of REB is comprised of both internal King's staff, from a range of Faculties and Directorates and lay members from a range of external interest groups, including the NHS, enabling learning from beyond the sector to shape King's approach to race equality

RELA and REB's relationship is developing and in the last year they have worked closely with the expertise of REB actively shaping and guiding RELA in their self-assessment. (REAP 1.1.1-1.1.3, 1.8.1)

Reflection – Race Equality Charter Mark, EDI Project Manager
REB is an example of King's innovation and intent with regard to race equality. Our lay members set this important scrutiny and accountability body apart from any other committee or institution. Already REB is driving the quality and impact of our work to tackle racism at King's.

2c Involvement, consultation and communication

This section should include:

= how the staff and student survey was conducted, disseminated, and analysed and how many staff and students responded (with specific reference to their ethnicity and nationality)
= how minority ethnic staff and students were further involved and consulted in the self-assessment and development of actions
= how relevant staff and student networks were involved (this may include a statement from any relevant networks)
= how you involved external interest groups, for example local race equality groups
= communications to all staff and students, including any faculty-level communications with staff

Race Equality Involvement, Consultation and Communication

King's has a regular rhythm of EDI communication and events including a monthly Diversity Digest, EDI blog and lively Twitter feed. These channels were used throughout the period to consult and communicate about REC.

Race Equality and Racism at King's Leadership Summit (2020)

The murder of George Floyd and the subsequent Black Lives Matter protests caused considerable concern and distress amongst King's community. In response, King's SMT and their reports (~200 members of staff) came together in June 2020 to discuss race and race equality and the need to reinforce our commitment and accelerate our progress. Participants heard staff and student testimonies on racism at King's, observed an 8 minute, 46 second silence, and engaged with REC and the stubborn issues to develop a more focused anti-racist emotionally intelligent approach. The spontaneity, speed of organising and high, level of engagement with this summit demonstrates a significant shift in King's maturity and approach to race equality and high impact in terms of enabling conversations around race and racism. (REAP 2.3.3 & 4, BLM plan)

Reflection – Professor 'Funmi Olonisakin, Chair of Race Equality Leadership and Action on 2020 Race Summit
It is important to note the overall contribution of this important event. The summit helped to refocus the attention of university leadership (beyond senior leaders) on the question of race. It has provided momentum and galvanised action college wide towards REAP 2020.

Racism Open Letter

Following the Racism Summit, SMT wrote an open letter to the King's community. Each SMT member has developed an individual tailored action plan connected to REAP 2020. (REAP 4.5.1) Including communicating to staff on race and race equality in their local areas and organising open forums. July 2020 saw an anti-racism hub and toolkit go live. (REAP 1.6.1)

A planned part of our self-assessment that also served to reinforce the leadership summit was the Professional Services Executive round table (Fig. 2c.1), held by SVP Ops, *Let's Talk About Race (June 2020).* Engaging the leadership of the Professional Services directorates on issues that impact BME PS staff and encouraged direct participation with the PS specific issues explored in Section 6. (REAP S.3)

Figure 2c.1: Excerpt of Agenda; Let's Talk About Race, PSE Roundtable

Specific areas for examination included:

Why can we see more BME staff on FTC, especially in Grade 4, 5 and 6? What will we do to reach equality on contracts?

Why do we have a significant drop-off between application, shortlist and hire for BME candidates?

Why are we attracting so few Black and Chinese candidates, and appointing even fewer? What will we do to change this?

Why are Black men especially so underrepresented in PS, especially in senior roles? How do we change this?

Why do we see several PS leaderships with no BME representation? How do we change this?

Surveys

Race Equality Surveys (2017)

In 2017, King's ran its second RES. Student (Fig. 2c.2) and staff participation was invited via the Principal's Annual Black History Month Address and across multiple channels.

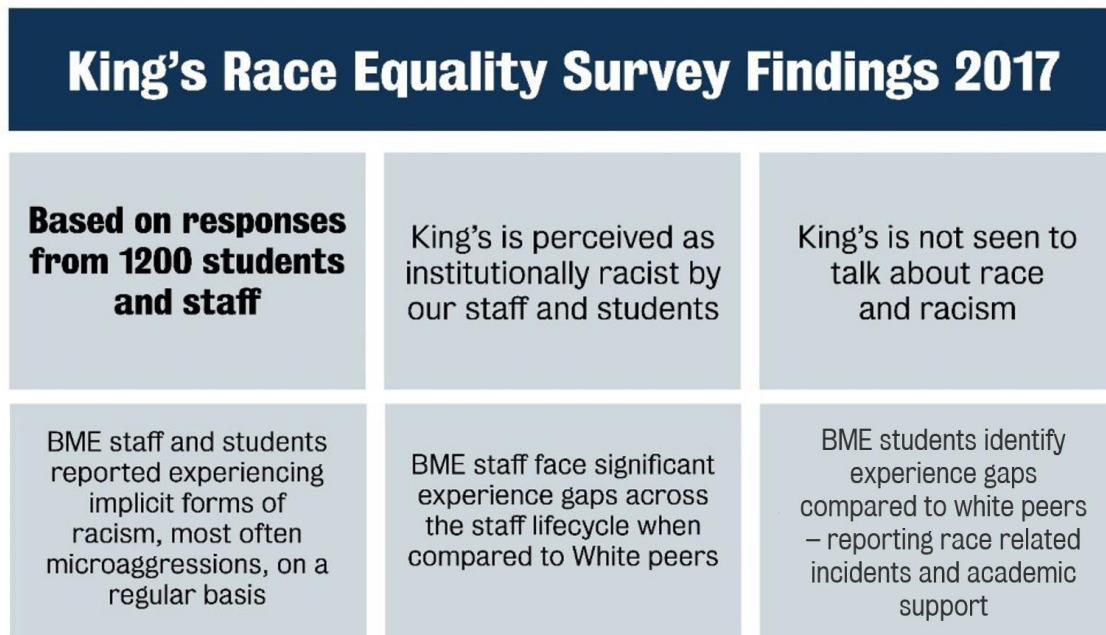*Figure 2c.2: King's Race Equality Survey Findings*

King's Race Equality Survey Findings 2017

Based on responses from 1200 students and staff	King's is perceived as institutionally racist by our staff and students	King's is not seen to talk about race and racism
BME staff and students reported experiencing implicit forms of racism, most often microaggressions, on a regular basis	BME staff face significant experience gaps across the staff lifecycle when compared to White peers	BME students identify experience gaps compared to white peers – reporting race related incidents and academic support

Figure 2c.3: Survey Quotes

"It is difficult to go to a member of staff for race related issues when they are not a member of an ethnic minority themselves." – BME student

"I have been at King's for over three years now. Four out of four teams I have been placed, I have been the only black woman and still the only black woman." - BME staff member

Response rates to RES were low (8% of all staff and 2% of all students) and so provided limited quantitative analysis to demonstrate and measure disparities. The participation was too low to provide meaningful breakdown by race/ethnicity (BME/white).

We believe this was partly due to communication channels being unclear and so awareness of the survey being low. In addition, it is clear that levels of trust and confidence in King's attitude to race were low. Staff may have doubted whether completing the survey would make any difference. These factors most likely impacted participation.

Part of our response was to reinvigorate the Staff Race Equality Network which had become dormant and seek to actively partner in this work. (REAP 2.7.1, 5.3.1)

Quantitative and qualitative analyses of RES findings were compiled into a comprehensive report. The results were disturbing, demonstrating a lack of faith in King's ability to discuss and deliver race equality. This was shared for discussion with committees across King's, including SAT, Academic Board, and faculty-based EDI committees. Decision makers agreed that a new approach was needed.

Qlearsite (2018)

Acknowledging the previous low engagement with RES King's invested £20,000 in Qlearsite - a bespoke and anonymous - inclusion survey to underpin our Athena SWAN and REC self-assessments (Fig. 2c.4). It was conducted in June 2019 via individual email distribution, using open and closed questions to discover the experiences of staff and artificial intelligence to analyse free text for nuance and depth in survey responses and linking these to inclusion issues. (Fig. 2c.5)

Qlearsite was a substantial strand of evidence for REC. It has enabled us to cross reference staff responses to key groups, such as roles within academic and professional services careers, and, importantly, protected characteristics such as race and gender. This generated powerful insights into the experience of all staff and in particular, enabled intersectional analysis throughout this application with greater nuance. These insights are referred to in the relevant sections. They strengthen our ability to identify issues and to make evidence-based decisions on how to address issues of race and racism.

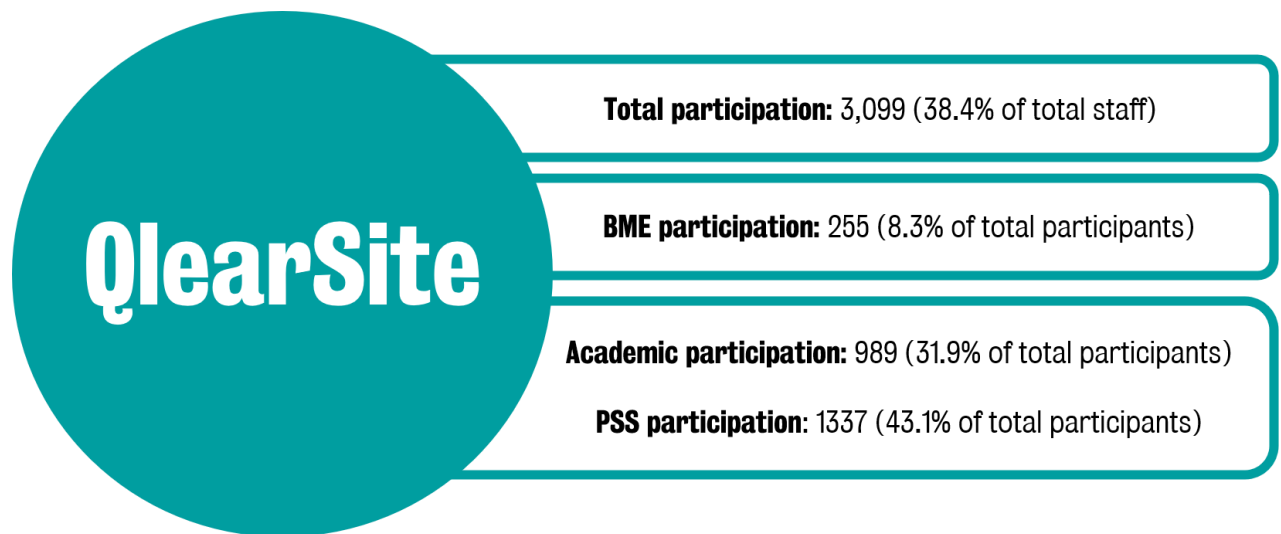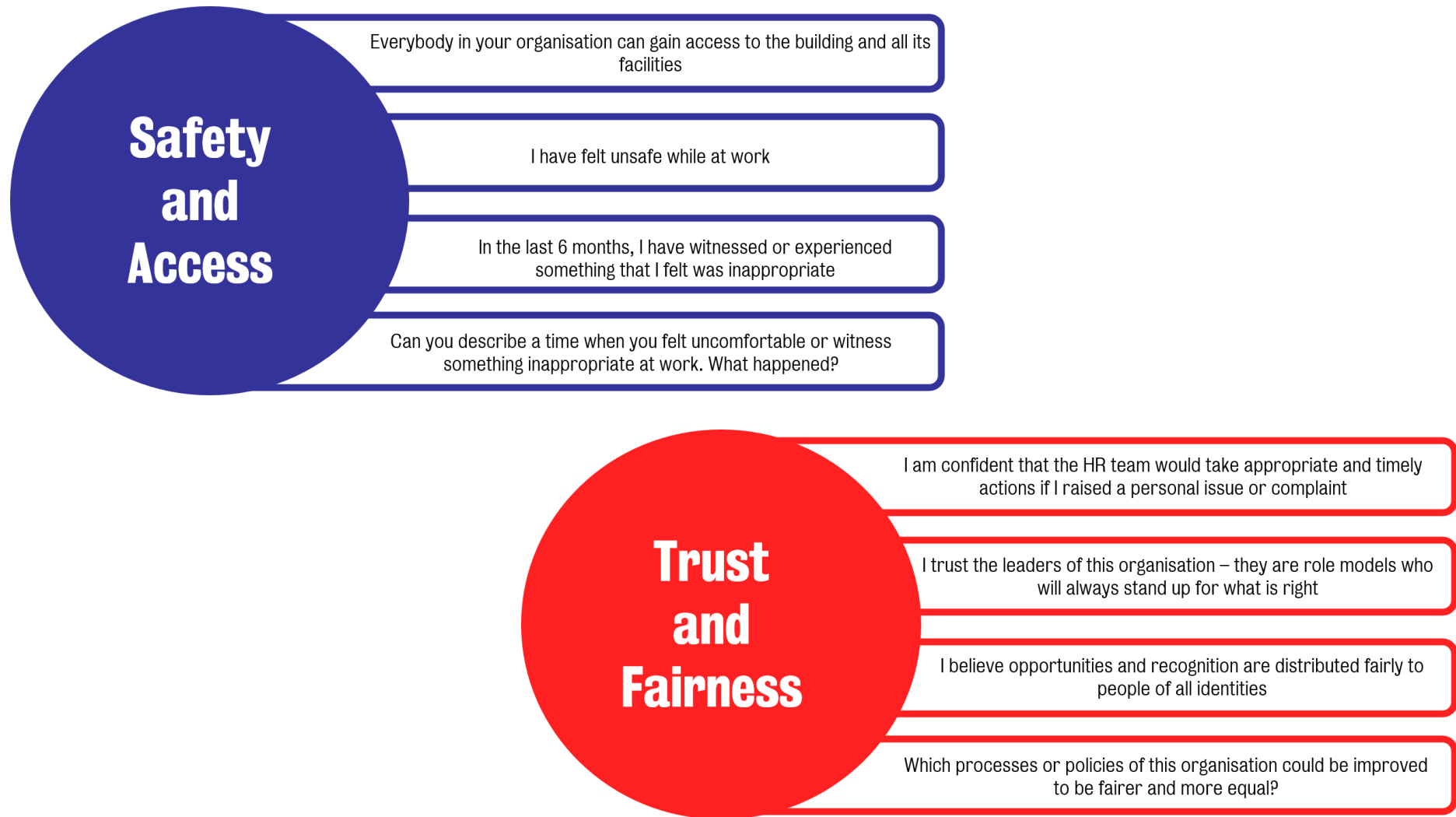*Figure 2c.4: Qlearsite Participation Rates*

QlearSite

Total participation: 3,099 (38.4% of total staff)

BME participation: 255 (8.3% of total participants)

Academic participation: 989 (31.9% of total participants)

PSS participation: 1337 (43.1% of total participants)

Figure 2c.5: Qlearsite Questions

Safety and Access

- Everybody in your organisation can gain access to the building and all its facilities
- I have felt unsafe while at work
- In the last 6 months, I have witnessed or experienced something that I felt was inappropriate
- Can you describe a time when you felt uncomfortable or witness something inappropriate at work. What happened?

Trust and Fairness

- I am confident that the HR team would take appropriate and timely actions if I raised a personal issue or complaint
- I trust the leaders of this organisation – they are role models who will always stand up for what is right
- I believe opportunities and recognition are distributed fairly to people of all identities
- Which processes or policies of this organisation could be improved to be fairer and more equal?

Acceptance

I believe that people of all identities can be successful at this company

This organisation has initiatives that help me feel part of a connected community of colleagues

Our organisation's social events take everyone's needs into consideration

When you tell your friends and family about your direct manager and close colleagues, how do you typically describe your working relationship?

Belonging

Our organisation celebrates and embraces people's differences

When I speak up, my opinion is valued

I feel like I belong at this company

What one thing could this company do to make you feel more included?

Reflection – Director Equality, Diversity & Inclusion
Qlearsite gives us distinct information on the disparity between BME and white employee beliefs about fair distribution of opportunities and recognition at King's. This evidence has underpinned and informed our self-assessment. This insight indicates structural racism that will take a range of connected intentional actions pursed persistently to generate necessary change.

Having audited REAP 2015 in August 2017 and analysed survey findings in December 2017, REWG commissioned an interim action plan setting a clear path for to improve race equality. This plan took forward key actions from REAP 2015 and instigated fresh activity in response to survey findings.

Consultation and Co-Creation

Race Equality Focus Groups at King's (2017)

To supplement RES, six focus groups were co-facilitated by REWG and the faculties. These deepened our understanding of the situation across the university. We were able to contextualise our understanding particularly around the lack of visibility and belief in race equality work and a culture of microaggressions.

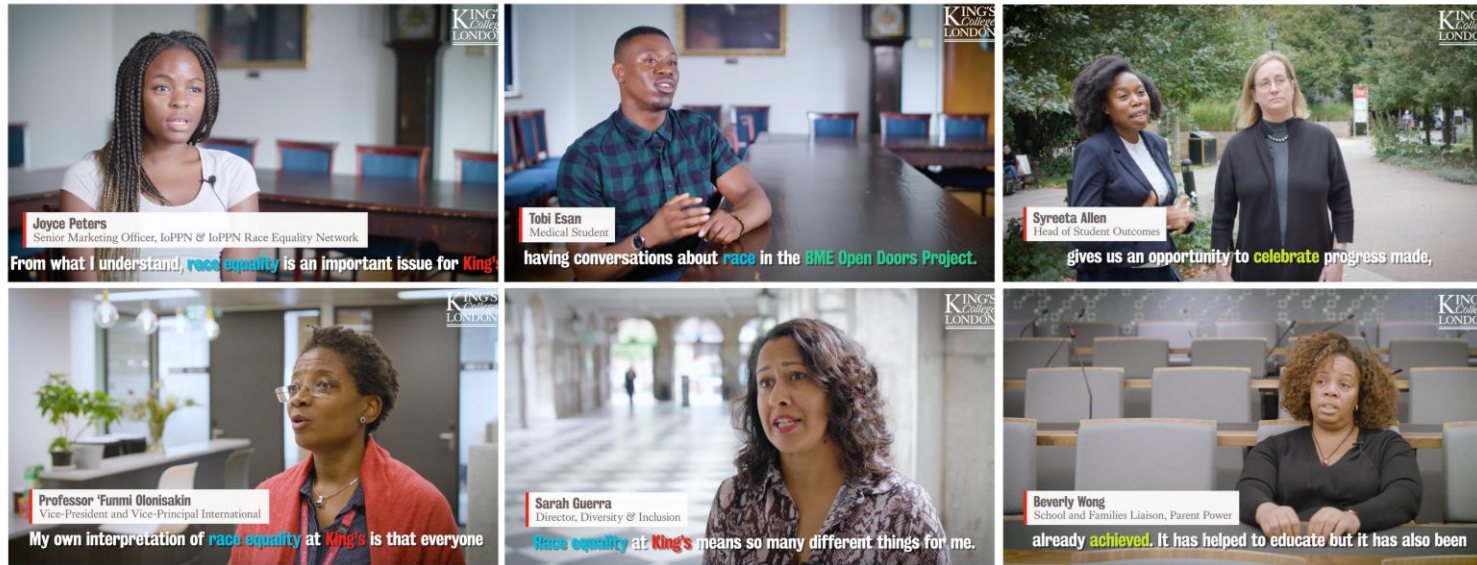**Dialogue to Action at King's (DTA) (2018)**

Five Dialogue to Action workshops were organised (Fig.2c.6), launched with a video shared in the Principal's Annual Black History Month Address. (REAP 4.3.2) This showed a mixture of BME and white staff and senior leaders talking about race equality at King's shared progress and explored challenges identified in our self-assessment.

We engaged 70 participants Table 2c.1 shows gender and ethnicity: REWG recognised the skewed gender dynamic at the time and produced targeted communications to engage (BME) men. DTA provided an opportunity to share REWG evidence and analysis and to co-create responses to the Four Stubborn Issues.

Table 2c.1: Dialogue to Action Equalities Insight by gender & ethnicity (five-way split)

	Asian	Black	Mixed	Unknown	Other	White
Man	2	2				7
Woman	8	10	3	1	3	15
Other	1				1	1

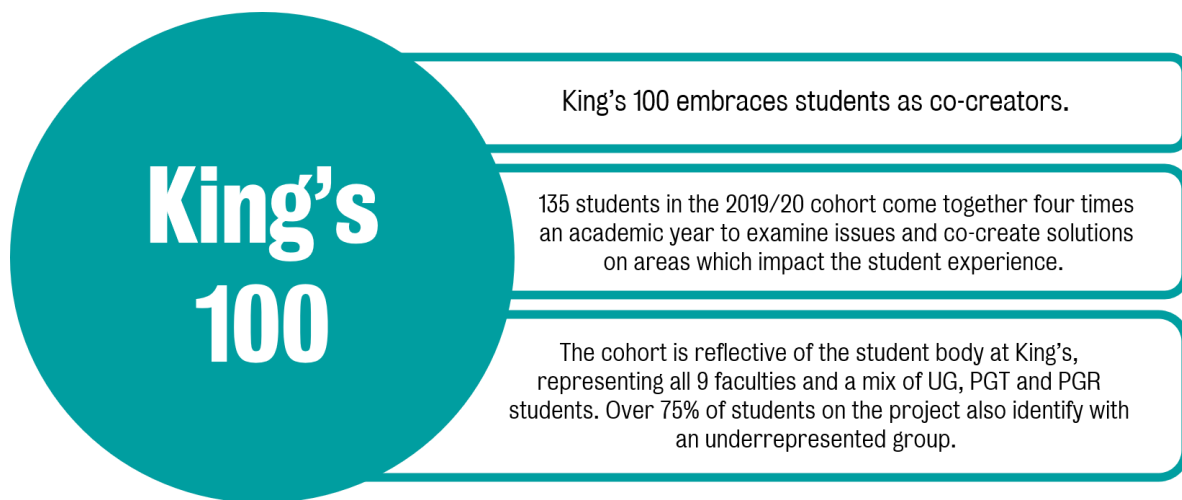*Figure 2c.6: Dialogue to Action*

King's 100 – Building a Culture of Inclusion and Tackling Microaggressions (2020)

A King's 100 session examining microaggressions was an opportunity for students of all ethnicities to discuss race and racism in a safe, supportive space; reinforcing the message that race equality is not one group's responsibility but an institutional priority. (REC Principle 1) (Fig.2c.7)

Figure 2c.7: King's 100

King's 100

King's 100 embraces students as co-creators.

135 students in the 2019/20 cohort come together four times an academic year to examine issues and co-create solutions on areas which impact the student experience.

The cohort is reflective of the student body at King's, representing all 9 faculties and a mix of UG, PGT and PGR students. Over 75% of students on the project also identify with an underrepresented group.

Reflection –King's 100 EDI Facilitator
Pre-work included videos from Keele University and an academic paper on microaggressions. In the session, students answered 3 questions: • What can King's done to help students understand and recognise microaggressions?   • How would students like to report and record microaggressions they face on campus?   • What action would students like taken?

This session took place just before lockdown and the full report of the session and students' insights has been delayed due to lack of access to the materials. These insights will be critical in delivering. (REAP 5.1.1 -4)

Race Equality Network (REN) and External Participation (2019)

REN was refreshed in 2018 and relaunched in 2019, provide networking opportunities and support the personal and professional development of all members. REN members identify and tackle cultural and diversity issues around university policies and practices. They have been close participants at all stages of this self-assessment. (REAP 5.3.1)

There are numerous examples of interaction with local/external groups including via our REB external members, E.G. Jacqui Dyer MBE and Black Thrive and Ian Phillips Organisational Design Network (UK and Europe).

Faculty Engagement (2018)

Academic faculties across King's were invited to reflect on issues of race and racism in their local areas and actions to address this. REWG developed a faculty engagement pack which provided data on each faculty including academic and professional service staff promotion, recruitment, and student attainment and invited reflections. RELA updated these where necessary in 2020 and they are utilised throughout the submission (REAP 1.3.1, 1.9.1).

Independent Review
We were grateful that our draft REC documents were reviewed independently by: • Candice Carboo, Development, Diversity & Cultural Change Lead (Faculty of Life Sciences and Medicine) • Professor Ann McNeill, Vice Dean, Culture, Diversity & Inclusion; Professor of Tobacco Addiction (Institute of Psychiatry, Psychology & Neuroscience) • Professor Kalwant Bhopal, Director of Centre for Research in Race & Education; Professor of Education and Social Justice (University of Birmingham) • Dr Joanna Jasiewicz, Equality and Diversity Consultant (University of Cambridge/AdvanceHE Reviewer).

2d Future of the self-assessment team

Please outline:

= whether the team and/or specific team members will continue to be involved
= who will have overall responsibility for the action plan
= how the action plan will be monitored within other existing committees and structures, for example, the senior management team
= who will be responsible for the next application in four years; for example, will a different SAT be convened, how will the current team provide handover to that team

Future of SAT

From 2020-22, EDIC (led by the Principal) will have specific ownership and responsibility for driving REAP ensuring there is leadership accountability for the actions committed to. Assisted by the EDI Function, they will work alongside Academic Board and its sub-committees, CEC and CRC, ensuring Race Equality actions are embedded across all our governance structures. They will also work in partnership with REN and EDIF to ensure all activity is informed by staff and student voices and lived experiences. (REAP 1.4.1, 2.7.2)

REB

REB will provide scrutiny and challenge, monitoring the progress of REC action plan, including external scrutiny over delivery.

Equality Diversity and Inclusion Function

King's has invested heavily in EDI since 2015. The central EDI function provides support for REC action plan working within central HR and all nine Faculties have embedded EDI expertise. We now have strong, capable and influential EDI leadership with the appointment of a Director of EDI and a university-wide EDI team (18 posts). (Fig 2d.1)
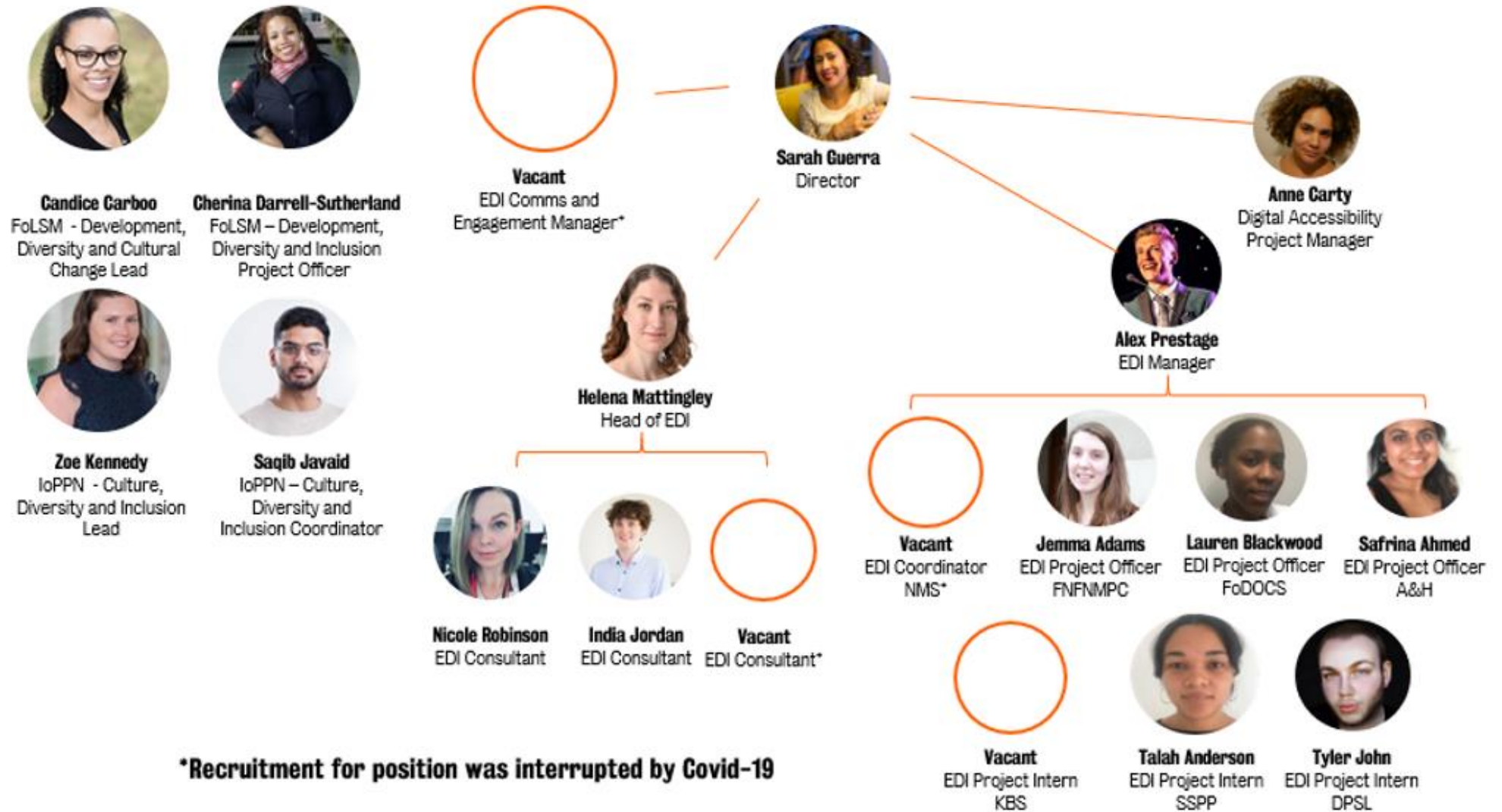
A core EDI Projects & Partnerships team has been created, jointly responsible for faculty EDI work and university wide project support. This facilitates local level activity while informing university wide practice, and nurtures cross faculty understanding.

EDI Consultancy Team lead on university wide programmes (including REC) and are informed and supported by the EDI P&P team.

This approach has transformed the profile and impact of EDI work and partnering with faculties puts the REC submission and action plan in a strong position to be progressed across the institution.

Specifically, the EDI manager, a permanent, established G7 role has specific delivery responsibility for REAP and 50% of their time is allocated. This person coordinates and drives activity across King's ensuring collaboration and delivery. They will work with the University-wide committees, embedded EDI practitioners, Academic Leads and local EDI committees to support ownership of the various aspects of the plan being taken at appropriate local levels. (REAP 1.4.1, 1.8.1, 1.11.1, 2.2.2)

Figure 2d.1: Equality Diversity and Inclusion Function

Candice Carboo
FoLSM - Development, Diversity and Cultural Change Lead

Cherina Darrell-Sutherland
FoLSM – Development, Diversity and Inclusion Project Officer

Vacant
EDI Comms and Engagement Manager*

Sarah Guerra
Director

Anne Carty
Digital Accessibility Project Manager

Zoe Kennedy
IoPPN - Culture, Diversity and Inclusion Lead

Saqib Javaid
IoPPN – Culture, Diversity and Inclusion Coordinator

Helena Mattingley
Head of EDI

Alex Prestage
EDI Manager

Nicole Robinson
EDI Consultant

India Jordan
EDI Consultant

Vacant
EDI Consultant*

Vacant
EDI Coordinator NMS*

Jemma Adams
EDI Project Officer FNFNMPC

Lauren Blackwood
EDI Project Officer FoDOCS

Safrina Ahmed
EDI Project Officer A&H

Vacant
EDI Project Intern KBS

Talah Anderson
EDI Project Intern SSPP

Tyler John
EDI Project Intern DPSL

*Recruitment for position was interrupted by Covid-19

Communications

The action plan and progress against it will be communicated across the institution via a variety of channels including the external EDI pages and annual report. (Fig 2d.2) (REAP 1.11.1)

Figure 2d.2: Screenshot of Equality, Diversity and Inclusion Annual Report 2018/19

Responsibility for the next application.

Responsibility will pass to a new SAT instigated in 2022 by the Principal, mirroring the RELA model. Continuity in 2020-2022 will be provided by EDIC supported by the EDI function. RELA and the EDI manager will ensure handover documents are created at the end of this round of self-assessment.
RELA 2020 included representation and had access to all sections of the King's community but next time we would want to ensure

- More direct representation from the health faculties (REAP 1.9.1)
- Amplified student voice (REAP 2.7.1 &3)
- Faculty governance structures. (REAP 1.9.1)

Section 2 Action Point Summary

Governance and Accountability

1.1.1 -1.1.3 REB undertakes scrutiny, challenge and communication

1.2.2 Regular EDI reporting to decision making bodies

1.3.1 - 1.3.3 Increased range and use of KPIs

1.4.1 Further embedding REAP and Race Equality accountability in King's governance structures

1.6.1 Black Lives Matter Six Month targeted acceleration of Race Equality Plan

1.8.1 Annual REAP 2020 progress check

1.91. Faculty EDI strategic plans

Building Capability around Race Equality

2.2.2 Maintain investment in EDI leadership and expertise

2.3.3 Maintain and grow anti-racism resources

2.3.4 Race Allyship toolkit

2.7.1 Continue to grow and partner with staff networks

2.7.2 Maintain and develop EDIF

2.7.3 Increase student voice and engagement

Attracting, Appointing and Investing in Talent

3.1.1-3.8.1

Building a culture of Inclusion

1.11.1 Visibility and transparency of race equality work

5.1.1 -4 Tackling microaggressions

5.3.1 Including network information in staff induction

3 Institution and local context

3a Overview of your institution

Please include:

=   size

=   structure

=   specialisms

=   **any other historical and/or background information that you think is relevant to your application**

Section 3 Headlines
- Our strategy, Vision 2029, is to make the world a better place. Race inequality is a barrier to achieving this for all and it is a core part of our mission to challenge inequity.   - We are a civic university in London, a globally diverse city; 40% BME.   - We want our students to match this diversity, and our staff to represent our student body.   - King's approach EDI and race equality is intersectional and seeks to openly acknowledge and tackle systemic barriers.   - King's is a comprehensive, research-intensive university with a total community over 40,000.   - Partnerships include Guys and St Thomas', King's College Hospital, South London and Maudsley NHS trusts and with Westminster, Lambeth, Southwark boroughs and the Black Cultural Archives.

With 31,890 students (19,200 UG, 12,690 PG) and 10,625 staff, we are a research-led institution in central London: a globally diverse city and our home.

Our strategy, Vision 2029, has five priorities centring on Research, Education, Service, Internationalising and being a civic university in the heart of London. (Fig. 3a.1 & 2) These combine in an aim 'to make the world a better place for all'. Intrinsic to this is advancing race equality and tackling racism for students, staff, and society (REC Principle 2).

Figure 3a.1: King's Vision 2029
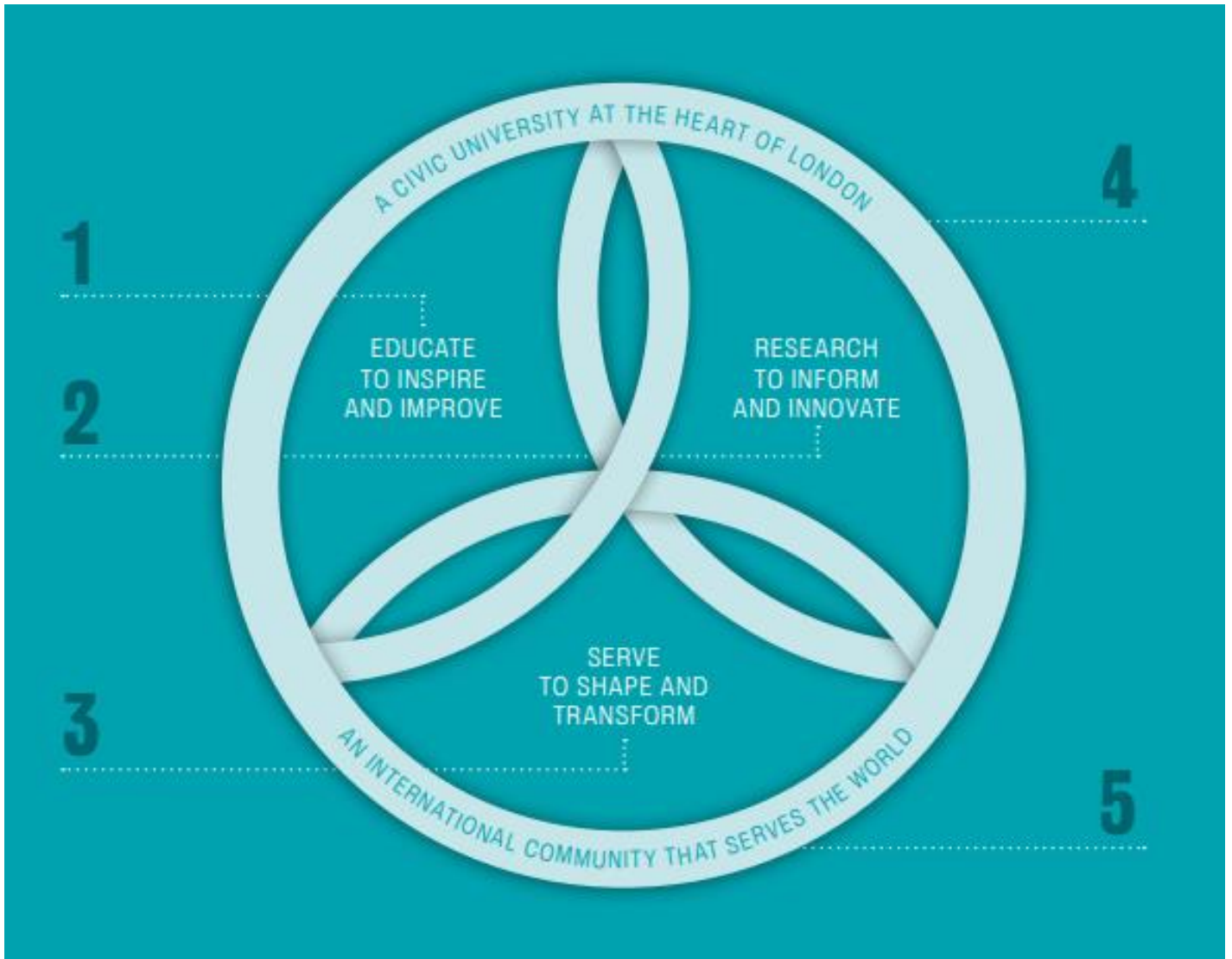
Figure 3a.2: Vision 2029 Pillars

Education 2029

- Inclusive Education
- A university-wide Inclusive Education Lead
- Inclusive Education Partners

Service 2029

- Extends our commitment to society beyond the traditional roles of education and research.
- Developed in partnership with EDI
- Embeds EA as part of decision making and evaluation

International Strategy 2029

- Strategic aim to develop culturally competent staff and students
- Cross-King's research to identify and create pedagogical content
- Cultural competence to be embedded as a core element of programmes and staff development.

Research Strategy 2029

- EDI as one of the five guiding principles
- Positive action to diversify our research pipeline.
- Mainstreams EDI into REF2021 governance.

London 2029

- Established partnership with Local Boroughs
- Supports community and civic participation
- Example projects: Southwark Living Wage Place project, Mayor's Good Work Standard

King's has nine academic faculties and 19 PS directorates (10 of significant size identified below) (Figs 3a.3,3a.4 & 3a.5):

Figure 3a.3: Organisation of King's

ORGANISATION OF KING'S

ARTS AND SCIENCES	HEALTH	PROFESSIONAL SERVICES
Arts & Humanities	Faculty of Dentistry, Oral & Craniofacial Sciences	Estates & Facilities
King's Business School	Faculty of Life Sciences & Medicine	External Relations
The Dickson Poon School of Law	Florence Nightingale Faculty of Nursing, Midwifery and Palliative Care	Finance
Natural & Mathematical Sciences	Institute for Psychiatry, Psychology and Neuroscience	Fundraising & Supporter Development
Social Science & Public Policy		Human Resources
		IT
		Research Management & Innovation Directorate
		Strategy Planning & Analytics
		Students & Education Directorate

Figure 3a.4: Structure of Arts and Sciences Faculties

STRUCTURE OF ARTS & SCIENCE FACULTIES

ARTS & HUMANITIES	KING'S BUSINESS SCHOOL	THE DICKSON POON SCHOOL OF LAW	NATURAL & MATHEMATICAL SCIENCES	SOCIAL SCIENCE & PUBLIC POLICY
Classics				
Digital Humanities				Education, Communication & Society
French				International School for Government
King's Digital Lab			Chemistry	Policy Institute
Music			Engineering	Global Affairs
Theology & Religious Studies			Informatics	Politics and Economics
Comparative Literature			Mathematics	Security Studies
English			Physics	
German				
Liberal Arts				
Philosophy				
Culture, Media & Creative Industries				
Film Studies				
History				
Modern Language Centre				
Spanish, Portuguese and Latin American Studies				

Figure 3a.5: Stucture of Health Faculties

STRUCTURE OF HEALTH FACULTIES

FACULTY OF DENTRISTRY, ORAL & CANIOFACIAL SCIENCES

Dental Education
Craniofacial & Regenerative Biology
Host-biome Interactions
Oral, Clinical & Translational Sciences

FACULTY OF LIFE SCIENCES & MEDICINE

Basic & Medical Biosciences
Biomedical Engineering & Imaging Sciences
Cancer & Pharmaceutical Sciences
Cardiovascular Medicine & Sciences
Immunology & Microbial Sciences
Life Course Sciences
Medical Education
Population Health & Environmental Sciences
Sport & Exercise Sciences
Centre for Education

FLORENCE NIGHTINGALE FACULTY OF NURSING MIDWIFERY AND PALLIATIVE CARE

Adult Nursing
Child & Family Health
Mental Health Nursing
Midwifery

INSTITUTE OF PSYCHIATRY PSYCHOLOGY & NEUROSCIENCE

Academic Psychiatry
Neuroscience
Psychology and Systems Sciences

Race Equality at King's

King's an early adopter of REC and has maintained a Bronze award since 2015, recognising the deep commitment to progressing race equality across our community. We have seen a slow but steady rise in the overall proportions of BME staff and seen a significant rise in BME student population. (Fig 3a.6 & 3a.7)

Figure 3a.6: King's staff and student profile by ethnicity over time (BME/white/non-UK)
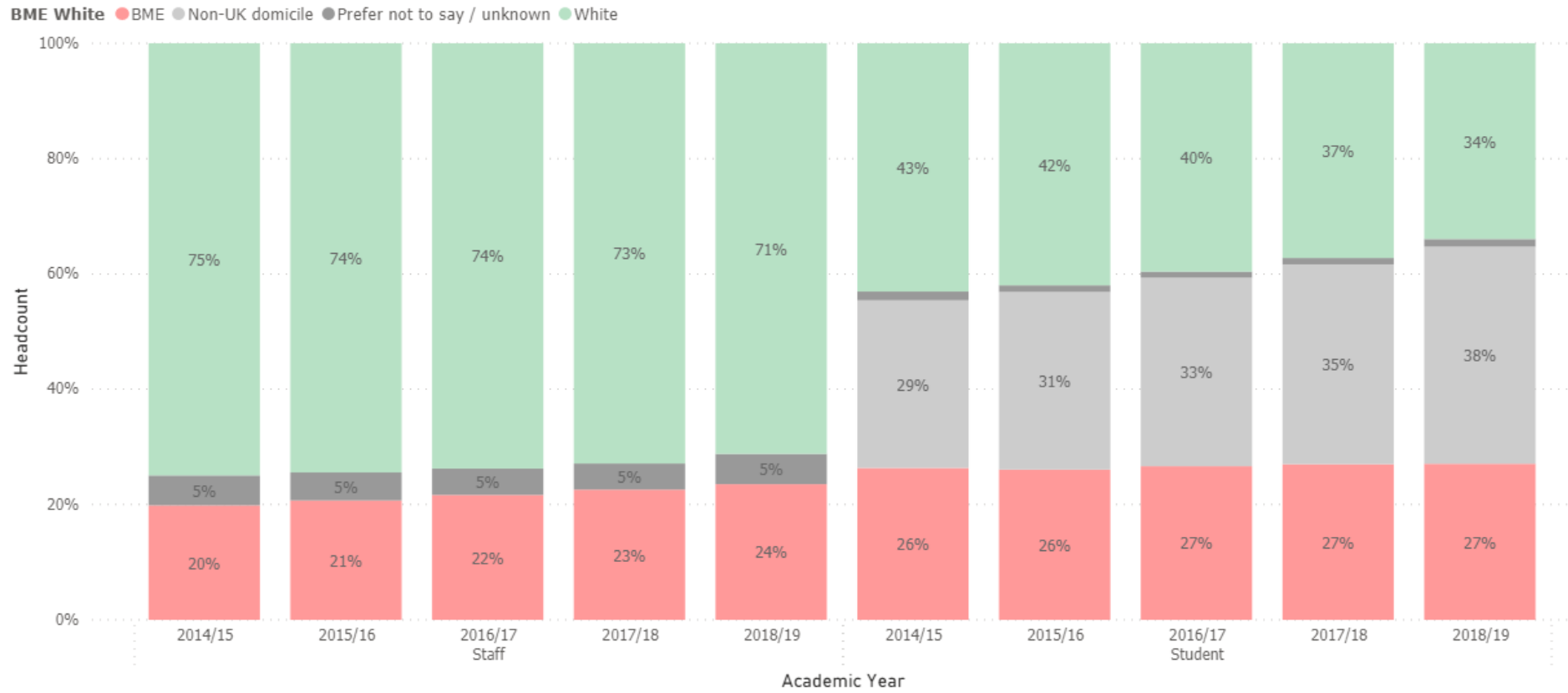
Figure 3a.7: King's staff and student profile by ethnicity over time (five-way split/non-UK)
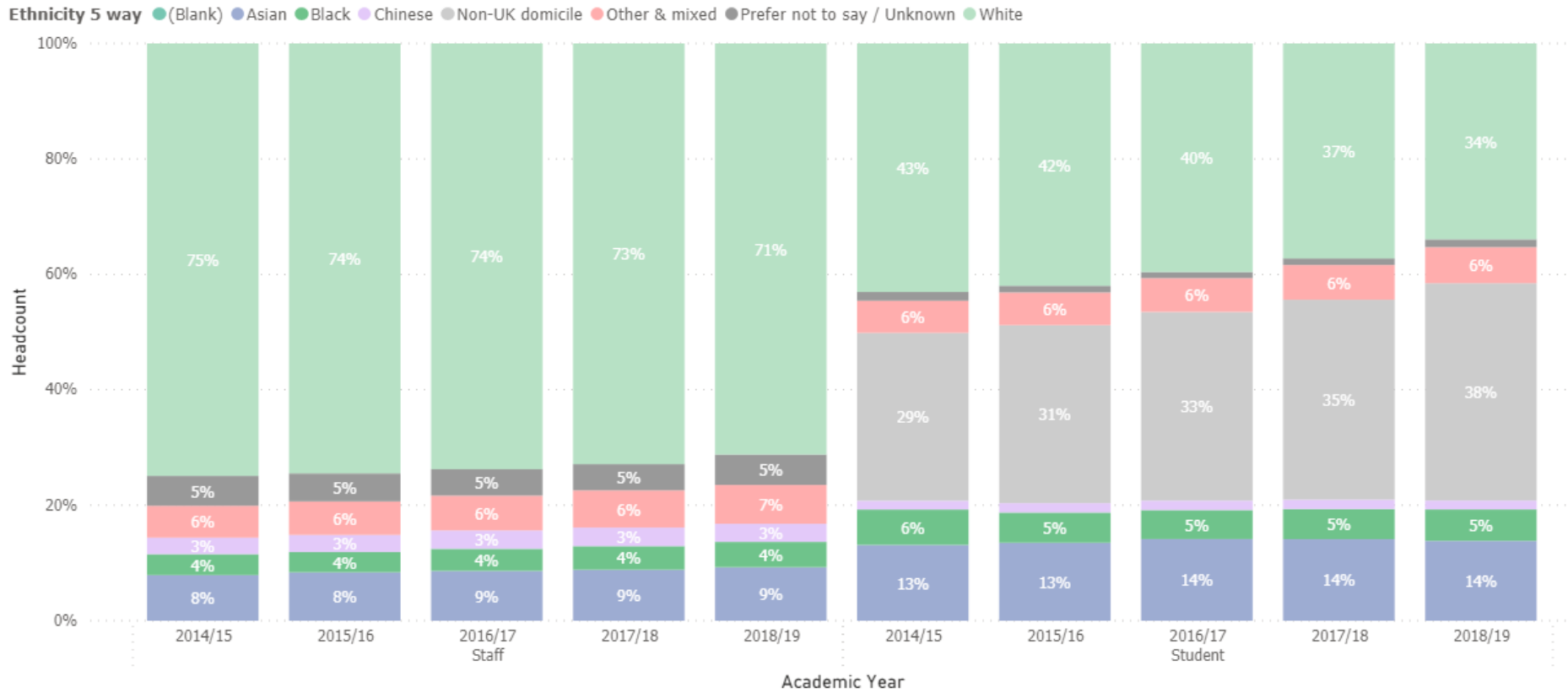
Equality Diversity and Inclusion Function

King's EDI strategy has six Principles and delivers across six Strategic Pillars (Fig 3a.8 & 3a.9):

Figure 3a.8: EDI Function Vision Principles

Vision Principles

Be **intersectional** by default

Attract and **retain** a workforce that is representative of our student body

Ensure the breadth of the workforce is productive and **feels valued** and able to contribute

Attract and retain a **diverse student population**

Enable **successful outcomes** in terms of degree attainment and employability for the breadth of the student body

Figure 3a.9: EDI Function's Six Strategic Pillars

1	2	3
Legal compliance and service fundamentals	**HR transformation and functional alignment**	**Governance and accountability**
4	5	6
Inclusive culture	**Education, awareness and development**	**Recognition**

The positive EDI resourcing decisions have increased capability and success, including:

- Inclusive Education Partners (see 7d),
- StellarHE participation (REAP 3.6.1),
- EDI resourcing including embedding EDI practitioners in faculties providing local level support and impetus working with Deans, Heads of Departments and local academic EDI leads to drive EDI and REAP implementation at a local level (Fig 3 a.11 -15),
- Diversity Matters Training (DMT) (Fig 3a.10).

Figure 3a.10: Diversity Matters Training Overview

Diversity Matters Training

Extends previous Unconscious Bias training, developed exclusively for King's staff.

Addresses the legal requirements of the Equality Act 2010, inclusive working, conscious and unconscious bias, micro-aggressions, and inappropriate language

90 mins general staff induction (31 sessions since 2018, 1182 attendees),

3 hours for supervisors and managers (33 sessions since 2018, 718 attendees)

Figure 3a.11: EDI Faculty Progress

Arts and Humanities

Appointed academic EDI lead.

Developed Disability Inclusion Statement

Strengthened EDI governance.

Developing strategic EDI goals in line with other Faculty strategies.

Developed Black Lives Matter collaborative research rapid-response call that will fund (£12k) 3-5 projects that relate to race and BLM .

The Dickson Poon School of Law

Appointed an Academic EDI Lead

Maintained commitment to Widening Participation work, focussing on race and attainment

Ongoing work investigating the impact of racial bias on the Law National Aptitude Test

Published BLM statement and areas of focus, including plans for curriculum decolonisation

Figure 3a.12: EDI Faculty Progress

Faculty of Dental, Oral and Craniofacial Sciences

Appointed an Academic Athena SWAN and REC Lead.

Establishing a faculty wide governance structure for EDI, including student committee DentALL.

Establishing faculty EDI strategy.

Faculty of Life Sciences and Medicine

Inclusion Action Plan: including intersectional analysis and development of targeted initiatives to support and retain female BME clinical academics

Appointed Vice-Dean of Development, Diversity and Inclusion (DDI) and 8 DDI academic leads across Faculty

Strengthened EDI governance structure, implementing Faculty Executive Board Diversity and Inclusion pledge, to reinforce accountability

£10k Wellcome Grant to research local culture and inform leadership development and resources

Structured training programmes for PS managers with an emphasis on self-awareness: 360 feedback, coaching, and emotional intelligence assessments

Workplace Culture Masterclass, including regular sessions on inclusive language and imagery

Figure 3a.13: EDI Faculty Progress

Institute of Psychology, Psychiatry and Neuroscience

Appointed a Dean of Culture, Diversity & Inclusion.

BME attainment inclusive education statement

Created a bespoke Race Equality Toolkit

Black Lives Matter resources and support

Black Students Talk sessions instigated

Weekly meetings of the Faculty Race Equality Network from June/July 2020, with regular attendance above 30, including senior leadership

King's Business School

Establishing faculty EDI Committee (including leadership)

KBS Executive EDI coaching

Pioneered a post-Covid remote working transition PS survey to assess EDI impacts and needs of staff

Instigated a series of local Race conversations during Covid and following BLM.

Figure 3a.14: EDI Faculty Progress

Natural and Mathematical Sciences

Reviewed Faculty EDI priorities

Maintained strong commitment to tackling attainment gaps.

Began re-recruitment of EDI Academic Lead.

Commenced Faculty EDI governance review.

Nursing, Midwifery and Palliative Care

Rationalised and coordinated EDI governance

EDI action objectives explicitly include tackling student attainment gaps.

Created Attainment gaps action group.

Figure 3a.15: EDI Faculty Progress

Social Science and Public Policy

Appointed academic EDI lead

Established faculty-level EDI committee. Meets monthly, progressing areas of a strategic action plan. Split into six workstreams, including decolonization of the curriculum; PS and Academic recruitment, progression and promotion, and BME attainment.

Triage survey for students and staff assessing the impact of the Coronavirus (587 responses).

Published an EDI Considerations for the Delivery of Education 2020-21 document to advise faculty-level teaching staff how to address structural inequalities exacerbated by Coronavirus

Covid-19 Pandemic

King's recognises structural inequalities are compounded or have emerged in the crisis. We are proud that EDI is sufficiently embedded and that our response to the pandemic has shown that it is underpinning every area of operation. King's leadership have integrated Equality Analysis as a core part of decision-making including furloughing, return to campus planning, and financial measures such as the proposed pay freeze. (REAP 1.5.1, 6.5.1)

King's Covid-19 EDI Resources
• *Equality Considerations Report* provides understanding of Covid-19 impact on staff and students informing decision making.
• *Covid-19 Equality Analysis* is a simplified, step-by-step process adapted for Covid-19 and mandated for new/updated interventions, policies, or processes.
• *Drop In Surgeries and direct support* – expert advice particularly for SMT, Health & Safety, HR, Estates and Facilities

3b Overview of the local population and context

With reference to:

= population demographics

= known racial tensions either specifically within local communities or linked to the institution's staff and students

= how the institution engages with specific minority ethnic communities and how those communities engage with the institution

= where the institution recruits its professional and support staff, students and academics

= any other information your institution feels to be relevant

London, our global city

King's has five London campuses and multiple halls of residence. Our staff, students, and institution benefit from being based in one of the most diverse cities in the world: 40% of London's population is BME (London Census; 2011).

Figure 3b.1: Map of King's
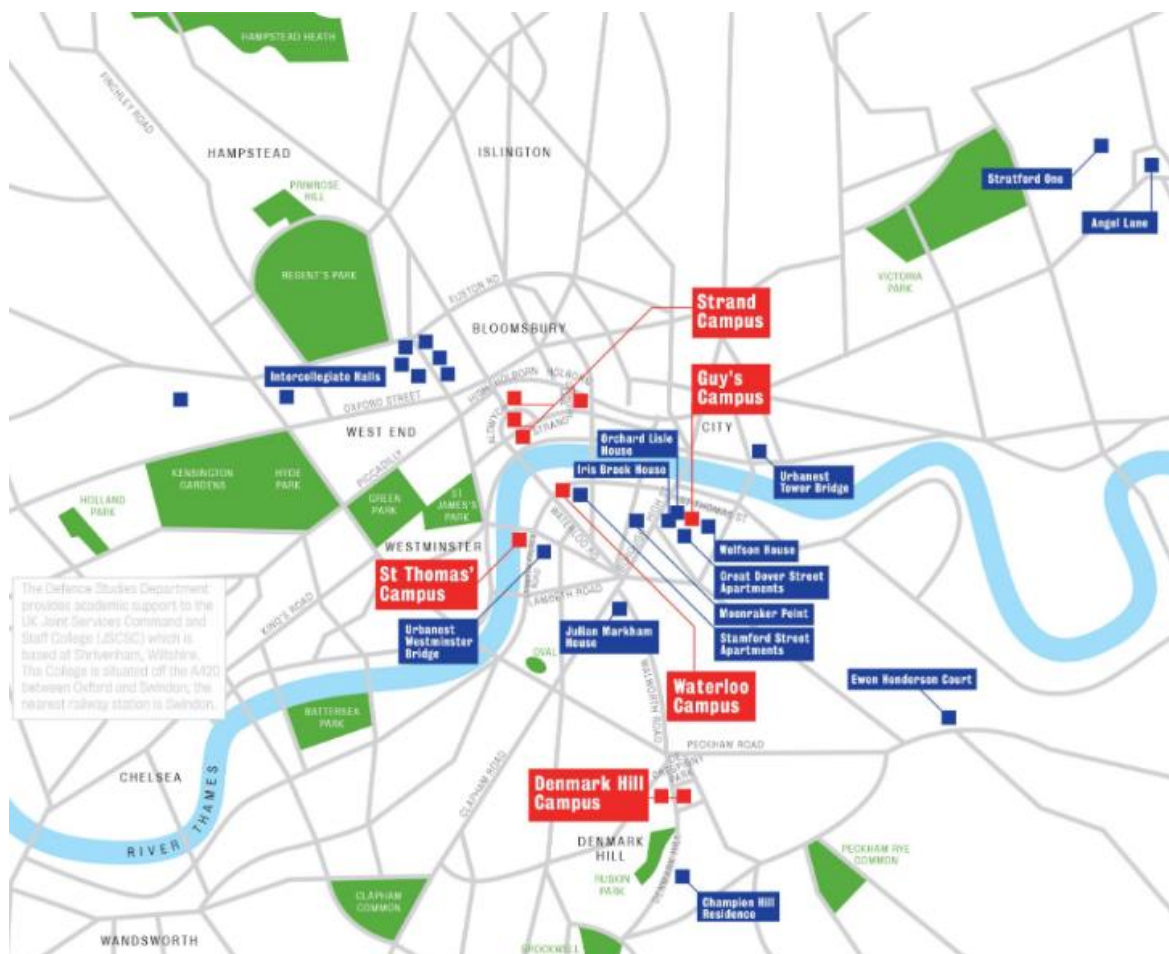
Recruitment

We have staff and students of 150+ nationalities and so our recruitment is global. (Table 3b.2)

Picture of Staff and Students by domicile

*Table 3b.2 King's staff & students by domicile, **2018/19***

	Staff	UG	PGT	PGR
UK	55%	58%	48%	47%
EU	30%	21%	17%	28%
Non-EU	15%	21%	35%	25%

Student Recruitment

King's WP department work to bring underrepresented groups to the University. King's Access and Participation plan aims to increase the proportion of Black students from 9.5% to 11.5% by 2024/25 and has focused on disadvantaged postcodes and working with local partners. (Section 7.)

Recruiting Staff

Whilst nuanced benchmarks are helpful by academic discipline/profession, we aim for the ethnic diversity of all our staff and students to match that of London. (Fig 3b.3 & 3b.4)

In 2018, King's became a Living Wage employer, helping to address systemic poverty and underlining our commitments to decreasing inequality. (Fig 3b.2) All staff/students receive the living wage. King's aims to support local communities to address wider challenges. We partner with Southwark Council's Living Wage campaign. (REAP 2.1.1)

Figure 3b.2: King's Living Wage Employer Accreditation

In addition to our London campuses, King's IT Service Centre is in Cornwall and the Department of Defence Studies is in Shrivenham, Wiltshire. We support each unit to consider their diversity in relation to their local contexts.

King's has strategic local and global partnerships, significant ones include Guys and St Thomas Trust, King's College Hospital, South London and Maudsley NHS trusts and a global health partnership working across Africa. We work closely with our home boroughs: Westminster, Lambeth and Southwark. (Fig 3b.3) These have high proportions of BME populations. We have worked with a range of residents, local authorities, charities, voluntary organisations and community groups to develop the King's Civic Charter stipulates that King's, will support local communities in addressing challenges (including race inequality). (REAP 2.1.1)

Figure 3b.3: King's College London and Lambeth Council signed Statement of Intent to further partnership.

Table 3b.3: London Boroughs by Ethnic Diversity (Office for National Statistics, 2018)

Borough	White	Asian	Black	Mixed/Other	Total
Lambeth	172,000 (52.92%)	28,000 (8.62%)	76,000 (23%)	49,000 (15%)	325,000 (100%)
Southwark	200,000 (63.29%)	17,000 (5.38%)	64,000 (20.25%)	35,000 (11.08%)	316,000 (100%)
Westminster	140,000 (58.09%)	33,000 (13.69%)	17,000 (7.05%)	51,000 (21.16%)	241,000 (100%)
United Kingdom	48,797,179 (86.0%)	4,213,531 (7.5%)	1,864,890 (3.3%)	1,224,400 (2.2%)	56,100,000 (100%)

The diversity of the boroughs in which we are situated has underpinned and provided a benchmark for progress during our self-assessment.

Table 3b. 4: Ethnic Demography of Greater London, 2011

Ethnic Group	% of population
White	59.8
Asian	18.4
Black	13.3
Mixed	5.0
Other	3.4

In addition to our work to increase participation and representation from BME communities, King's has developed a range of projects related to white minorities and those considered 'Other', (REC Principle 4) (Fig 3b.5) (REAP 2.8.1, 2.9.1)

Reflection – Widening Participation Officer (GRT Liaison)
We're addressing the underrepresentation of Gypsy, Roma, Traveller (GRT) students. With The Centre for Education and Youth, KCLWP convened research on the barriers from early years, to secondary school, to Higher Education. We also developed 'Rom Belong', a programme dedicated to addressing structural and non-structural barriers that GRT students face.

Reflection – Widening Participation Officer (Latinx Liaison)
With Citizens UK LatinXcluded we convened research on the barriers that Latin American communities facing impacting their sense of belonging and reducing the evidence base for the Latinx community. King's adapted its ethnic classifications to recognise 'Latinx' – we are the first University to do so.

Figure 3b.5: Screenshot of the Centre for Education and Youth and KCL launch of the Latinx students in Higher Education Report

CfEY and KCL launch Latinx students in higher education report

56 views • Nov 26, 2019

Fostering Good Relations

King's recognises the intersections of religion and belief, nationality, and class when working to advance race equality in HE (REC Principle 5). We work closely with KCLSU, to foster good relations between groups and support student communities related to racial, ethnic, national, and religious identities.

An incident of note was the opening of Bush House. Some King's students and a staff member were denied access to campus. Our independent review taught us many lessons exposing the systemic, underlying issues. We addressed these via policy, operational process and governance changes. Alongside there is a co-sponsored community engagement partnering with The Tavistock Institute of Human Relations and Love for the Streets to repair and strengthen our community. (Fig 3b.6) (REAP 1.7.1, 4.2.1)

Two examples:

Reflection –Chief Operating Officer Arts & Sciences on Anti-Semitism & Continued Tensions
Tensions and allegations of anti-Semitism between student communities emerging from differing views on the Israel/Palestine Conflict led to partnership with KCLSU. Our actions have helped to repair relations between student communities, the SU, community leaders and the University.

Reflection – Duty Dean on Islamophobia & Racial Profiling
Tensions around Islamophobia and racial profiling led to changes in event management including 'duty deans' to provide additional, independent leadership and decision-making, and so ensure we protect freedom of expression and safety.

Figure 3b.6 It Stops Here

We are committed to saying It Stops Here to bullying, harassment, sexual misconduct and hate crime

It stops HERE.

OUR CAMPAIGN

RESPECT.

REPORT.

SUPPORT.

Community Engagement

King's undertakes significant community engagement in relation to race and ethnicity. One significant demonstration is the Science Gallery London. Opened in September 2018. This free-to-visit space has a specific focus on young people aged 15-25 from the local boroughs – where, as illustrated above, there is a very high representation of BME people. (Fig 3b.7)

REN runs an active programme of events in collaboration with local communities. Recent events celebrated Dr Harold Moody and Harriet Tubman. (Fig 3b.8) (REAP 4.3.1)

Figure 3b.7: GENDERS exhibition at the Science Gallery London: WE ARE HERE BECAUSE OF THOSE THAT ARE NOT, is an interactive video game exploring living as a Black Trans person and decisions around medicalising the body

Figure 3b.8: Photo from the event Dr Harold Moody: A King's College Hidden History Reclaimed

Section 3 Action Point Summary

Governance and Accountability

1.5.1 Address Corona pandemic impact and mitigate disparate outcomes via embedding and support use of Equality Analysis

1.6.1 Black Lives Matter Six Month targeted acceleration of Race Equality Plan

Building Capability around Race Equality

2.1.1 Embed race equality and anti-racist perspectives into all overarching King's strategies

2.8.1 & 2.9.1 Continue to expand widening participation

Sensitively Discussing Race

4.2.1 Improving sense of belonging across the faith spectrum, policy, guidance and communications.

4.3.1 Annual programme of events to continuously support our Race Equality -and anti-racist approach

4 Staff profile

Where possible for sections 4a and 4b below, please provide the data for each academic faculty/central department. Please also provide a brief overview statement on section 4 from the head of each faculty/central department, setting out their reaction to the data and priorities for action.

4a Academic staff

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of your UK and, separately, non-UK academic staff. Provide this information fo**r:**

= the institution as a whole

= each academic faculty

= each academic grade (where numbers are small, cluster relevant grades together)

= contract type (permanent/open-ended or fixed-term)

= full time/part-time contracts

= staff turnover rates

= **Silver level:** It is anticipated that the institution will have undertaken further detailed analysis, considering the intersectionality of ethnicity with other protected characteristics.

Please comment specifically on how the institution benchmarks the ethnic composition of its academic staff in the short and longer term, and what it is hoping to achieve.

Section 4 Headlines
- Staff profiles shows increased BME representation since 2015, tracking our benchmark.   - We have set an ambitious target to be representative of our student body   - Academic staff BME representation averages 24%, with a mixed picture across faculties, with FNFNMPC being a particular concern.   - The professoriate remains at 8% BME representation and is clear stubborn issue.   - There is positive PSS overall increase in BME representation to 28%.   - Significant success diversifying senior PSS leadership ALC6 (2014/5 2.8%; 2018/19 15%).   - Significant indicators of barriers to progression with 7 out of 19 directorates having all white leadership teams.   - Clear disparity in proportion of BME people on FTC compared to white colleagues,   - To rectify FTC disparities, VP Education is leading a programme of work to address structural issues.   - There is a high level of those who prefer not to declare ethnicity, which we perceive as a trust issue.   - Grievance and disciplinary systems and processes have been improved, but low numbers of reports contrast with qualitative insight of differential experience and perception of BME staff.

- Improvements in representation and EDI focus of senior decision-making bodies, but still significant under representation and internal pipeline shows low BME representation.
- Voluntary publication of ethnicity pay gap of 13.2% - research indicates manager capability is a major factor to address.

King's as a Whole

Figure 4a.1: King's staff profile by ethnicity over time (BME/white)

% Headcount by BME, Type and Academic Year

BME White ● BME ● Prefer not to say / unknown ● White
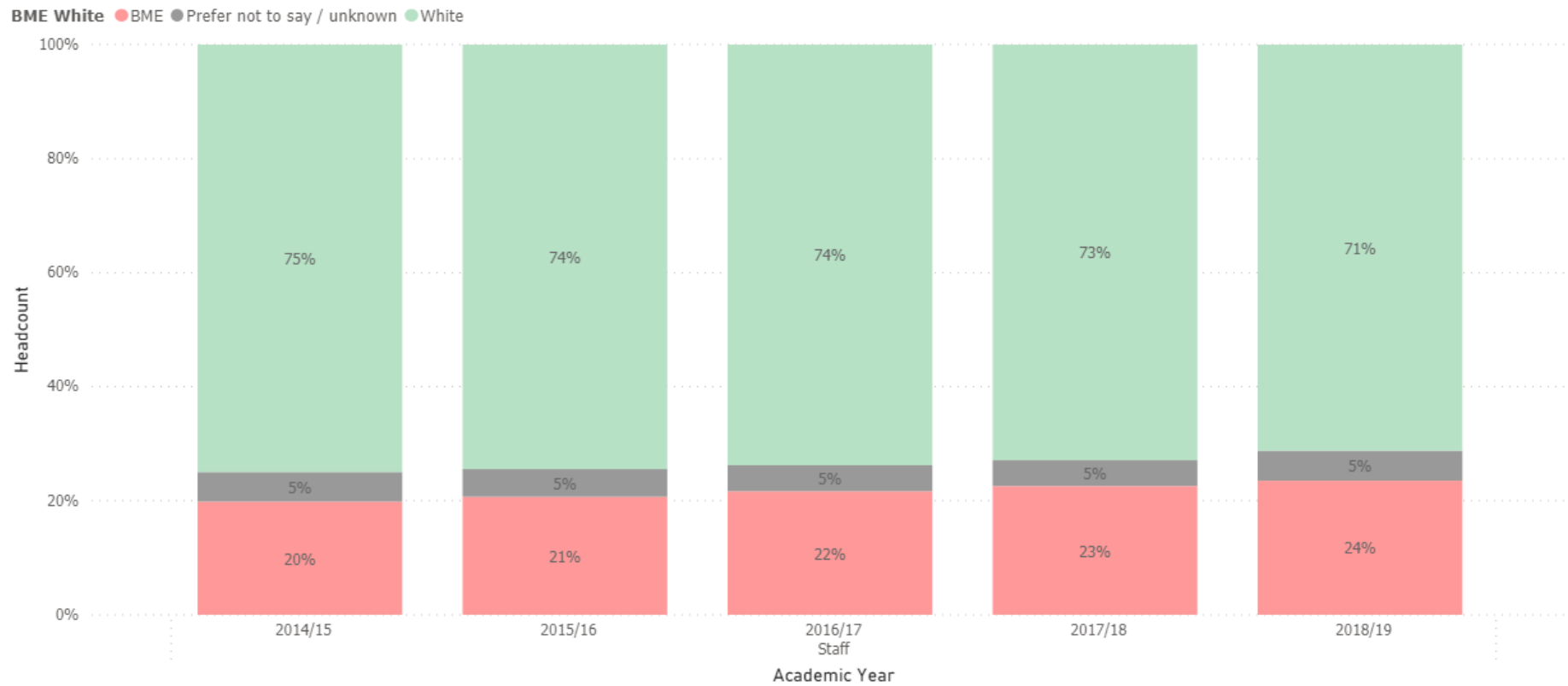
Our strategy and approach to benchmarking

We benchmark ourselves against London HEIs. In 2020 we see an increase from 20% to 24% of BME staff, we employ slightly more BME staff than our comparators and are in line with the benchmark in terms of proportions. (Fig 4a.1 & Fig 4a.2)

Per S3 we have an ambitious EDI strategy and our aim is to be representative of the ethnic diversity of our student profile. Students tend to be more diverse and our staff body needs to compare to provide the staff and student experience we are seeking. (REAP 1.3.1-3)

Our Head of Faculty statements are included as part of S1 and faculty reflections throughout.

Figure 4a.2 Academic staff (%BME) with benchmark (London Universities)
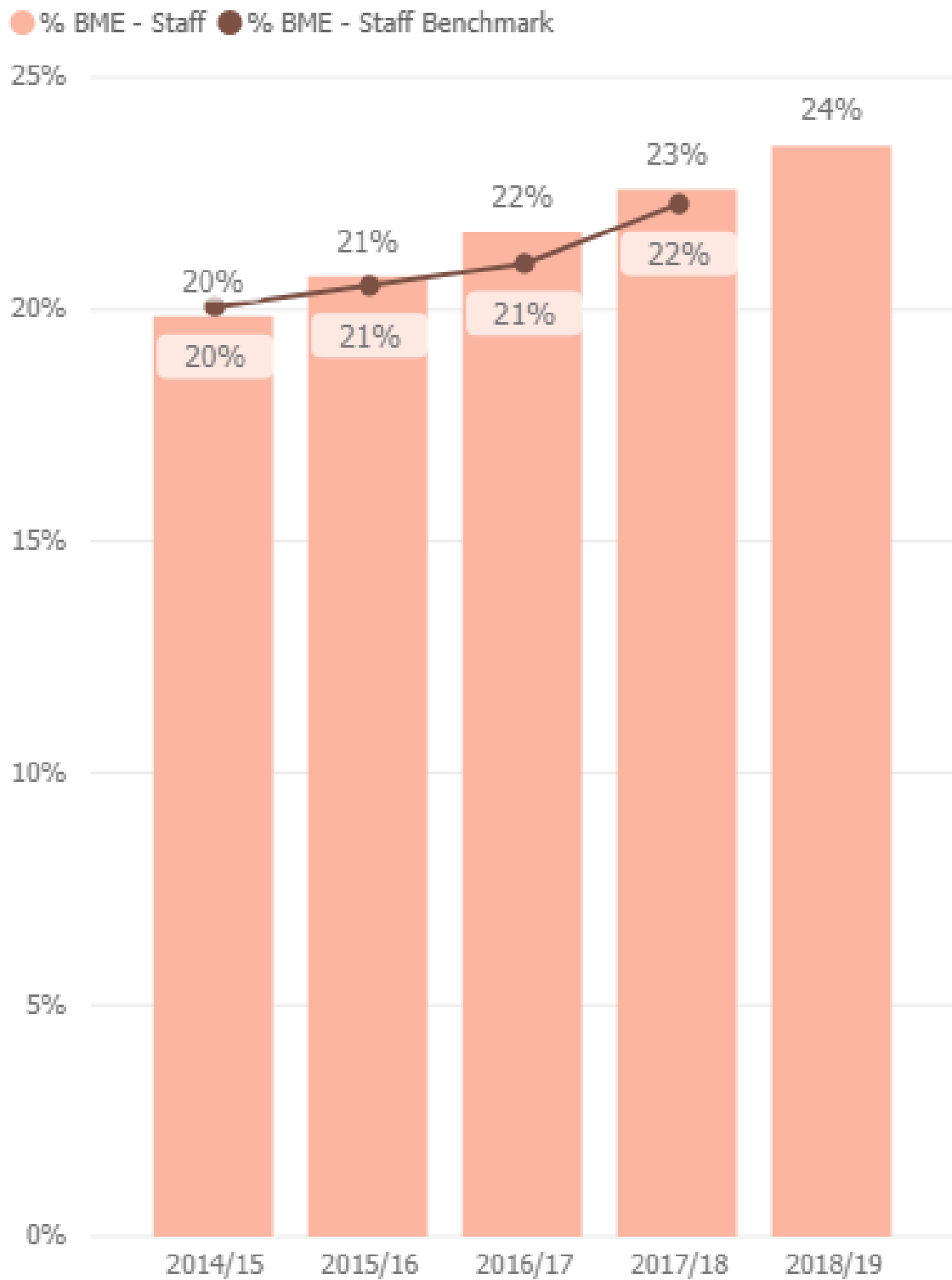
Staff Profile by UK, EU and non-EU at King's

Figure 4a.3 shows all staff, 4a.4 shows academic staff at King's by nationality; figure 4a.54 shows the same for PSS.

Figure 4a.3 ALL STAFF BY NATIONALITY BY YEAR
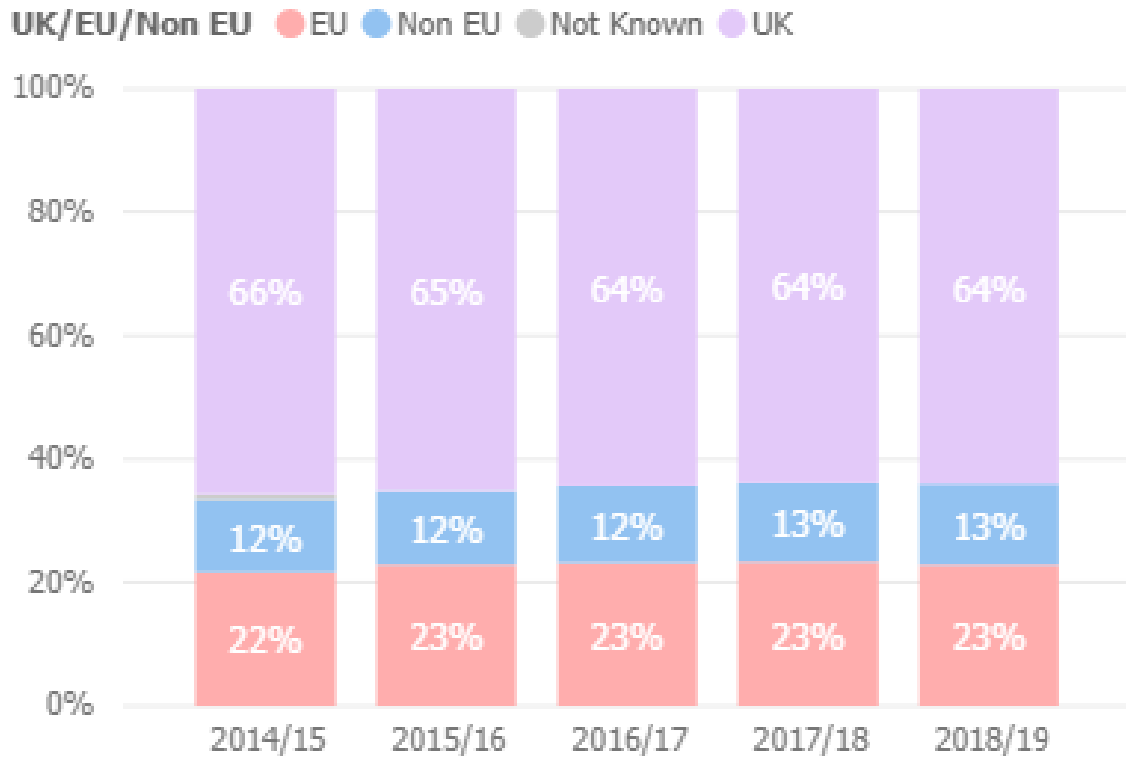
Figure 4a.4: Academic staff by nationality (UK, EU, and non-EU)
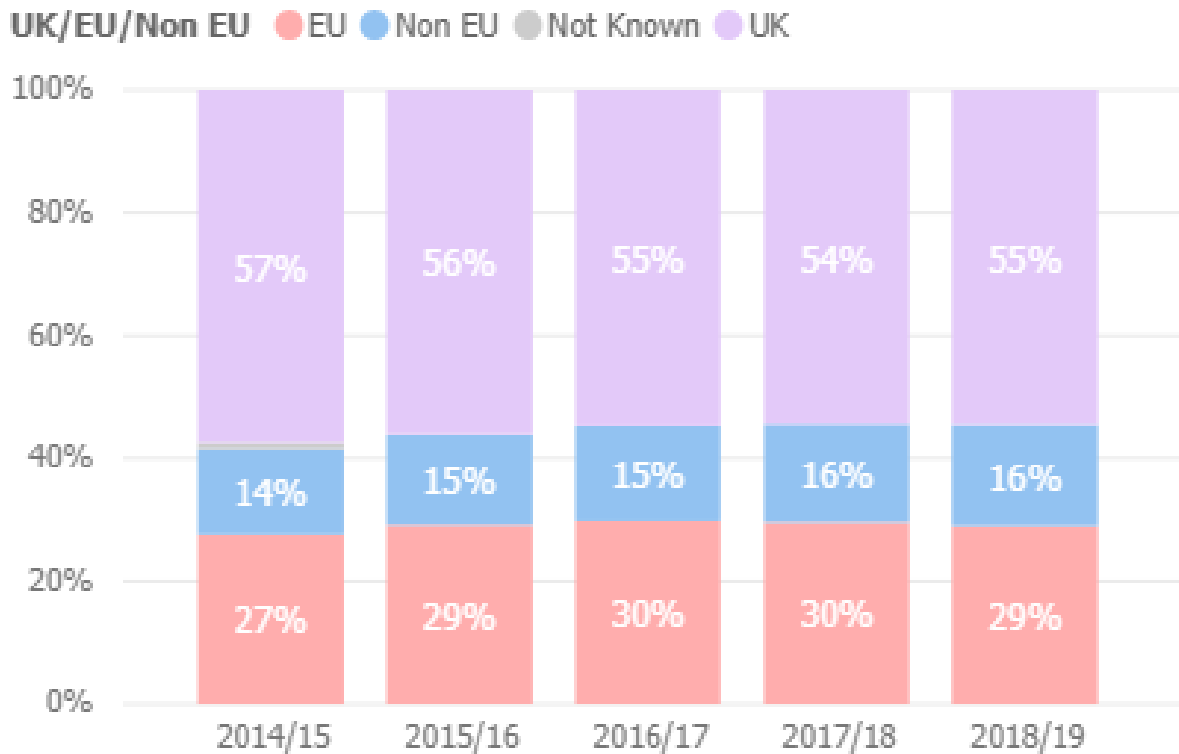
Figure 4a.5 PSS by nationality (UK, EU, and non-EU)
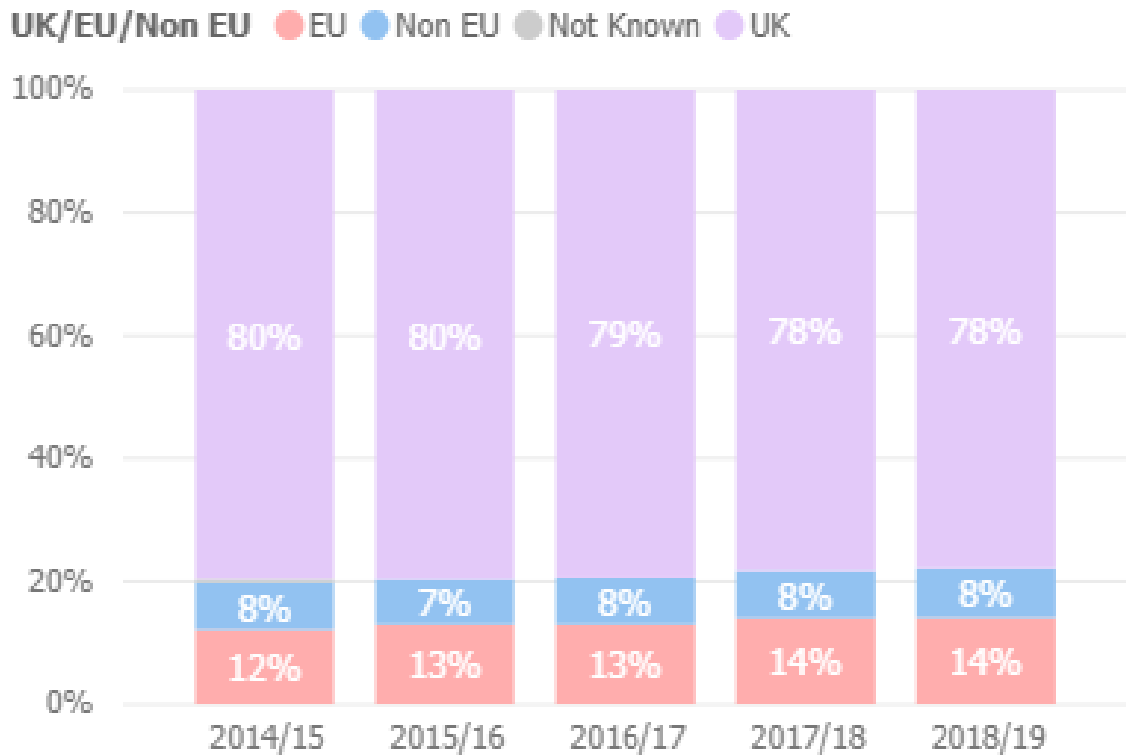
Since 2015 we have pursued EU/international growth targeting academics, consequently we have seen a 2% decrease in academic UK staff and corresponding increases in non-UK, EU and non-EU academic staff.

Going forward we will seek to better match international staff data with race to get a better understanding of how King's racial profile is impacted so we can design more targeted actions. (REAP 2.4.1) (Figure 4a.4 & Figure 4a.5)

King's by Faculty

Academic Staff Profile at King's

Figure 4a.6 King's academic staff profile by faculty (headcount)
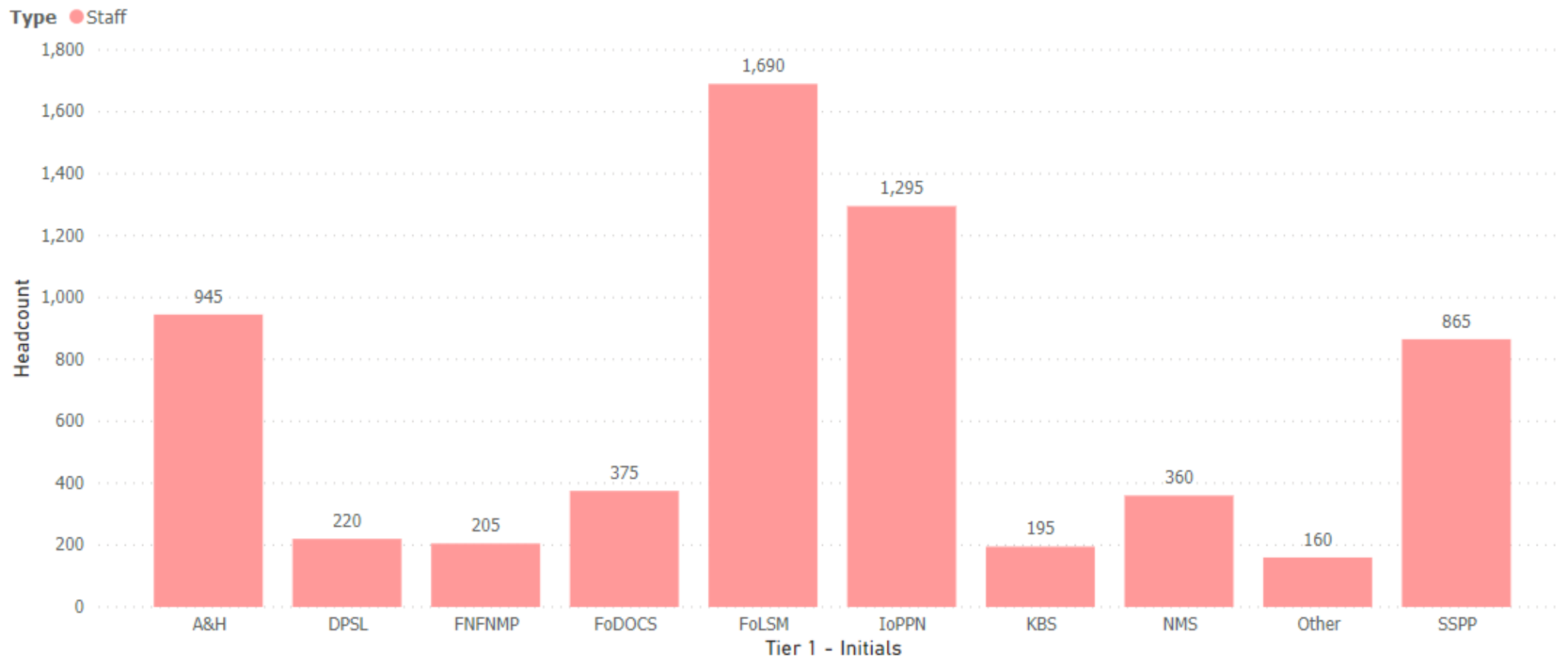
Figure 4a.7: Academic staff profile by ethnicity (BME/white) over time
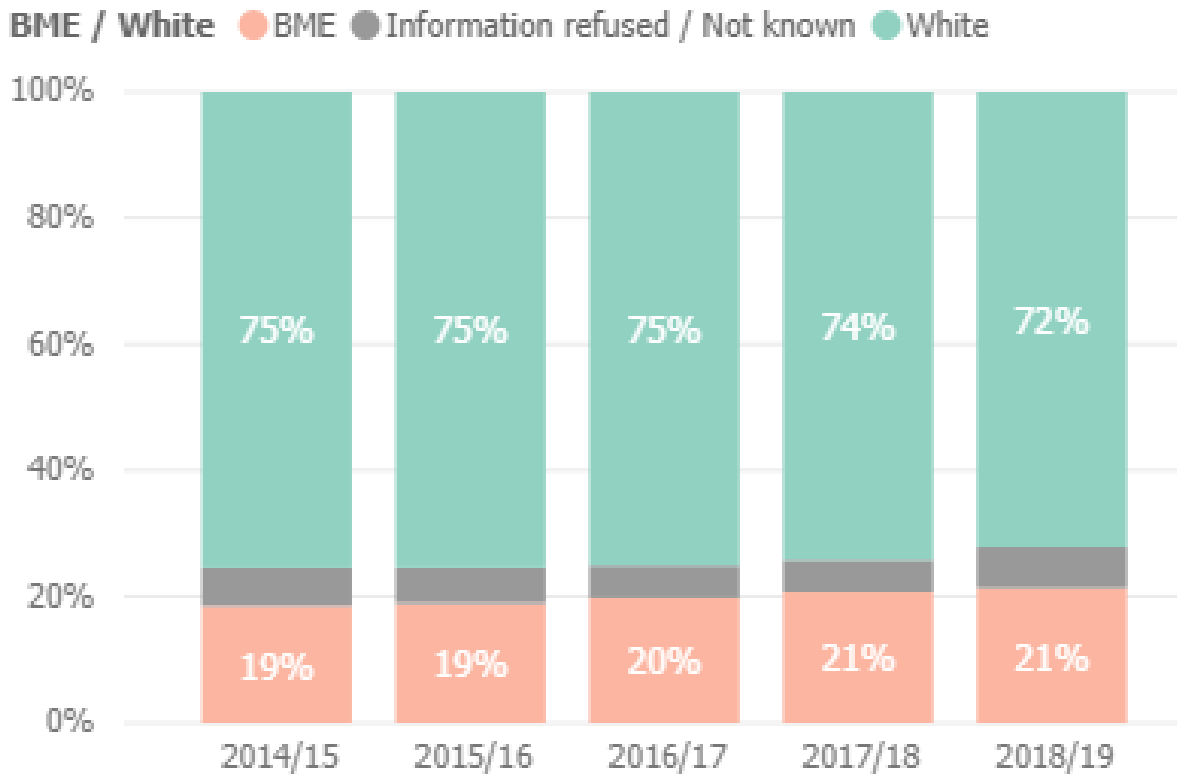
Figure 4a.8: Survey Quote

"[King's should be] thinking about overall diversity in each department and what it 'looks like' and 'feels like' for students when only the security guards and cleaners are black African and Black Caribbean." - BME staff member

Looking across our nine faculties we see overall improvement in BME representation however there are pockets of concern. (Fig 4a.6 – 4a.34)

To recognise the different approaches and complexities in our faculties and staff population we analysed using three measures to help focus on race equality:

- Progress against our internal BME representation mean,
- BME representation across grades
- BME representation comparator to discipline benchmarks.

We asked each faculty to reflect on their data; we have included these reflections for reference.

Progress against our internal BME representation mean (REAP 1.9.1)

- Three of nine faculties (FoDOCS, FoLSM, and KBS) exceed King's 24% mean.
  - A&H: We note a new Dean, academic EDI lead, EDI Project Officer and refreshed and committed approach to tackling race inequality to align with overall university approach should create a positive impact.
- DPSL: a particularly mixed picture, doing well against discipline benchmark 22% of DPSL's professoriate are BME – a greater proportion than across the sector and King's which is a cause for celebration.
- IOPPN have been working to increase BME staff through introducing mandatory EDI training for all panel members, a recruitment toolkit, outreach work and via race toolkit. These should continue to create improvements.
- NMS: we note new Dean appointed 2020 identified EDI as a priority and immediately recruited a new academic lead to create positive impact.
- FNFNMPC falls short against all three measures and is cause for concern. This picture is impacted by small numbers and suppression in staff data. In the last 18 months they have made significant progress in appointing an academic lead, developing an EDI action plan and faculty infrastructure. EDIC will pay close attention and EDI will partner with this faculty to help accelerate their progress.
- SSPP, since 2018, have refreshed their approach, appointing an academic EDI lead, EDI practitioner and developing at speed an overall action plan and working group structure is having a positive impact.

BME Representation at every grade (REAP 1.9.1)

- Positively, five faculties have representation at every grade.
- Exceptions are DPSL, FoDOCS (issues of data suppression) and FNFNMPC.
- The gaps here may be due to the issues in the recruitment process as described in S6.
- Our improved data and HR capability provide the opportunity to monitor and investigate the individual grade representation going forward and to develop better targeted interventions for the faculties involved.

Comparison to Discipline benchmarks (REAP 1.9.1)

- FoDOCs, KBS, FNFNMPC, NMS, SSPP fall below their discipline benchmarks.
- KBS is a relatively new faculty, and whilst their figures are disappointing, our discussions with them demonstrate that there is a significant focus on addressing their underrepresentation with their Vice-Dean Education being the King's overall lead on Inclusive Education providing leadership in this area.
- SSPP, while below the discipline benchmark, is making good progress catching up and as noted their refreshed approach and commitment to EDI is encouraging.
- For all faculties below their discipline benchmarks EDI will work with them locally to identify the specific causes and develop interventions to address them.

Unwillingness to disclose ethnicity data

Data shows an issue with staff who prefer not to identify their ethnicity. This may be partially due to our historically, poor data systems, and we feel based on our Qlearsite information that there are significant trust issues. We have begun, and will continue, a campaign to explain why and how we collect data and to build trust and confidence in our staff in terms of sharing this with us. (REAP 2.6.1)

Faculty Reflections

Faculty Reflection – Faculty of Dentistry, Oral & Craniofacial Sciences
We are implementing targeted development interventions for BME staff in G4 &5 and to address the lack of ethnic diversity amongst faculty leadership we are undertaking succession planning taking into account intersectional demographics in conjunction with the pipeline and interventions to support internal talent.

Faculty Reflection – Dickson Poon School of Law
To address the lack of ethnic diversity at teacher, lecturer and reader grades, DPSL has put a mentoring scheme in place and all faculty staff will undertake Diversity Matters.

Faculty Reflection – King's Business School
We are including a race equality positive action statement in future recruitment materials for all roles specifically targeting BME and disabled applicants to further diversify both academic and PSS.

Faculty Reflection – Faculty of Arts & Humanities
We are addressing recruitment disparities by creating a Faculty BME Recruitment Working Group, with oversight of job descriptions and panel processes and a member of this working group will sit on all recruitment panels. We are also prioritising recruitment of academic areas that will attract more diverse applicants (e.g., African literature).

Faculty Reflection – Faculty of Life Sciences & Medicine
We have targeted support for researchers, recognising their heterogeneity. Our focus has been on proactive fellowship support, seed and bridging funds. To improve the proportion of BME readers and professors we will provide structured development opportunities and conduct intersectional research (gender/race) to better understand attrition of women from clinical academia.

Faculty Reflection – Faculty of Natural & Mathematical Sciences
Our new Dean appointed 2020 has identified EDI as a priority with a focus on governance and ensuring the Faculty Executive take more accountability with HODs reporting annually on race equality to the highlighting where issues are prevalent.

Faculty Reflection – Faculty of Social Sciences & Public Policy
We have developed faculty-wide EDI infrastructure and a strategic action plan with workstreams to address PS and Academic recruitment, progression and promotion

Faculty Reflection – Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care

We have significant issues in relation to BME representation. We have revised our EDI committee TOR to bring greater focus to race equality including monitoring recruitment and promotion annually and all recruitment panellists will be taking DMT and use a race equality primer prior to interviews taking place.

Faculty Reflection – Institute of Psychiatry, Psychology & Neuroscience

We've created an inclusive recruitment toolkit (including positive action and requiring DMT for all panellists). Race and gender are explicit reflection points throughout the IoPPN annual Diversity & Inclusion Achievement Log process which monitors among promotion, implementation of recruitment toolkit, race discussions and career development opportunities.

Faculty of Dentistry, Oral & Craniofacial Sciences

Figure 4a.9: FoDOCS academic staff by ethnicity (five way split) over time
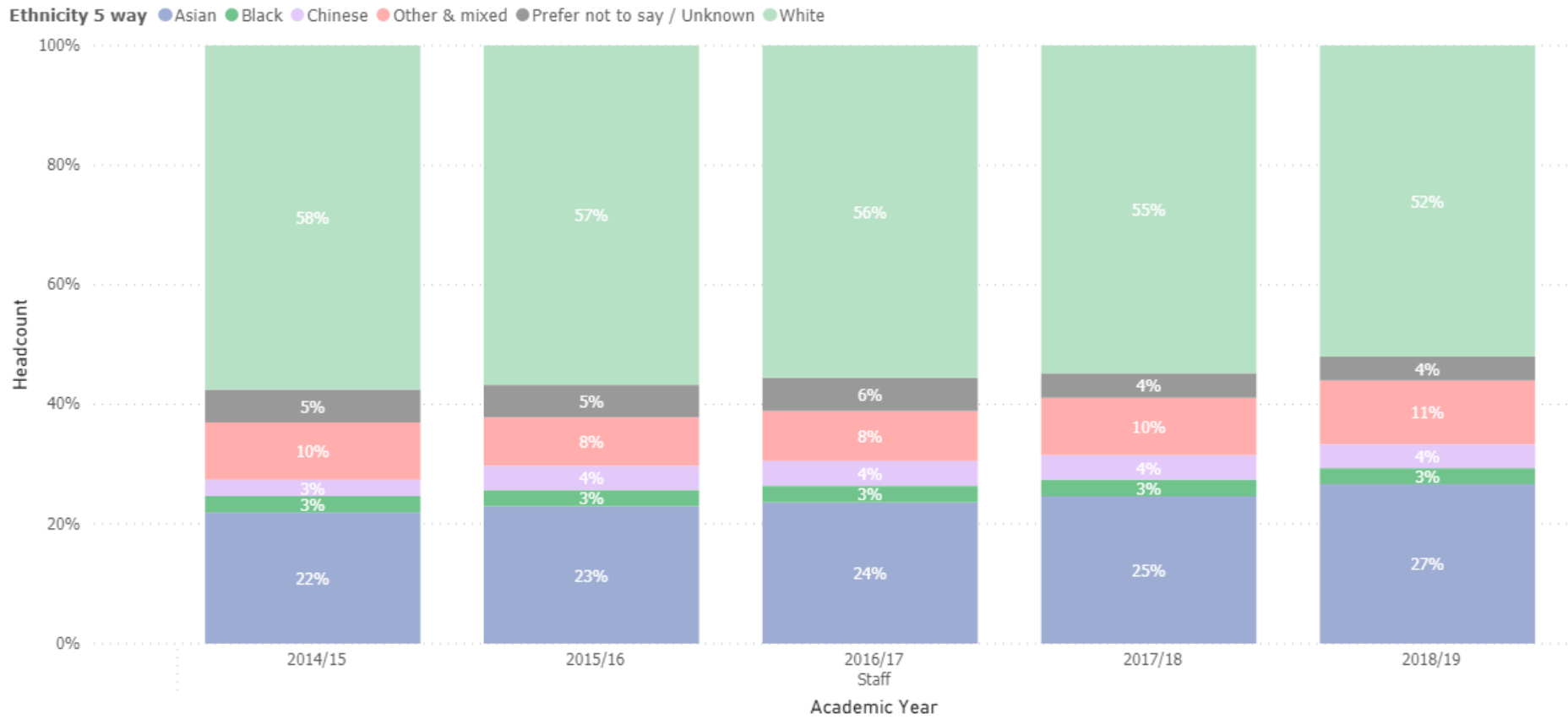
Figure 4a.10: FoDOCS academic staff by ethnicity (BME/White) by grade, 2018/19
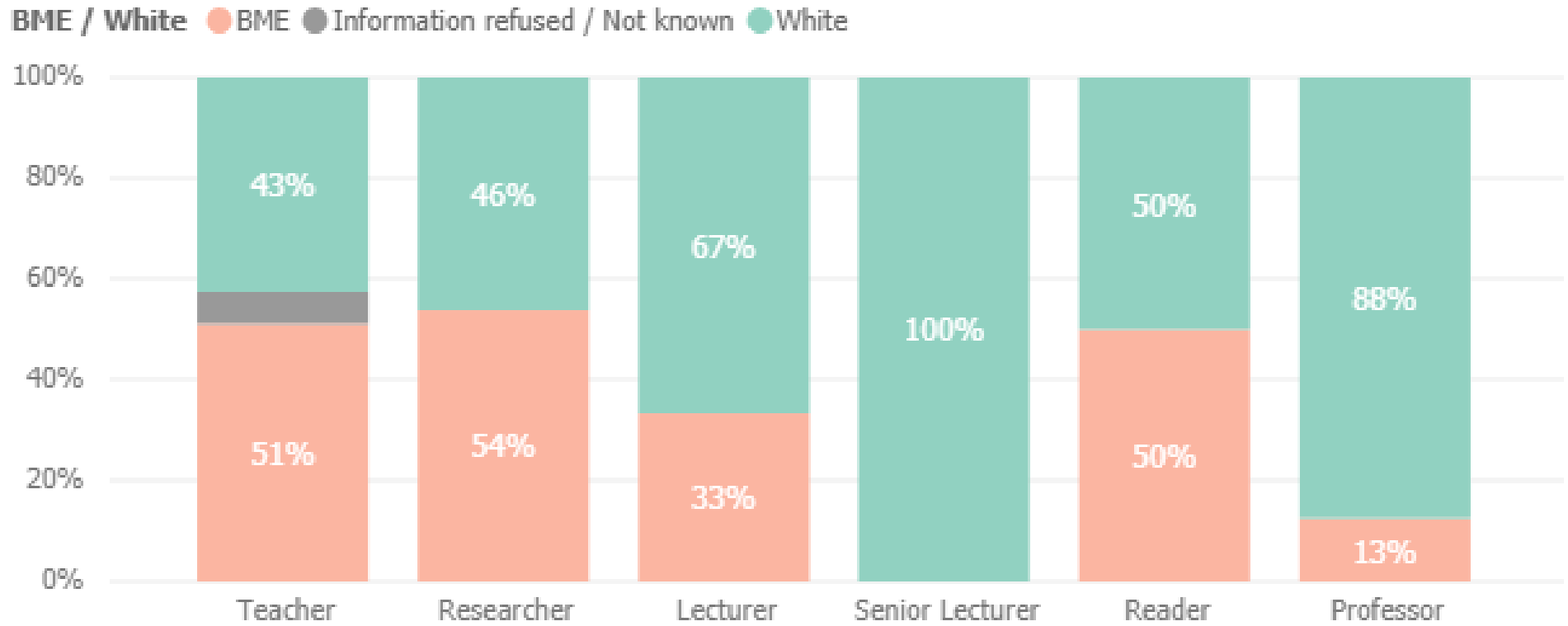
Figure 4a.11: FoDOCs staff by ethnicity over time (%BME) w/benchmark
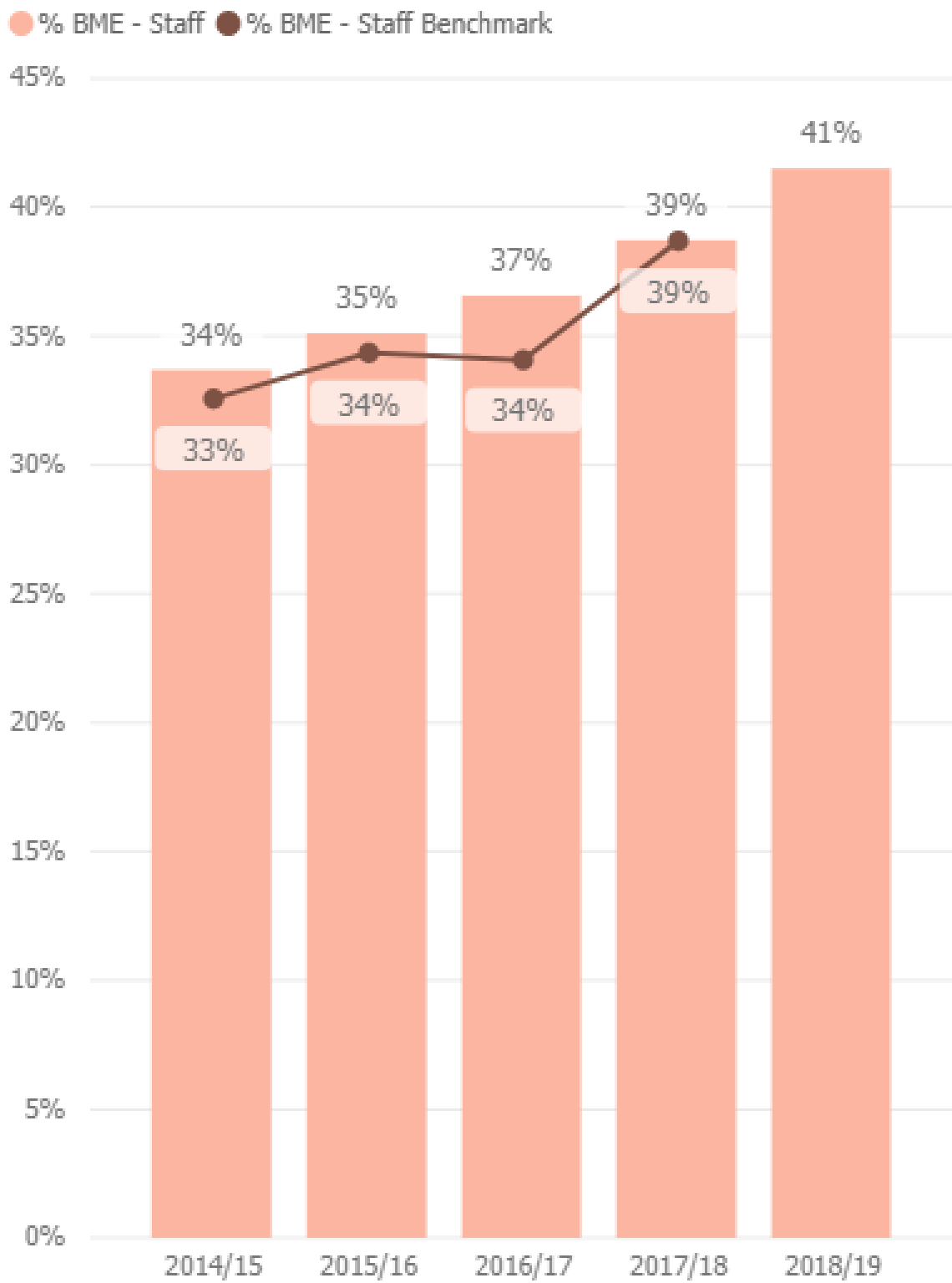
Dickson Poon School of Law

Figure 4a.12: DPSL academic staff ethnicity over time (five way split)
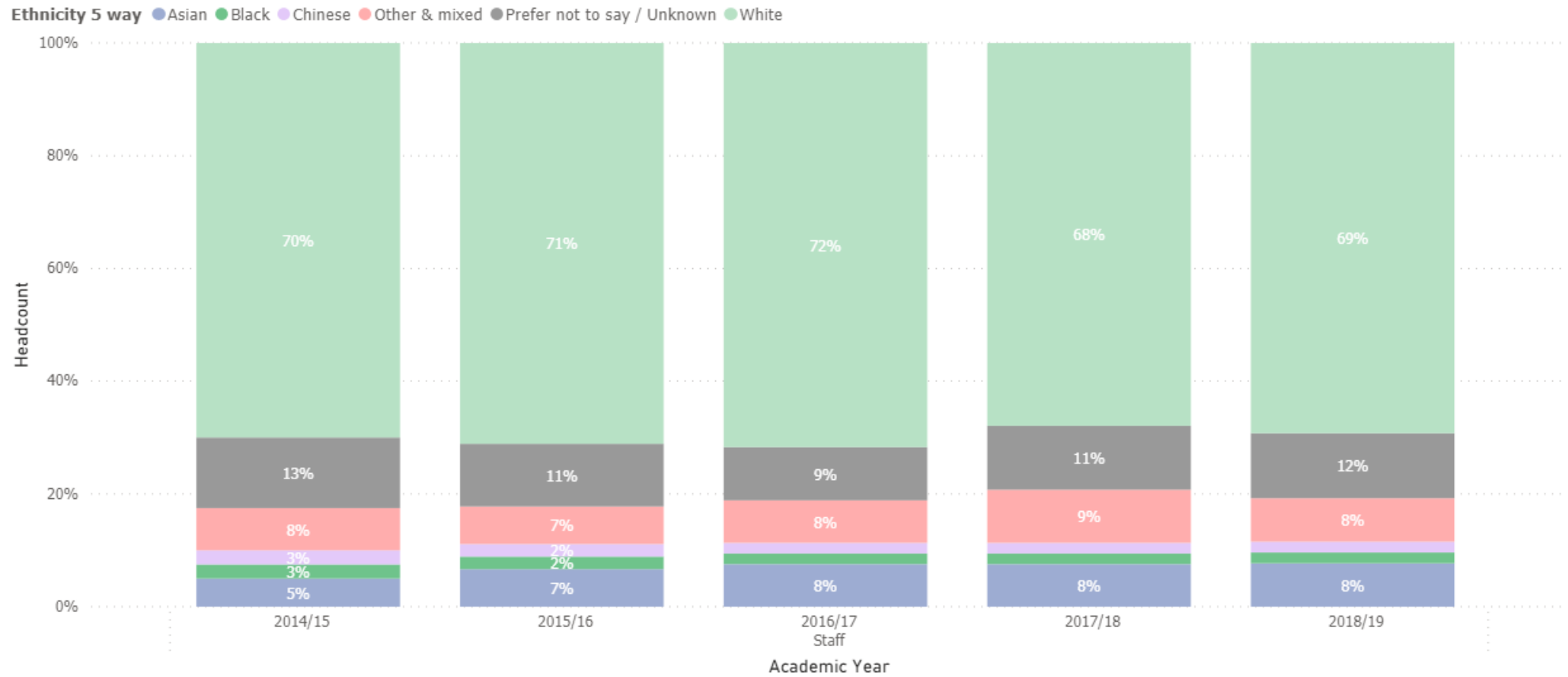
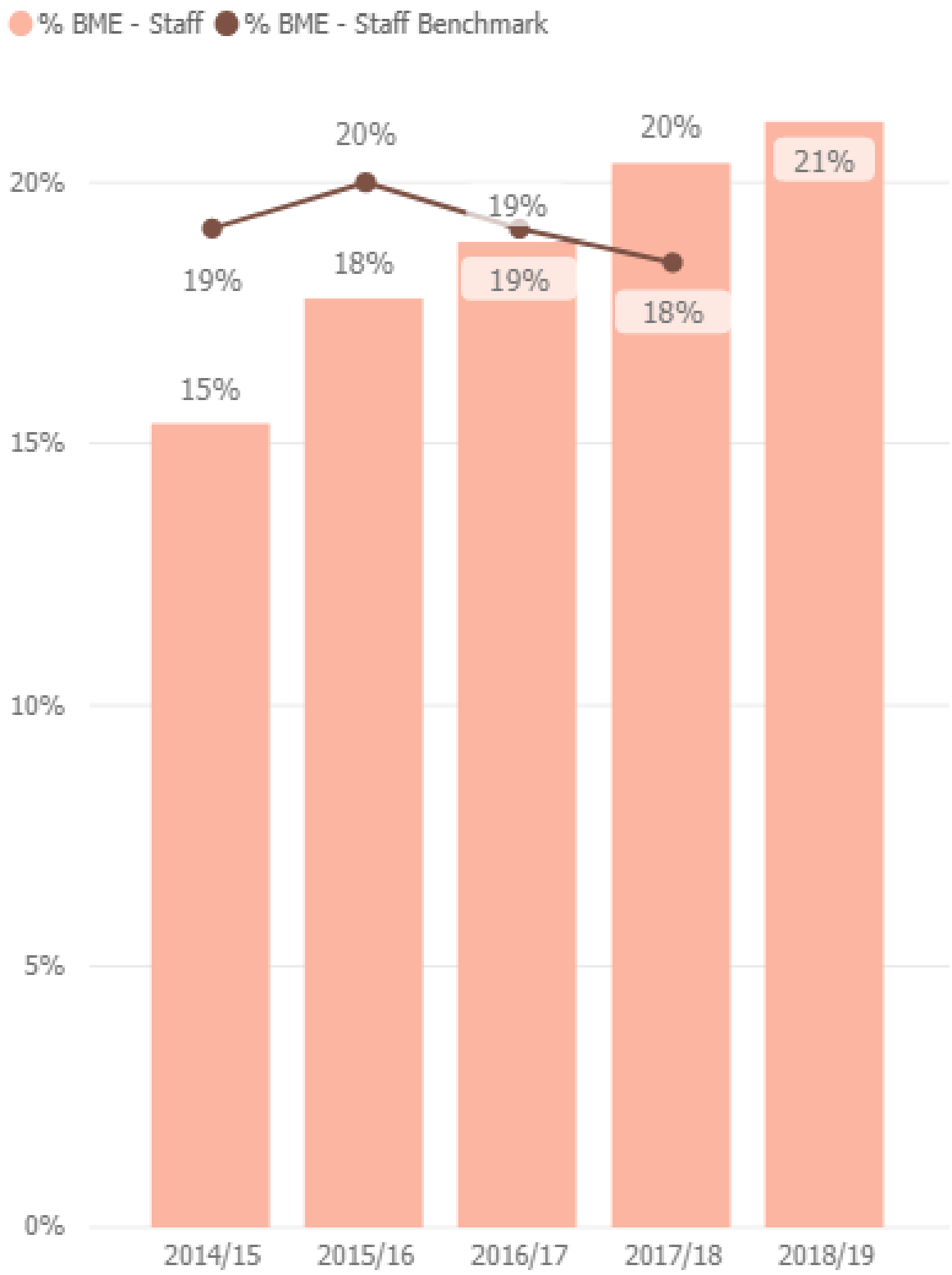*Figure 4a.13: DPSL academic staff by ethnicity by grade, 2018/19 (five-way split)*
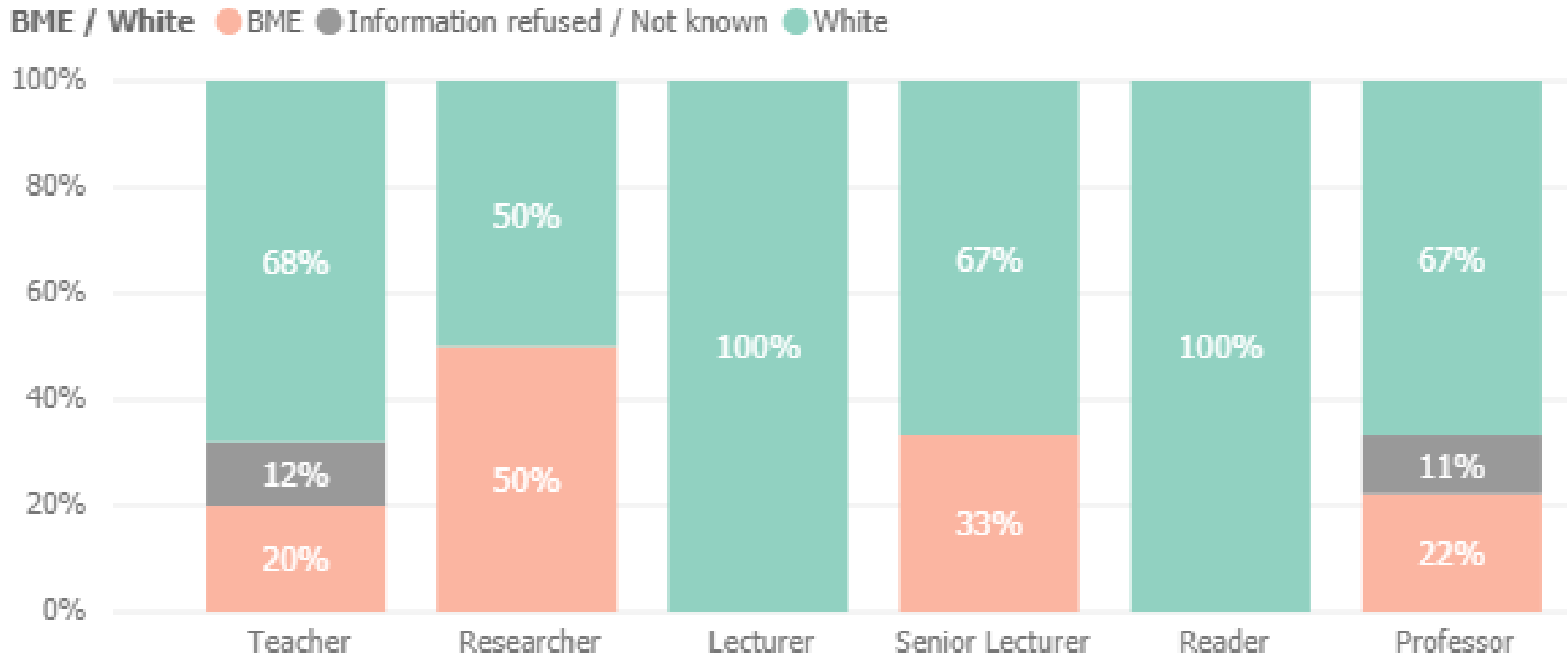
Figure 4a.14: DPSL academic staff ethnicity over time (%BME) w/ benchmark

King's Business School

Figure 4a.15: KBS academic staff by ethnicity over time (five way split)
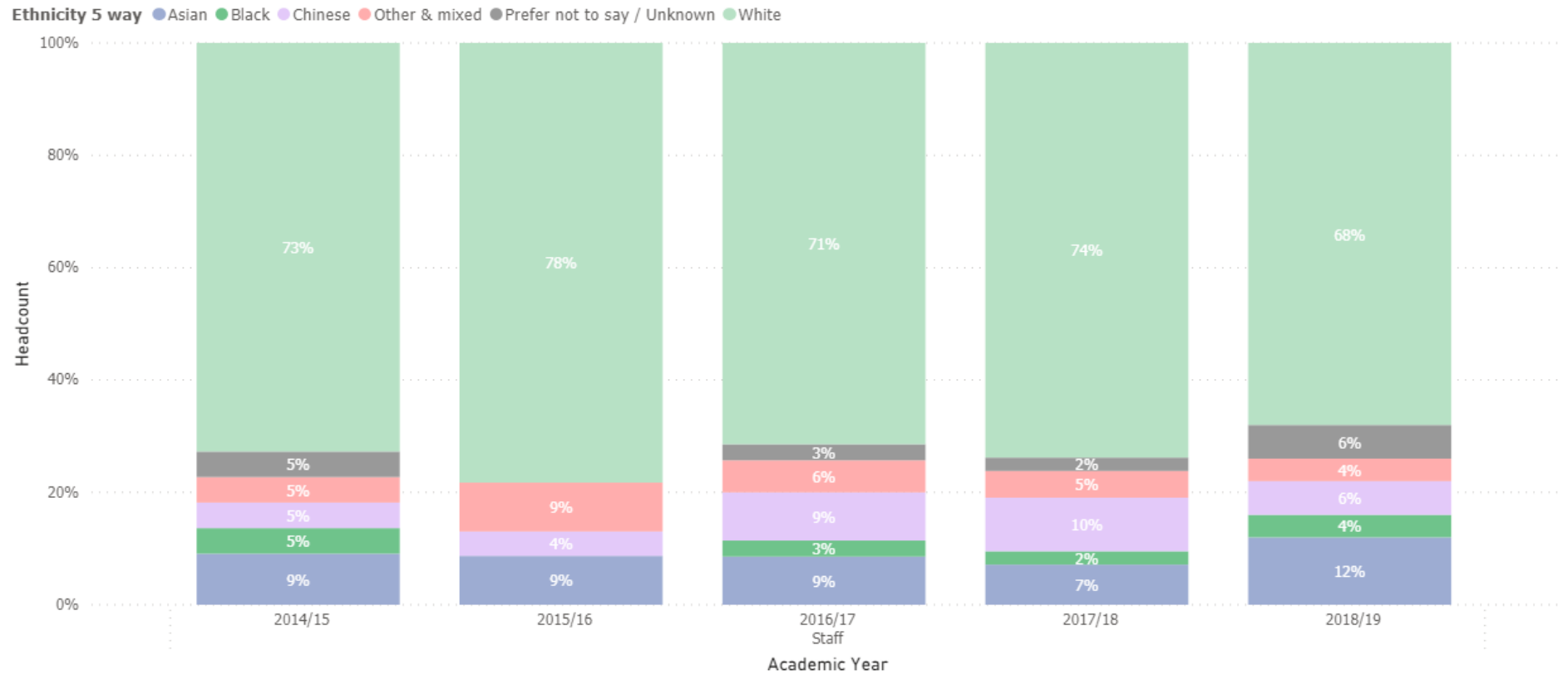
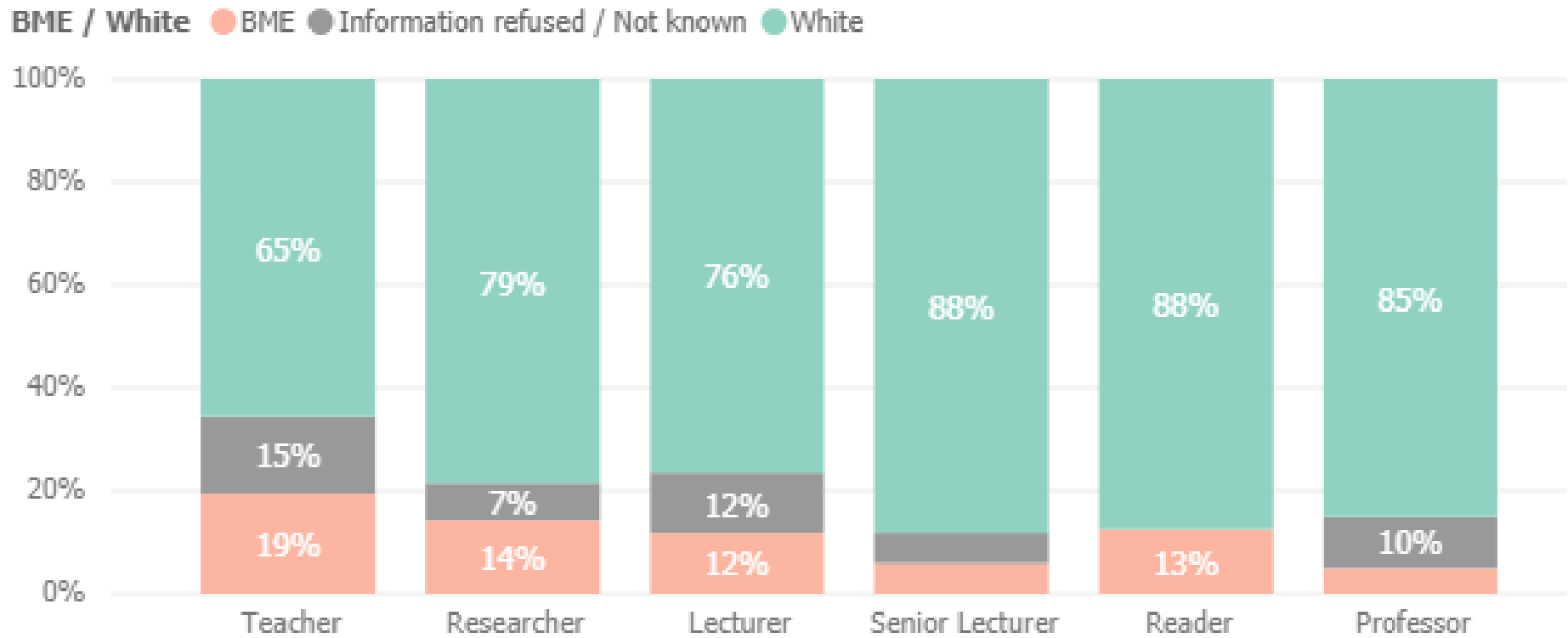*Figure 4a.16: KBS academic staff by ethnicity by grade, 2018/19 (BME/White)*

BME / White ● BME ● Information refused / Not known ● White
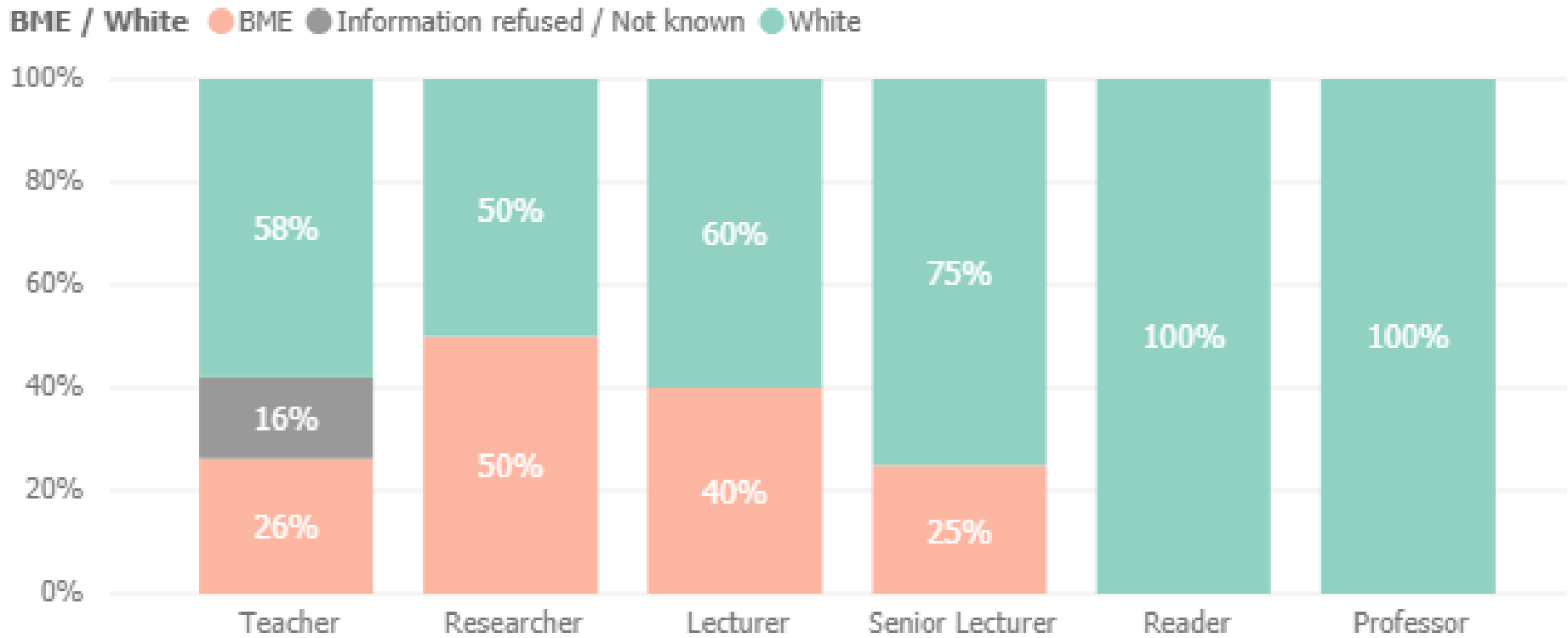
Figure 4a.17: KBS staff ethnicity over time (%BME) w/benchmark

Legend: ● % BME - Staff ● % BME - Staff Benchmark

	2014/15	2015/16	2016/17	2017/18	2018/19
% BME - Staff	23%	25%	25%	24%	24%
% BME - Staff Benchmark	24%	26%	26%	28%	
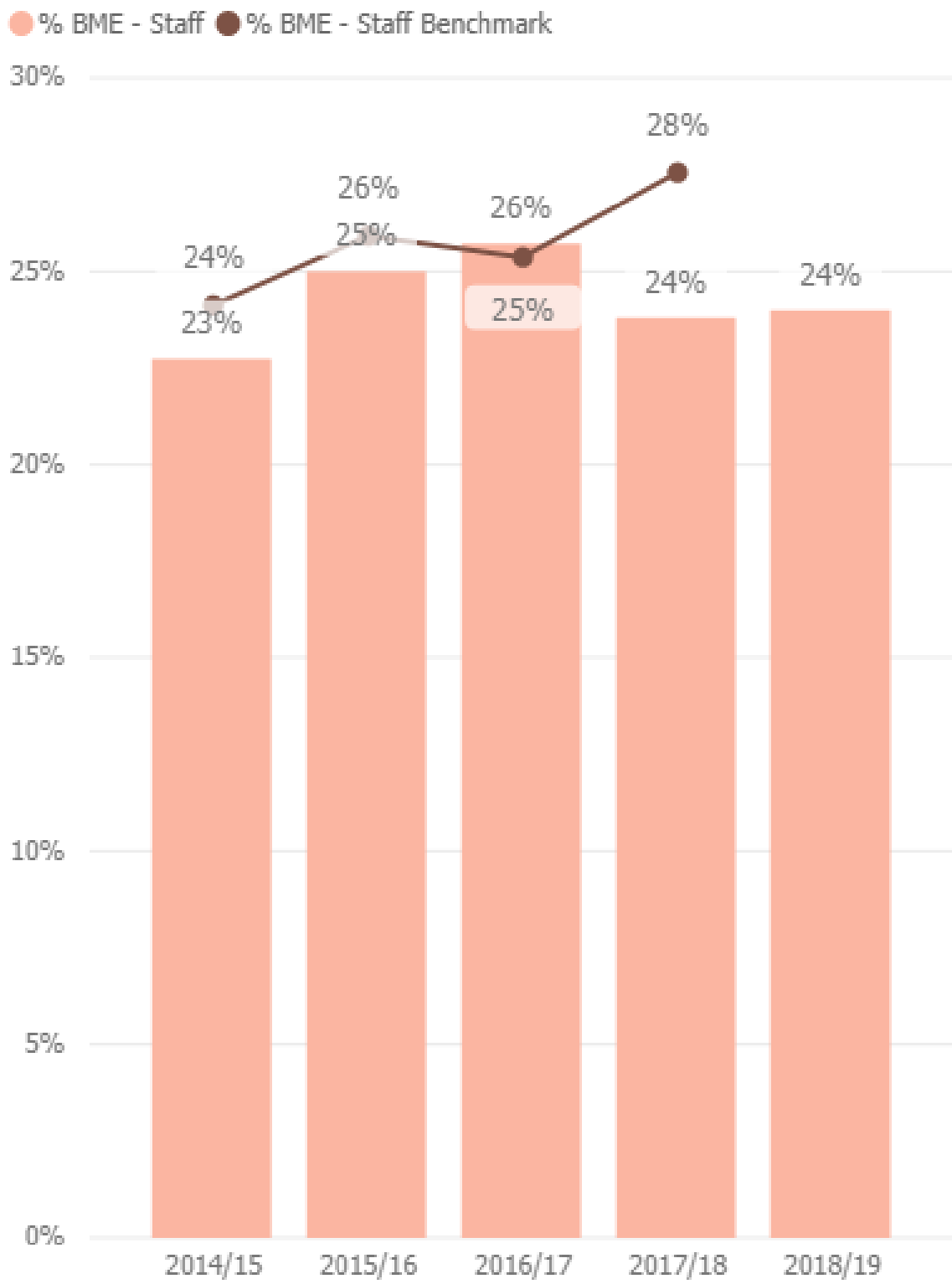
Faculty of Arts & Humanities

Figure 4a.18: A&H academic staff by ethnicity over time (five way split)
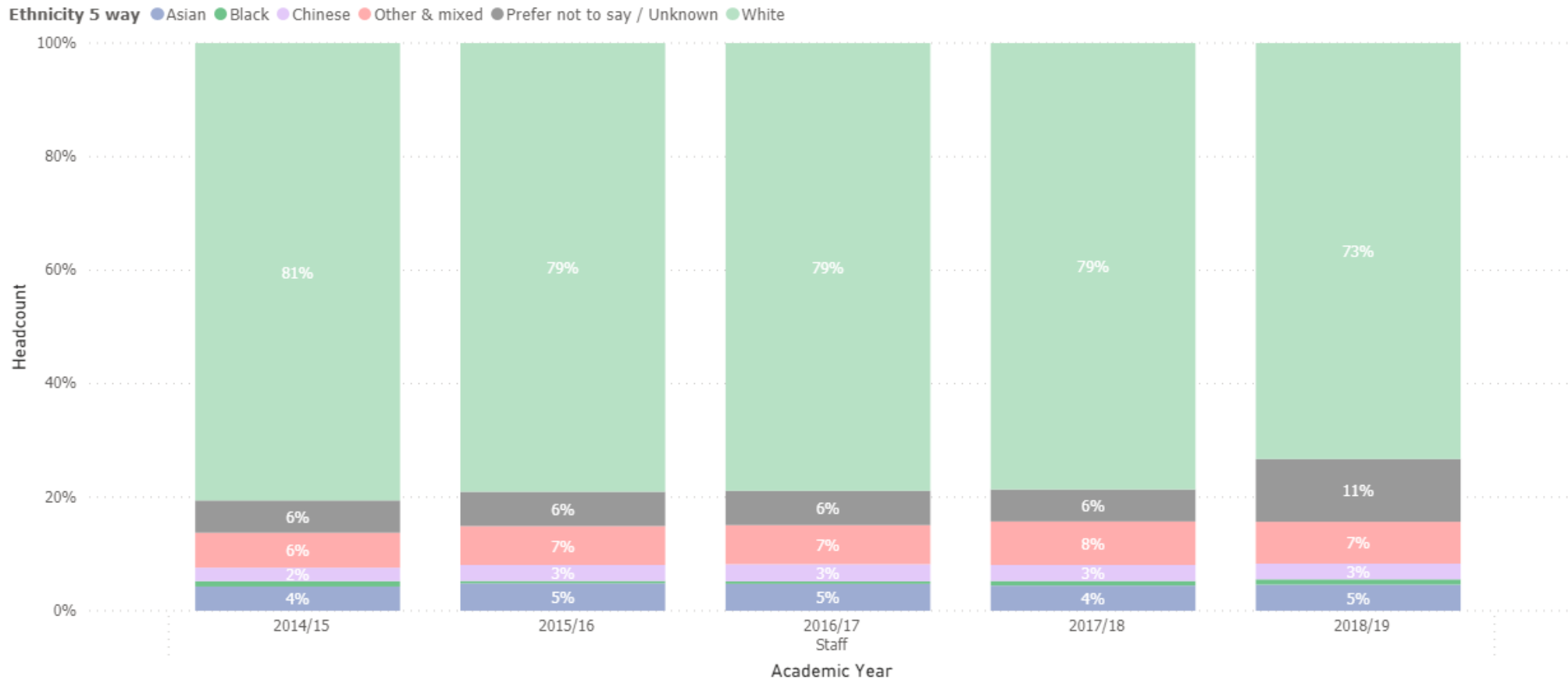
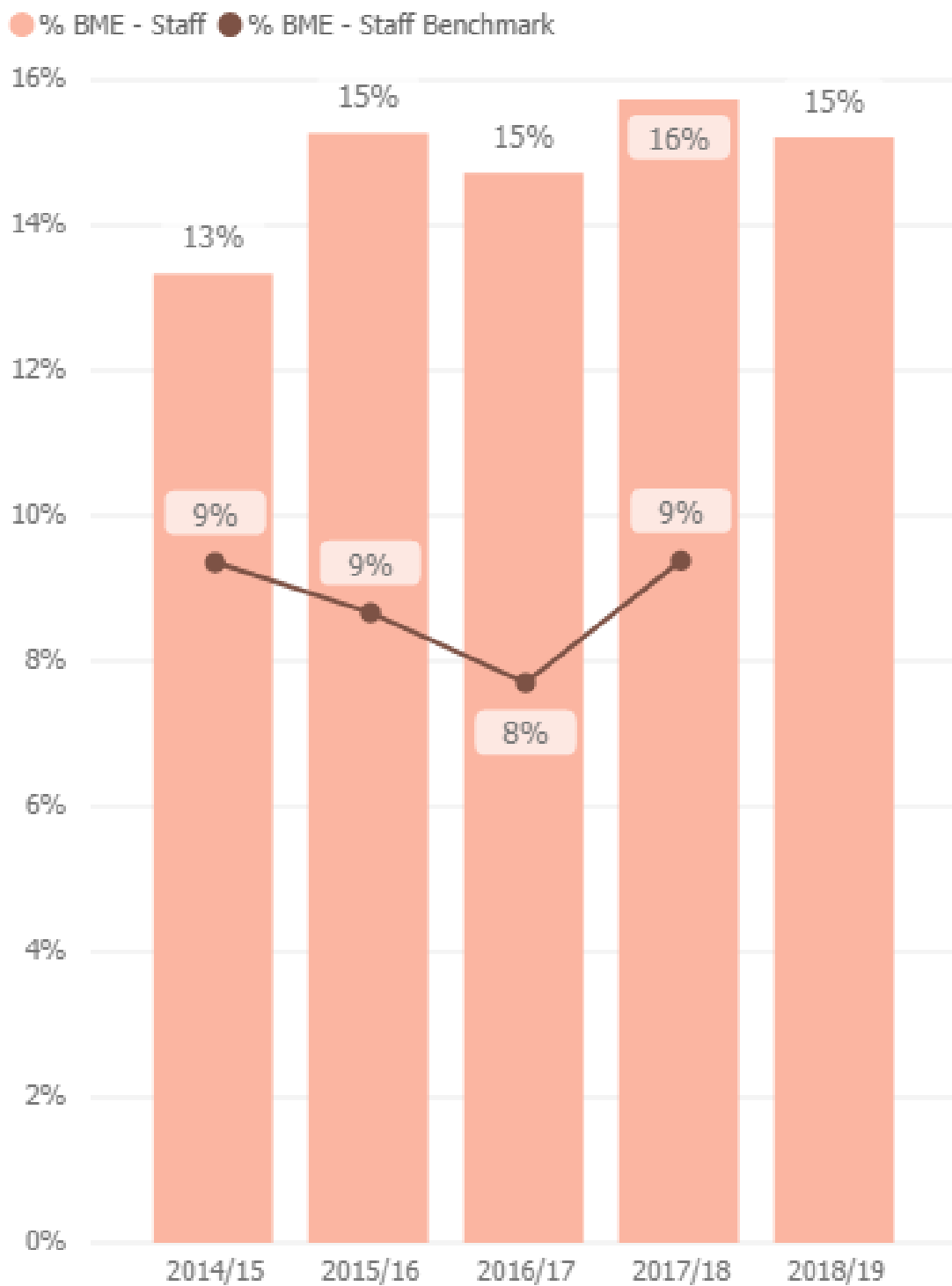*Figure 4a.19: A&H academic staff by ethnicity by grade, 2018/19 (BME/White)*

BME / White ● BME ● Information refused / Not known ● White

	Teacher	Researcher	Lecturer	Senior Lecturer	Reader	Professor
White	65%	79%	76%	88%	88%	85%
Information refused / Not known	15%	7%	12%			10%
BME	19%	14%	12%		13%	

Figure 4a.20: A&H academic staff ethnicity over time w/benchmark (%BME)

Faculty of Life Sciences & Medicine

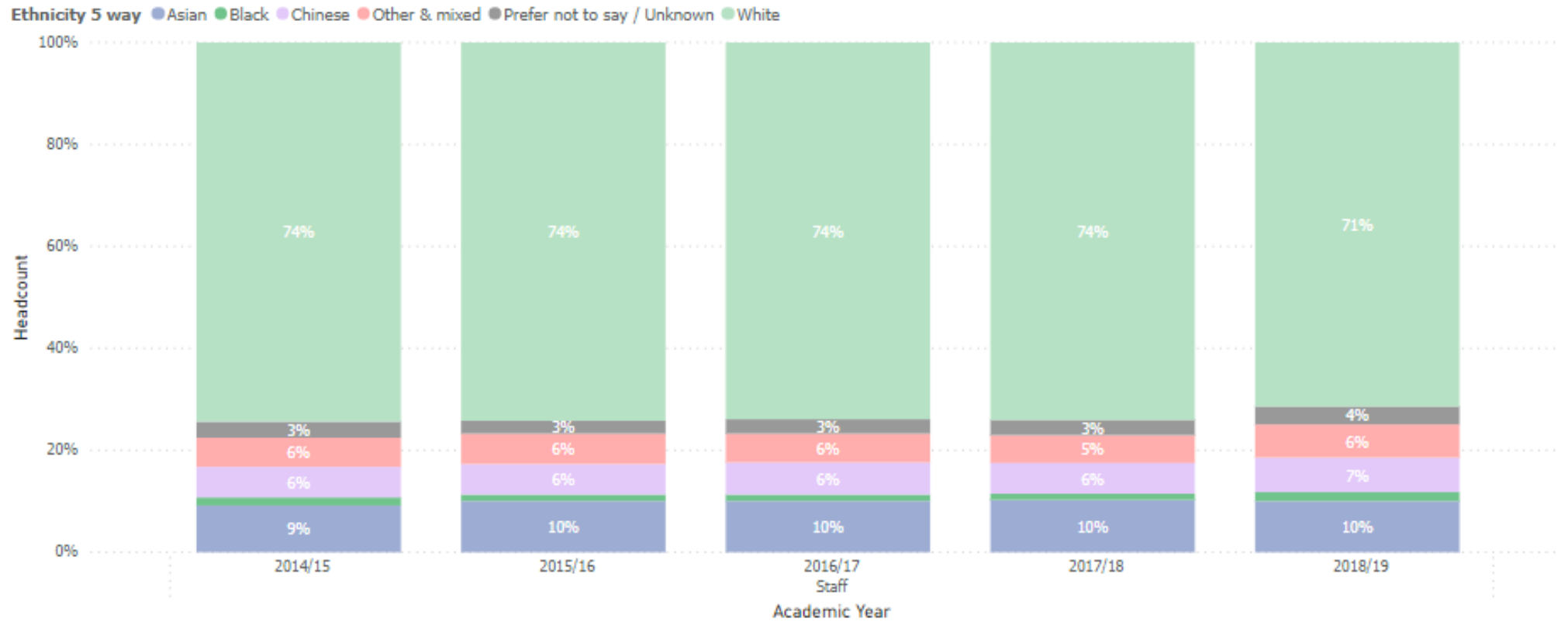*Figure 4a.21: FoLSM academic staff ethnicity over time (five way split)*

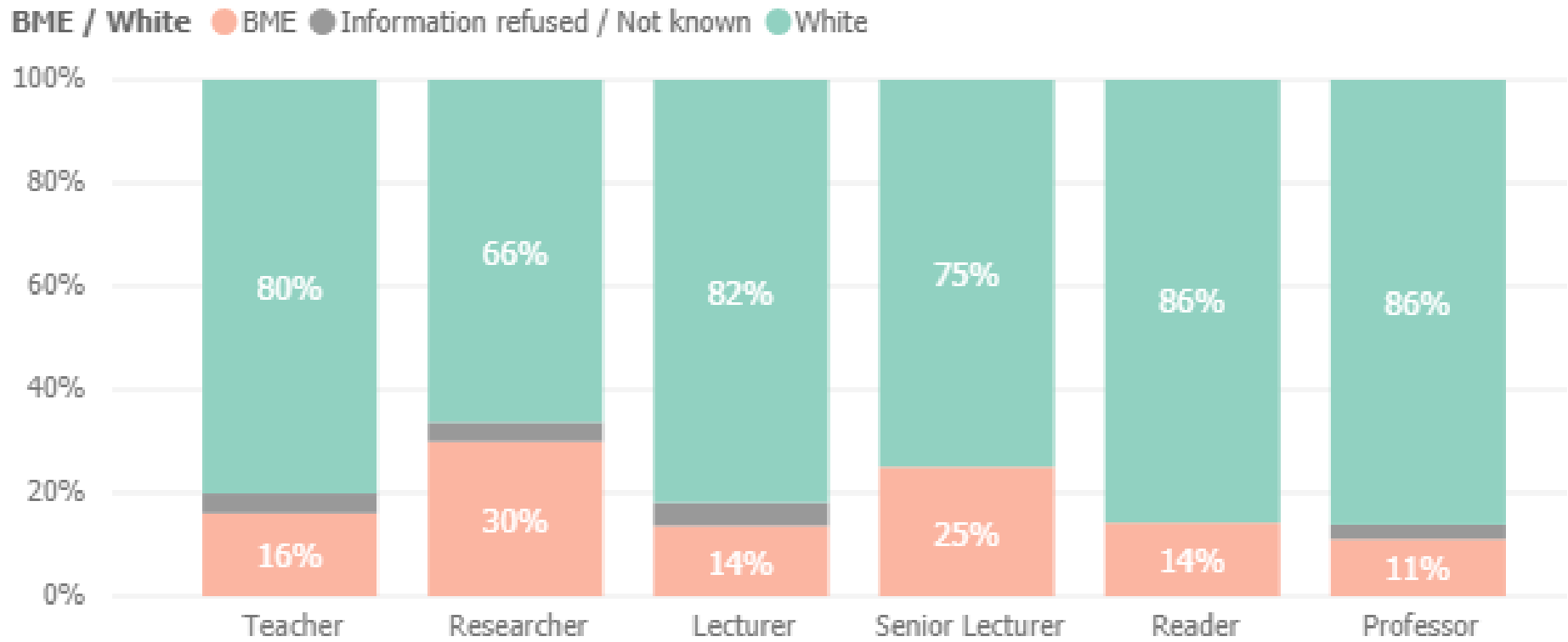*Figure 4a.22: FoLSM academic staff by ethnicity by grade, 2018/19 (BME/White)*
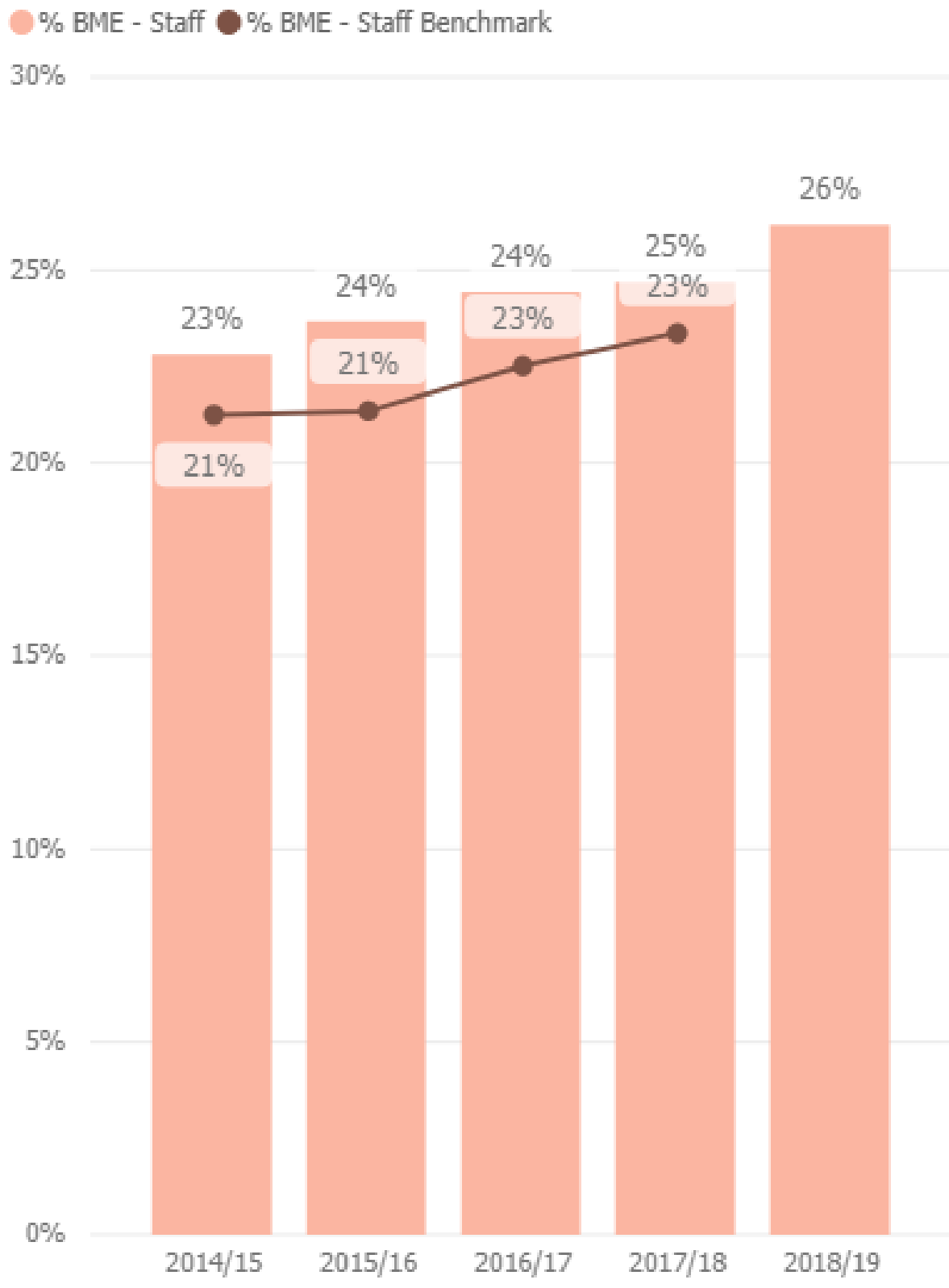

BME / White ● BME ● Information refused / Not known ● White

	Teacher	Researcher	Lecturer	Senior Lecturer	Reader	Professor
White	80%	66%	82%	75%	86%	86%
BME	16%	30%	14%	25%	14%	11%

Figure 4a.23: FoLSM staff ethnicity over time w/benchmark (%BME)

Faculty of Natural & Mathematical Sciences

Figure 4a.24: NMS academic staff ethnicity over time (five way split)
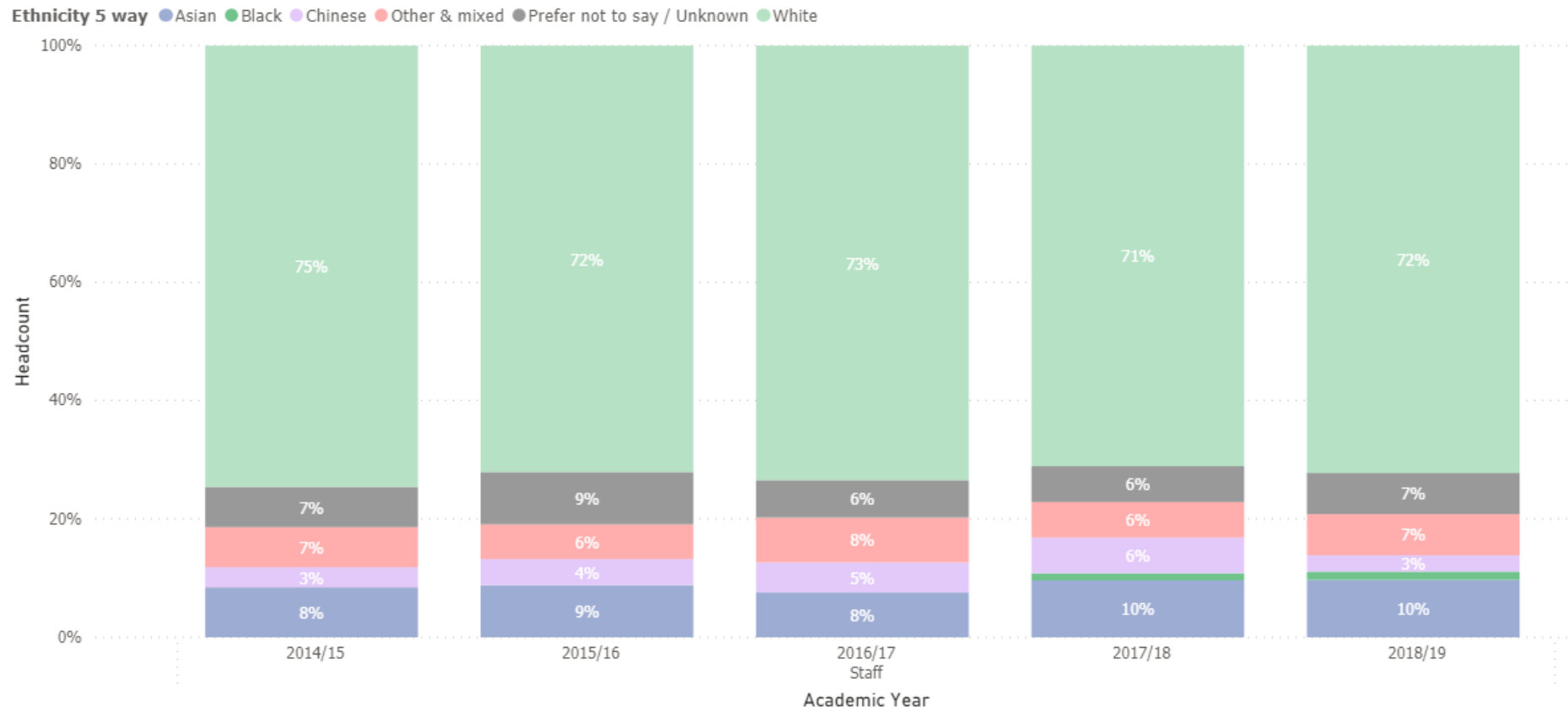
% Headcount by Ethnicity, Type and Academic Year

Figure 4a.25: NMS academic staff by ethnicity by grade, 2018/19 (BME/White)

BME / White ● BME ● Information refused / Not known ● White

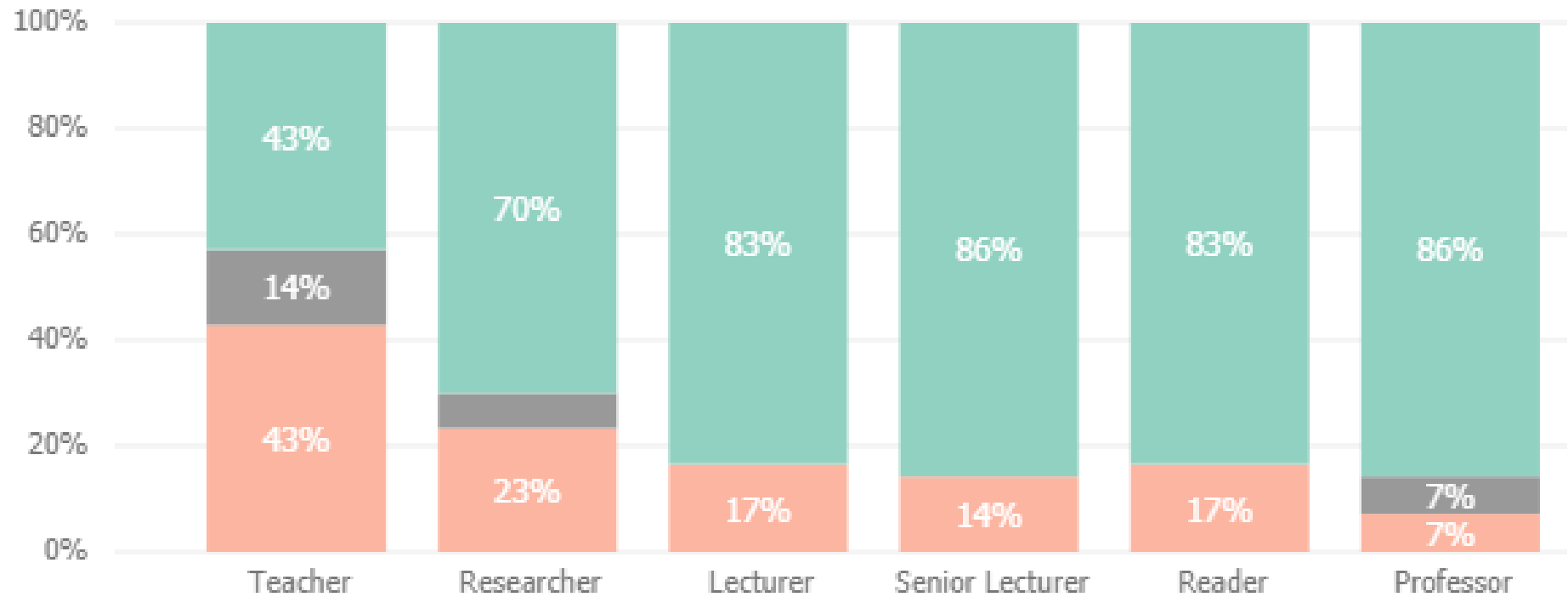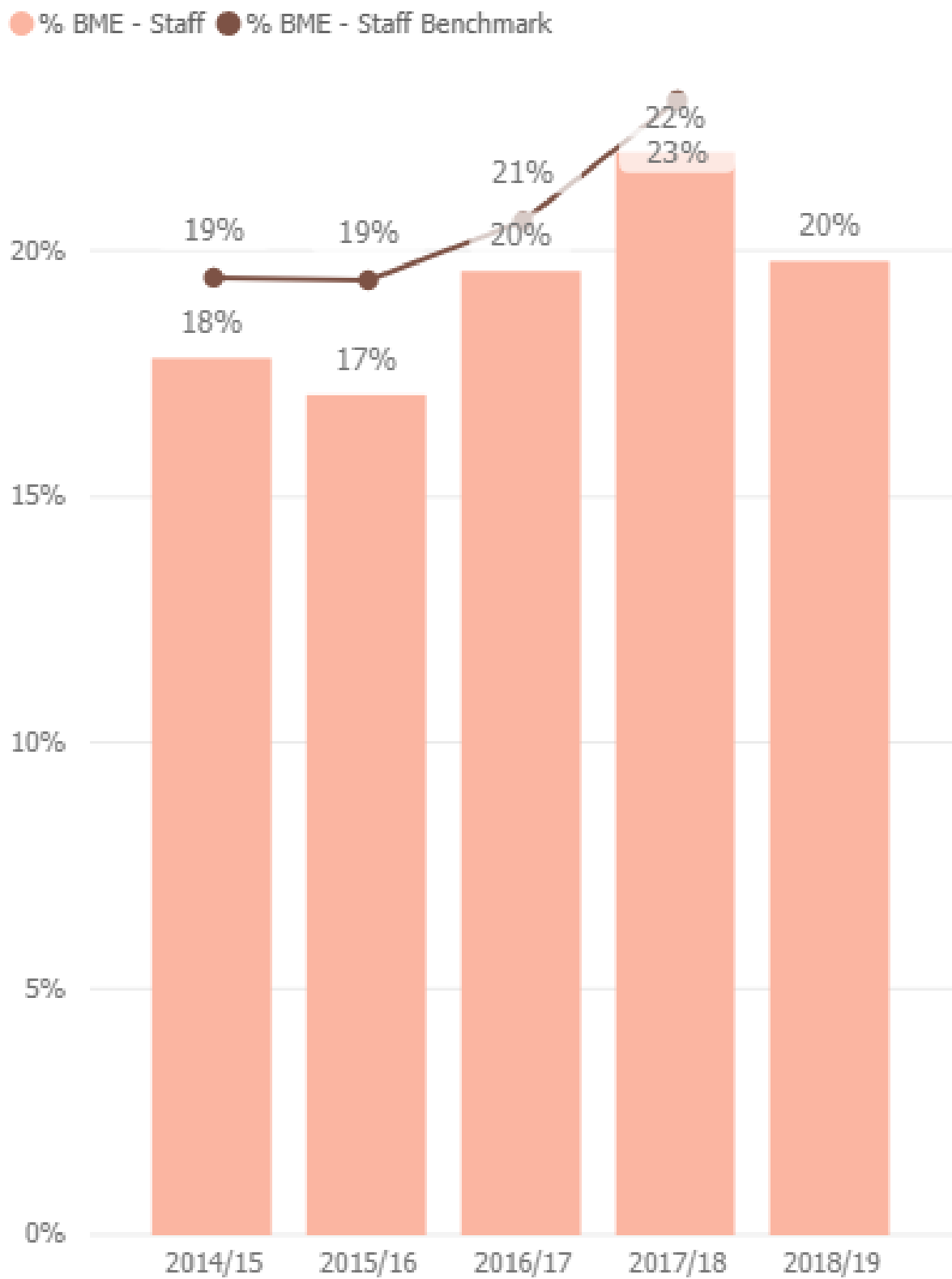|	Teacher	Researcher	Lecturer	Senior Lecturer	Reader	Professor
White	43%	70%	83%	86%	83%	86%
Information refused / Not known	14%					7%
BME	43%	23%	17%	14%	17%	7%

Figure 4a.26: NMS academic staff ethnicity over time w/benchmark (%BME)

Faculty of Social Sciences & Public Policy

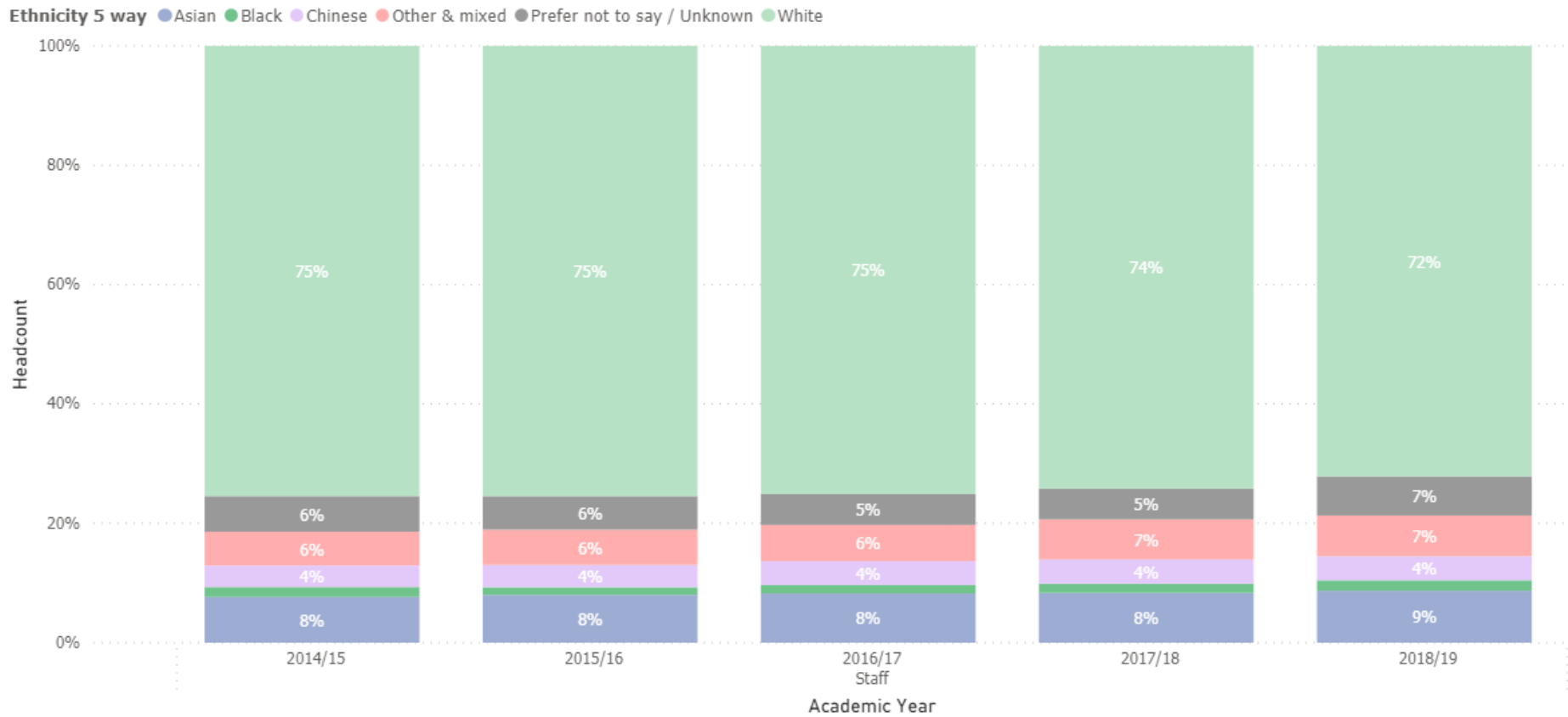*Figure 4a.27: SSPP academic staff ethnicity over time (five way split)*

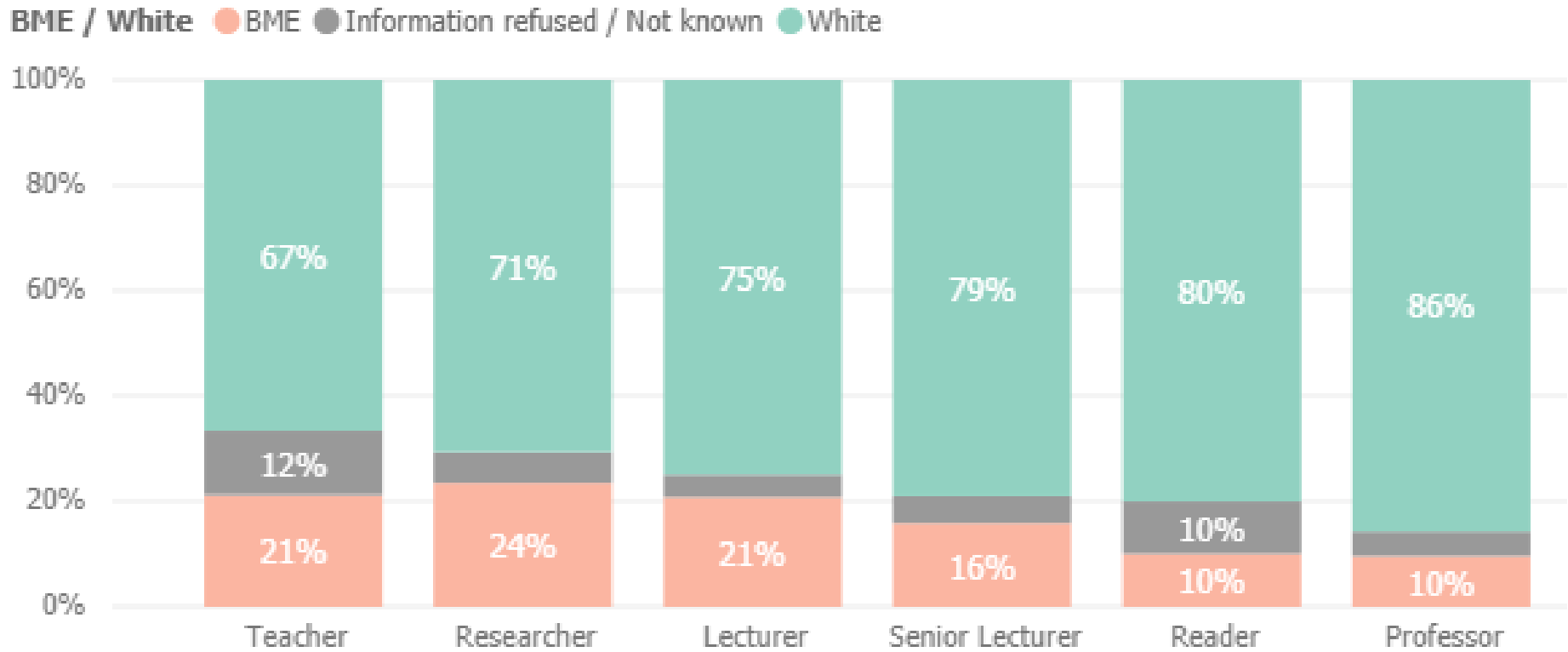*Figure 4a.28: SSPP academic staff by ethnicity by grade, 2018/19 (BME)*

BME / White ●BME ●Information refused / Not known ●White

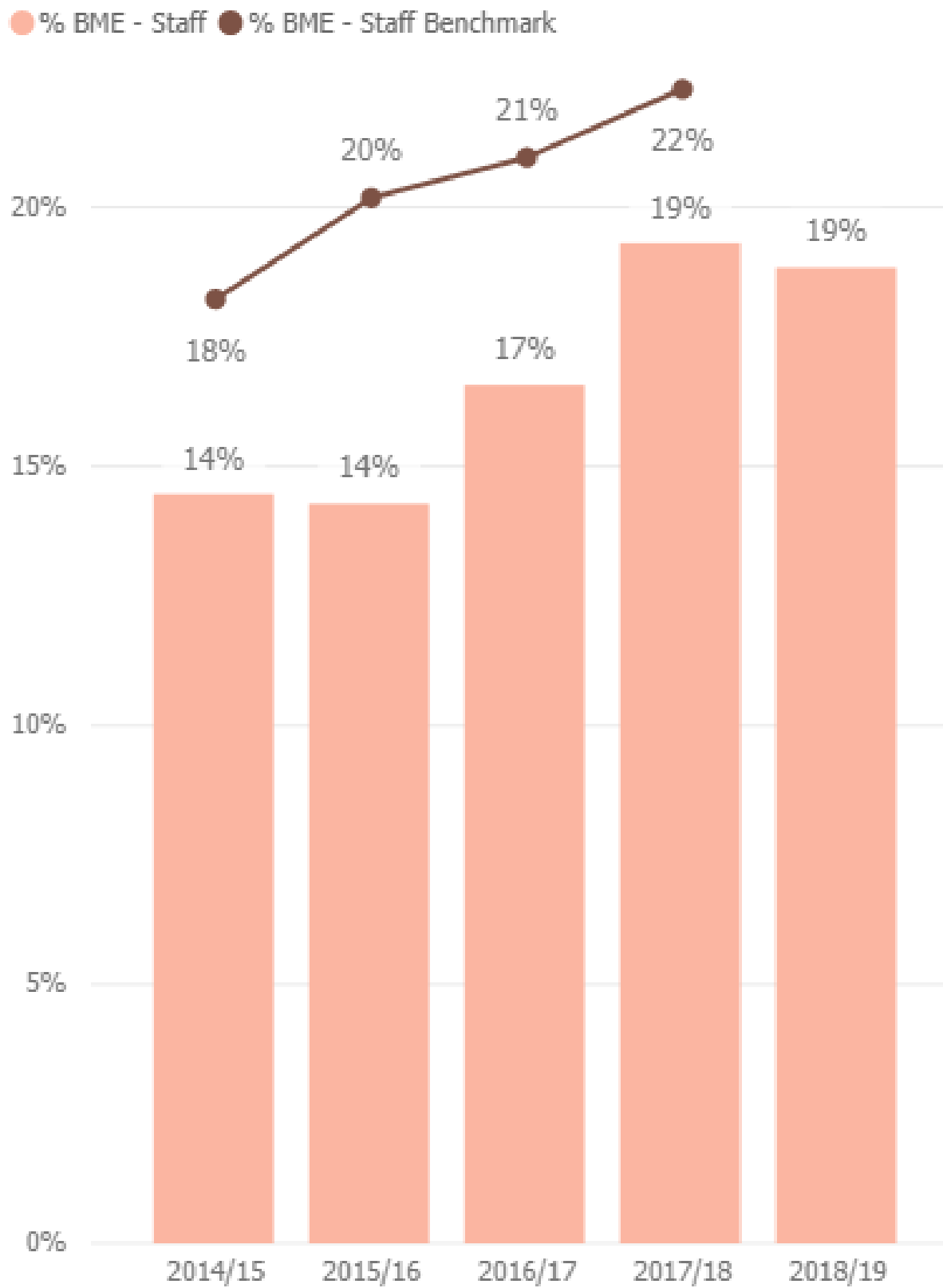|	Teacher	Researcher	Lecturer	Senior Lecturer	Reader	Professor
White	67%	71%	75%	79%	80%	86%
Information refused / Not known	12%				10%	
BME	21%	24%	21%	16%	10%	10%

Figure 4a.29: SSPP Academic staff ethnicity over time w/benchmark (%BME)

Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care

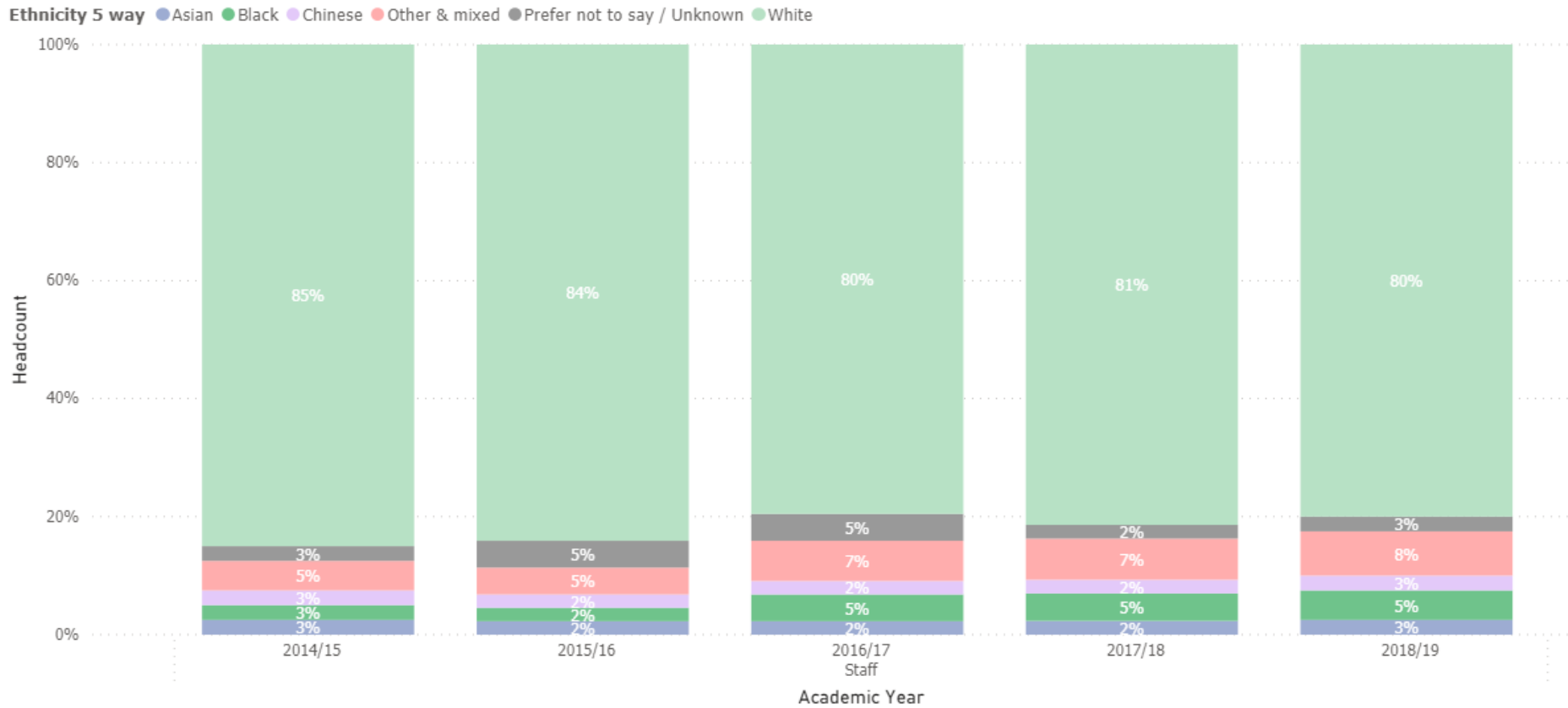*Figure 4a.30: FNFNMPC academic staff ethnicity over time (BME/white)*

Figure 4a.31: FNFNMPC academic staff by ethnicity by grade, 2018/19 (BME/White)

BME / White ● BME ● Information refused / Not known ● White

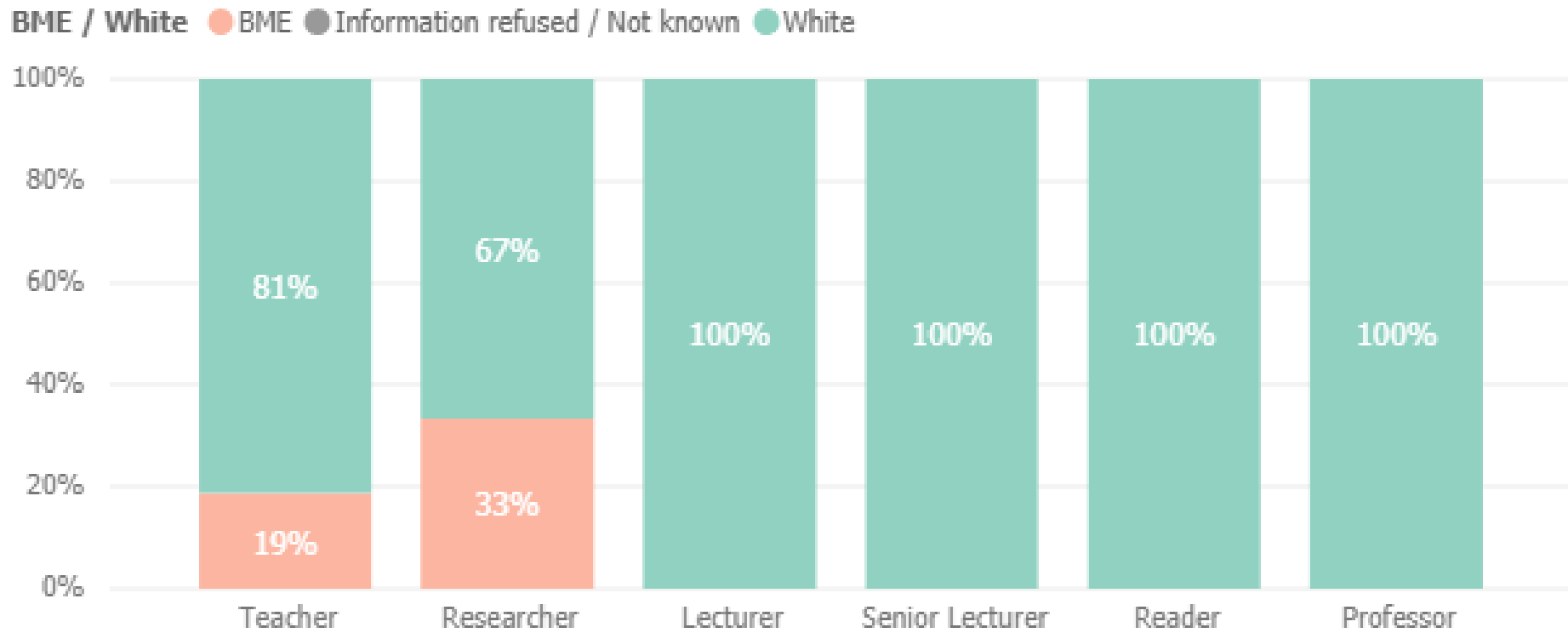|	Teacher	Researcher	Lecturer	Senior Lecturer	Reader	Professor
White	81%	67%	100%	100%	100%	100%
BME	19%	33%				

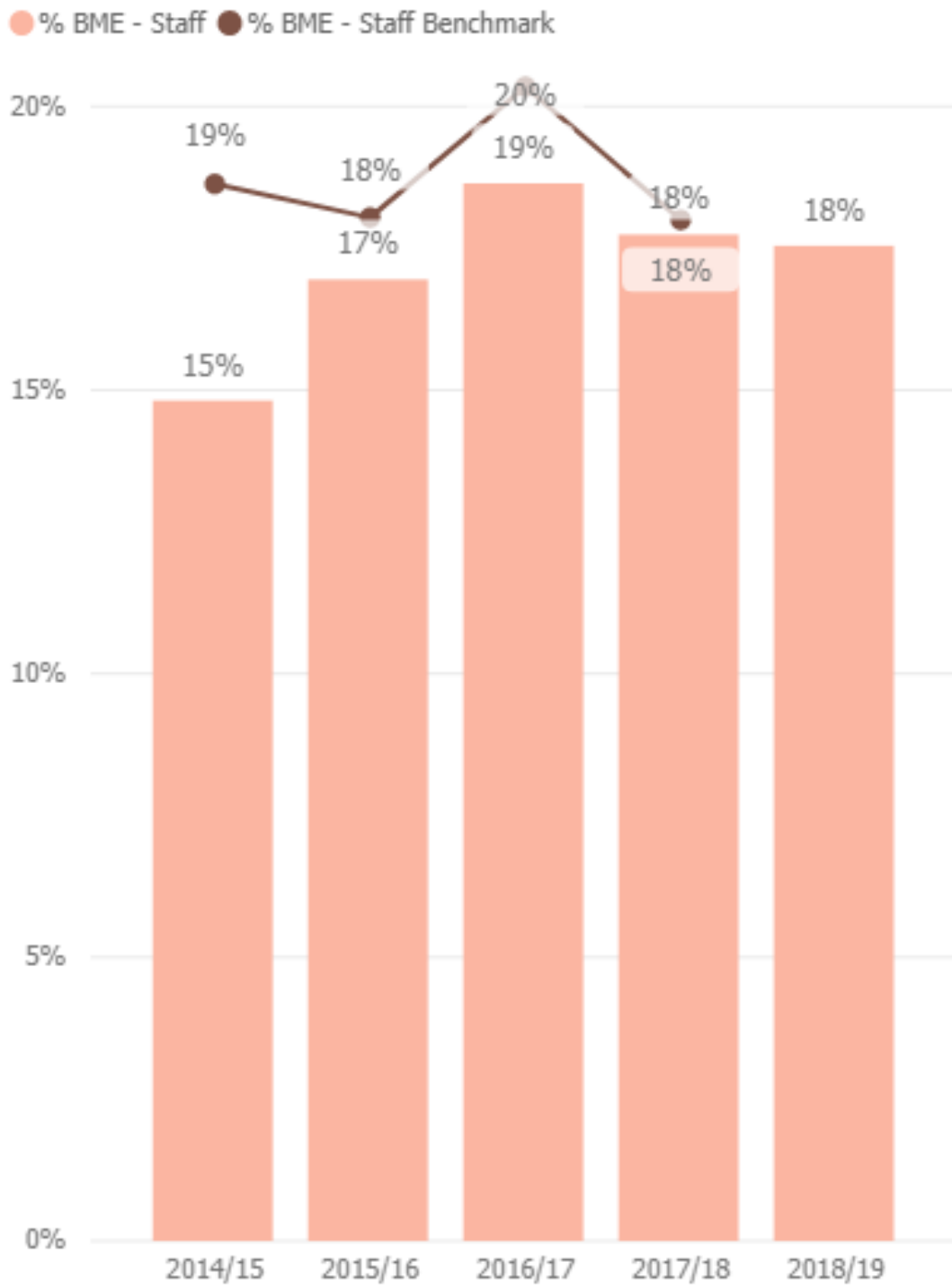*Figure 4a.32: FNFNMPC academic staff ethnicity over time w/benchmark (%BME)*

Institute of Psychiatry, Psychology & Neuroscience

Figure 4a.33: IoPPN academic staff ethnicity over time (five way split)
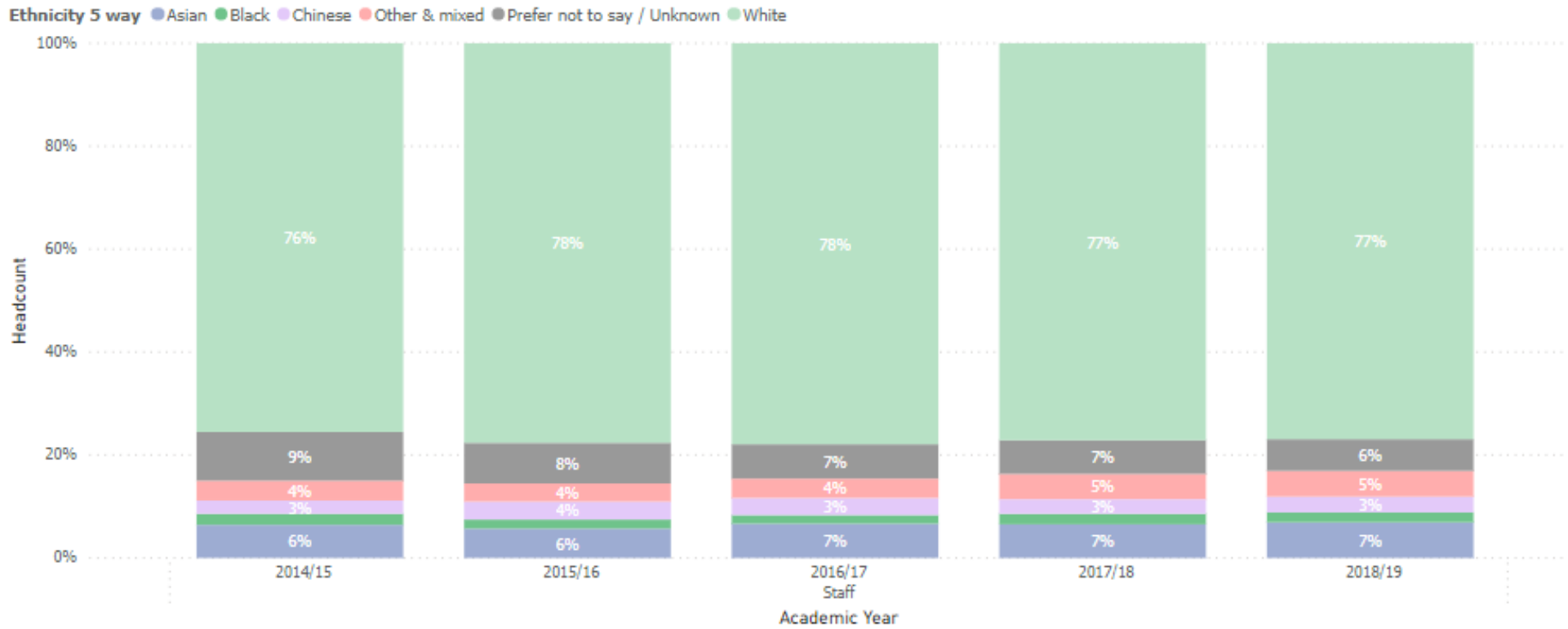
Figure 4a.34: IoPPN academic staff by ethnicity by grade, 2018/19 (BME/White

BME / White ● BME ● Information refused / Not known ● White
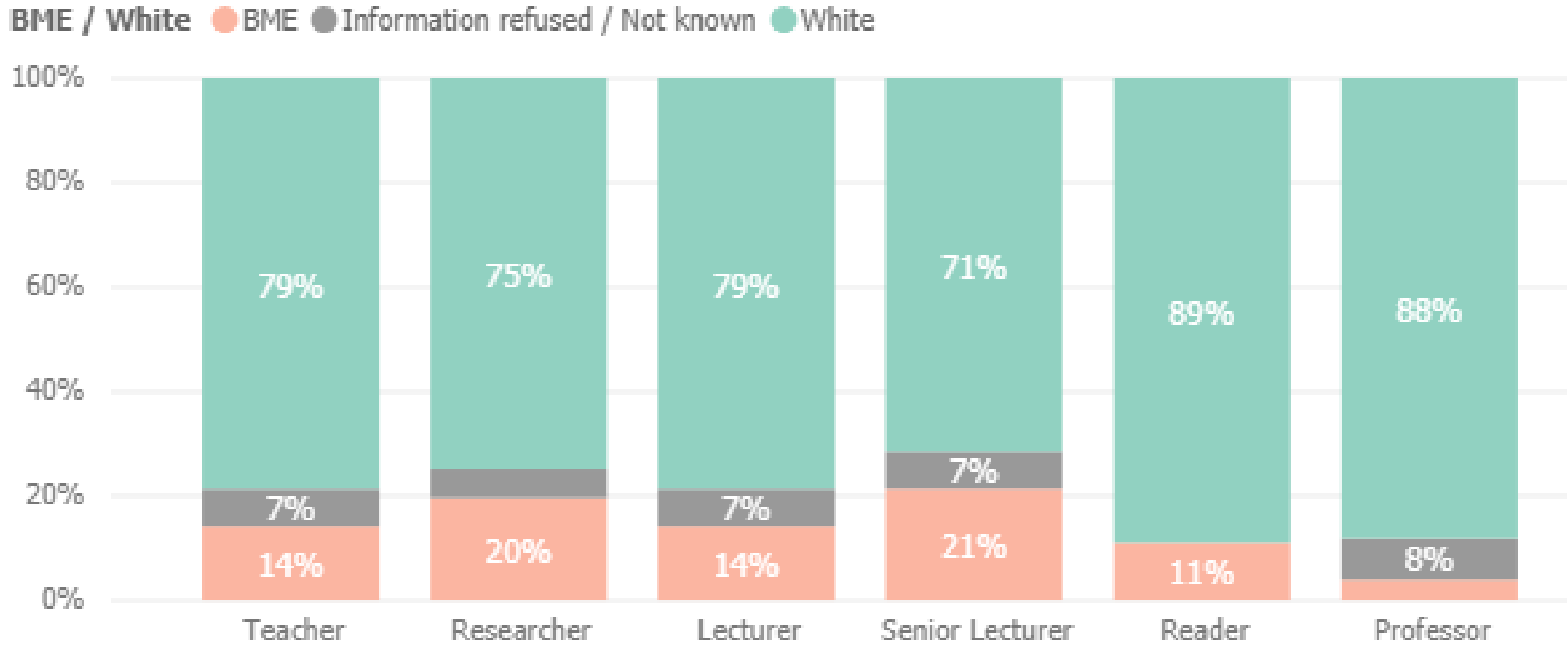
Figure 4a.35: IoPPN academic staff ethnicity over time w/benchmark (%BME)
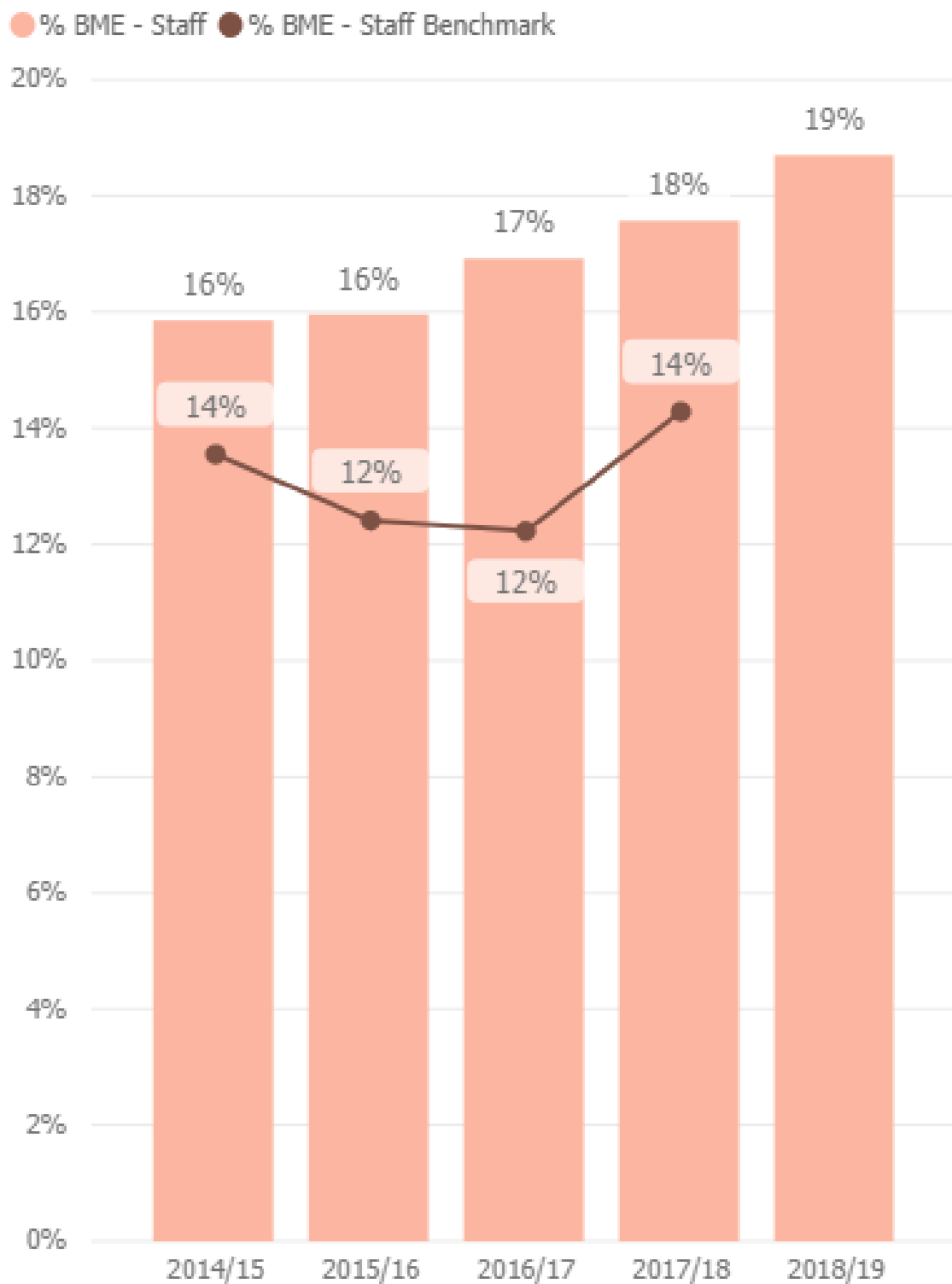
Information by Contract Type

Figures 4a.36-4a.38 show King's staff profile by ethnicity and contract type.

Figure 4a.36 All staff terms (FT/Perm) by ethnicity (BME/white) by contract mode (PS/Academic) over time

Staff by Ethnicity & Contract Terms
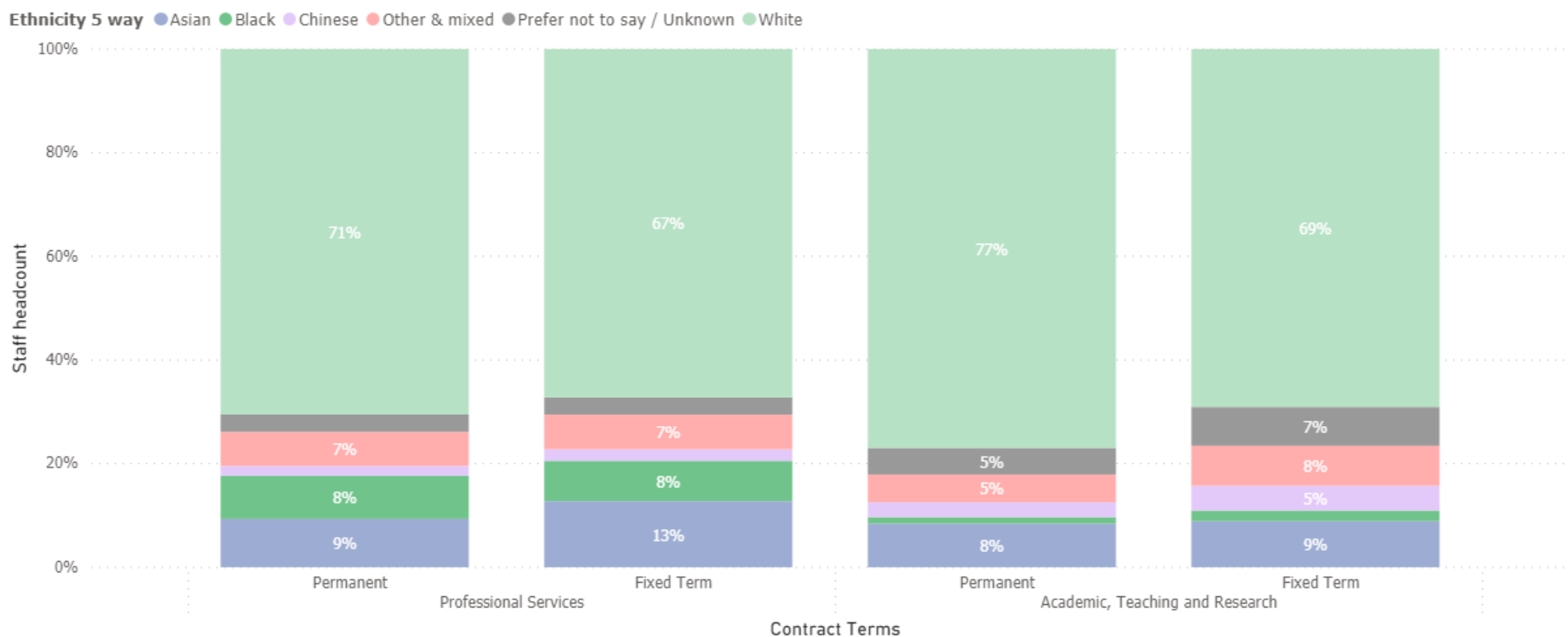
Figure 4a.37: All staff terms (FT/Perm) by ethnicity (five-way split) by contract mode (PS/Academic) 2018/19

Staffby BME & Contract Terms
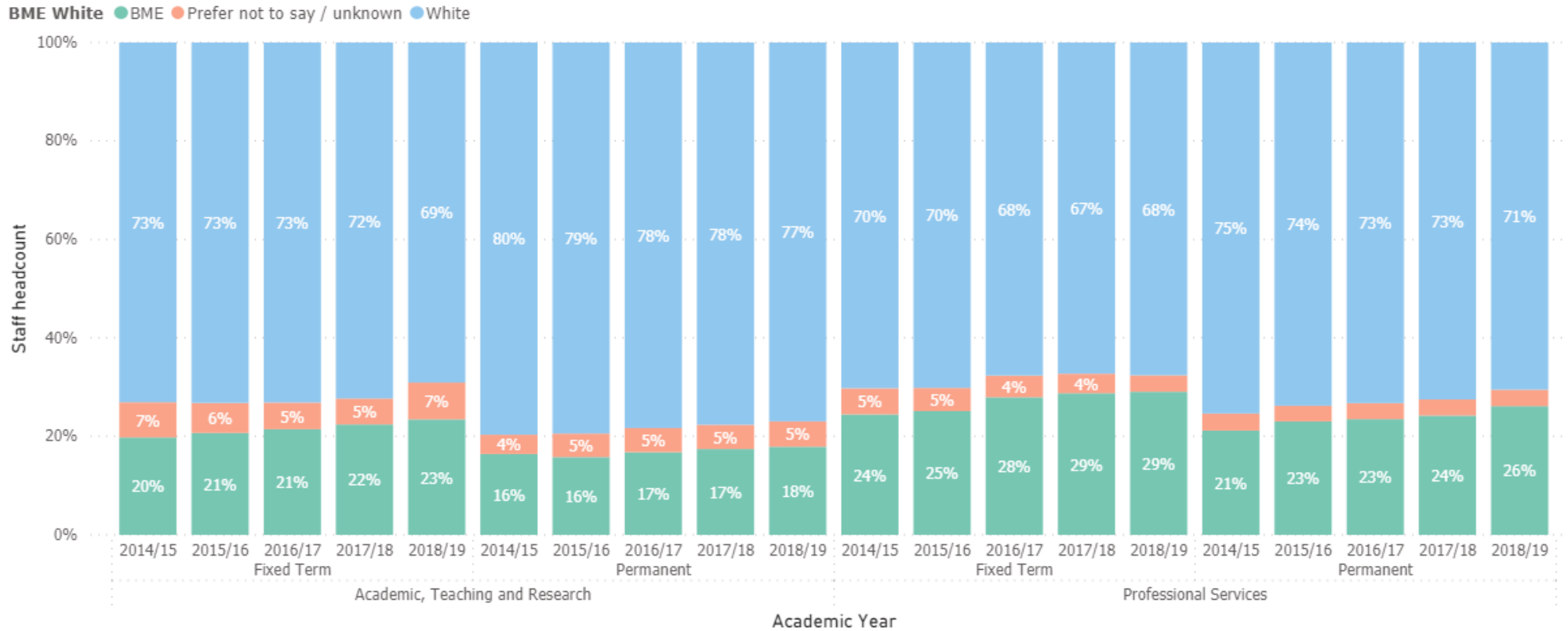
Figure 4a.38: Academic staff terms (FT/Perm) by ethnicity (five-way split) by grade 2018/19
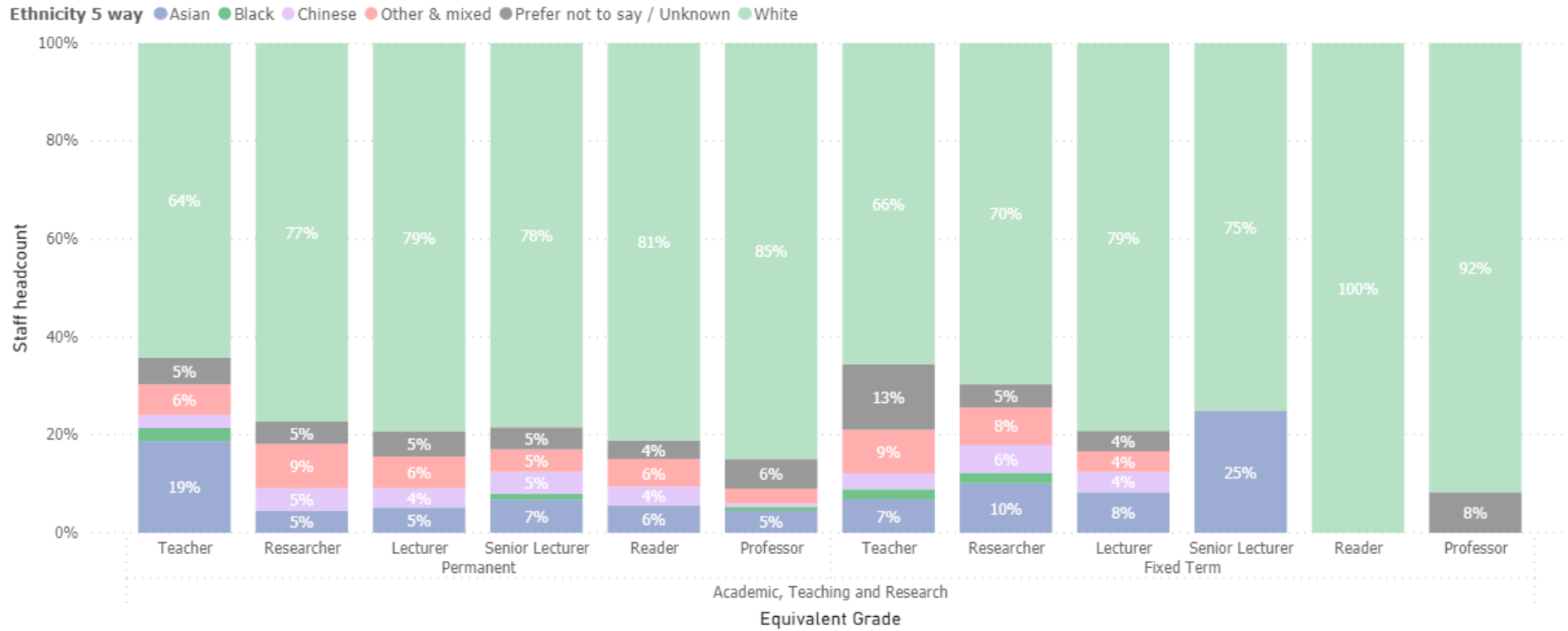
Figure 4a.39: Academic staff terms (FT/Perm) by ethnicity (five-way split) by grade 2017/18

Figure 4a.40: Academic staff terms (FT/Perm) by ethnicity (five-way split) by grade 2016/17

Ethnicity 5 way ●Asian ●Black ●Chinese ●Other & mixed ●Prefer not to say / Unknown ●White
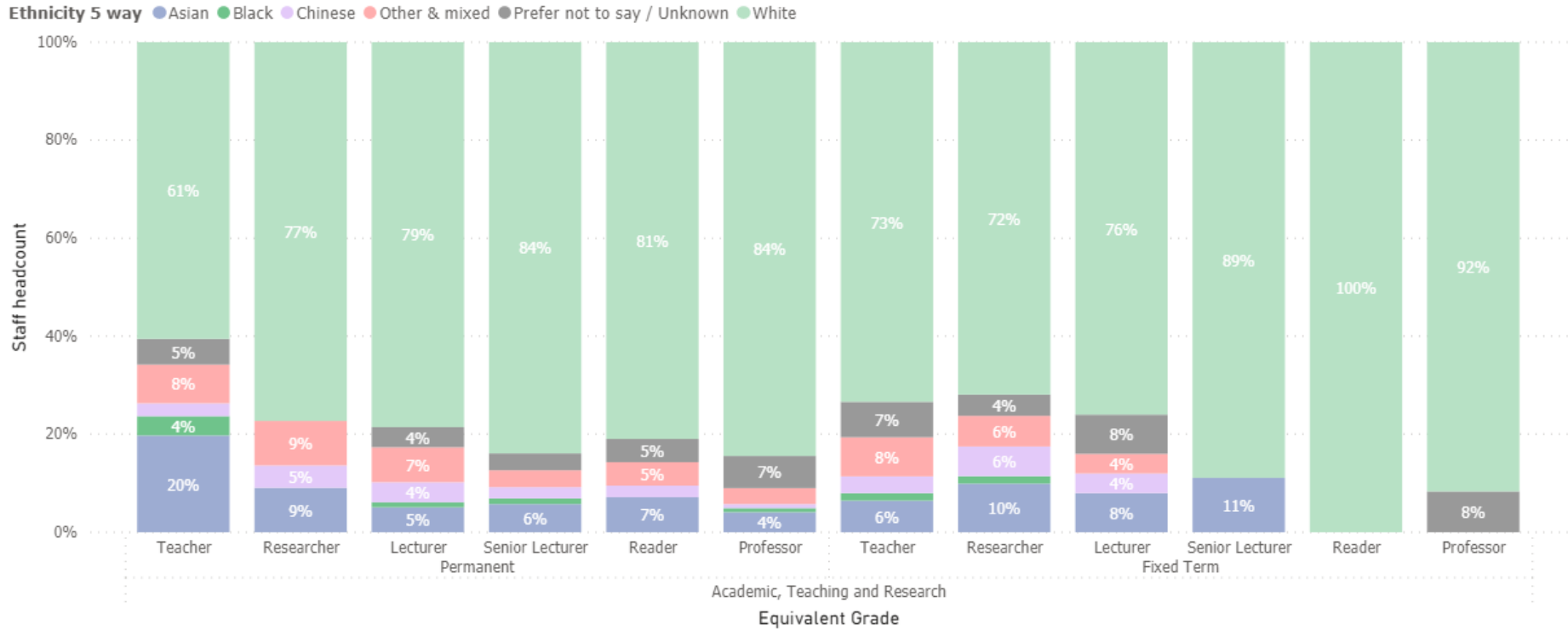
King's does not use zero-hour contracts, but there has been an increase in the absolute and proportionate numbers of FTC 2015 - 2020. (Fig. 4a.35-4a.37)

The use of FTCs disproportionately impacts BME staff as FTCs are predominantly used in junior, teaching and research grades where we see the majority of our BME representation. Examining ethnicity being Chinese, Black and Other and mixed staff are more likely to be on FTC compared to White staff, we also see a high proportion of staff where we do not know ethnicity.

Whilst the data is concerning, we note that since 2014/15 disparities have reduced and there is some improvement in terms of precariousness of BME staff and our disclosure rates.

For both academic and PSS qualitative analysis the earlier surveys did not flag a racial dynamic in relation to contract terms. However, our Qlearsite data shows a significant difference in belief around how opportunities are distributed and who can be successful at King's. Those who think it is most unfair are Asian followed by Black staff. And Black and mixed staff feel they are least likely to succeed. These findings help explain the trend. We know that due to systemic racism and bias BME staff are less likely to be seen as leaders, and hence less likely to be encouraged to apply for permanent roles or to take up leadership courses.

In 2019 VP Education led a university wide project to understand the use of FTCs and improvements needed. This found:

- Majority of FTCs are for less than two years for academic and research staff, and for 12 months for teaching fellows.
- There are a significant number of FTC extensions.

King's use of FTCs was due to:

- Significant increase in teaching-only roles (consistent with Russell Group).
- External research grant funding for specific time periods.
- Complex curriculum with large numbers of small, highly specialised programmes.
- Short term planning practices.

SMT are addressing over-reliance on short-term FTCs by reducing the number of FTCs and moving to a 'default' of open-ended contracts.

Additional work in relation to Graduate Teaching (GTA) roles, particularly in A&S faculties where GTA roles are more widespread (84% of GTA roles are in A&S) led to changes in GTA approach, improving standard terms, clarifying policy and establishing a responsible GTA Lead in each faculty. (REAP 3.1.3)

Academic Leavers & New Starters

King's leavers and new starters are presented by ethnicity.

Figure 4a.41: Academic new starters by ethnicity (BME/white) over time
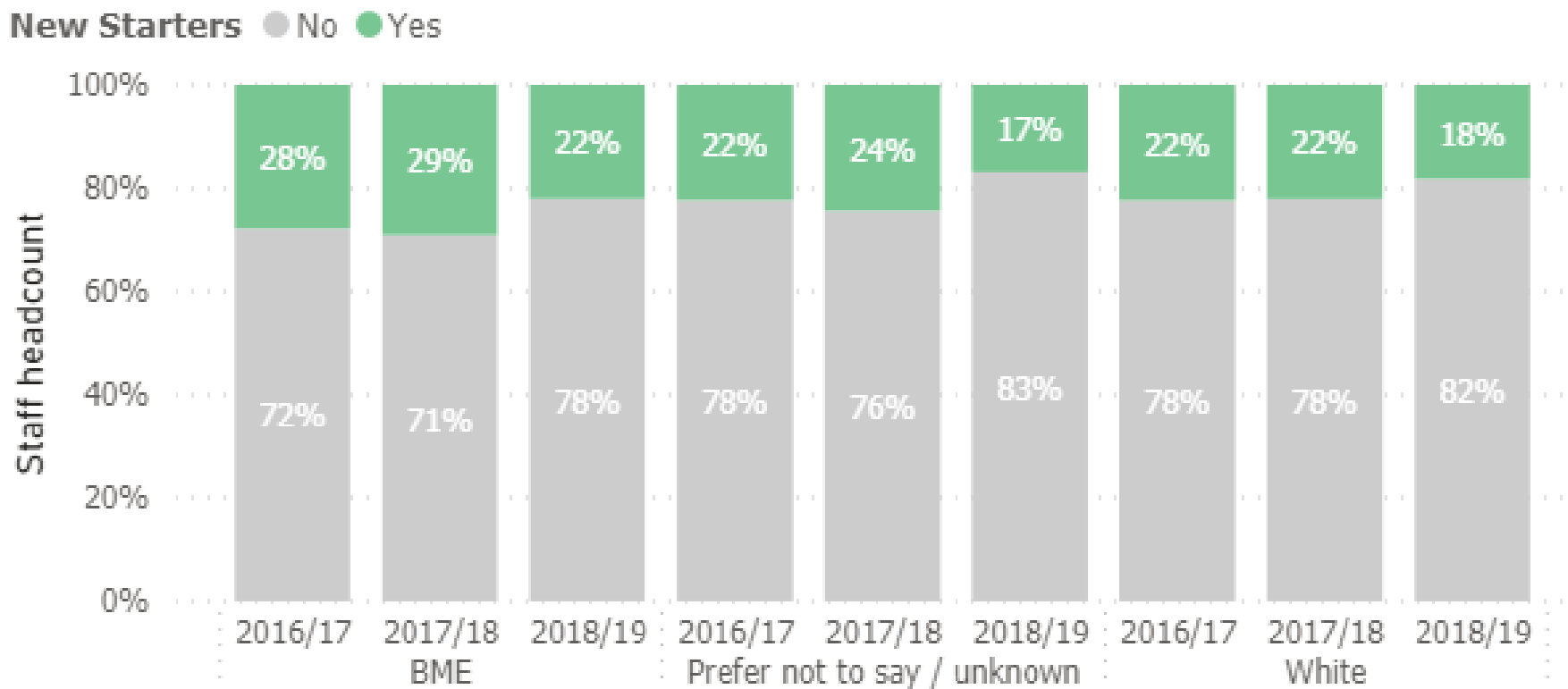
Figure 4a.42: Academic new starters by ethnicity (five-way split) over time
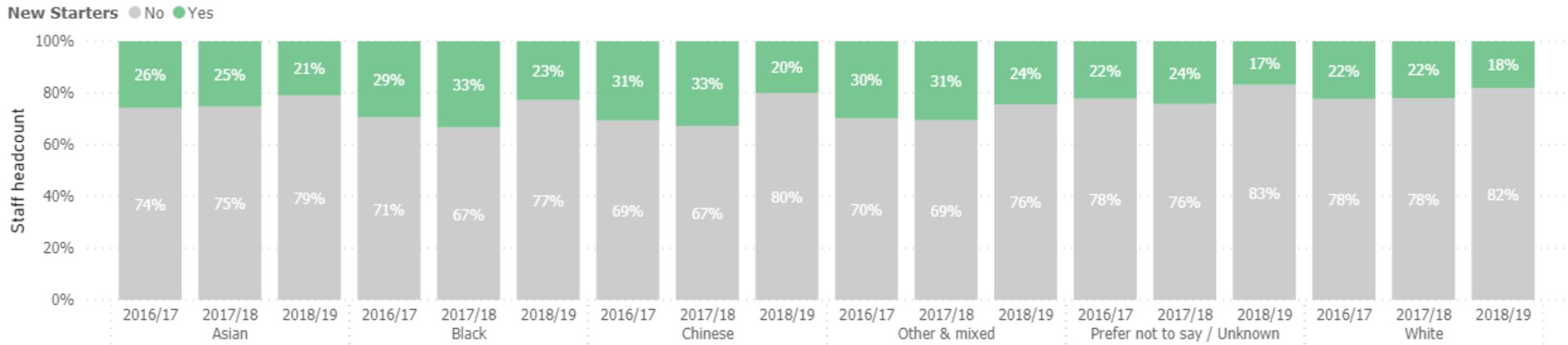
Figure 4a.43: Academic leavers by ethnicity (BME/white) over time

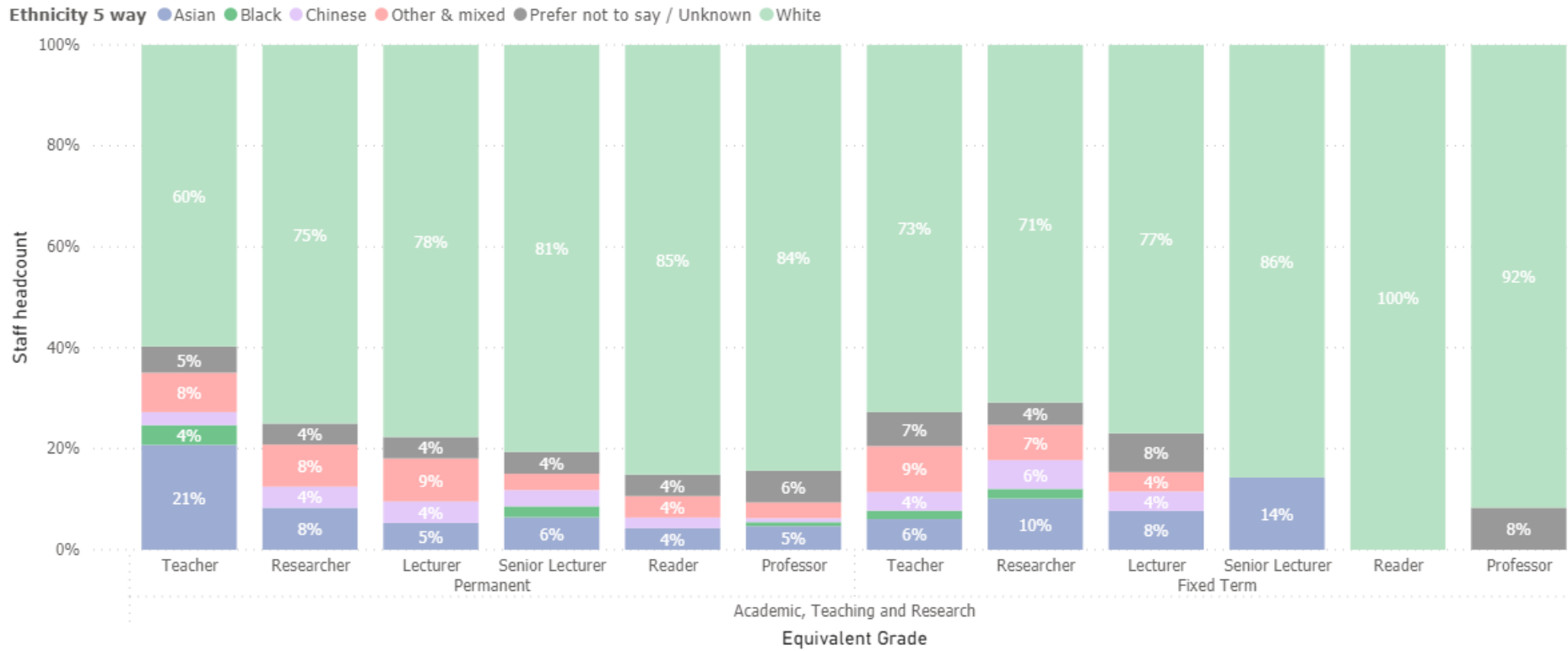**Staff Leavers** ● No ● Yes

Staff headcount

	BME			Prefer not to say / unknown			White		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Yes	17%	17%	17%	16%	14%	15%	16%	15%	14%
No	83%	83%	83%	84%	86%	85%	84%	85%	86%
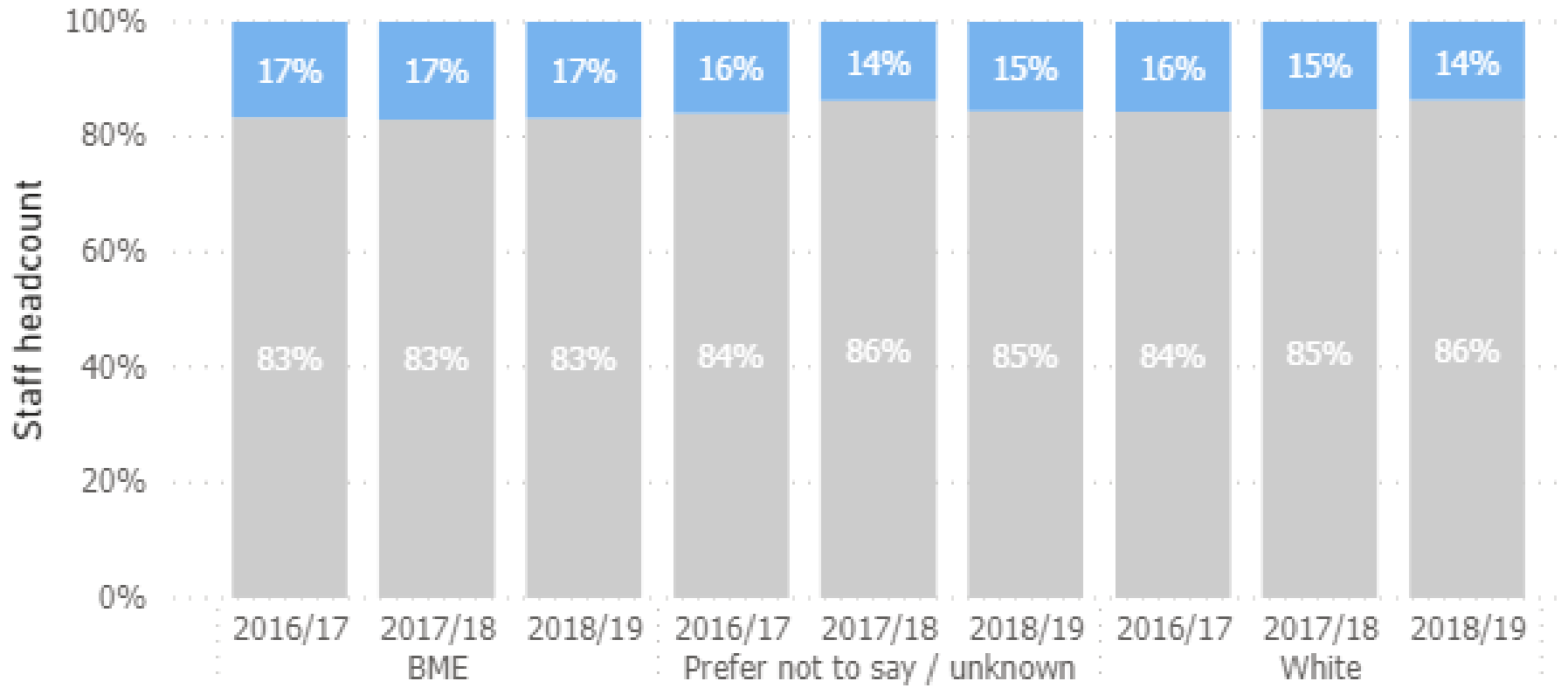
In 2018/19, the proportion of BME staff leaving (17%) is lower than our mean (24%) and the proportion of BME starters (22%) is generally higher than the number of leavers. However, the proportions starting on FTC are higher than those starting on permanent contracts. (Figs. 4a.36-4a.38)

This gives positive indications in terms of retaining BME staff. The most common reason for leaving is being on an FTC discussed above.
We do not have robust qualitative leaver information and seek to address this in the coming period. (REAP 2.4.1)

Section 4a Action Point Summary
Governance and Accountability 1.3.1 Increased range and use of KPIs 1.3.2 Introduce KPIS via Balanced Scorecard for PS directorates 1.9.1 Faculty EDI strategic plans **Building Capability around Race Equality** 2.4.1 Expand race equality data banks and reporting **Attracting, Appointing and Investing in Talent** 3.1.3 Improve insight into leavers

4b Professional and support staff

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of your UK and, separately, non-UK professional and support staff. Provide this information for:

the institution as a whole

each central department (and where relevant, each academic faculty)

each professional and support staff grade (where numbers are small, cluster relevant grades together)

contract type (permanent/open-ended or fixed-term)

full time/part-time contracts

staff turnover rates

Please comment specifically on how the institution benchmarks the ethnic composition of its professional and support staff in the short and longer term, and what it is hoping to achieve.

Professional Services Staff - Overall (Figs. 4b.2-41)

We had 19 reportable units between 2014/15 – 2016/17. Several experienced reorganisations. We have excluded or grouped some small units that are below our rounding strategy. We have significant numbers of PSS staff based in some faculties. Due to wordcount, we do not provide data for these but their perspectives are captured in the PSS qualitative analysis.

- PSS staff profile is more ethnically diverse than academic staff.
- Overall proportions of BME PSS have increased from 24 to 28% and we have seen steady increases in all BME ethnicities.
- 2019 (outside our quantitative data window), King's in-sourced 400 cleaning and security staff. Their experience has been included in or qualitative reflections.
- Progress increasing diversity of PSS has been consistent across more senior roles (G6 and above = manager and above).
- Our most salient increase in BME PSS representation has been amongst our most senior PS leaders (ALC6):
  - Quadrupled BME representation since 2014/15, 2.8% were BME - in 2018/19, following a 12.2 pp % increase, 15% of ALC6 are BME. This is good progress but there remains an issue here.
- Less significant disclosure issues in PSS but there are some hotspots, King's Online, Principal's Office and SPA need particular attention. (REAP 2.6.1)

We attribute the improvements to enacting our 2015 goals and to SVP Operations addressing PSS structure and culture. PSS has seen significant change with phased transformation of systems, technology, and processes. SVP Ops identified roles and tasks within an area passing functional control to the director for stronger more coordinated expertise preventing duplication and improving staff and student experience.

These changes are part of creating a more inclusive culture and will in time increase development and progression with positive impacts for race equality. The pace of change around this has been intense, affecting staff morale.

Reflection - SVP Operations
Student recruitment, fundraising and programme management were formerly split between Faculty and Marketing, Fundraising and Students & Education with separate recruiting, performance and development mechanisms. They were rationalised creating a cadre of recruiters, fundraisers, programme managers supported and developed by their directorate but if appropriate based in faculties. These structural changes have provided the opportunity to review benchmarks and set new benchmarks and KPIs. (REAP 1.3.2)

We have also aimed to increase the proportion of BME staff at senior levels through addressing structural issues, including investing in our recruitment systems and introducing DMT, addressing governance issues and challenging inappropriate behaviour. (REAP S.3)

Despite this progress there is still a continuum:
- Disproportionate BME (specifically Black, male) over-representation in more junior grades. (The number of staff at G1 and G2 is small (< 200), so care is necessary when analysing by five-way split.)
- BME staff are disproportionately over-represented in junior roles (below G6) while white staff are disproportionately over-represented in senior roles (above G6).
- G6 and above are all below the PSS 28% mean
- A higher proportion of BME staff are on FTCs compared to White staff.
- These issues are most notable when considering Black PSS.
- BME staff have less trust and belief that opportunities are fair at King's and this is supported by the data in terms of representation and the decreasing levels of representation with seniority

Analysis by directorate (REAP S.3)

Analysis by directorate (Fig 4.b.8-41) (as follows) suggests significant barriers for BME staff reaching ALC6.

- Seven directorates still have all white at ALC6/leadership levels:
  - Low BME representation at our most senior level matches academic trend. The diversity of our senior leaders, academic and PSS, is recognised as a 'stubborn issue' for King's to resolve.
  - The PS round table examined these questions identifying contributing factors:
    - lack of leadership focus,
    - lack of regular scrutiny of data,
    - the need for more positive action in recruitment and career development.

Similar to academic staff, we reviewed PSS against three measures:
- Progress against our internal mean,
- representation across grades,
- comparator benchmarks.

Progress against our internal mean

Eight directorates have BME representation below the King's PSS 28% mean CEER, Dean's Office, Executive Teams, FSD, H&S, RMID SED, SPA.

Some are very small, consequently, a single person makes a significant difference (particularly with our suppression) but for Executive Teams, in particular, we recognise that the signalling effect of a lack of diversity will have strong impact. (REAP 1.10.1)

FSD notable progress; BME representation dramatically increased (22%, 2018/19) catching up to the mean compared to 14.7% in 2014/15.

SPA a fluctuates over the 2014/15 - 2018/19 period because of organisational changes making it difficult to determine ethnicity/race related patterns.

Whilst progress is not as speedy as we would like there are improvements. We believe this is partly as a result of appointments of new directors in CEER, FSD and RMID in 2017 and 18, more recently SED and SPA. The renewed leadership focus, new appointments, combined with REAP 2020, and progress and success in other areas makes RELA optimistic of positive progress in these areas.

Representation across grades

The majority of directorates now have BME representation at every grade.

F&P BME representation at ALC6 has risen dramatically (+25%).

HR have addressed the underrepresentation at G7 and G8 from 0% in 2014//15 to 40% and 20% respectively

We note that IT, though well represented throughout grades, experience a sharp decline at (ALC6), where this representation sharply falls to just 20% (2018/19).

It is notable that CEER, Exec Teams, F&SD, MLC, RMID, S&E and SPA do not have representation across the grades. ALC6/senior leadership in these areas is all white*. This gives us significant cause for concern and was examined at the PS round table.

Lack of representation in S&E and RMID are areas of particular concern given their impact on students and researchers. (REAP 1.10.1)

Comparator to benchmarks

All but three directorates have BME representation above the benchmark. The areas that fall below are MLC, SPA, Exec Teams

It is clear that focused attention is needed in MLC, Exec Teams and SPA to more fully understand the challenges and develop focused interventions.

Figure 4b.1: Professional Services Directors' Commitments

PSS Directors' commitments:

Individual equality performance objectives.

Improving talent leadership programme/ career development opportunities for BME staff, to grow internal pipeline.

Implementing a reverse mentoring programme.

Recruiting from and supporting local communities to join King's and creating clear promotion pathways once here.

Exploring apprenticeships and a graduate recruitment scheme

PSS Profile at King's

For King's as a whole see figure 4b.2 and 4b.7

Figure 4b.2: King's PSS by ethnicity (BME/White) over time
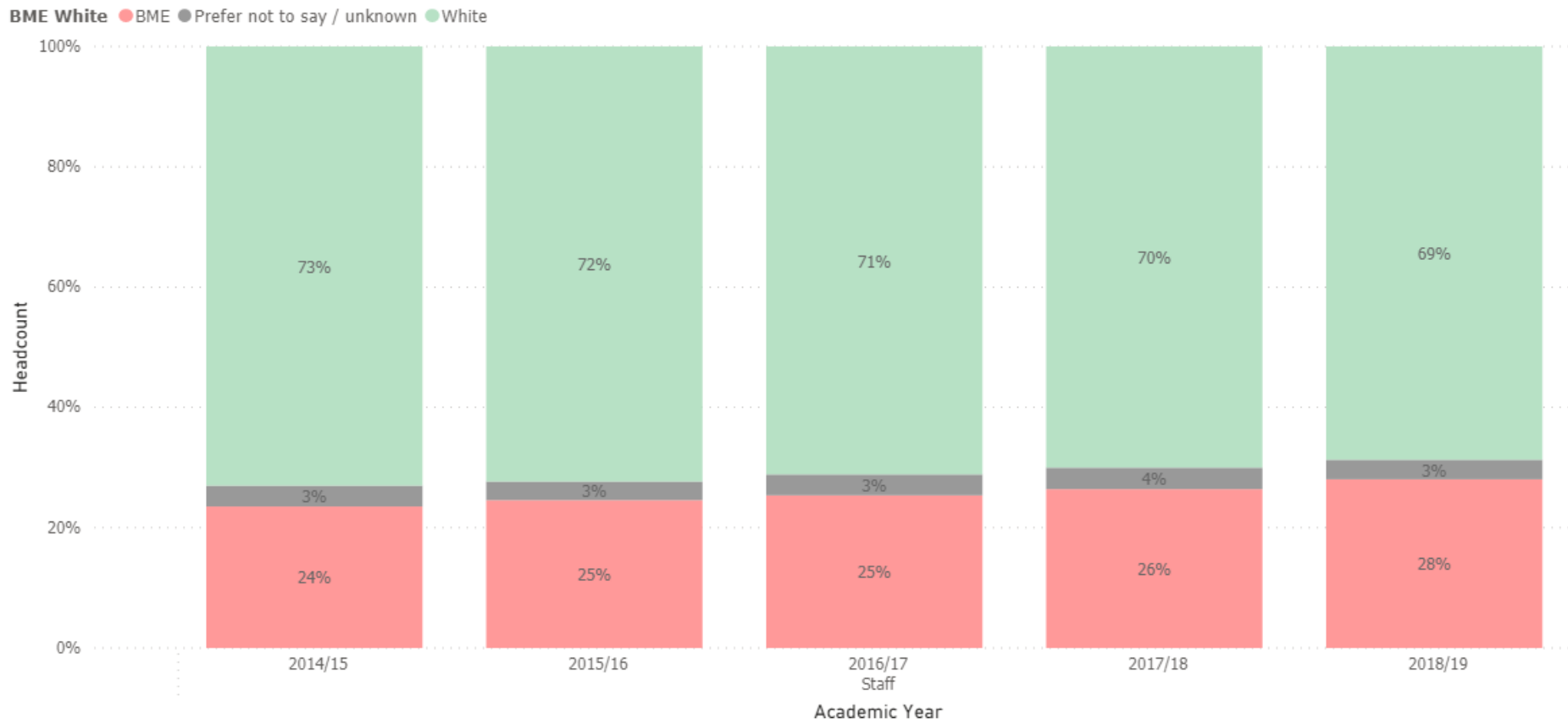
Figure 4b.3: King's PSS by ethnicity (five way split) over time
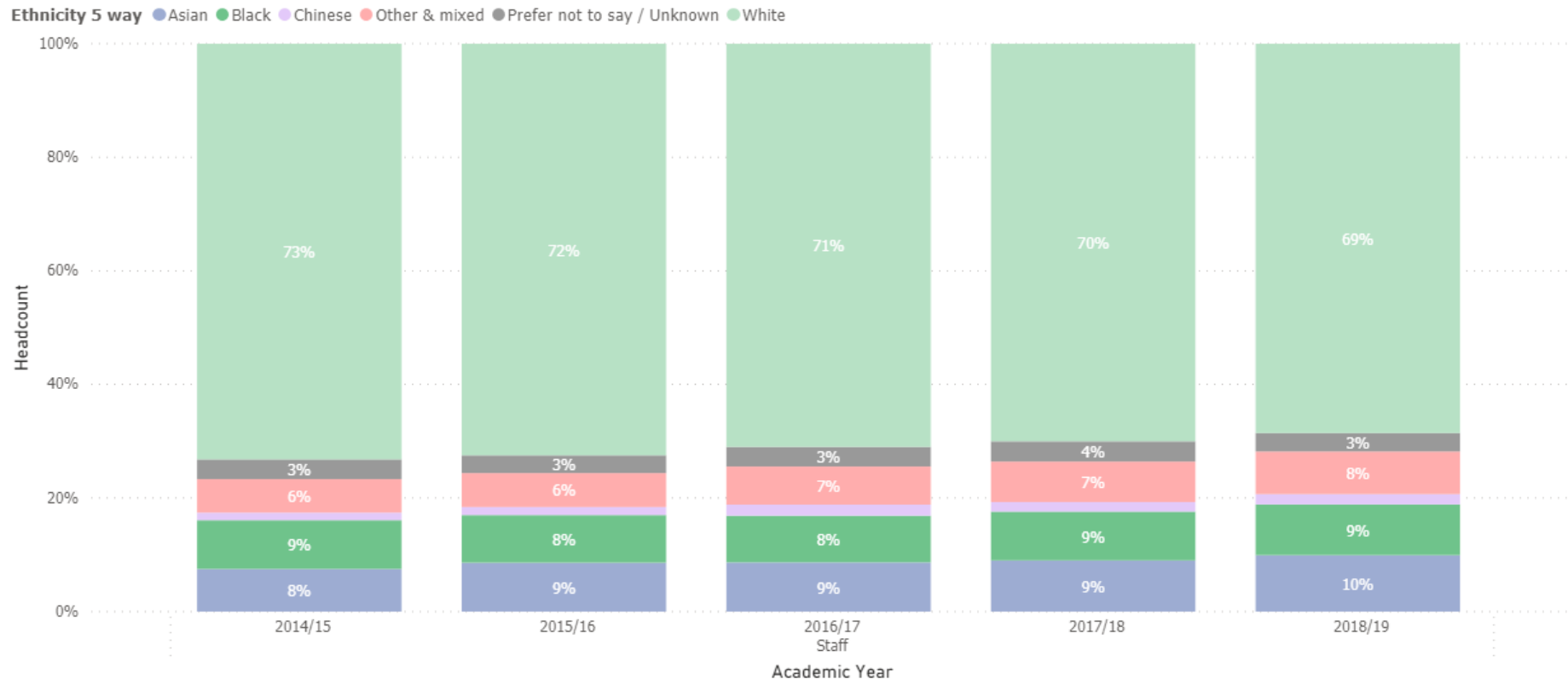
Figure 4b.4: King's PSS by ethnicity (BM/White) by central directorate
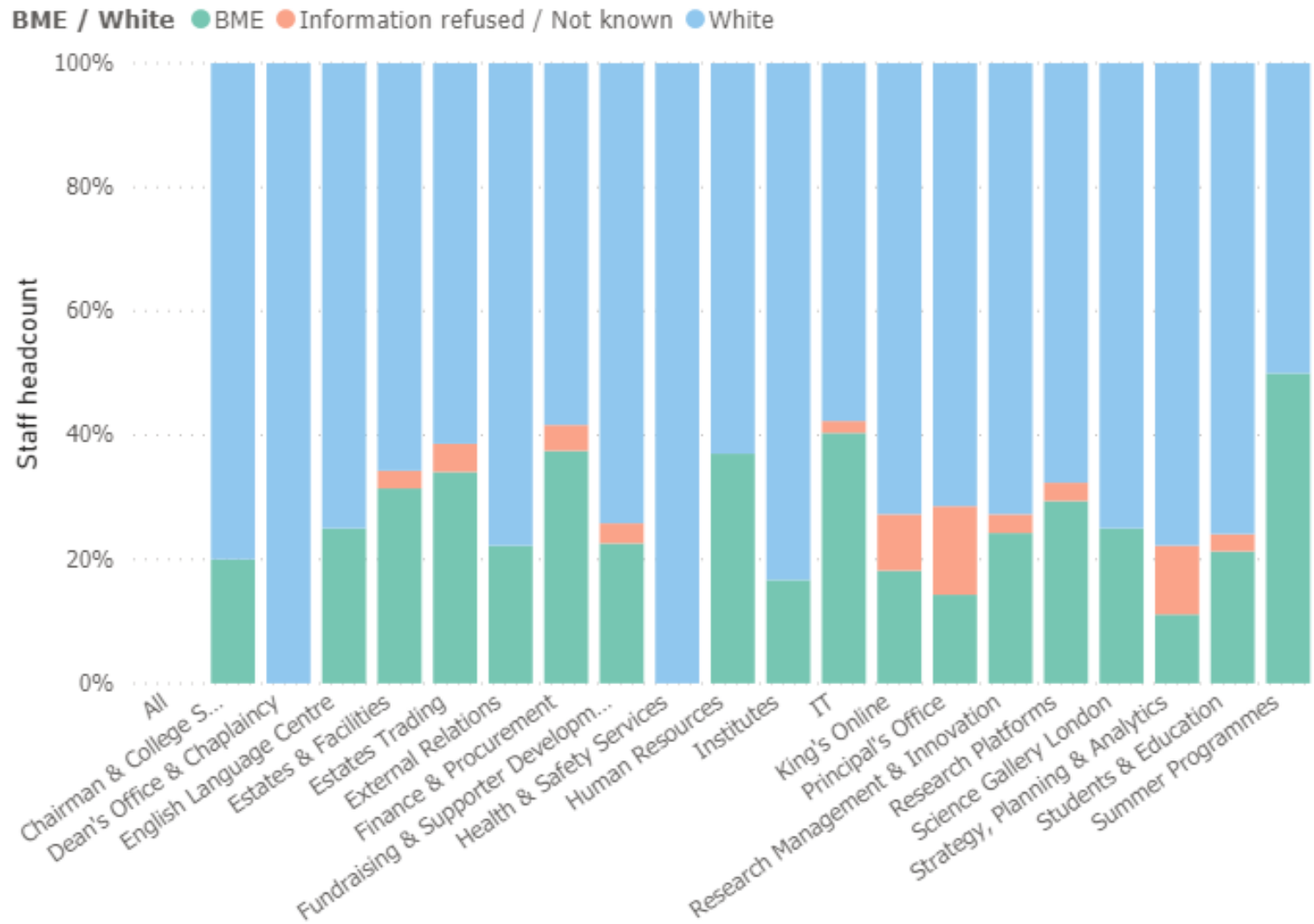
Figure 4b.5: PSS by ethnicity by grade (BME/white), 2018/19
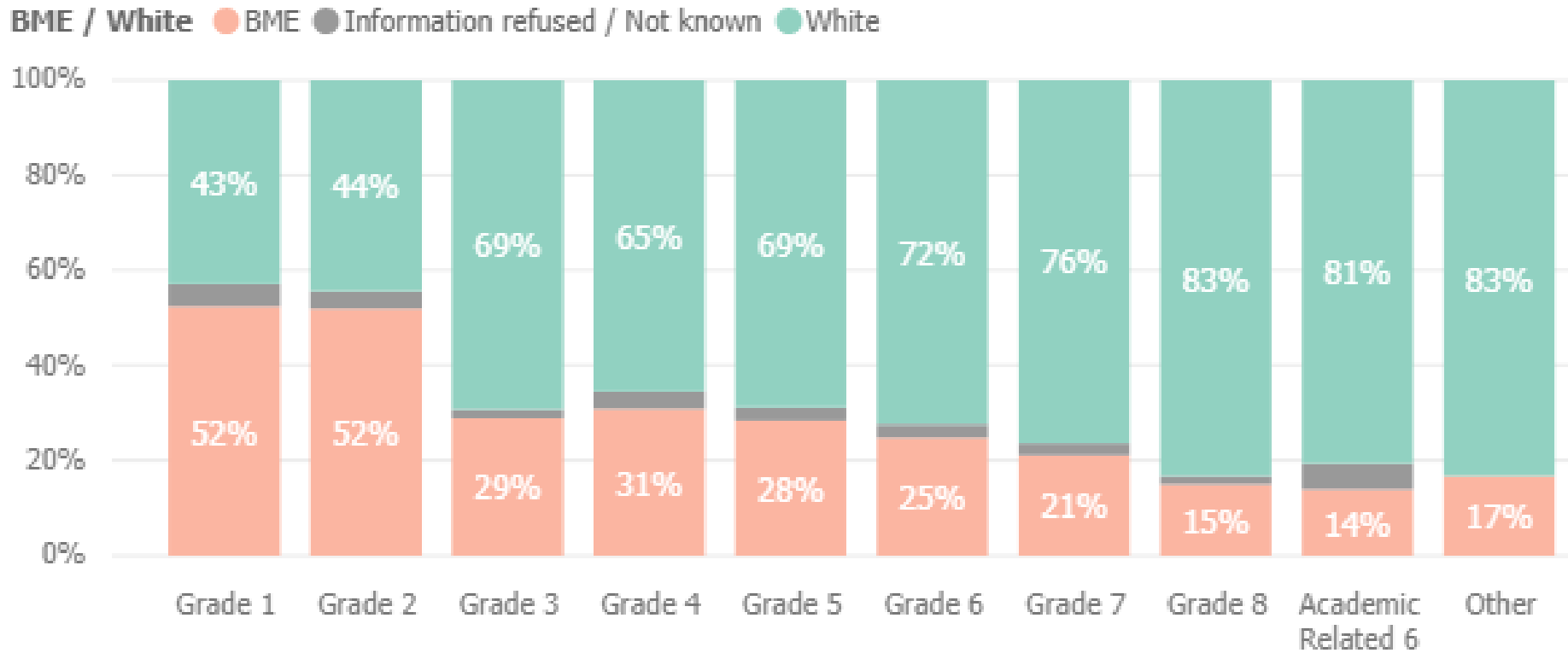
BME / White ● BME ● Information refused / Not known ● White

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Academic Related 6	Other
White	43%	44%	69%	65%	69%	72%	76%	83%	81%	83%
BME	52%	52%	29%	31%	28%	25%	21%	15%	14%	17%

*RELA examined three consecutive year's data, all featured similar patterns; we present only the most recent year's here for brevity.

Figure 4b.6: PSS staff terms (FT/Perm) by ethnicity (five-way split) by grade (2018/19)

Professional Service Staff by Ethnicity, Contract Term & Grade
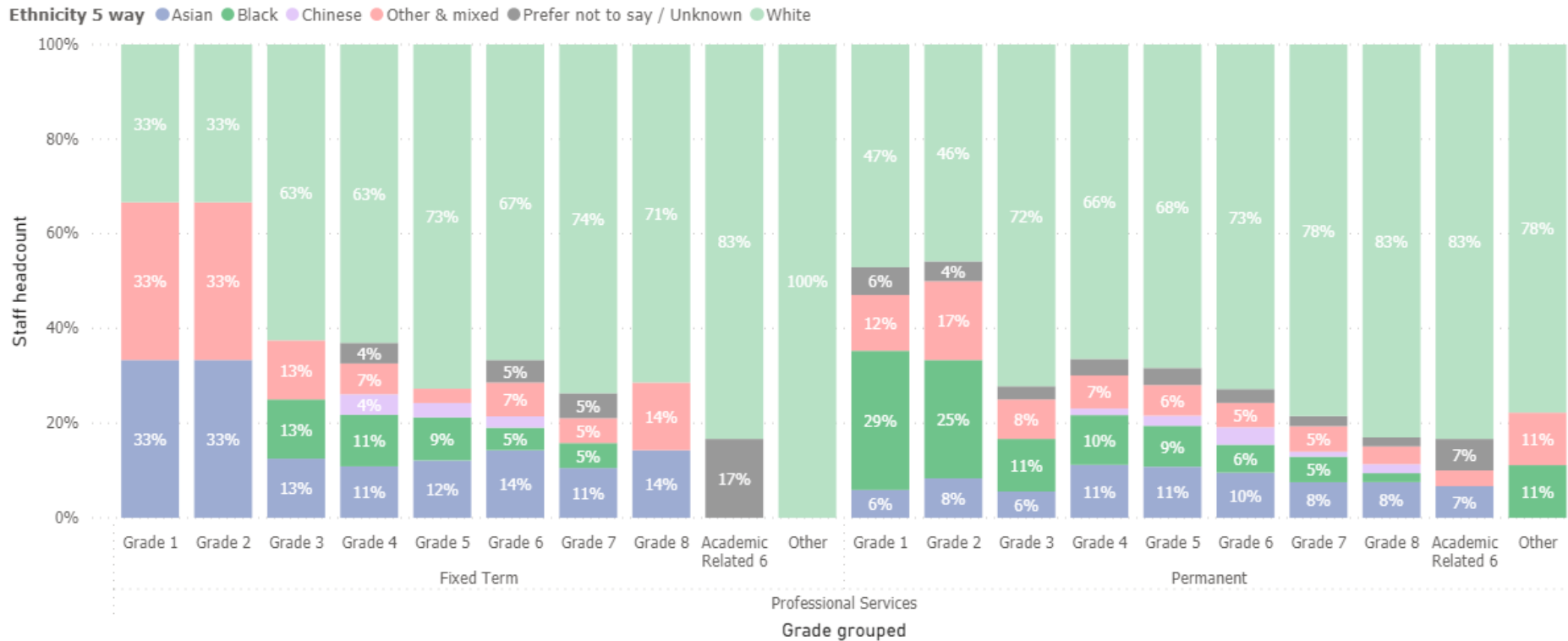
*RELA examined three consecutive year's data, all featured similar patterns; we present only the most recent year's here for brevity

Figure 4b.7: PSS by nationality (UK, EU, and non-EU)

UK/EU/Non EU ● EU ● Non EU ● Not Known ● UK

	2014/15	2015/16	2016/17	2017/18	2018/19
UK	80%	80%	79%	78%	78%
Non EU	8%	7%	8%	8%	8%
EU	12%	13%	13%	14%	14%
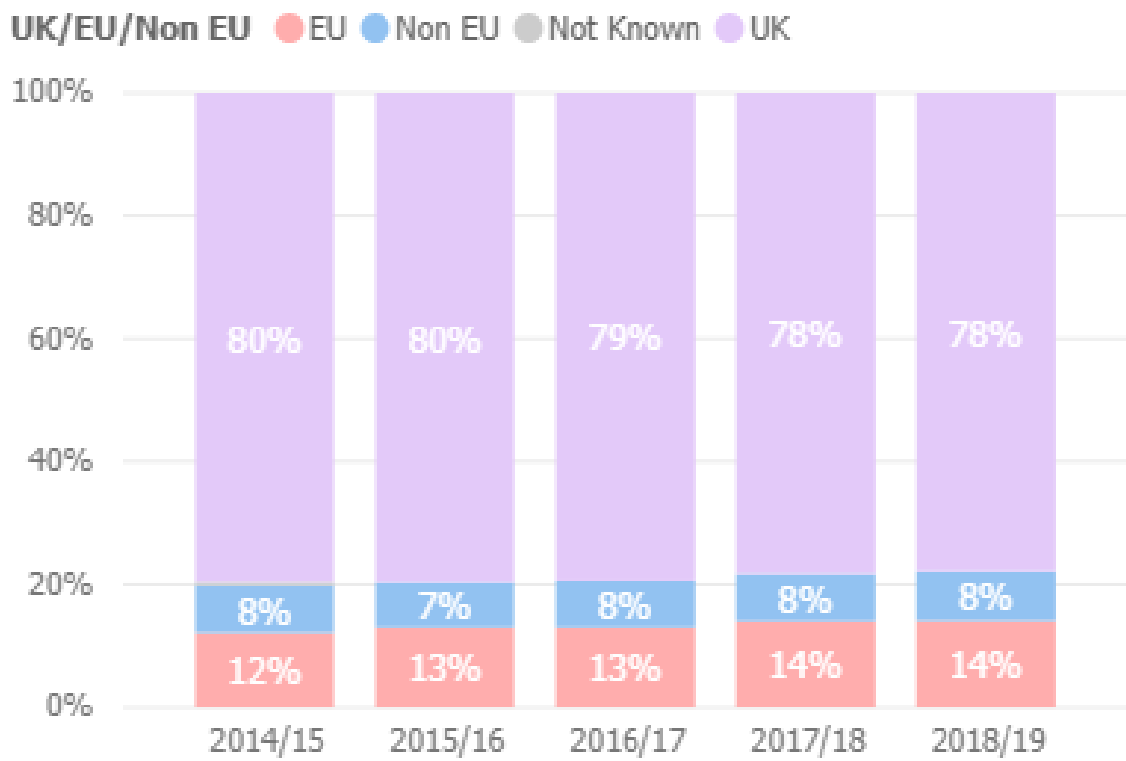
Culture & Engagement and External Relations

CEER have been grouped.

Figure 4b.8: CEER staff ethnicity over time (BME/white)
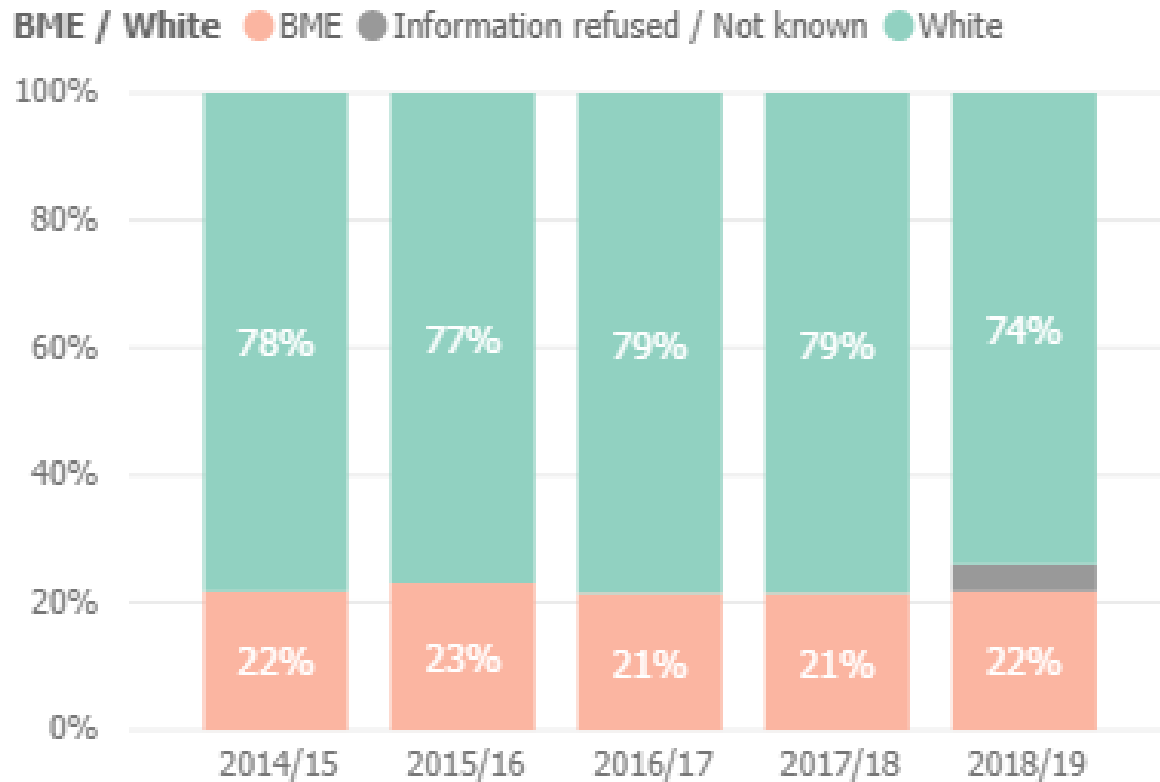
Figure 4b.9: CEER staff by ethnicity by grade (BME/White), 2018/19

BME / White ● BME ● Information refused / Not known ● White
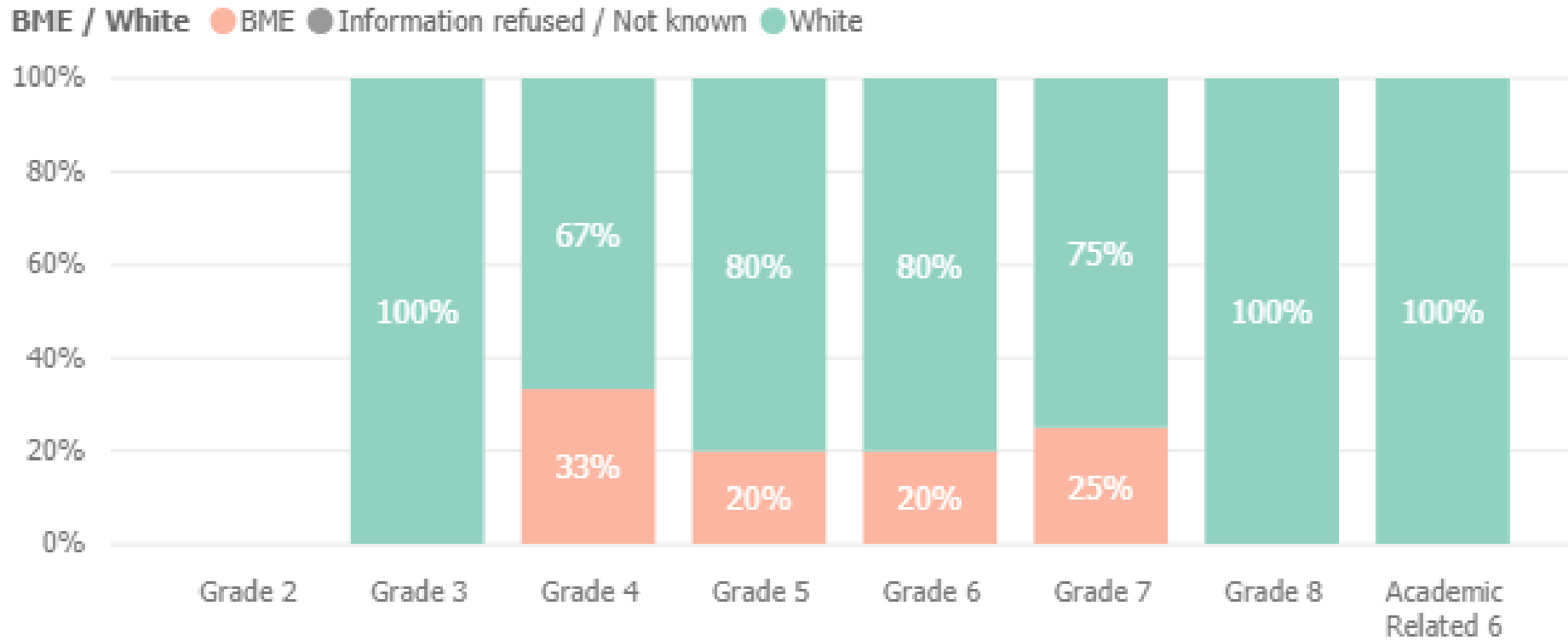
Figure 4b.10: – Staff ethnicity benchmark - CEER
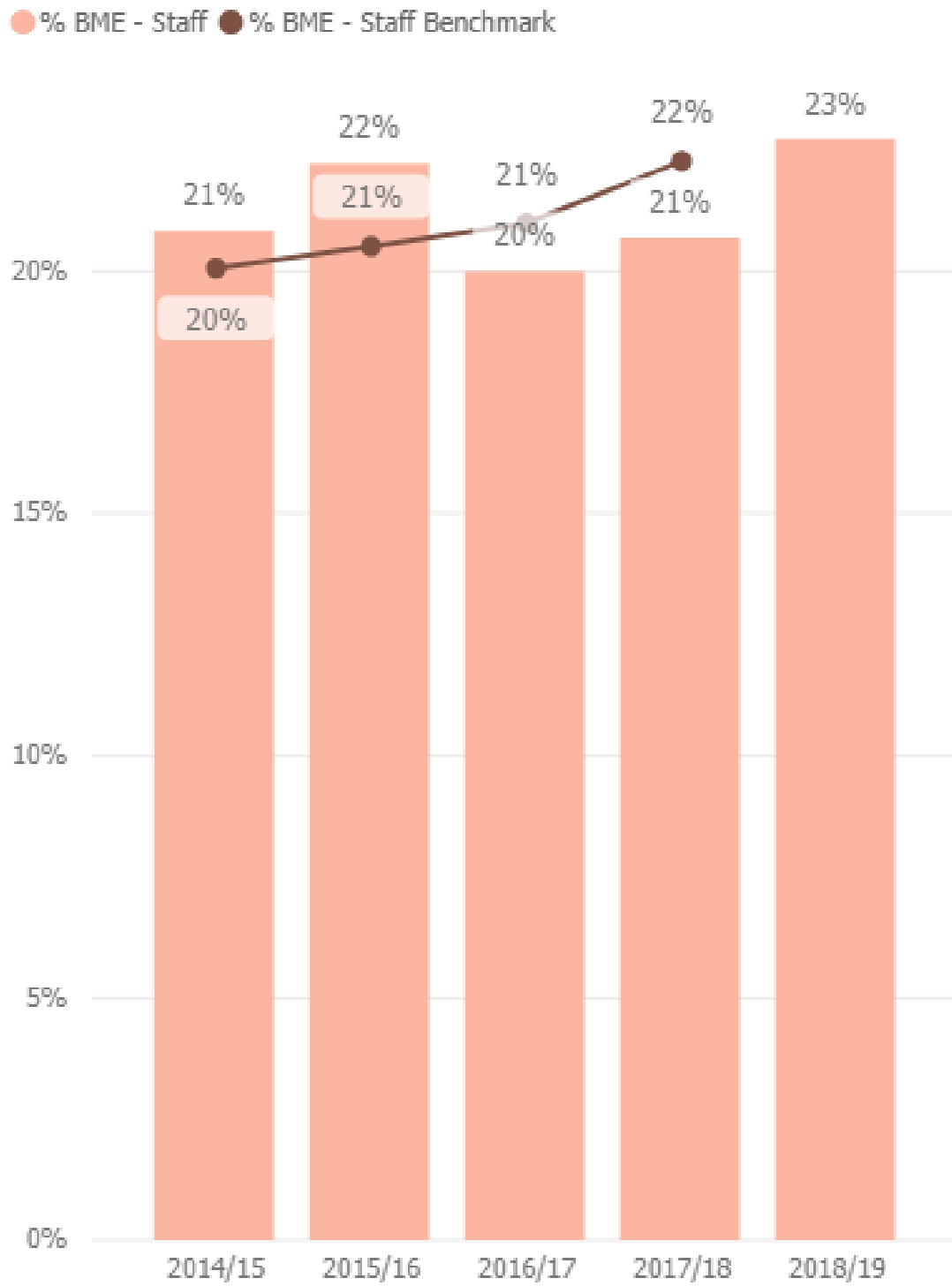
Estates & Facilities

Figure 4b.11: E&F staff by ethnicity over time (BME/white)
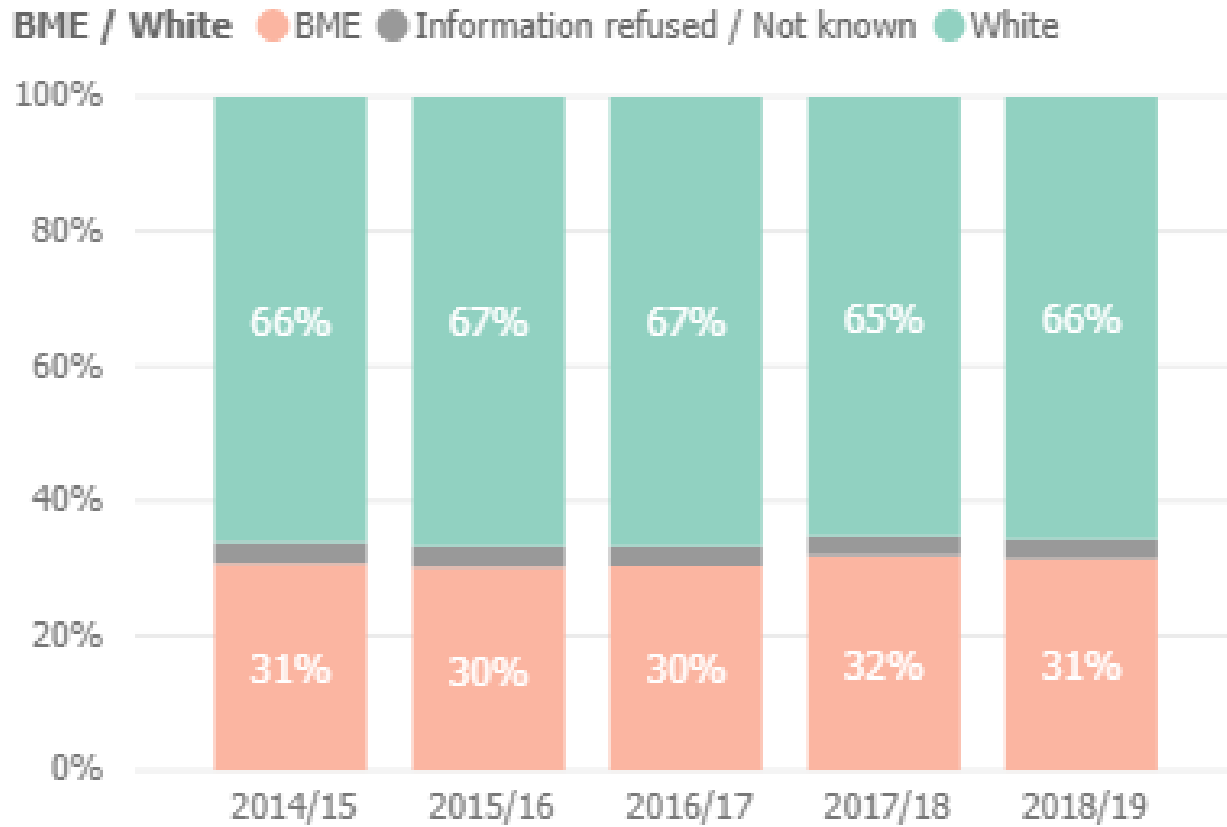
Figure 4b.12: E&F staff by ethnicity by grade (BME/White), 2018/19

BME / White ● BME ● Information refused / Not known ● White
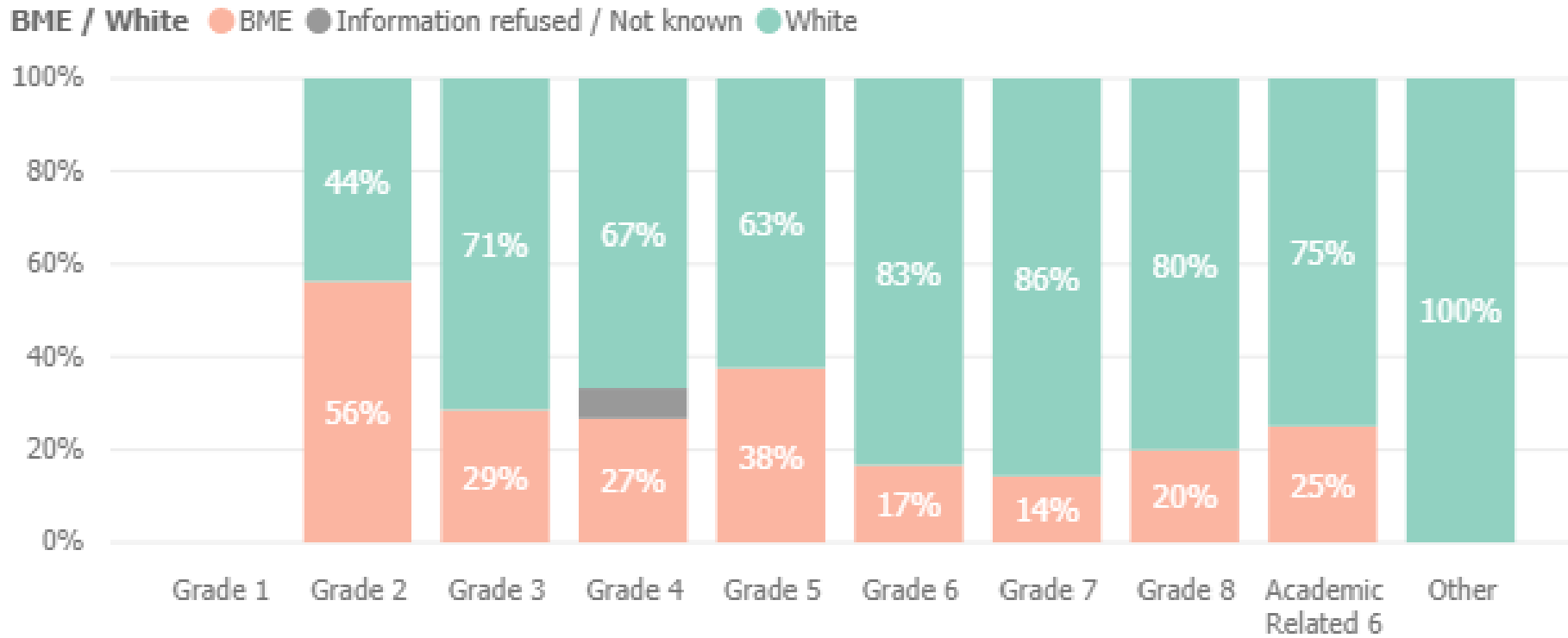
Figure 4b.13: E&F Ethnicity Staff – Benchmark by London
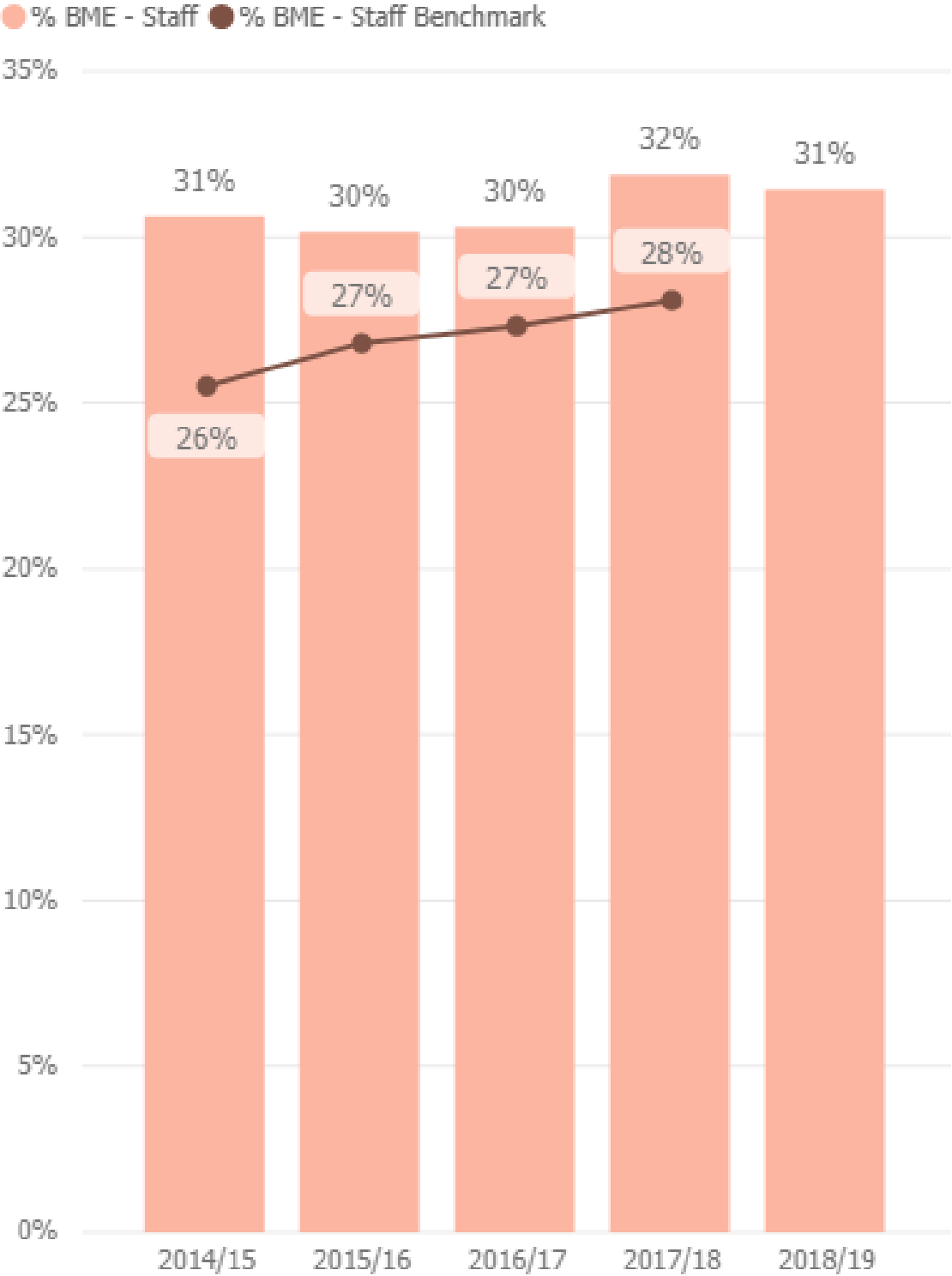
Figure 4b.14: Fit for King's – E&F Staff celebrate graduating E&F modular training programme

Finance & Procurement

Figure 4b.15: F&P staff ethnicity over time (BME/white)
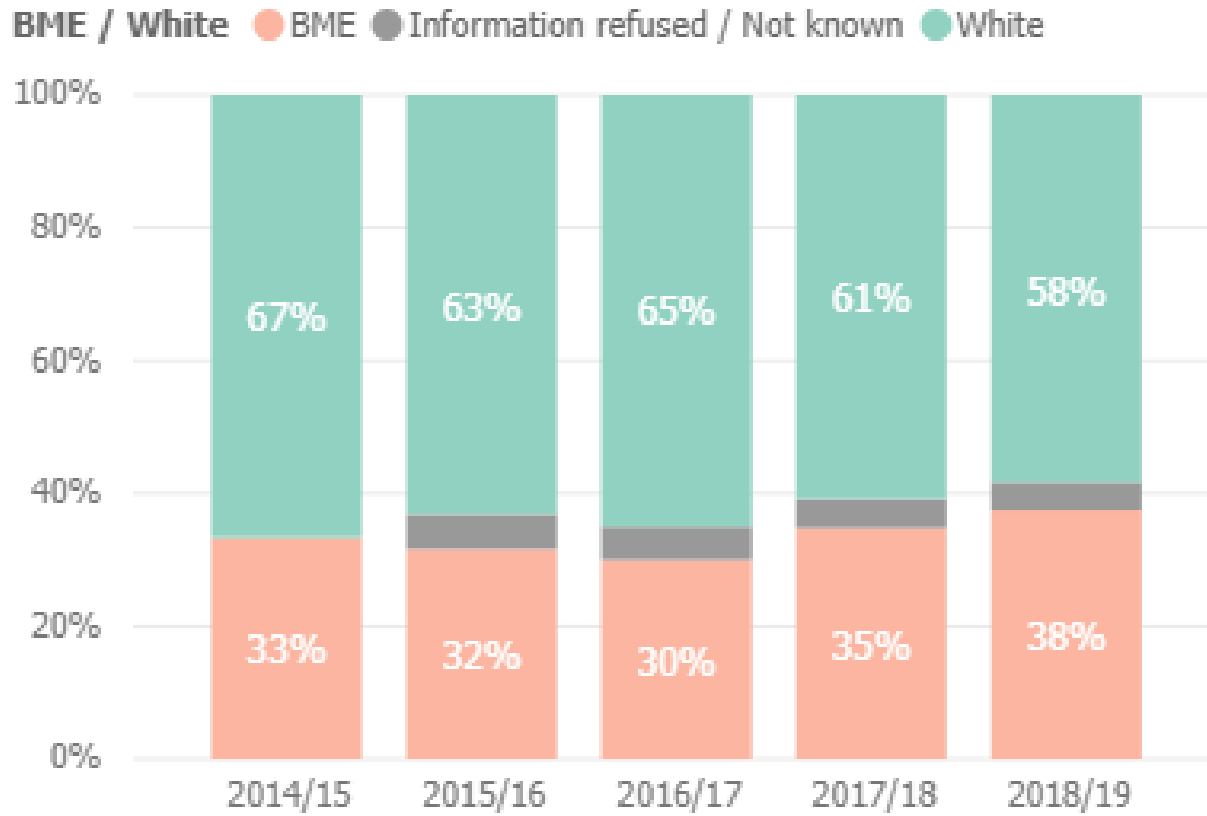
Figure 4b.16: F&P staff by ethnicity by grade (BME/White), 2018/19
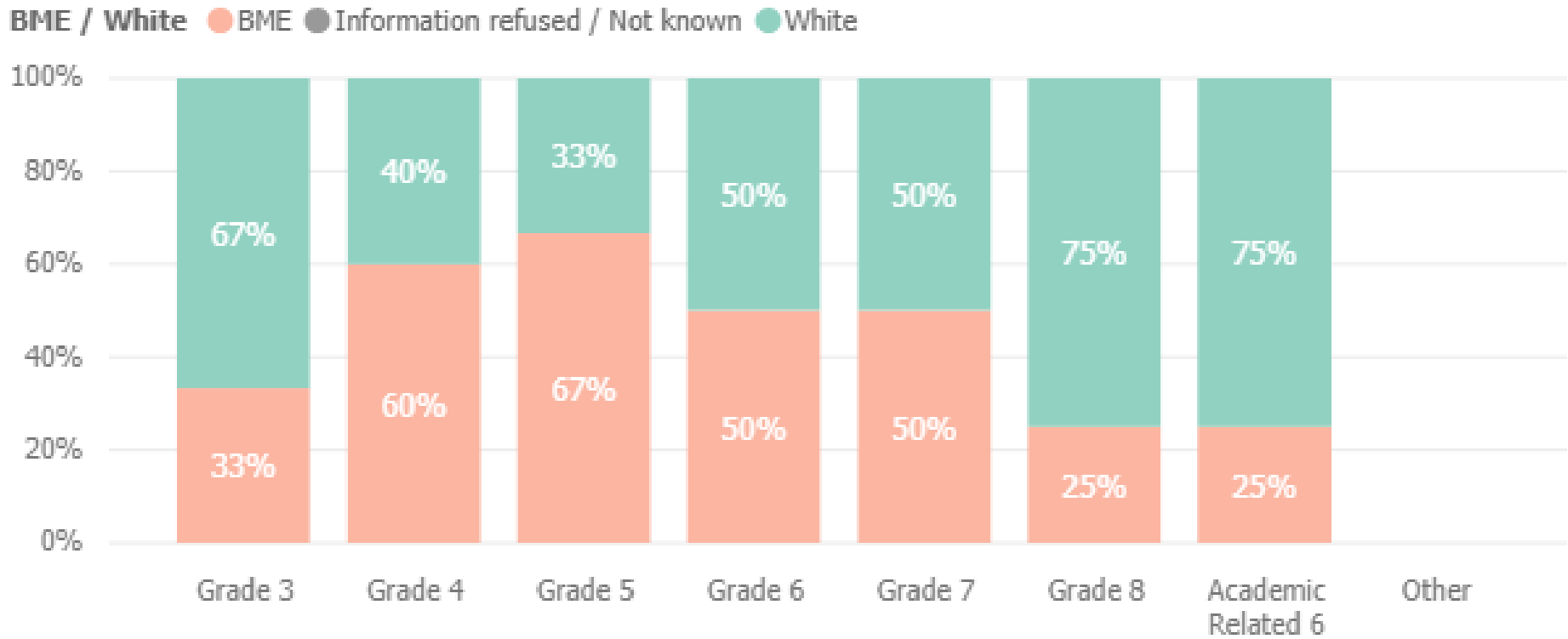
Figure 4b.17: F&P Staff Benchmark by London

Legend: ● % BME - Staff ● % BME - Staff Benchmark

Year	% BME - Staff	% BME - Staff Benchmark
2014/15	32%	24%
2015/16	33%	26%
2016/17	30%	27%
2017/18	36%	27%
2018/19	38%	
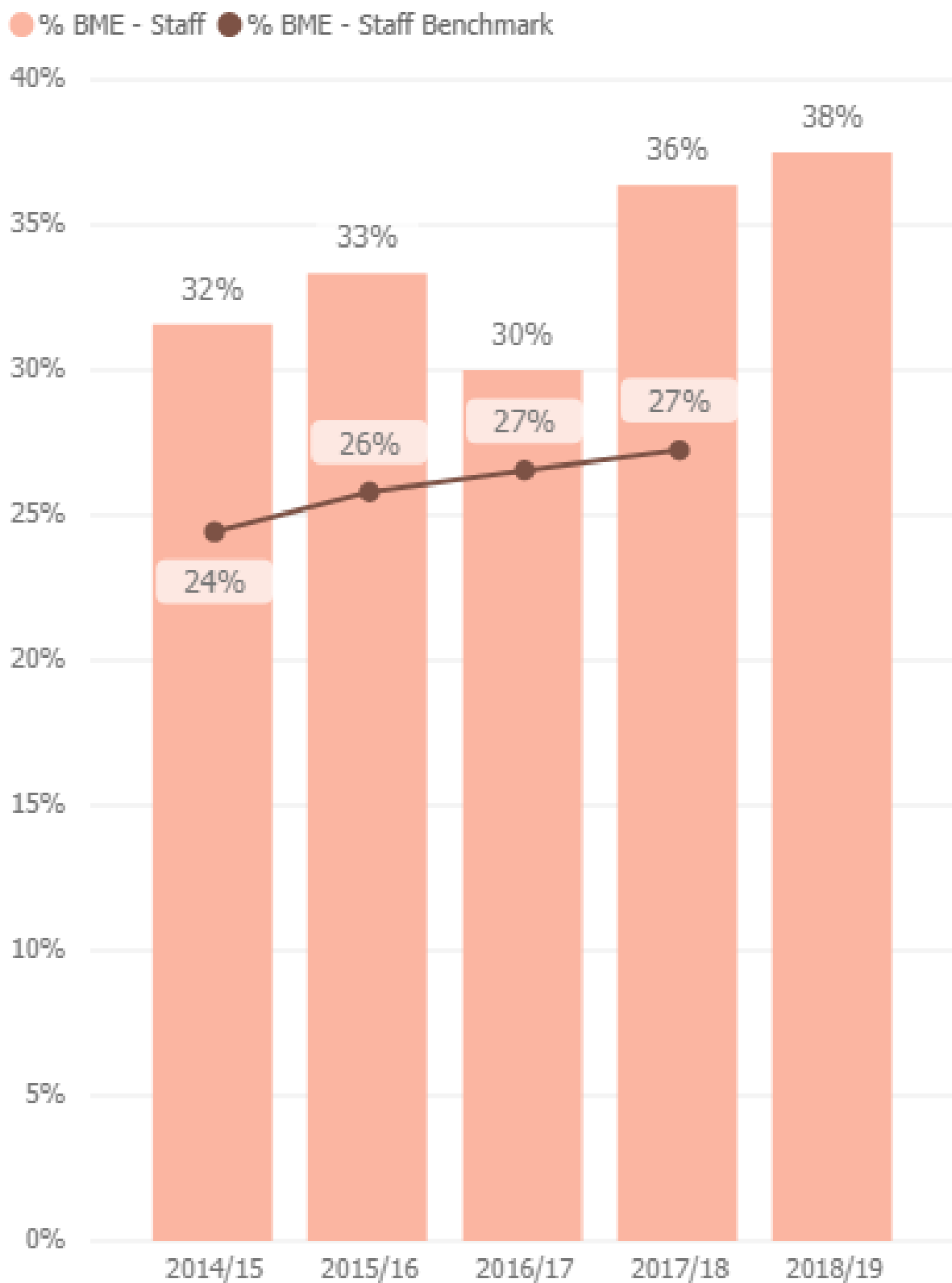
Fundraising & Supporter Development

Figure 4b.18: FSD staff ethnicity over time (BME/white)
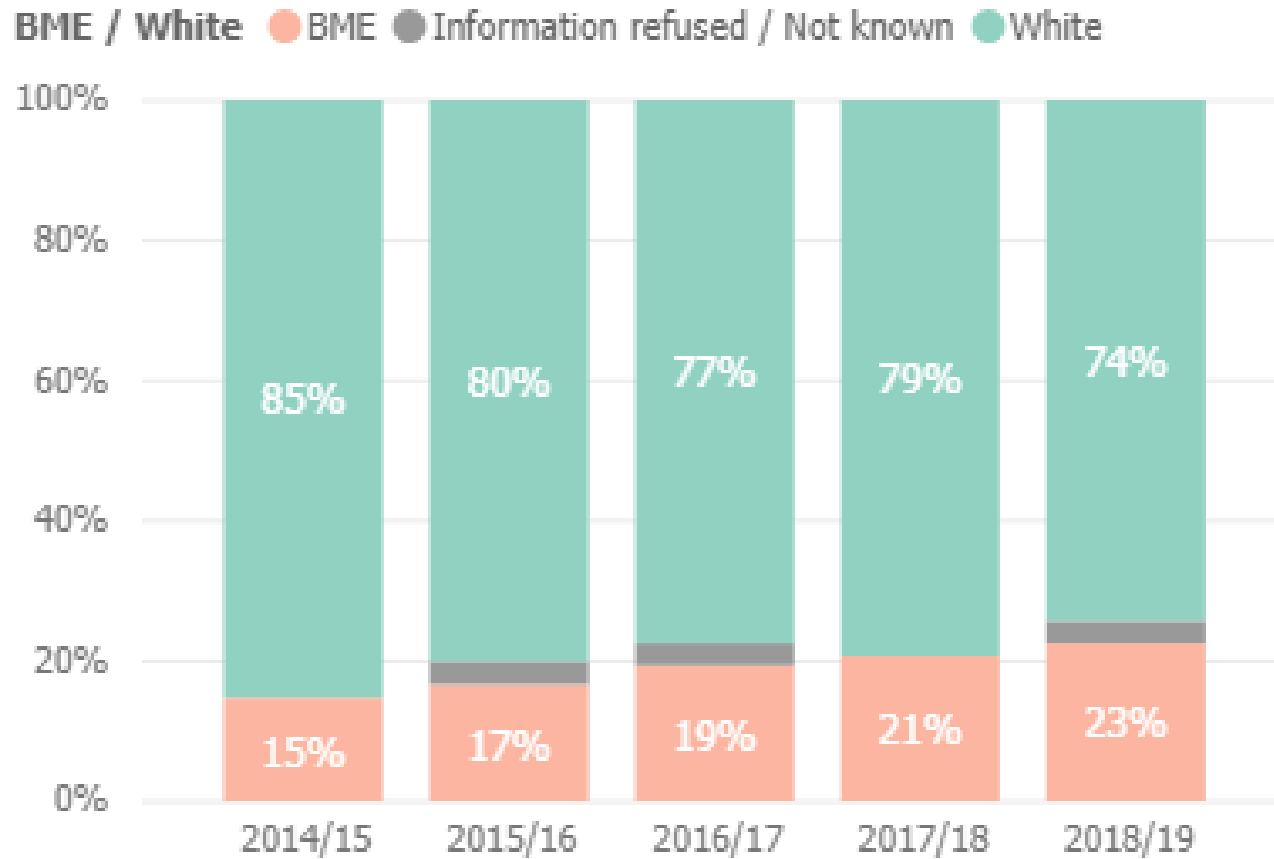
Figure 4b.19: FSD staff by ethnicity by grade (BME/White), 2018/19

BME / White ● BME ● Information refused / Not known ● White

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Academic Related 6	Other
White	67%	67%	71%	80%	80%	100%	100%	100%
BME	33%	33%	29%	20%	20%			
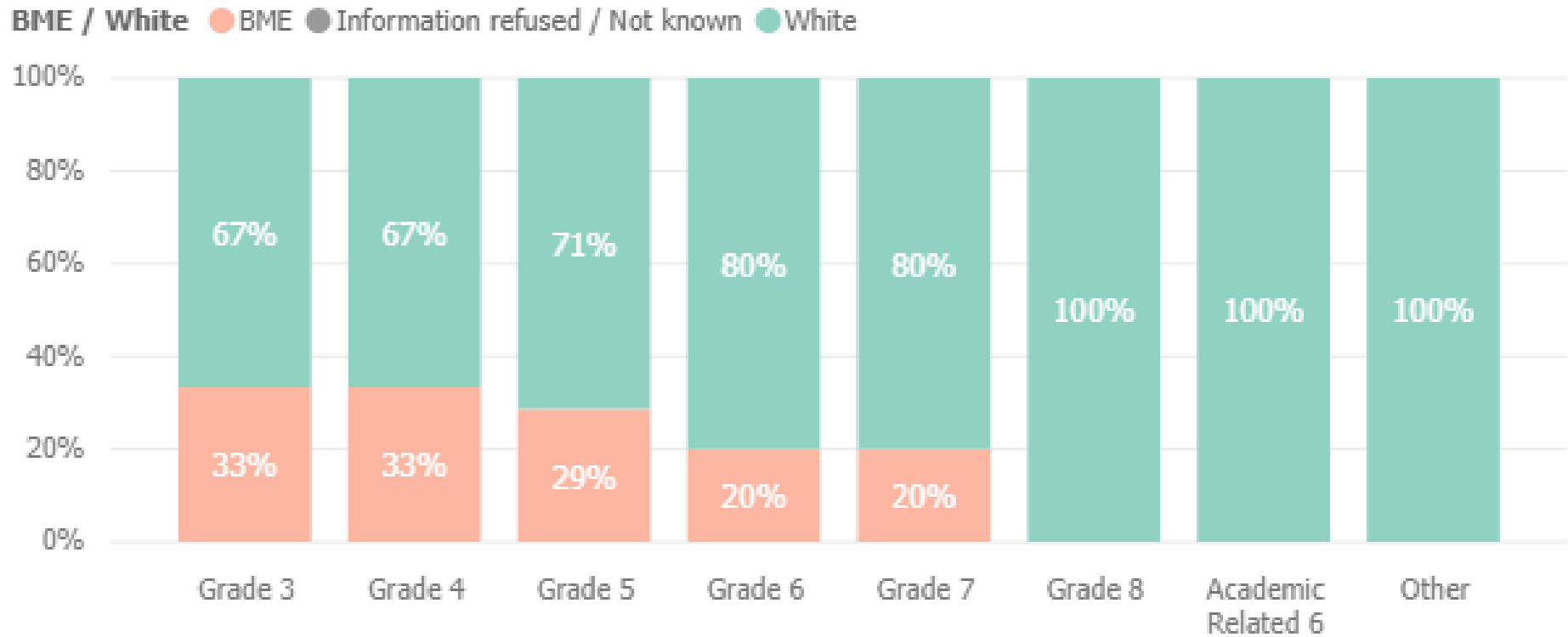
Figure 4b.20: FSD staff ethnicity benchmark
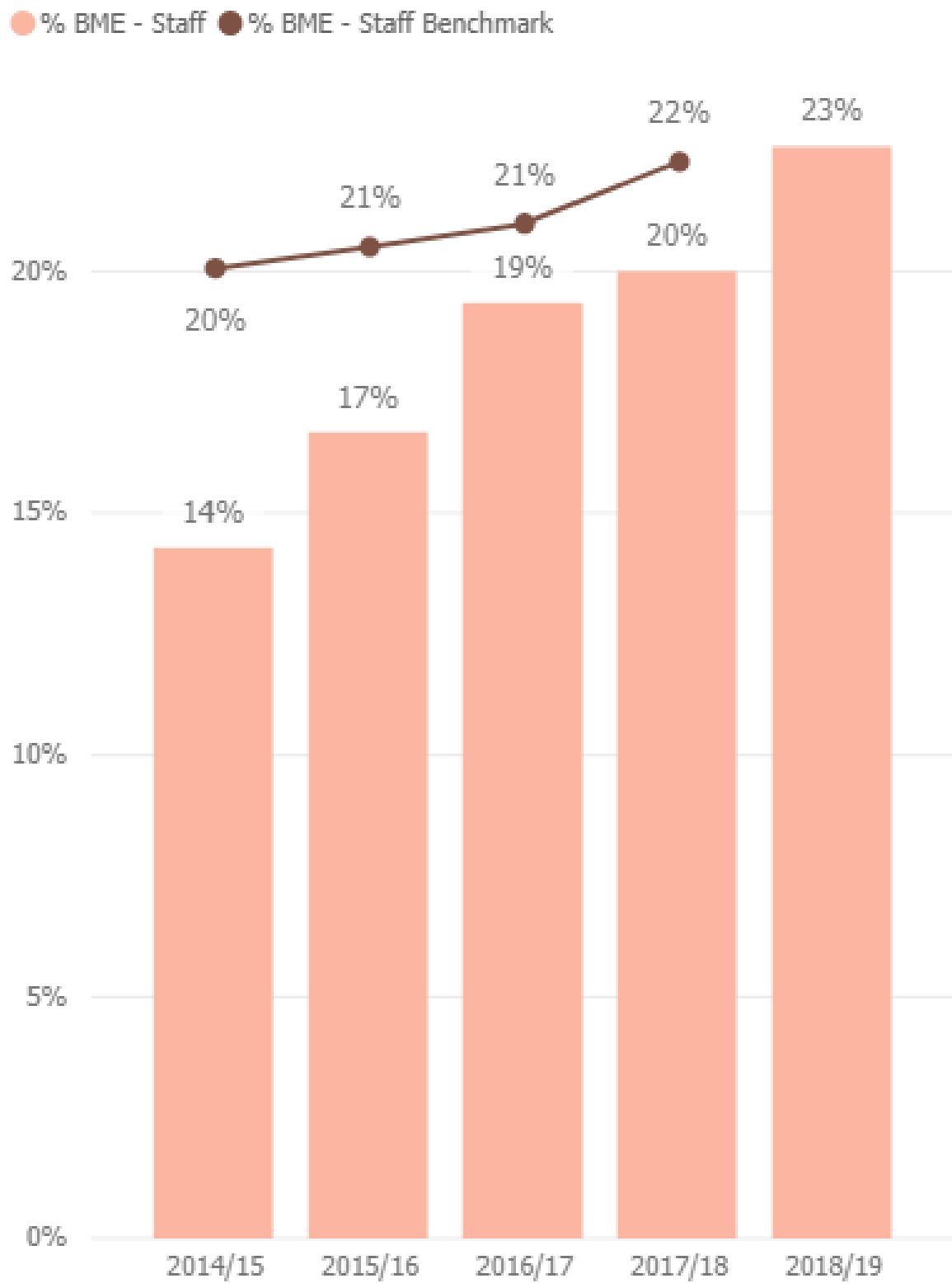
Human Resources

4b.21: HR staff ethnicity over time (BME/white)

BME / White 🔴 BME ⚫ Information refused / Not known 🟢 White

	2014/15	2015/16	2016/17	2017/18	2018/19
White	60%	59%	57%	57%	63%
Information refused / Not known	7%				
BME	33%	35%	39%	39%	37%
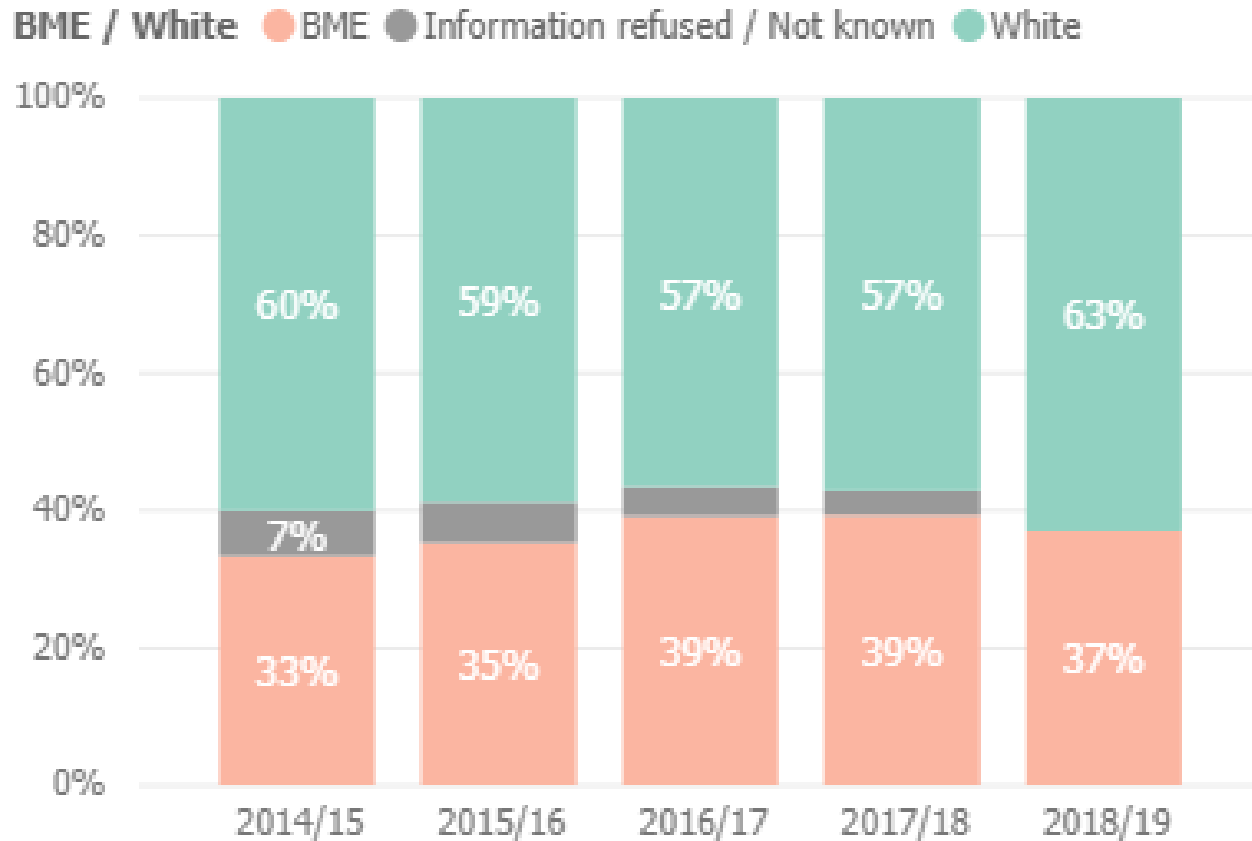
Figure 4b.22: HR staff by ethnicity by grade (BME/White), 2018/19
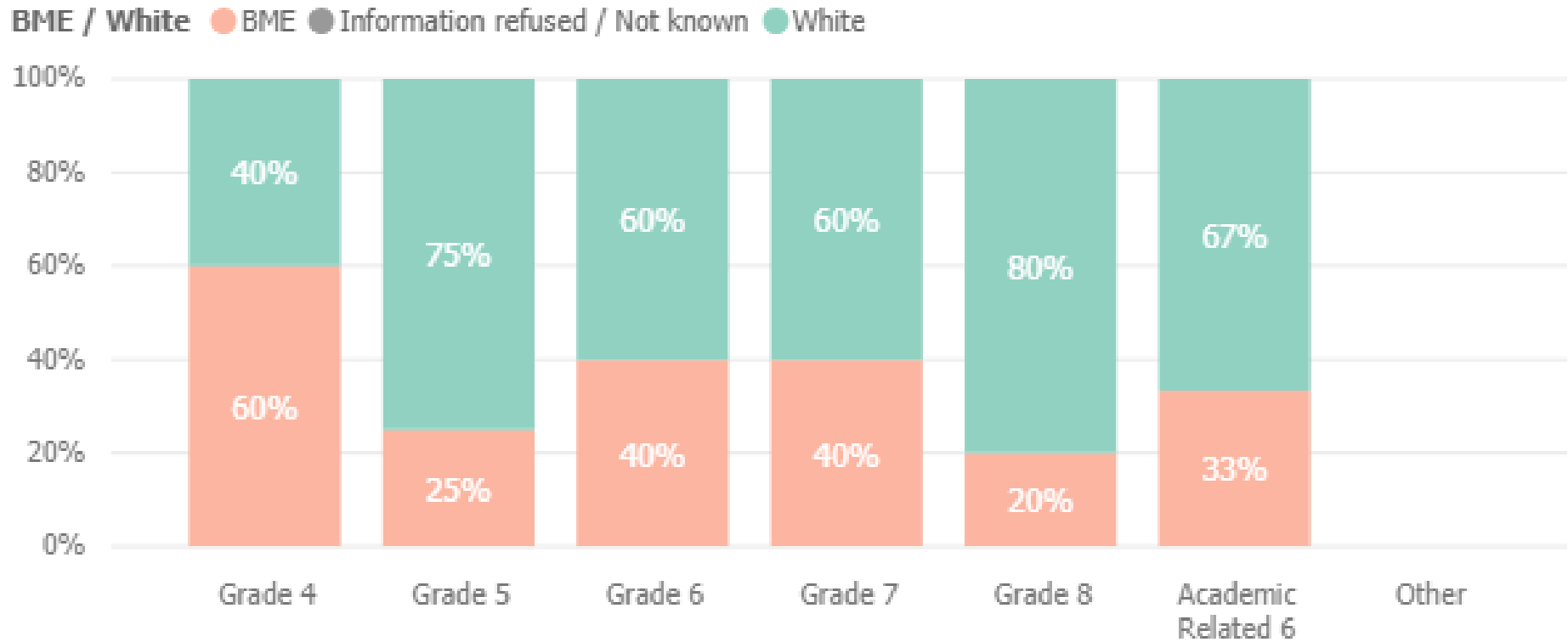
Figure 4b.23: HR staff by ethnicity benchmark

● % BME - Staff   ● % BME - Staff Benchmark

	2014/15	2015/16	2016/17	2017/18	2018/19
% BME - Staff	36%	35%	39%	41%	37%
% BME - Staff Benchmark	24%	26%	27%	27%	
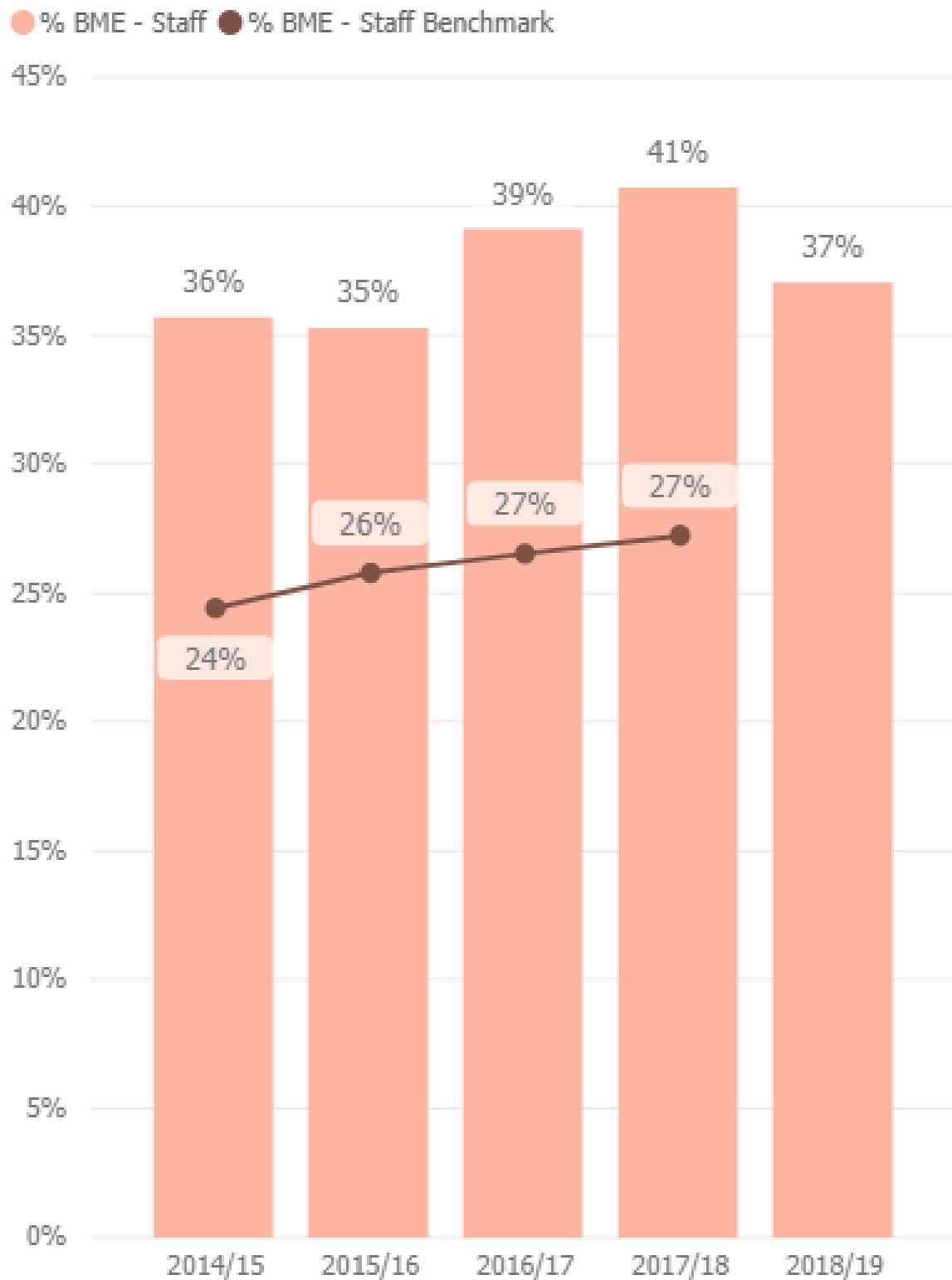
Executive Teams

The Principal's Office, Health Faculties Services and Office of Chairman and Secretary have been combined as they are small, similar teams.

Figure 4b.24: Executive Teams staff over time (BME/white)
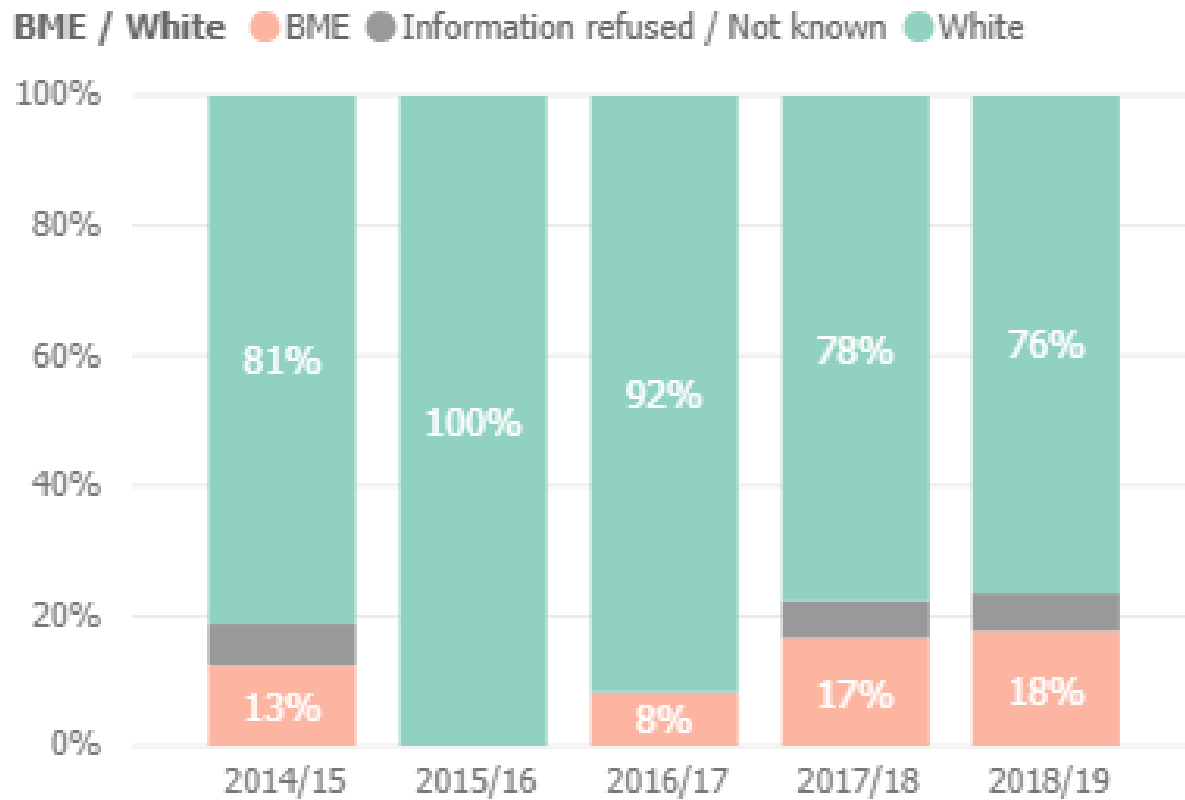
Figure 4b.25: Executive Teams staff by ethnicity by grade (BME/White), 2018/19
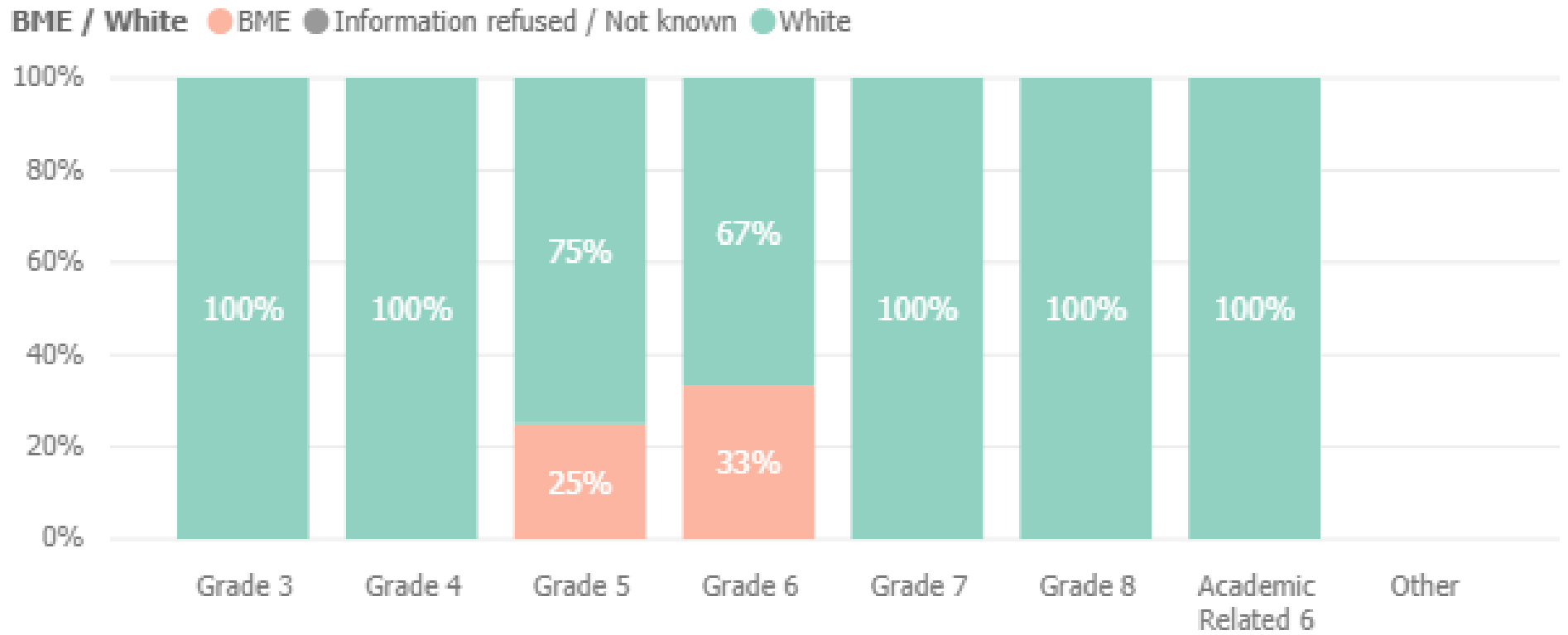
Figure 4b.26: Executive Teams staff by ethnicity benchmark
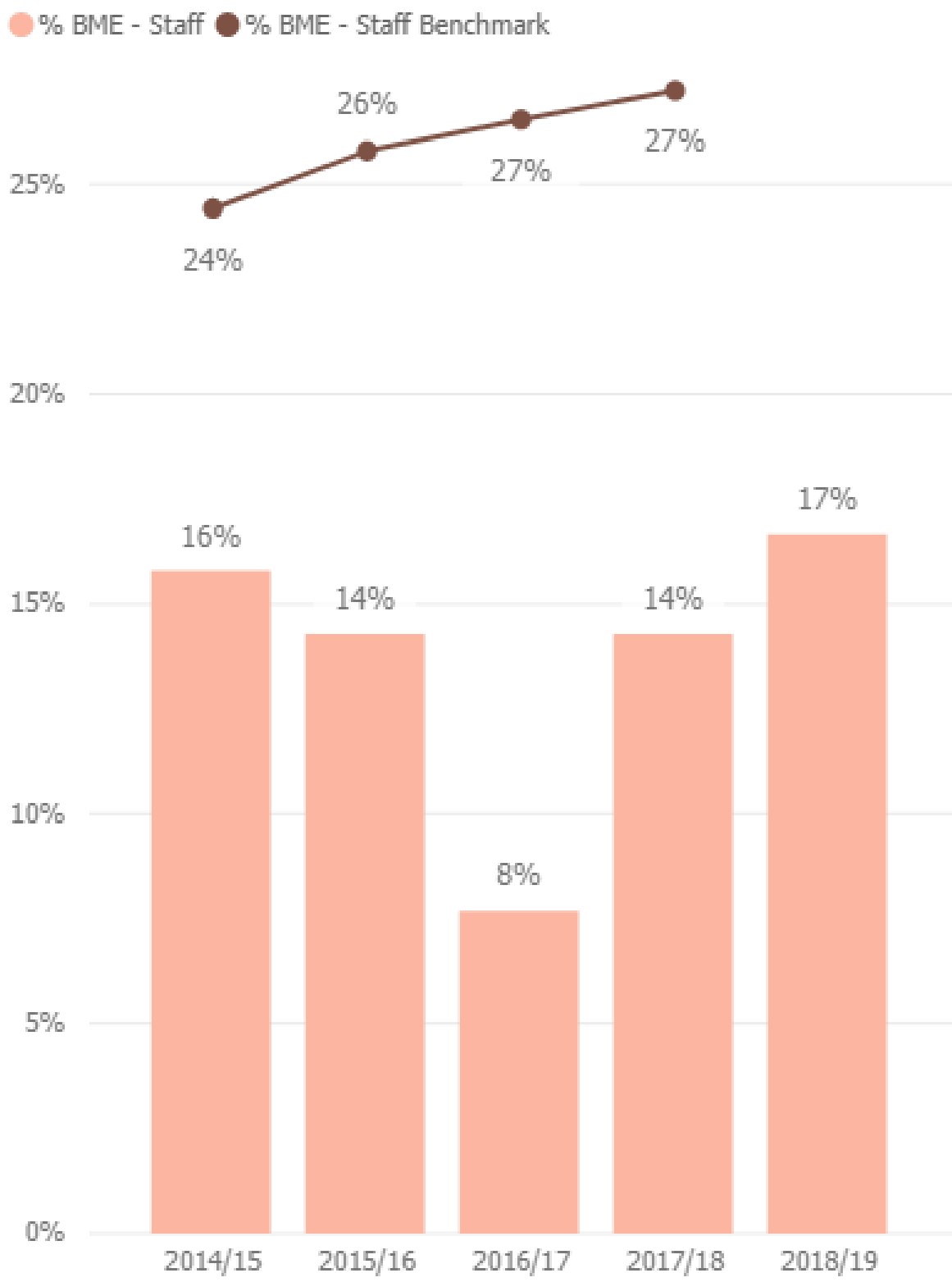
Information Technology

Figure 4b.27: IT staff ethnicity over time (BME/white)
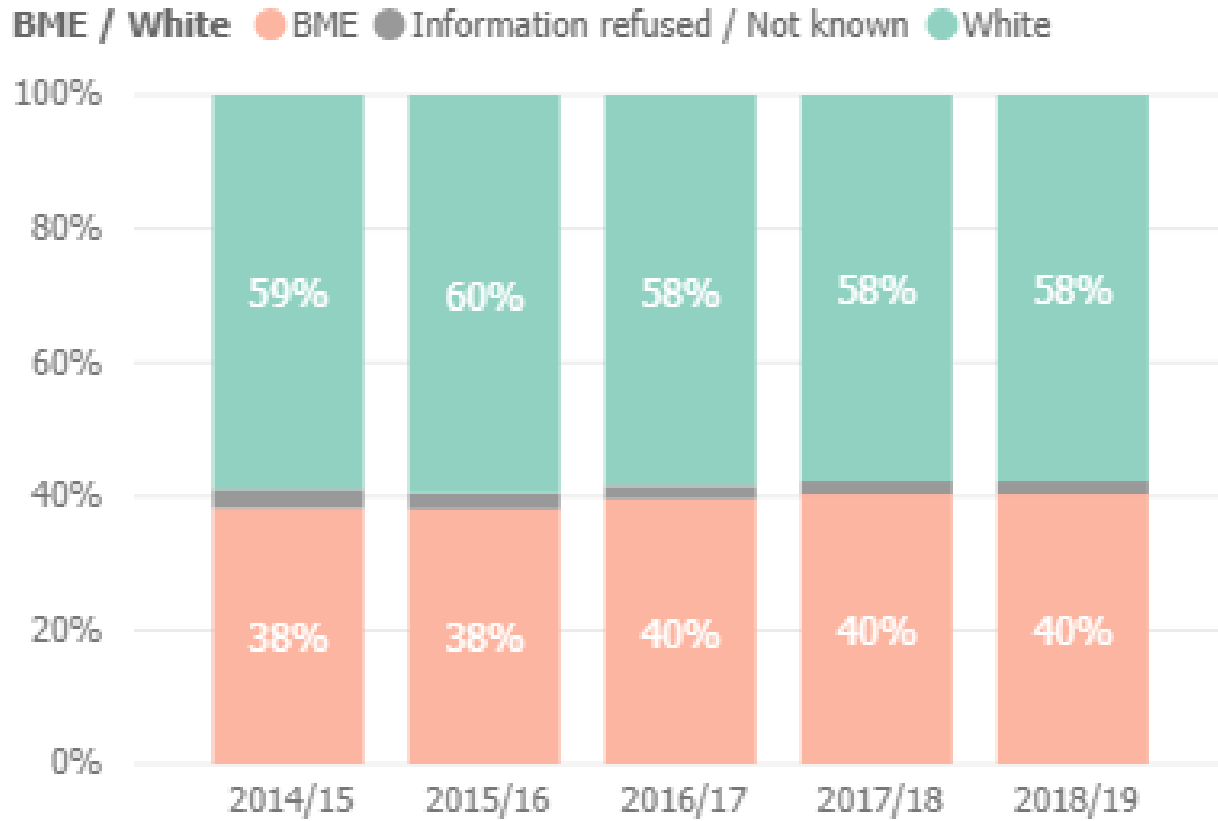
Figure 4b.28: IT staff by ethnicity by grade (BME/White), 2018/19

BME / White ● BME ● Information refused / Not known ● White

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Academic Related 6	Other
White				50%	50%	67%	60%	67%	80%	100%
Information refused / Not known					10%					
BME	100%	100%	100%	50%	40%	33%	40%	33%	20%	
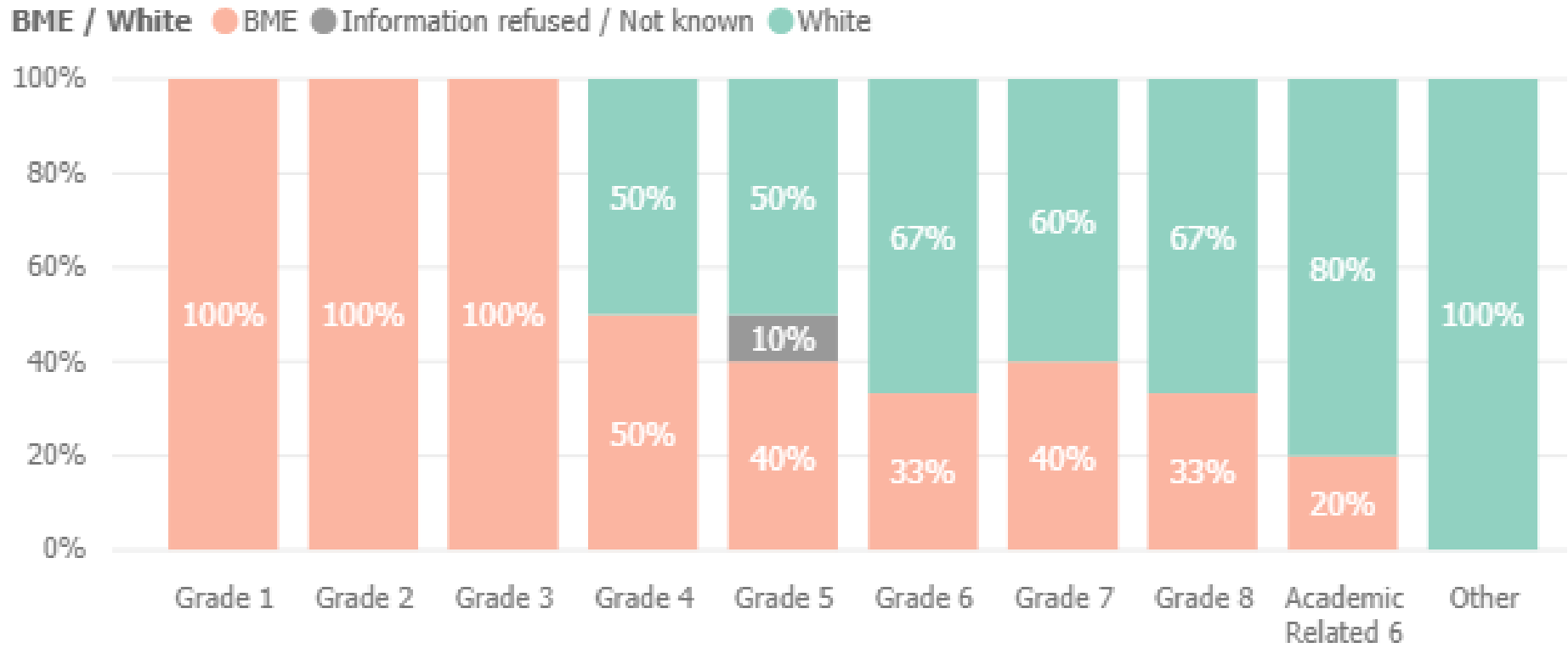
Figure 4b.29: IT staff ethnicity benchmark

● % BME - Staff ● % BME - Staff Benchmark
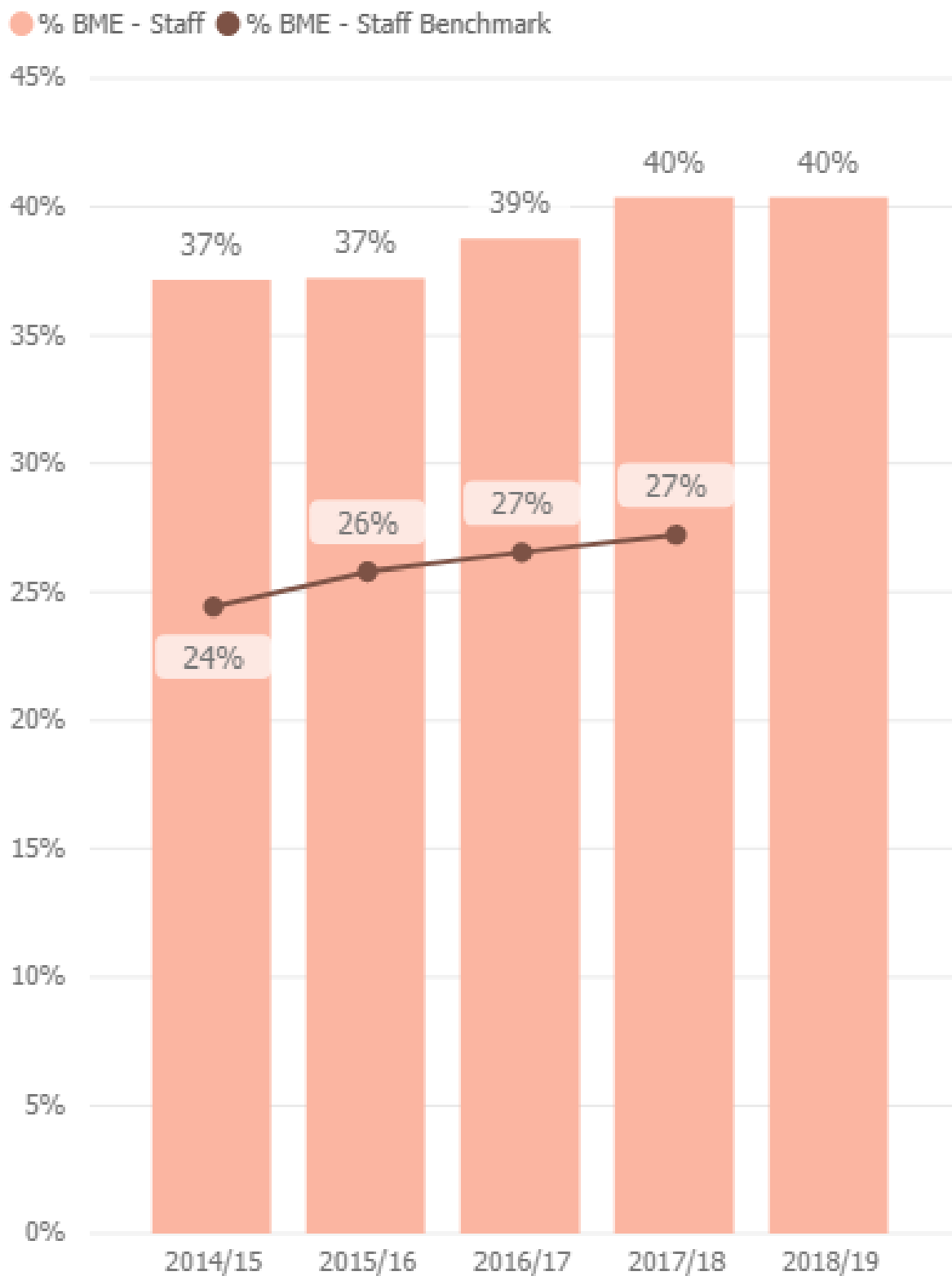
Directorate Success – IT Reflection
We have introduced internships and apprenticeships (G4) to attract a diverse workforce and maintain a strong pipeline of BME talent alongside an active staff network, DIGIT (Diversity Group in IT), which runs regular events to discuss and address issues of diversity (including race equality) in IT.

Research Management & Innovation Directorate

Figure 4b.30: RMID staff ethnicity over time (BME/white)
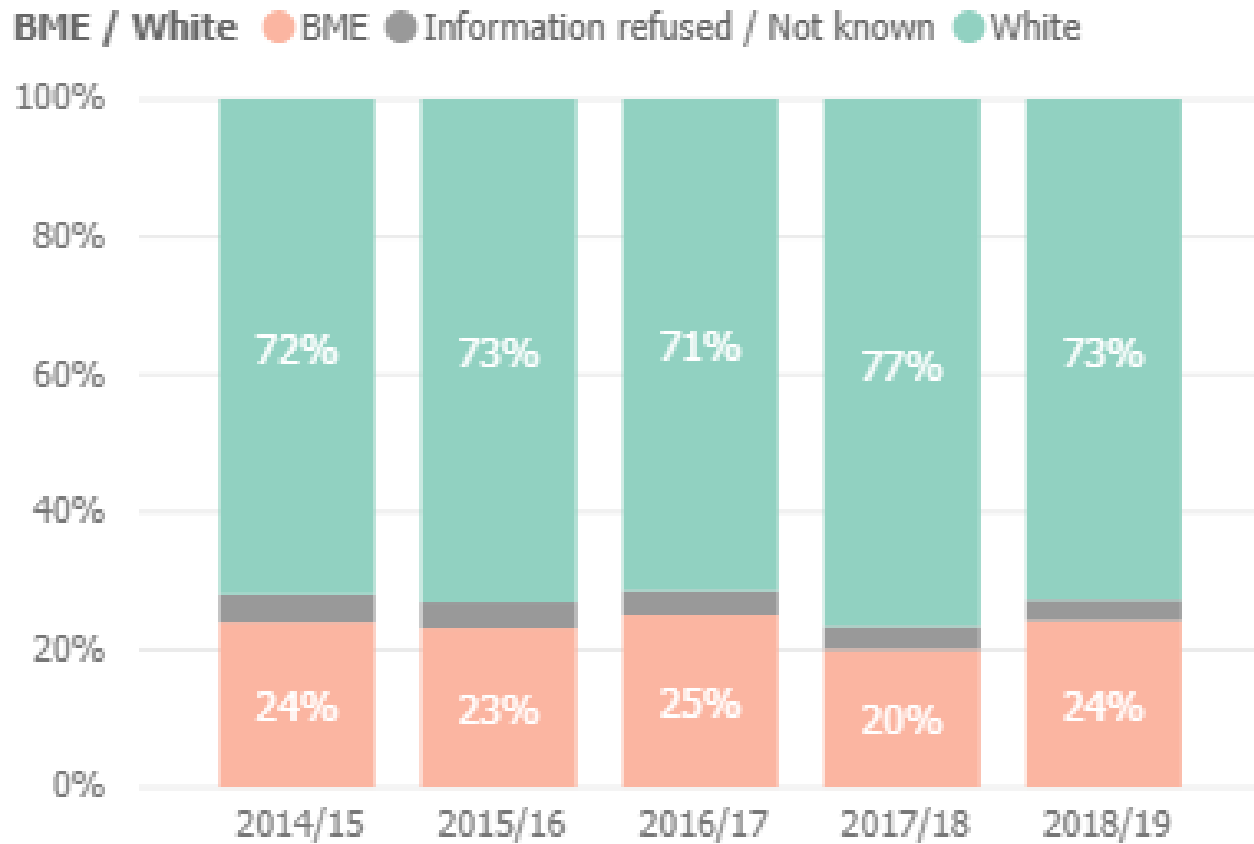
Figure 4b.31: RMID staff by ethnicity by grade (BME/White), 2018/19

BME / White ● BME ● Information refused / Not known ● White

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Academic Related 6	Other
White	50%	50%	78%	71%	80%	100%	100%
BME	50%	50%	22%	29%	20%		
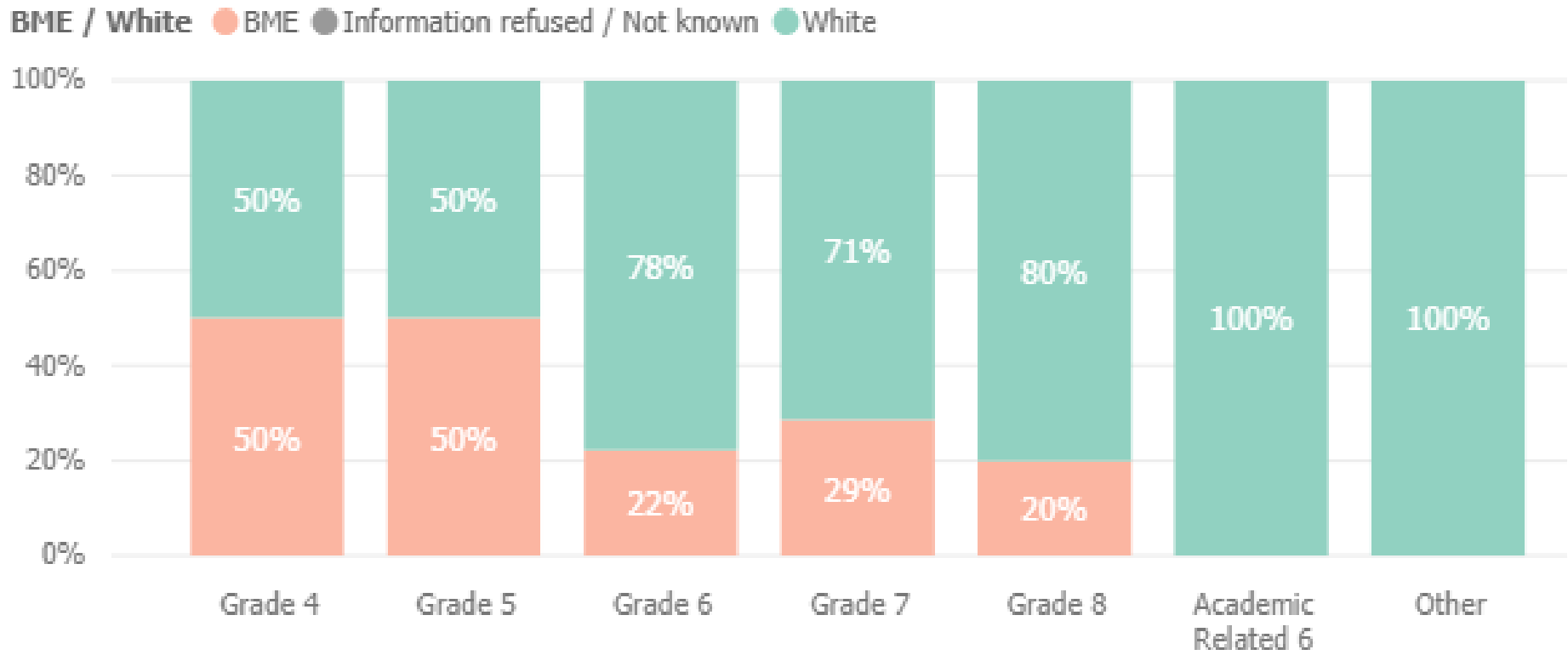
Figure 4b.32: RMID staff ethnicity benchmark
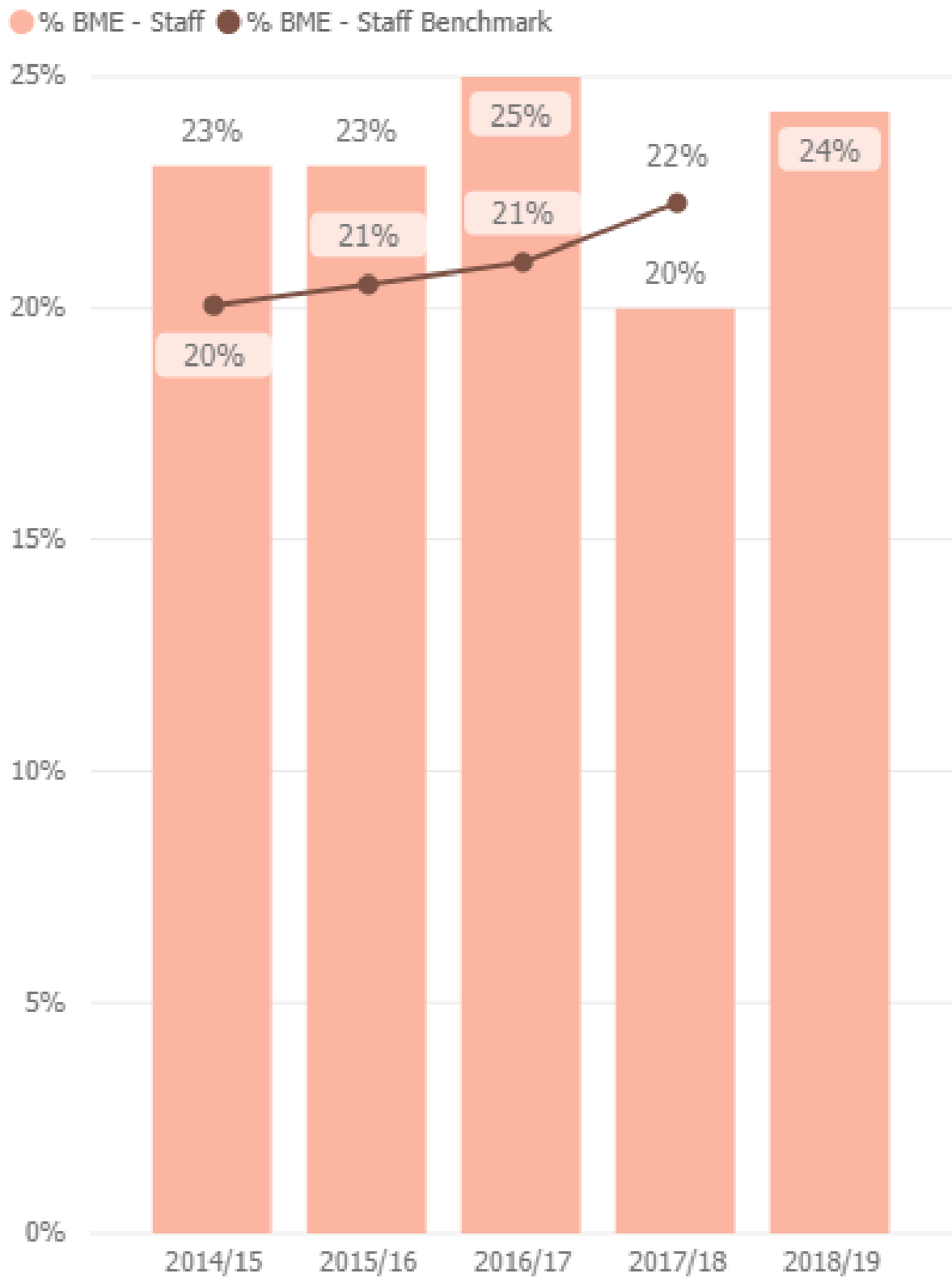
Students & Education

This is a combined unit aggregated for the purpose of analysis, bringing together a host of directorates and units which are focused on student-facing educational activity: Students & Education Directorate, King's Academy of Educators, and King's Online.

Figure 4b.33: S&E staff ethnicity over time (BME/white)
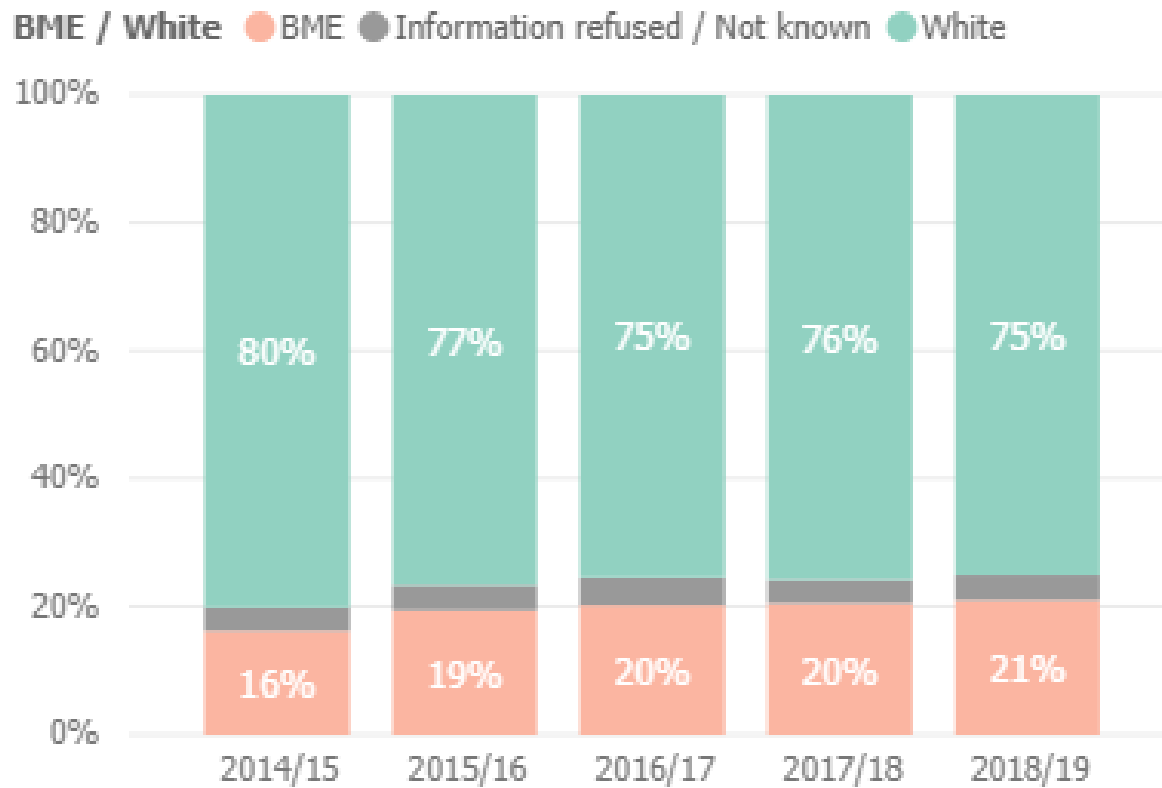
Figure 4b.34: S&E staff by ethnicity by grade (BME/White), 2018/19

BME / White ● BME ● Information refused / Not known ● White

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Academic Related 6	Other
White	100%	50%	78%	72%	76%	76%	83%	83%	100%	
Information refused / Not known							8%			
BME		50%	22%	26%	24%	17%	8%	17%		
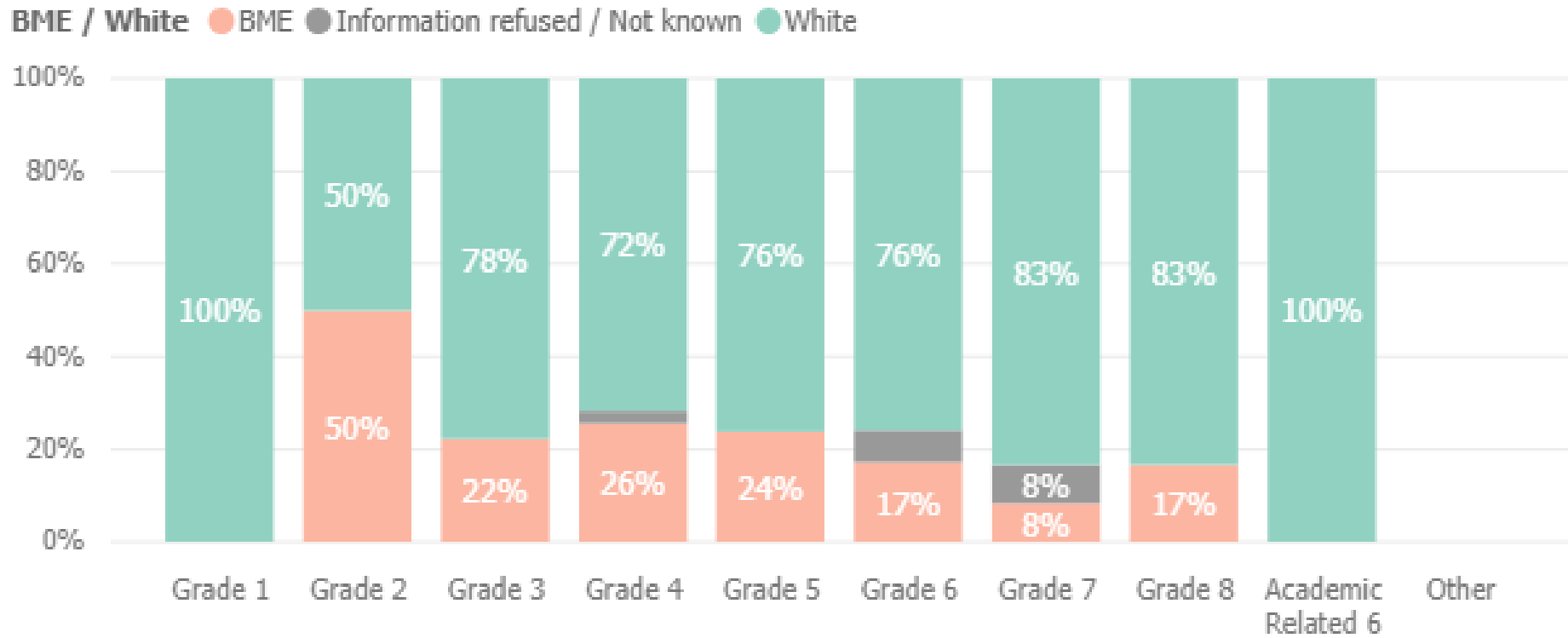
Figure 4b.35: S&E staff ethnicity benchmark
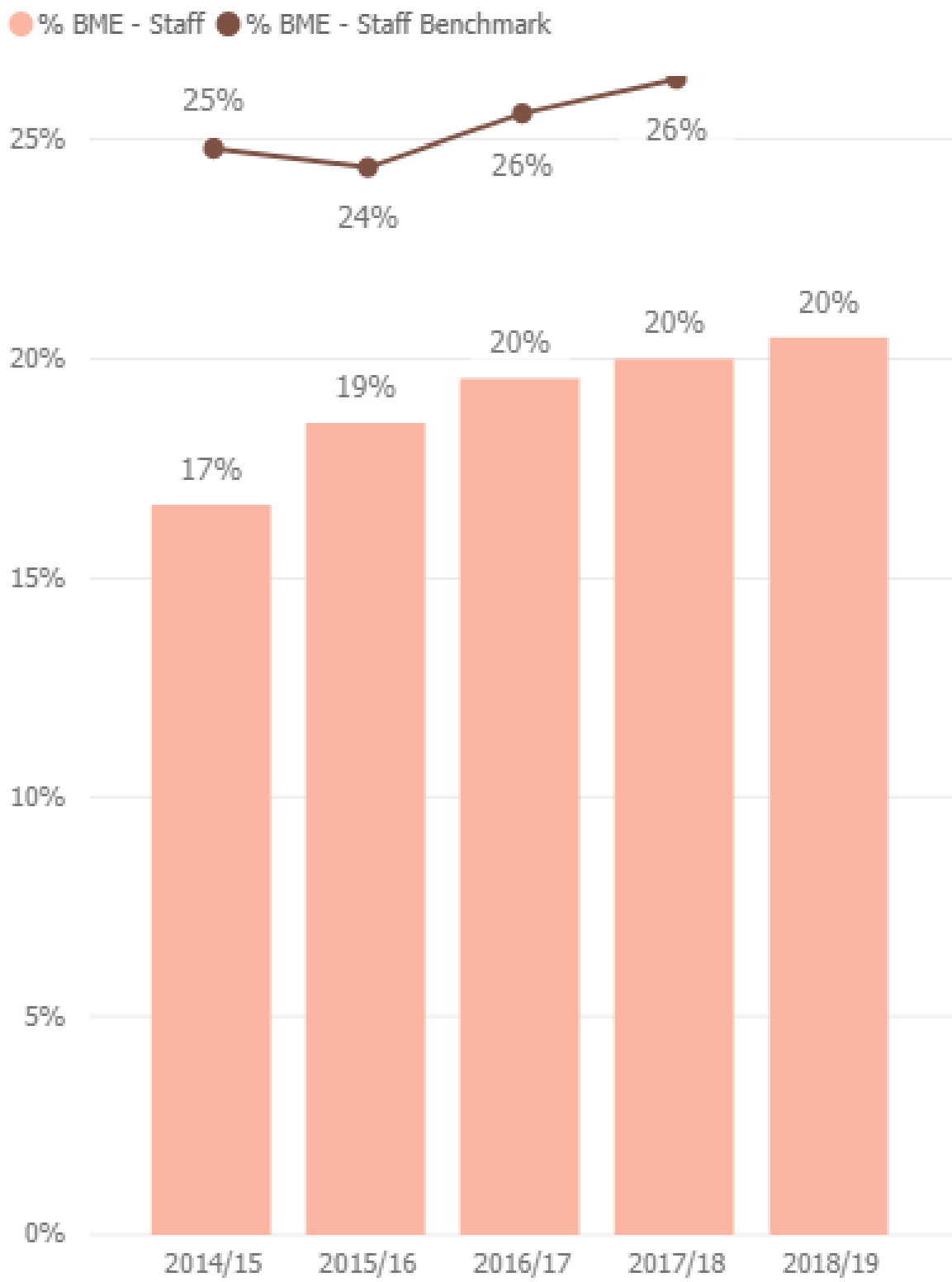
Modern Language Centre

Figure 4b.36: MLC staff ethnicity over time (BME/white)
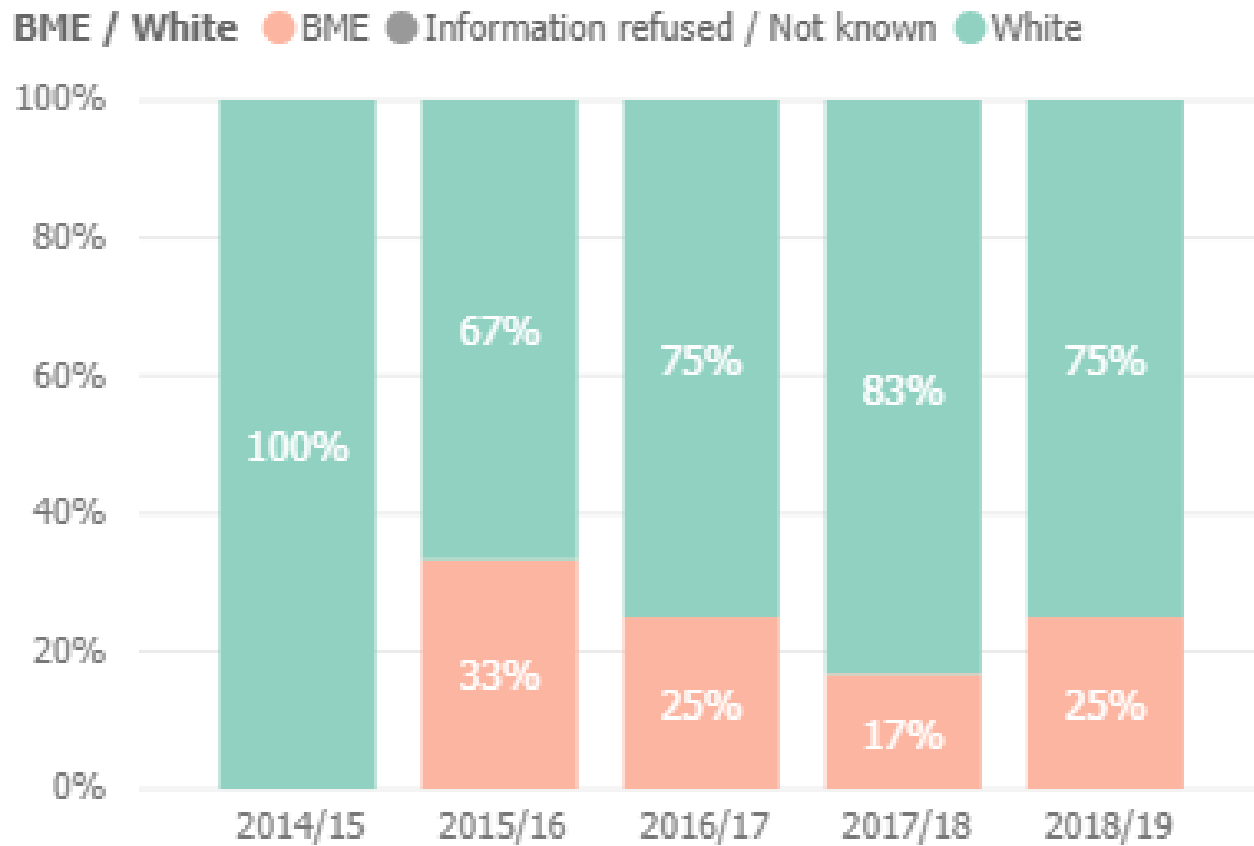
Figure 4b.37: MLC staff by ethnicity by grade (BME/White), 2018/19
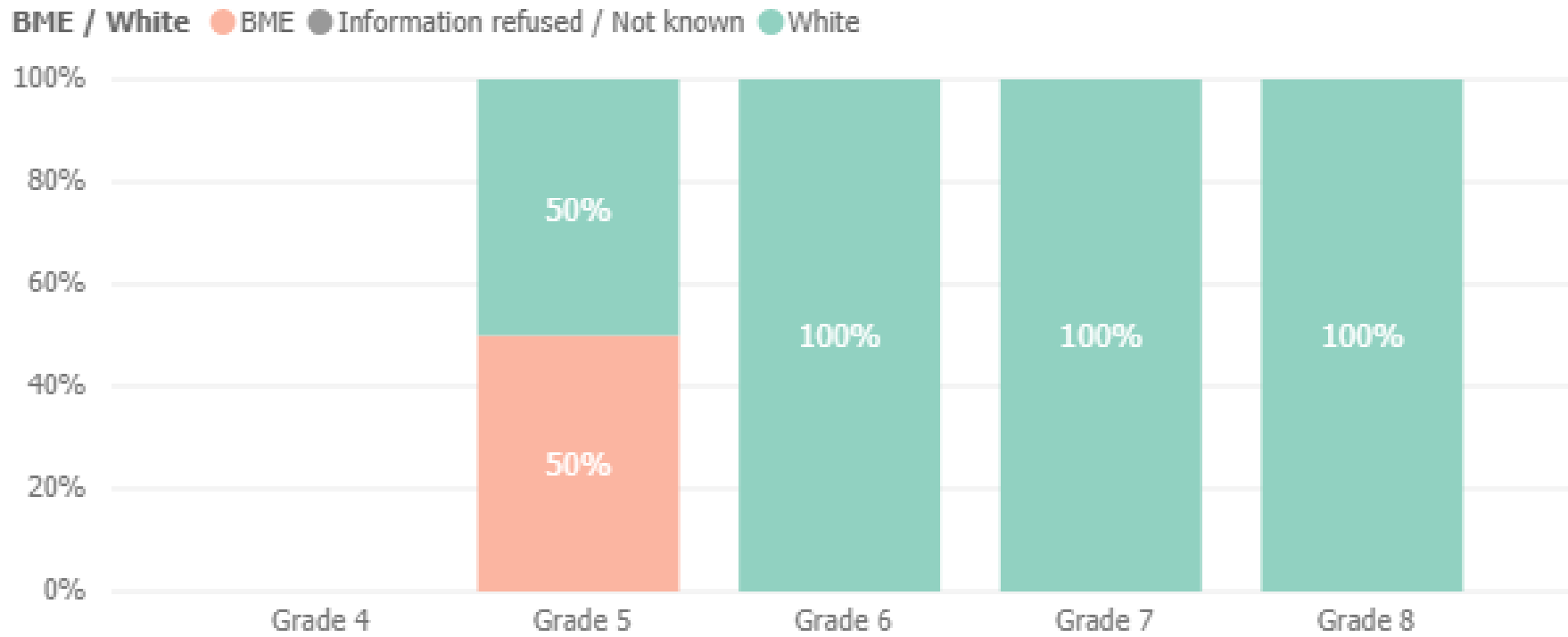
Figure 4b.38 MLC staff ethnicity benchmark
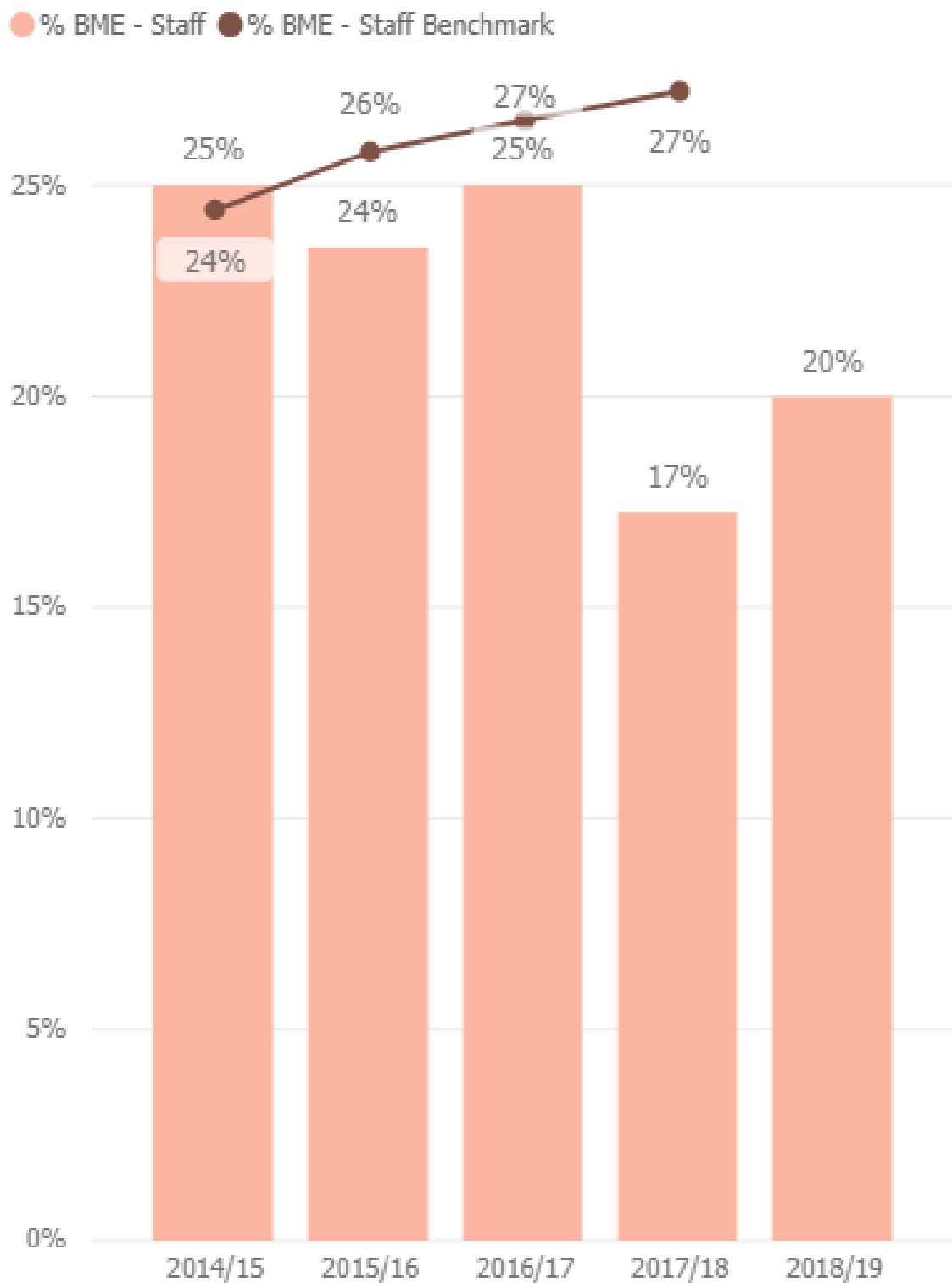
Strategy, Planning & Analytics

Figure 4b.39: SPA staff ethnicity over time (BME/white)
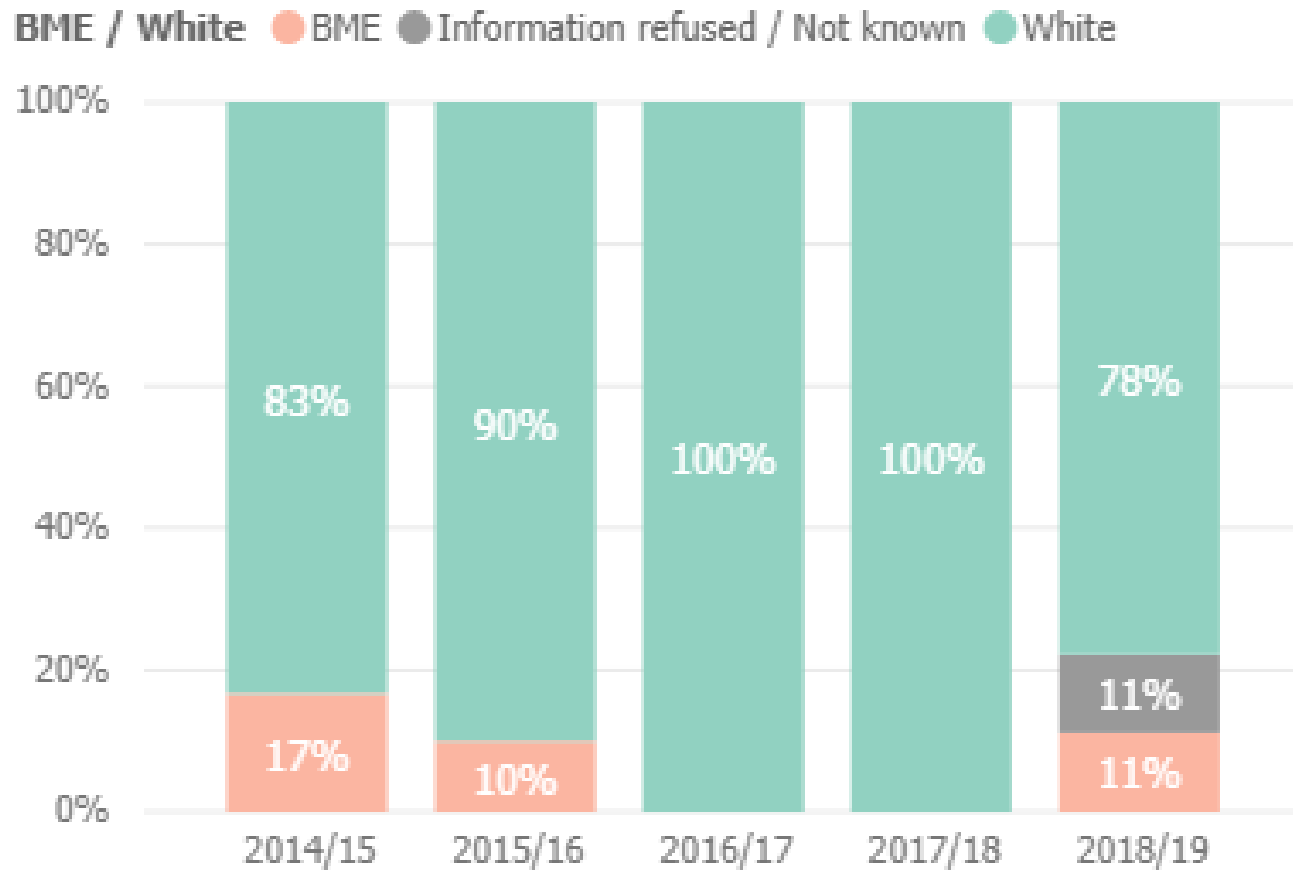
Figure 4b.40: SPA staff by ethnicity by grade (BME/White), 2018/19
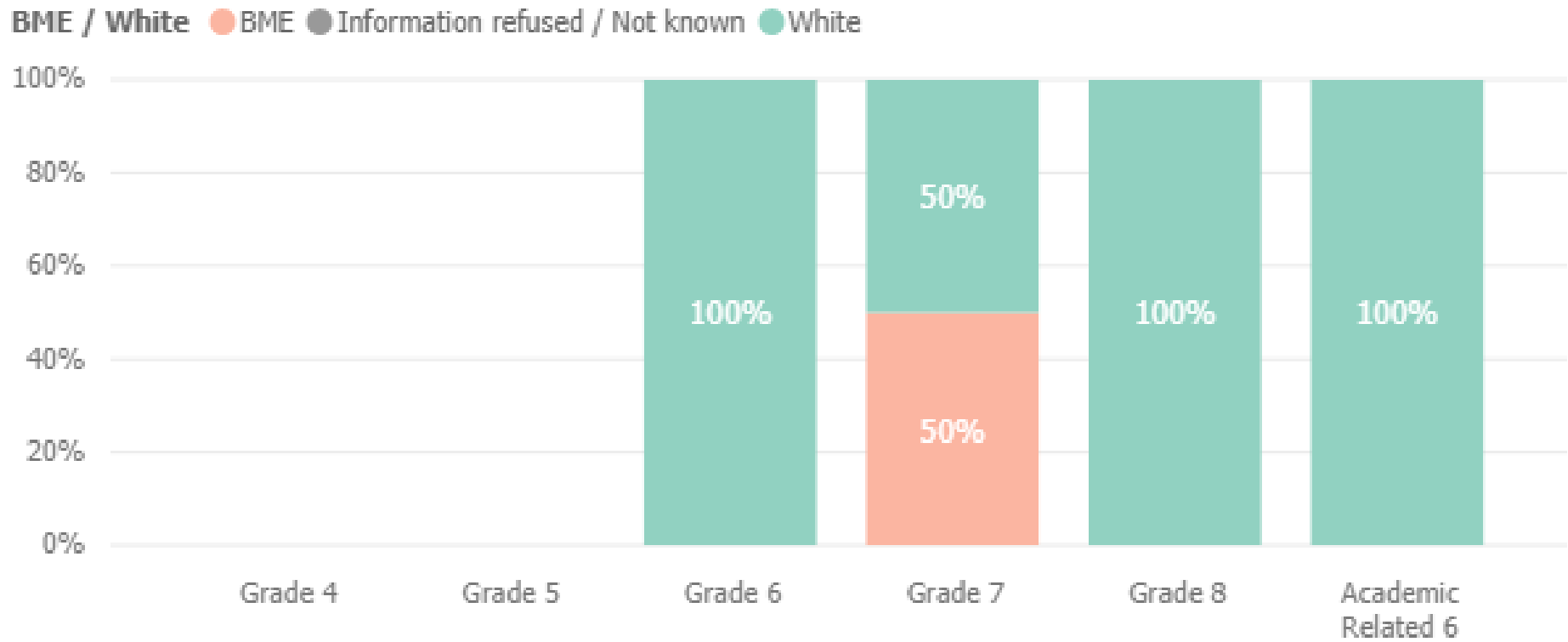
Figure 4b.41: SPA staff ethnicity benchmark
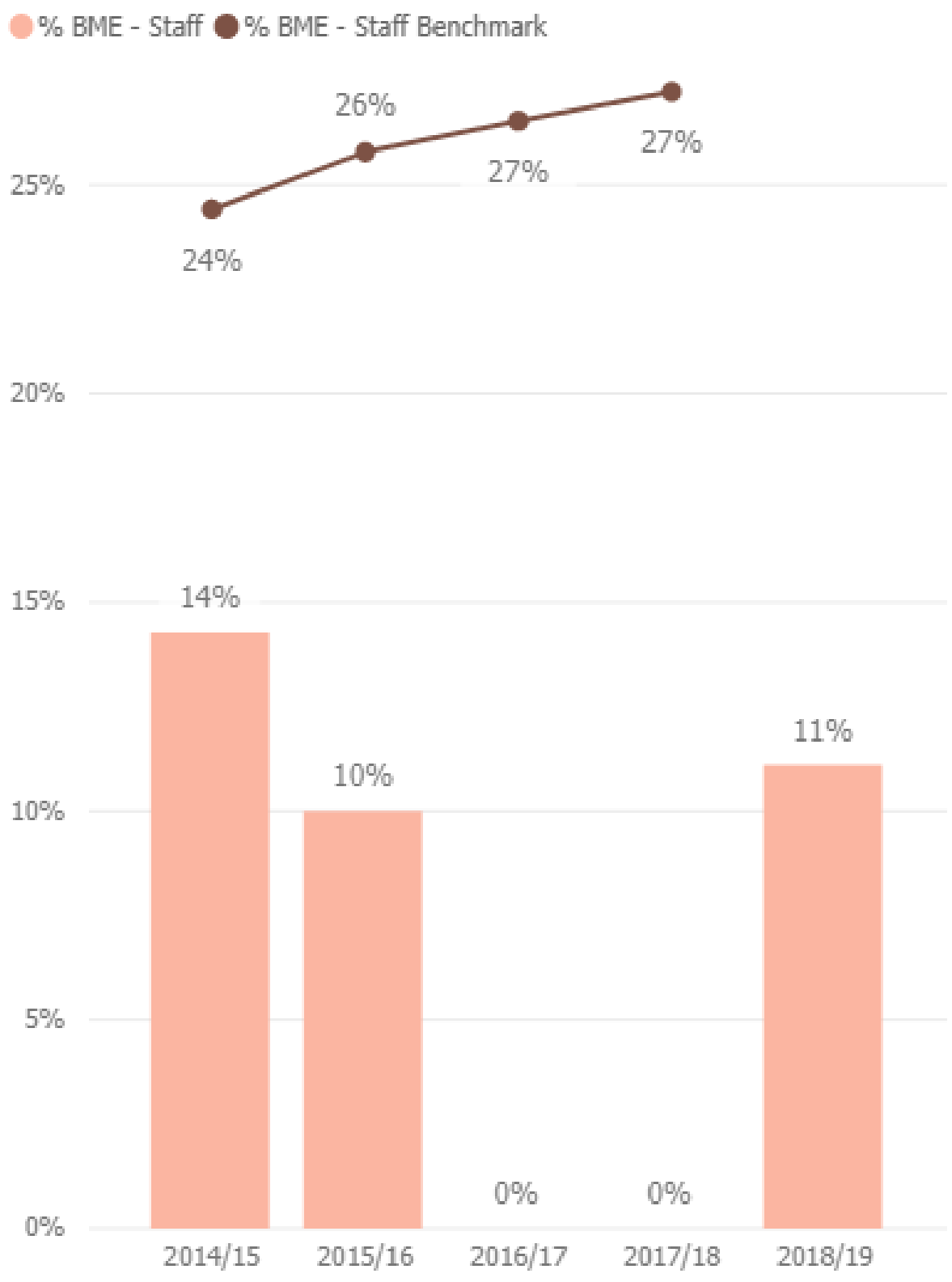
Staff Profile & Contract Mode at King's

The biggest influencer for PSS contract type is grade. G3 & 4 staff are more likely to be FTC. Since 2015 junior grade's employment has become more secure for individuals and we see marked increase in representation. However, in more senior G7 & 8 staff BME staff are less likely to hold permanent contracts. As the more senior grades also have white overrepresentation there is a clear issue.

In relation to ethnicity we also see a further negative trend: Asian staff are more likely to hold an FTC (2018/19) (REAP 3.3.1-3)

The observations and actions noted in 4A apply.

PSS Leavers & New Starters

Figure 4b.42: PSS new starters by ethnicity (BME/white) over time

New Starters ● No ● Yes
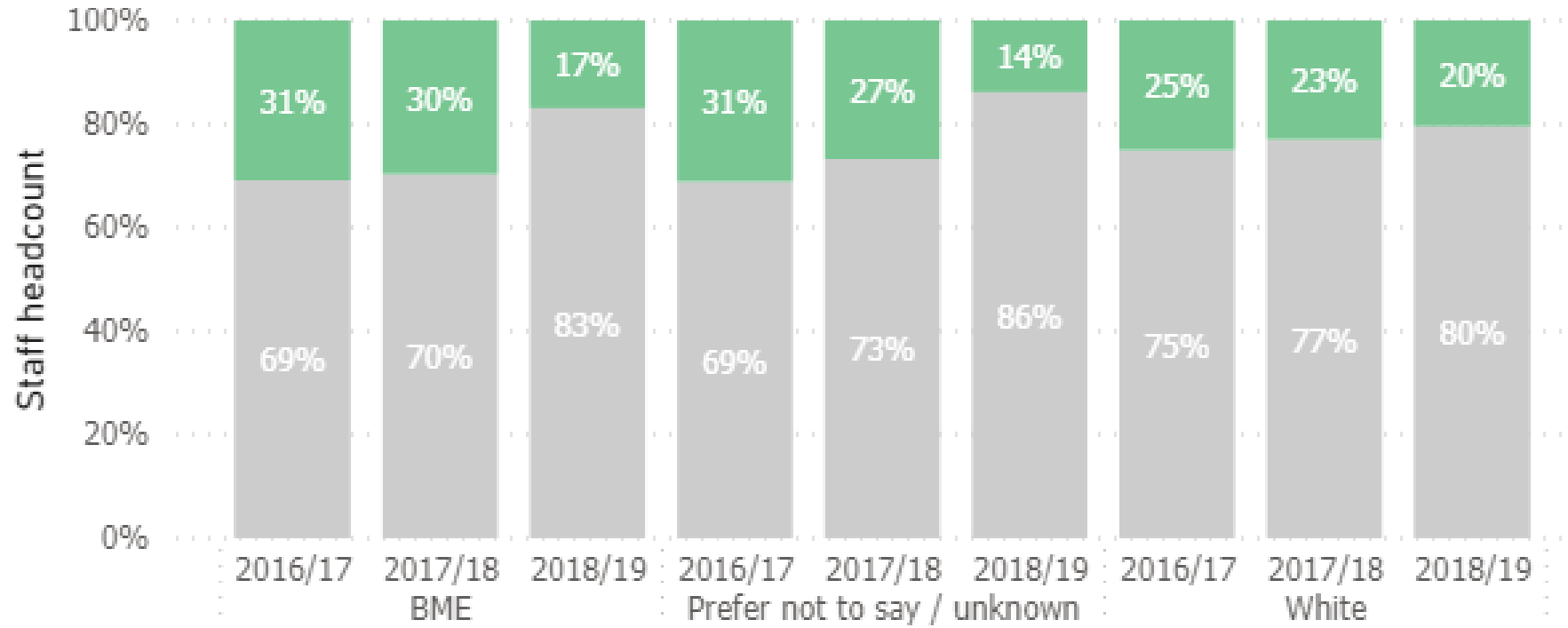
Figure 4b.43: PSS new starters by ethnicity (five-way split) over time
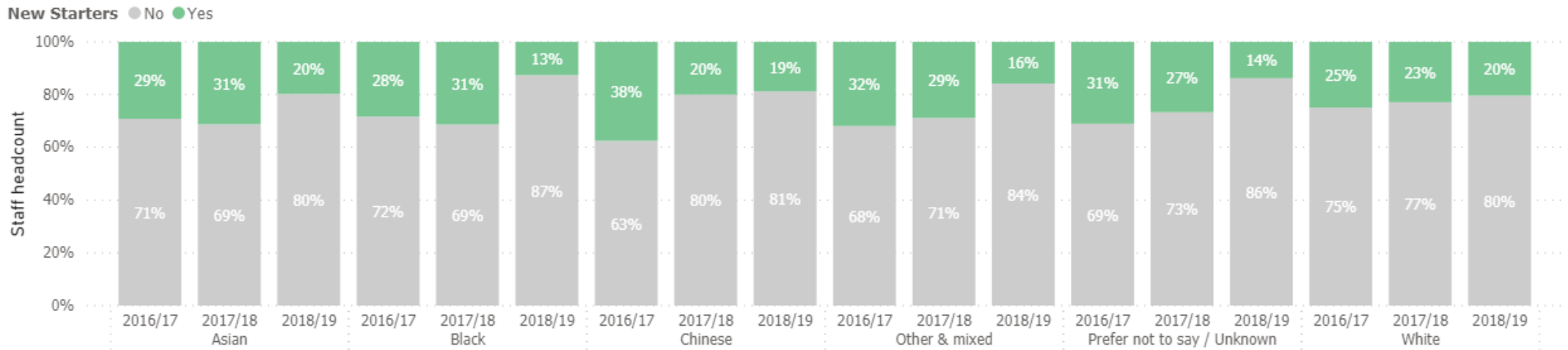
Figure 4b.44: PSS leavers by ethnicity (BME/white) over time

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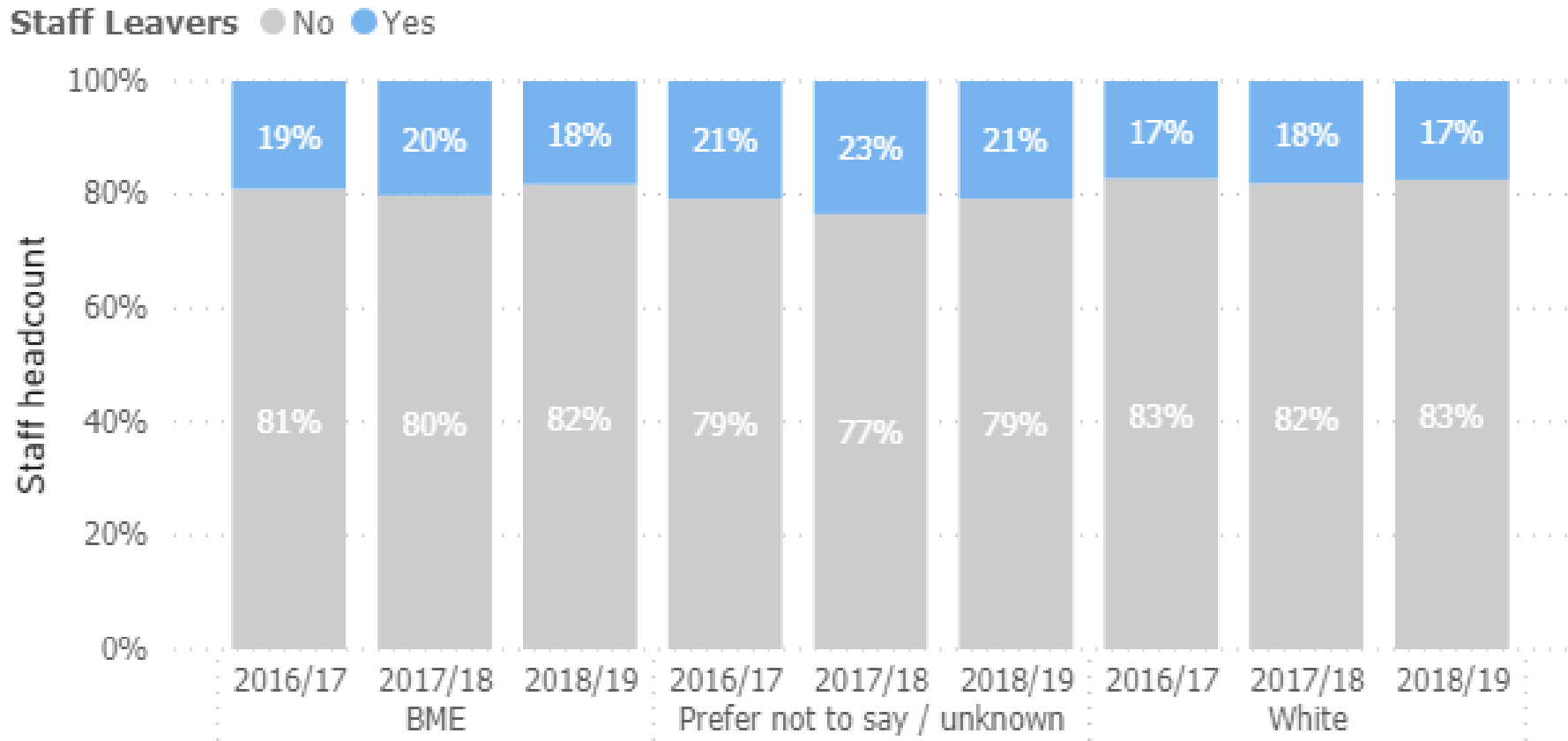
Section 4b Action Point Summary

Governance and Accountability

1.3.2 Introduce KPIs via Balanced Scorecard for PSS directorates

1.10.1 Develop PSS EDI maturity matrix

Building Capability around Race Equality

2.6.1 Campaigns to increase ethnicity disclosure and reduce prefer not to say

Attracting, Appointing and Investing in Talent – whole section and particularly

3.1.1 Phase 1 recruitment review and improvements

3.1.2 Phase 2 recruitment review and improvements

3.1.3 Improve insight into leavers

And see Section 4a actions

4c Grievances and disciplinaries

Please provide three years' data, and related analysis, commentary and actions, on:

the ethnic profile of individuals involved in grievance procedures

the ethnic profile of individuals involved in disciplinary procedures

whether the nature of any grievances and disciplinaries are race-related

These numbers are likely to be small, so collate all three years together

Staff Grievances & Disciplinaries at King's

A REAP 2015 key priority was challenging inappropriate behaviour and language alongside reviewing policies and procedures. Lack of systematic processes for collecting relevant grievance and disciplinary data were an issue.

This is a significant improvement since 2014/15 in data collection. (Figs. 4c.3&4, Tables 4c.1&2)

Of the grievances/disciplinaries recorded only two have been race-related. Therefore, we have relatively small numbers of grievances and disciplinaries compared to our overall population. The proportional demographics of those involved in grievances and disciplinaries is in line with our overall population.

We are mindful that low reporting is not indicative of a positive trend. We particularly note this in light of qualitative information (Fig 4c.1, 4c.5-7) where we see:

Figure 4c.1: Qlearsite Insight

Disparities in belief in whether complaints will be taken seriously

Worrying disparities in the levels of belief that BME staff compared to white in the questions around whether my opinions are valid in the workplace.

An unacceptably high proportion of people who have in the last 6 months, witnessed or experienced something inappropriate, with those most likely to have seen it being Asian or of mixed heritage.

Low levels of trust in senior management to do the right thing across our staff body.

2017 surveys indicate progress in reducing racist 'banter. We attribute this to introducing an anonymous disclosure platform and investment in the It Stops Here campaign (Fig. 3b.6) making clear that all forms of racism, bullying and harassment are unacceptable and providing individuals and managers with routes of redress and support.

Our focus groups and staff networks identify that whilst overt racism has largely been addressed, we have a culture of microaggressions and identify issues with how well our reporting and grievance systems are understood and trusted.

To address this, we will undertake further policy and resource development. (REAP 5.2.1, 5.1.1-4)

Table 4c.1: Staff grievances by ethnicity (detailed) since October 2018

Ethnicity	Headcount
Arab	1
Asian Or Asian British - Bangladeshi	1
Asian Or Asian British - Indian	1
Asian Or Asian British - Pakistani	2
Black Or Black British - African	2
Mixed - White And Black African	1
Not Known	2
White	21
White European	1
White Other	1
Grand Total	**33**

Figure 4c.3: Staff grievances by ethnicity (five-way split) since October 2018

Staff grievances by ethnicity (five-way split) since Oct 2018

■ White ■ Black ■ Asian ■ Chinese ■ Mixed ■ Other ■ Unknown/PNTS
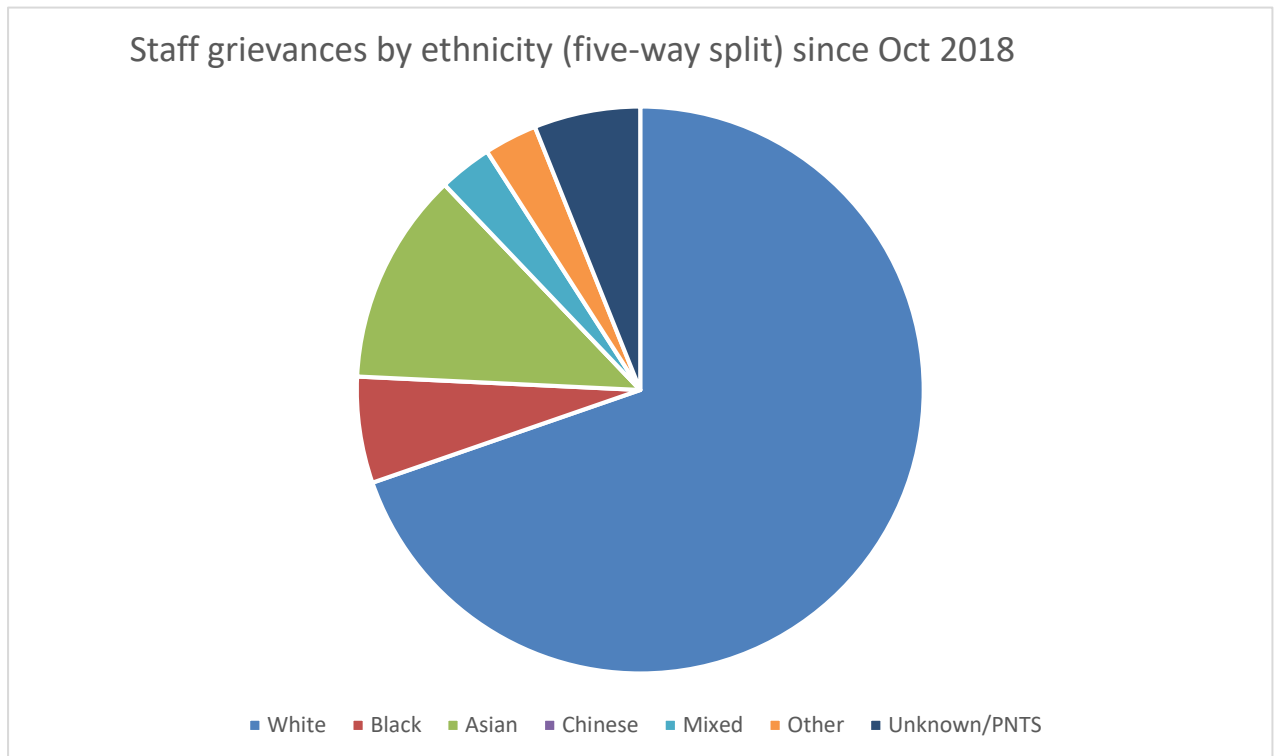
Table 4c.2: Staff disciplinaries by ethnicity (detailed) since October 2018

Ethnicity	Headcount
Asian Or Asian British - Bangladeshi	2
Asian Or Asian British - Indian	2
Latinx	1
Not Known	3
Prefer Not To Say	4
White	11
Grand Total	**23**

Figure 4c.4: Staff disciplinaries by ethnicity (five-way split) since October 2018

Staff disciplinaries by ethnicity (five-way split) since Oct 2018

■ White ■ Black ■ Asian ■ Chinese ■ Mixed ■ Other ■ Unknown/PNTS
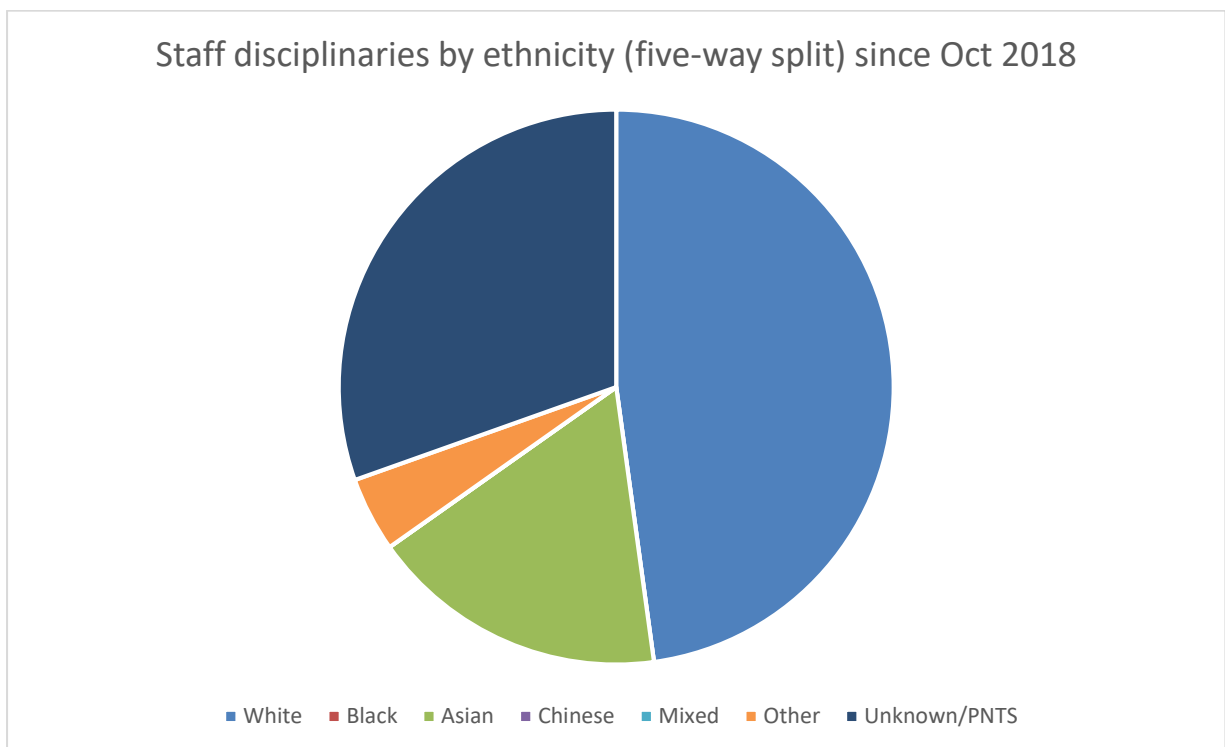
Qlearsite data

I am confident that if I raised a personal issue or a complaint that King's would take appropriate and timely action

Table 4c.3: answers for those who disagree

Black	Mixed	Other	Asian	White	PNTS
27%	28%	26%	24%	23%	39%

In the last 6 months, I have witnessed or experienced something that I felt was inappropriate

Table 4c.4: answers for those who disagree

Black	Mixed	Other	Asian	White	PNTS
23%	34%	31%	29%	27%	34%

I have felt unsafe at work

Table 4c.5: answers for those who disagree

Black	Mixed	Other	Asian	White	PNTS
26%	25%	24%	31%	21%	22%

Section 4c Action Point Summary
Building a Culture of Inclusion and Tackling Microaggressions 5.1.1-4 Tackling microaggressions 5.2.1: Continue to develop case management and communications approach

4d Decision-making boards and committees

Please provide details of the ethnic profile, and related analysis, commentary and actions, of your decision making boards and committees, including:

senior management team

board of governors/council

research and academic committees

key departmental decision-making bodies

Figure 4d.1: Decision making at King's

Our decision-making boards and committees comprise of:

Council | Innovation Committee | SMT | Academic Board
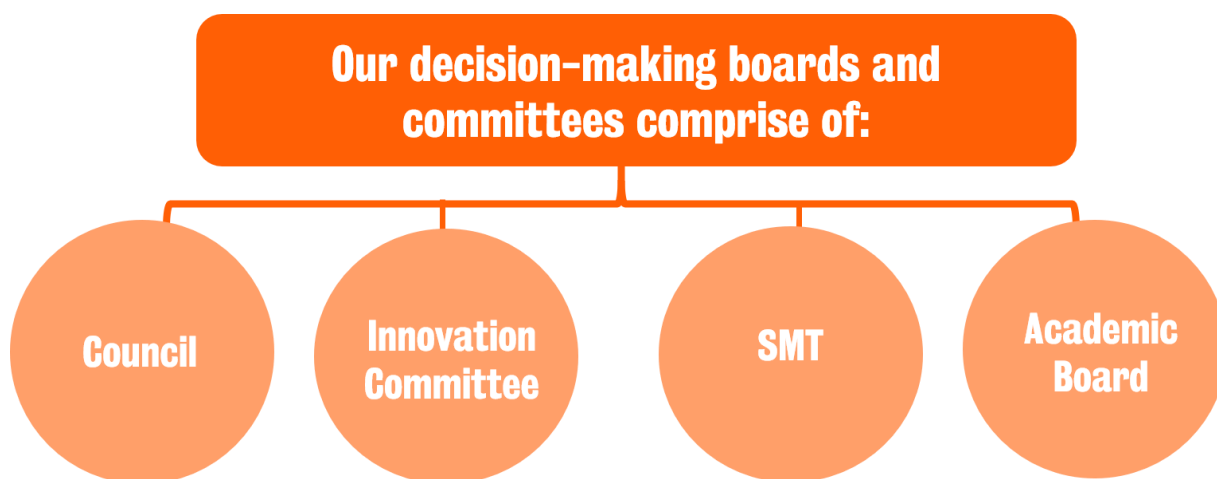
College Secretary focused on EDI in filling vacancies, including an EDI director briefing of search committees. This has led to an improvement in representation in Council. But there is still significant BME underrepresentation. Council, SMT and Academic Board receive a termly EDI report including race equality update and have regular in-depth EDI briefings.

Council and Subcommittees

Table 4d.1: Council and Sub-committees BME representation

Council and Sub-committees	Number of Members	Percentage BME
Council	18	11%
Finance	8	12.5%
Estates Strategy	5 (1 vacancy to be filled when candidate to improve committee diversity can be identified)	20%
Investment Sub-committee	5	20%
Audit Risk and Compliance	8	12.5%
Academic Board	74	17%

SMT

1) Comparative analysis of SMT with 2014/15 is problematic due to changes in the structure and organisation of King's such that there is not a sensible comparison group.
2) Significant cause for concern when we look at SMT direct reports: these are 85% white so the pipeline to feed SMT and Academic Board lacks ethnic diversity.
3) This data aligns with the information in the profile sections and with underrepresentation at senior grades being a significant issue. (REAP 1.2.1)

Boards and Committees of King's

Figure 4d.2: King's Committee Membership by ethnicity (BME/white), 2017/18

Council

Academic Board

President & Principal Professor Edward Byrne

Senior Vice President
Quality, Strategy & Innovation
Chris Mottershead

Vice President & Vice Principal
(Education)
Professor Nicola Phillips

Vice President & Vice Principal
(Research)
Professor Reza Razavi

Vice President & Vice Principal
(International)
Professor 'Funmi Olonisakin

Vice President & Vice Principal
(Service)
Professor Jonathan Grant

Vice President & Vice Principal
(London)
Baroness Bull

Assistant Principal
Academic Performance
Professor Ian Norman

Assistant Principal
Global Health
Professor Martin Prince

Academic Support

Provost / Senior Vice President
Health
Professor Sir Robert Lechler

Executive Dean
Dental Institute
Professor Mike Curtis

Executive Dean
Florence Nightingale Faculty
of Nursing & Midwifery
Professor Ian Norman

Executive Dean
Faculty of Life Sciences
& Medicine
Professor Richard Trembath

Executive Dean
Institute of Psychology,
Psychiatry & Neuroscience
Professor Ian Everall

Provost / Senior Vice President
Arts & Sciences
Professor Evelyn Welch

Executive Dean
Faculty of Arts & Humanities
Prof Marion Thain

Executive Dean
The Dickson Poon School of Law
Professor Gillian Douglas

Executive Dean
Faculty of Natural &
Mathematical Sciences
Professor Michael Luck

Executive Dean
Faculty of Social Science
& Public Policy
Professor Frans Berkhout

Executive Dean
King's Business School
Professor Stephen Bach

Senior Vice President Operations
Chris Mottershead (Interim)
Steve Large (Incoming March 2020)

Professional Services Support

Director
Estates & Facilities
Nick O'Donnell

Director
External Relations
Maxine Taylor

Director
Human Resources
Brent Dempster

Chief Information Officer
Information Technology
Nick Leake

Operations Director
Research & Researchers
Martin Kirk

Director
Students & Education
Darren Wallis (Interim)

Dean (acting)
Dean's Office/Chaplaincy
Tim Ditchfield

College Secretary
Irene Birrell

CFO
Finance
Annie Kent (Interim)

Executive Director
Fundraising & Supporter
Development
Jennie Younger

Director
Strategy, Planning &
Analytics
Bronwyn Parcell (Interim)

Academic Leadership
Academic Support
Professional Services Support

— Direct reporting line to President & Principal for specific functions
---- A collegiate relationship either for service delivery or oversight of quality issues
* Quality oversight including for TEF and REF is delegated by the Principal to SVP (Quality, Strategy & Innovation)".

● BME
● White

Figure 4d.3: King's Senior Leadership BME/non-BME
This graphic was created prior to Professor Bashir Al-Hashimi's appointment as Executive Dean NMS

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Section 4d Action Point Summary
Accountability and Governance 1.2.1: Continue to diversify decision making bodies. Continue programme of EDI education for decision making bodies

4e Equal pay

Provide details of equal pay audits conducted over the past three years by ethnicity (by specific ethnic group as far as possible) and actions taken to address any issues identified.

King's Equal Pay Audit (ethnicity)

Figure 4e.1: Pay reporting by gender and ethnicity (BME/White), 2019

Mean Pay by Gender and ethnicity (BME/White)
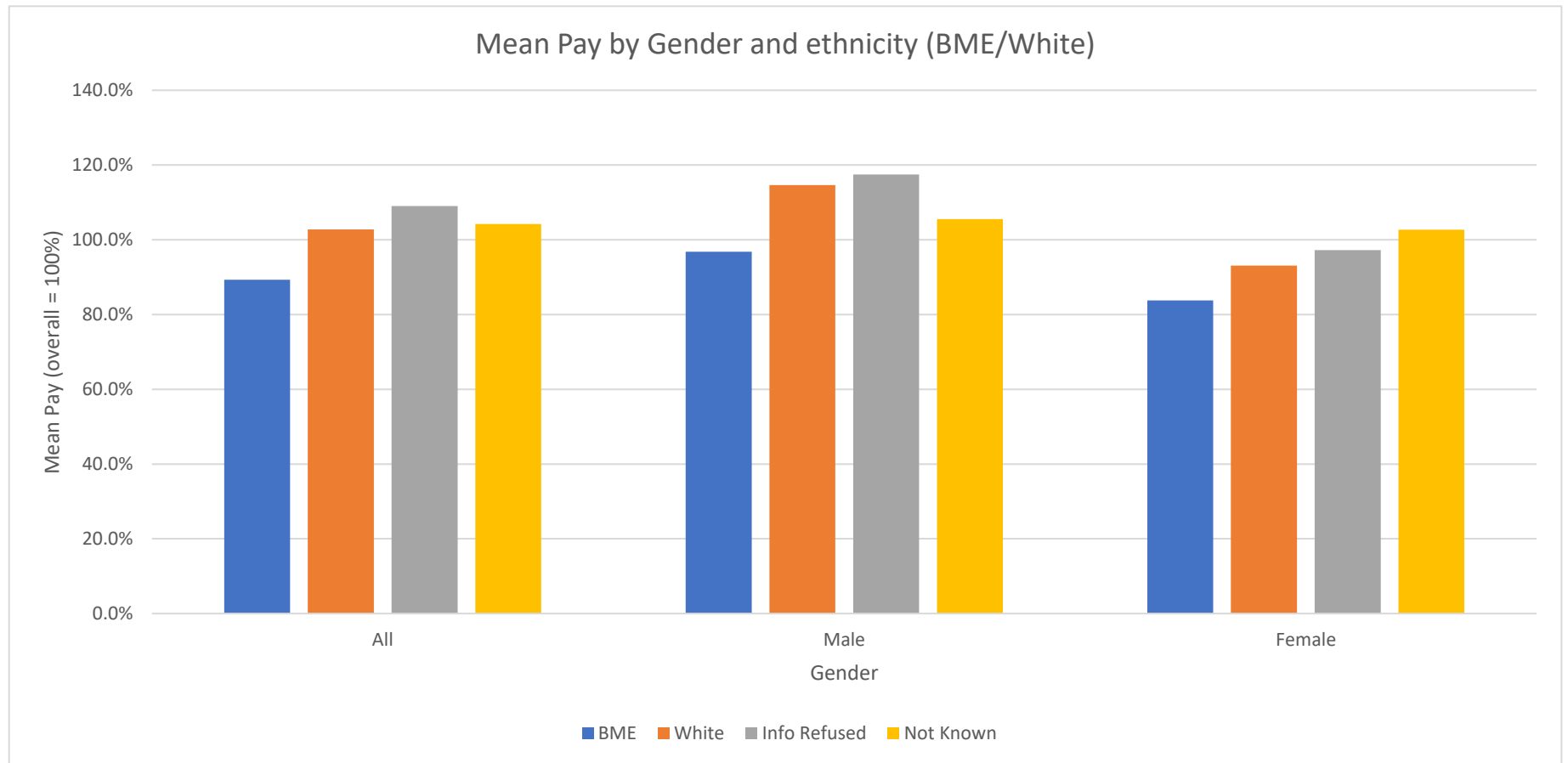
Figure 4e.2: Pay reporting by gender and ethnicity (five-way split), 2019
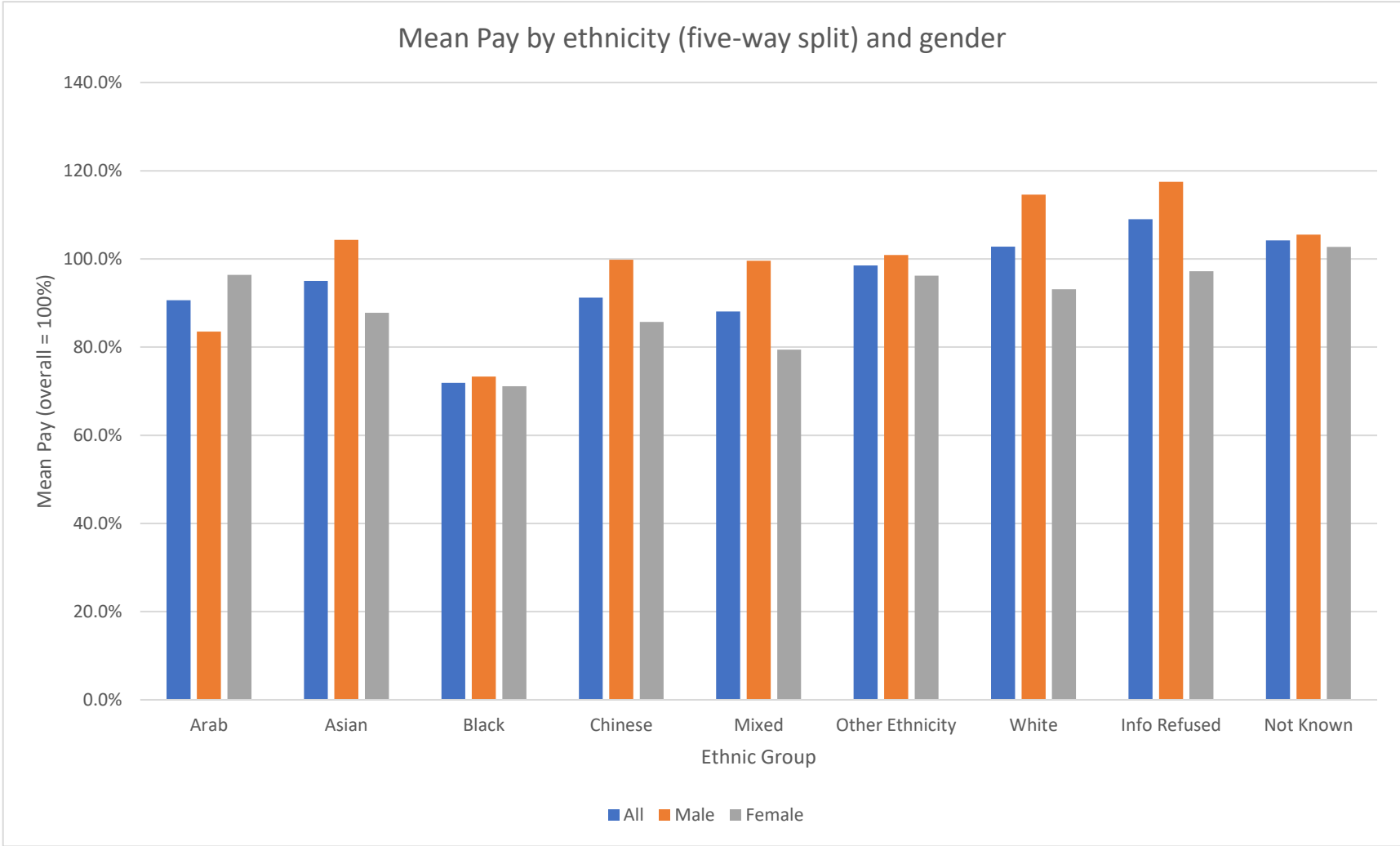
2019: Gender and ethnicity (five-way split) equal pay analysis conducted on single spine point system. (excludes readers, professors, ALC6). A separate analysis segmented these roles to reflect the level of responsibility held. The audit identified no significant equal pay gaps. Disparities were noted to arise from external appointment starting salaries being higher than those advancing internally. (Fig 4.e. 1&2)

Since 2018, King's has published its ethnicity pay gap alongside statutory gender pay gap reporting. The mean ethnicity gap (BME/white) is 13.2% and the median was 9.4% The primary cause of this is underrepresentation in more senior roles. (REAP 2.5.1)

Figure 4e.3: Ethnicity Pay Gap Progress

To tackle ethnicity pay gaps, we have:

Established annual reporting timetable

Commissioned research into the causes of pay gaps (gender/ethnicity) at King's

Established professorial pay framework for (non-clinical) professors so it:

- Clearly articulates mechanism for pay progression.

- Benchmarks salary against external market.

Establishing the framework included reviewing existing salaries and adjusting to parity.

Fig 4e.3 shows actions to date, in 2020 there are two areas of concern:

- The number of employees choosing not to disclose their ethnicity (REAP 2.6.1)
- Relatively low pay of BME employees in ALC6 roles, especially those who are either Black or of mixed race. (REAP 2.5.2)

Qualitative research undertaken into the causes of pay gaps at Kings was part of our 2015 commitment to improve our policies, processes and practices This identified the most

significant influence on people's experience and driver for workplace representation is the quality of the line manager. (REAP 3.5.1)

Section 4e Action Point Summary
Building Capability around Race Equality 2.5.1 Annual publication of the ethnicity pay gap 2.5.2 Close the ethnicity pay gap 2.6.1 Campaigns to increase ethnicity disclosure and reduce prefer not to say **Attracting, Appointing and Investing in Talent** 3.5.1 Improve management capability and consistency of practice in relation to Race Equality

5 Academic staff: recruitment, progression and development

Where possible for sections 5 please provide the data for each academic faculty. Please also provide a brief overview statement from the head of each faculty, setting out their reaction to the data and priorities for action.

5a Academic recruitment

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK applicants:

- applying for academic posts
- being shortlisted/invited to interview for academic posts
- being offered academic posts

Where possible, please provide the data for each academic faculty.

Please provide information on the institution's recruitment processes.

– How are minority ethnic individuals, where underrepresented, encouraged to apply and accept offers?
– What is done to try to identify and address biases within the processes?

Section 5 Headlines
• BME academic applicants are in line with London population, but attraction of Black and Chinese candidates is low and requires focussed attention.
• There are marked disparities in outcomes. White candidates are significantly more likely to succeed (White, 50% of applicants compared to 70% of hires, BME 40% of applicants 25% of hires).
• STEMM subjects see more success for BME candidates than other disciplines.
• Significant HR investment has improved data and insight into recruitment.
• Academic and BME take up of leadership and training offer was low. Review and intervention increased academic and BME participation.
• Appraisal information is not available by ethnicity, but qualitative insight gives clear indications of disparities for BME staff.
• Recruitment, training and appraisal disparities demonstrate internal structural racism, with issues of talent identification being a barrier to recruitment and progression of BME people. This is particularly for Black and Chinese staff.
• Positively, our promotions now sees academic staff of all ethnicities equally likely to achieve promotion. BME staff are represented comparably in the proportions of those who apply and those who achieve success.
• There will be future focus on systematically identifying and supporting BME talent.
• Significant increase in BME representation in ECRs 2018/19 25% compared to 14%), and our Research Strategy identifies measures to improve the BME ECR pipeline, retention and progression.

Academic Recruitment Process at King's

Figure 5a.1: Academic Recruitment Process at King's
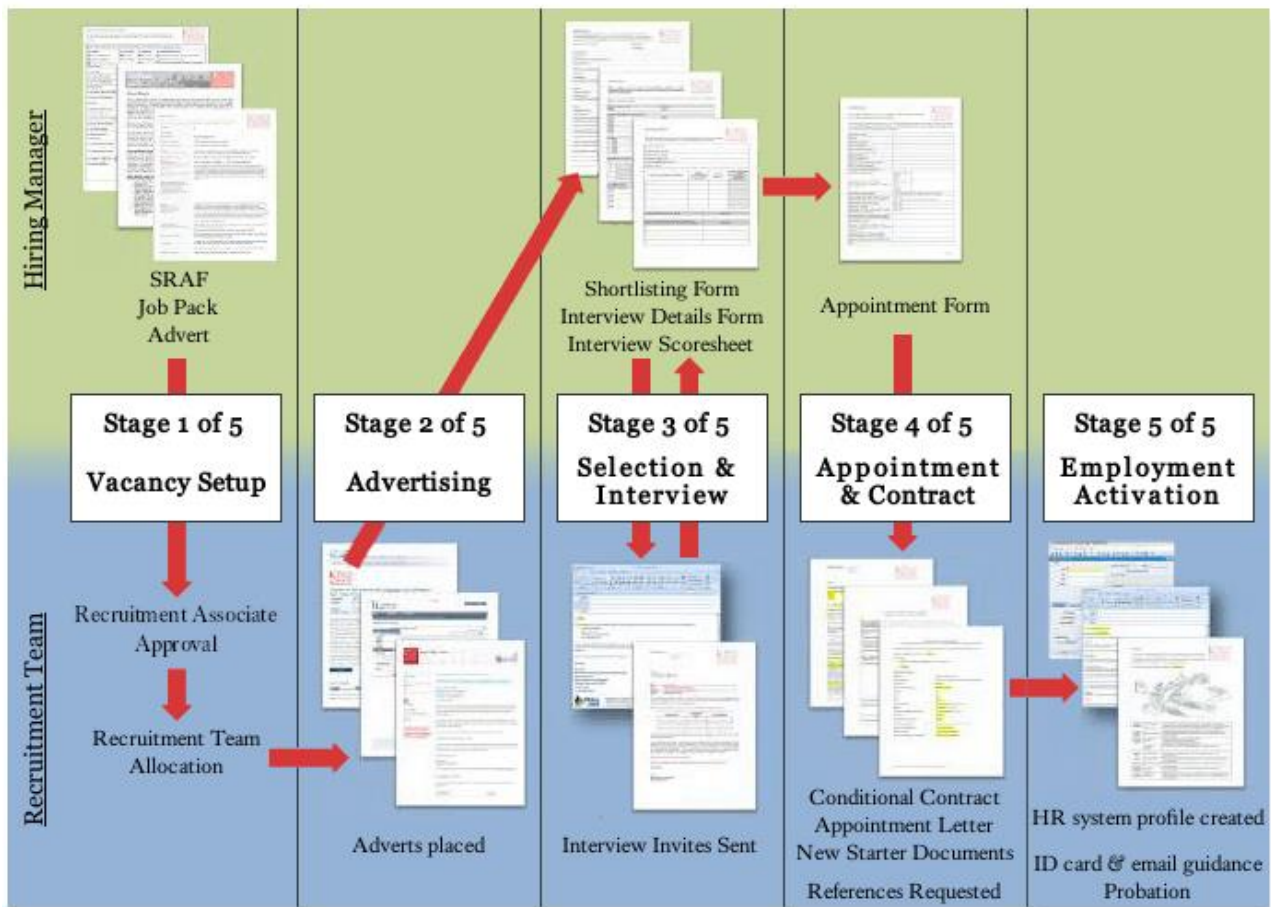
King's Wide Applications (Fig. 5a.4)

Fig 5a.1 outlines the academic recruitment process.

Application for academic roles from BME people has increased from 31% in 2016/17 to 40 % in 2018/19, which may demonstrate a marked improvement in the attraction of BME talent or more likely the new platform has given more applicants particularly BME candidates encouragement and ability to disclose. This data improvement evidences our HR reforms and transformation's benefits for BME people and King's.

Analysis of applications by ethnicity (2018/19) indicates that across King's:
- 14% of applications come from Asian applicants,
- 4% from Black applicants,
- 5% from Chinese applicants,
- 4% from Mixed groups, and 5% from Other ethnic background(s),
- 57% of applications received by King's are from White applicants.

The ethnic make-up of applicants varies greatly from faculty to faculty. Notable successes include a higher level of applications to DPSL and FNFNMPC from Black applicants (10% and 11%, 2017/18).

At application, BME people are generally better represented in STEMM subjects than other disciplines; the increase in proportion of BME applicants is largely attributed to these faculties. Our most diverse faculties are more attractive to BME candidates highlighting the importance of role models and BME visibility.

King's Wide Shortlisting (Fig. 5a.5)

Just less than a third of all shortlisted academic applicants are BME (30% in 2018/19). This is a significant proportion and has increased (+6%) over the period. However, this shows a 10% decline compared to applications. (REAP 3.1.1))

King's Wide Hiring (Fig. 5a.6) (REAP S.3)

From shortlist to hire we see a further 5% drop in the proportion of BME candidates succeeding; White applicants have an increasing success rate over the course of the process.

At each stage, White applicants progress in greater proportions than Asian, Black, Chinese, Mixed, and Other applicants. Chinese applicants are appointed in similar proportions to the applications received from this group. All other groups under the BME umbrella are under-represented in terms of the proportion of applications to hires.

Looking at the process as a whole, we see 40% BME applicants converts to only 25% hires. This is a significant and worrying issue indicating systemic racism. This 'success gap' by ethnicity (BME/White) reflects staff concerns about King's capacity to manage fair and transparent recruitment. Overall, it tells a story of bias against BME applicants, that whiteness is seen as a norm at King's and those who are not White are less likely to be viewed as 'appointable'. This all contributes to our 'stubborn issue' of senior BME underrepresentation needs focused attention in REAP 2020

For qualitative information we rely on RES (2017) showing BME staff having less confidence than their White counterparts that recruitment and selection is fair and transparent (-18%). This insight was collated *prior* to recruitment platform reforms. (Fig. 5a.4 & 5a.8&9)

Faculty Reflections - Natural & Mathematical Sciences

We are developing a new Department of Engineering. We used King's Search to target talent in hard-to-recruit areas at professorial levels. The search criteria paid particular attention to ensuring a diverse and inclusive candidate field and has enjoyed consistent success including the appointment of Professor Bashir Al Hashimi as Executive Dean. (Fig.5a.2)

Figure 5a.2: Screenshot of the King's communication of the appointment of Professor Al-Hashimi

Professor Bashir M. Al-Hashimi to lead Natural & Mathematical Sciences

Professor Bashir M. Al-Hashimi CBE FREng has been appointed as the new Executive Dean of Faculty of Natural & Mathematical Sciences (NMS). He will take up his post from April 2020.

Recruitment Systems and Transformation 2015 – 2020

Figure 5a.3: New careers platform at King's
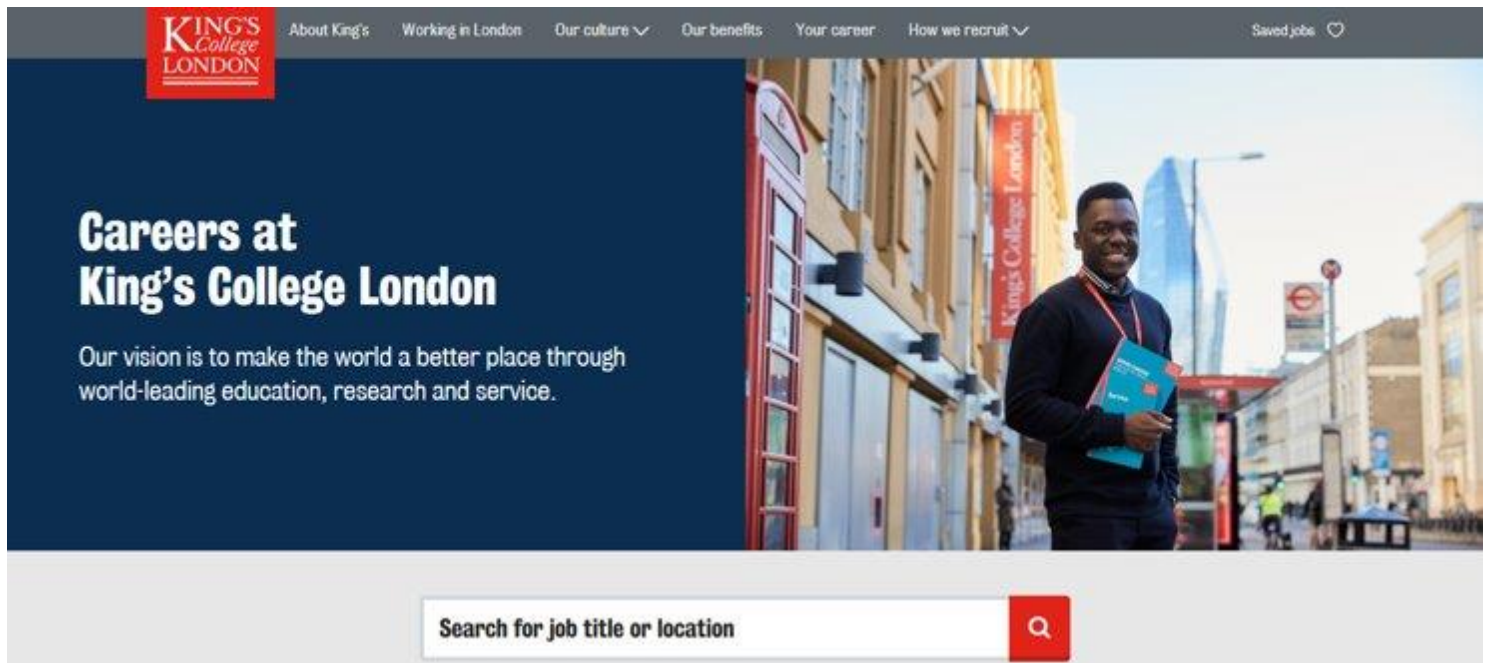
A key weakness identified in REC 2015 was that HR/people data was poor specifically around staff recruitment and selection.

- £11.2 M investment in HR including implementation of a new platform (2018) and recruitment portal (2020) resulted in overall positive effect on our data collection and new insight into candidae perception and a clearer idea of the talent pool and pipeline and improving candidate experience/information (Fig.5a.3) (REAP 3.1.2).
- Capturing the breadth of equalities information for every application and campaign.
- Transition phase with some operational glitches; recruitment and selection data 2016/17 to 2017/18 was not fully captured (data for these years is 25% sample of campaigns these years rising to 100% (2018/19). (Applies for S6 too).
- Further phases roll out in July so do not yet have the full benefits.
- EDI have worked with the Digital Services Team to integrate EDI aspects and to ensure any bias conscious or unconscious was addressed in system and operation design.
- Updated (2018) imagery to represent a broad range of staff and encourage applications from ethnic minority groups.
- In 2016, advertisement language switched focus from joining "the very best" to "making a difference" to encourage more diverse applicants.
- Chairs of appointment panels were given responsibility to assemble balanced and representative interview panels, for example by encouraging minority/under-represented groups to become panel members.
- 2017 DMT for Managers (mandatory for those involved in recruitment). (REAP 5.4.1)

Diversity Matters for Managers insight
Diversity Matters for Managers covers the management of a fair and transparent recruitment process, including a case study on race (in)equality to build management capability and awareness.

On average 32% of interview panels (academic and PSS) (Fig. 5a.7) include at least one panellist who is BME. FoDOCs, FoLSM and DPSL more consistently have BME panel representation and the disparities in their recruitment performance are less. This indicates a positive relationship between diverse panel representation and BME hires. We will seek to make this good practice consistent throughout our recruitment addressing systemic barriers. (REAP S.3)

Future actions and focus (REAP S.3)

Notwithstanding these improvements, looking at the process as a whole, we see 40% BME applicants converts to only 25% hires. There is clearly an issue with practice and process, rather than reflecting negatively upon applicants themselves. This is a significant and worrying issue indicating systemic racism. This 'success gap' by ethnicity (BME/white) reflects staff concerns about King's capacity to manage fair and transparent recruitment.

Overall, it tells a story of bias against BME applicants, that whiteness is seen as a norm at King's and those who are not white are less likely to be viewed as 'appointable'. This all points to structural disadvantage contributing to our 'stubborn issue' of senior BME underrepresentation needs focused attention in REAP 2020. We will continue the training but recognise more impactful, wide ranging approach is needed to better educate and support those undertaking recruitment as well as putting in place stronger monitoring and challenge.

The digital HR platform increases our capacity to interrogate and improve the process. HR are undertaking an end to end review of recruitment commencing July 2020 to address the disparities further. The issue is most pronounced at shortlisting stage. We need interventions and reforms to increase the fairness of the process for BME applicants. (REAP S.3)

Figure 5a.4: Survey Quote

> *"I would like to do blind shortlisting and have more diverse panels, but often the infrastructure cannot support this, and panels need to be put together quickly. The paperwork is onerous so not all submit shortlisting grids and interview feedback - just the Chair does."* - White staff member

King's Executive Search

Figure 5a.5: Executive search process

Search committee and Panel composition

Agree Search Committee and Interview Panel composition to ensure diversity.

Include student or external representation to ensure fairness and transparency.

Desk Based Research

Research to identify candidates from diverse backgrounds (gender and race).

Broadening advertising strategy to target candidates from diverse backgrounds (gender and race).

Coordinate Informals

Coordinate informal meetings with stakeholders evaluate candidates' commitment to diversity

Utilise other metrics of assessment, including written assessment and psychometric testing

Personalised support to each candidate to guide them through the process and any barriers

Senior posts may be recruited via King's Search, our in-house executive search team created in 2017, partly to bring greater EDI focus. (Fig. 5a.5) Exec Search have supported the recruitment of 27 academic senior leaders in 2020, including the high-profile appointment of Professor Al-Hashimi in NMS (REAP 3.1.3)

Academic Staff Recruitment Data

Table 5a.1: Academic recruitment by stage of process by ethnicity by faculty (BME/white), 2016/17

Applicants

2016-17	BME		Unknown		White	
A&H	524	17%	341	11%	2256	72%
FoDOCS	143	44%	45	14%	135	42%
FNFNMPC	147	31%	59	12%	272	57%
FoLSM	1671	39%	477	11%	2107	50%
IoPPN	1375	29%	489	10%	2811	60%
KBS	411	43%	117	12%	432	45%
DPSL	101	23%	57	13%	289	65%
NMS	751	36%	303	15%	1028	49%
SSPP	769	31%	335	13%	1407	56%
Grand Total	**5965**	**31%**	**2256**	**12%**	**10856**	**57%**

Shortlisted Applicants

2016-17	BME		Unknown		White	
A&H	31	18%	25	14%	117	68%
FoDOCS	9	28%	6	19%	17	53%
FNFNMPC	16	20%	11	14%	52	66%
FoLSM	127	32%	50	13%	215	55%
IoPPN	75	18%	58	14%	290	69%
KBS	15	35%	3	7%	25	58%
DPSL	3	8%	6	15%	30	77%
NMS	60	32%	29	15%	99	53%
SSPP	26	20%	22	17%	84	64%
Grand Total	**363**	**24%**	**212**	**14%**	**936**	**62%**

Hired Applicants

2016-17	BME		Unknown		White	
A&H	8	15%	2	4%	44	81%
FoDOCS	6	40%	1	7%	8	53%
FNFNMPC	7	23%	1	3%	22	73%
FoLSM	50	27%	5	3%	131	70%
IoPPN	37	25%	4	3%	110	73%
KBS	5	38%			8	62%
DPSL	1	11%	1	11%	7	78%
NMS	23	39%	4	7%	32	54%
SSPP	12	23%	4	8%	37	70%
Grand Total	**151**	**26%**	**22**	**4%**	**402**	**70%**

Table 5a.2: Academic recruitment by stage of process by ethnicity by faculty (BME/white), 2017/18

Applicants

2017-18	BME		Unknown		White	
A&H	377	19%	228	11%	1388	70%
FoDOCS	63	54%	9	8%	44	38%
FNFNMPC	64	35%	13	7%	108	58%
FoLSM	1076	44%	251	10%	1107	45%
IoPPN	1070	31%	234	7%	2156	62%
KBS	304	44%	70	10%	324	46%
DPSL	107	34%	44	14%	167	53%
NMS	598	41%	217	15%	659	45%
SSPP	671	29%	277	12%	1399	60%
Grand Total	4438	33%	1390	10%	7696	57%

Shortlisted Applicants

2017-18	BME		Unknown		White	
A&H	6	11%	2	4%	49	86%
FoDOCS	8	53%			7	47%
FNFNMPC	7	29%	1	4%	16	67%
FoLSM	3	15%			17	85%
IoPPN	72	22%	5	2%	248	76%
KBS	2	29%			5	71%
DPSL					2	100%
NMS	10	42%	3	13%	11	46%
SSPP	20	24%	3	4%	62	73%
Grand Total	128	23%	14	3%	417	75%

Hired Applicants

2017-18	BME		Unknown		White	
A&H	7	13%	6	11%	41	76%
FoDOCS	8	67%			4	33%
FNFNMPC	5	31%			11	69%
FoLSM	38	23%	14	8%	113	68%
IoPPN	22	18%	8	6%	95	76%
KBS	5	28%	2	11%	11	61%
DPSL	1	8%	1	8%	10	83%
NMS	12	38%	2	6%	18	56%
SSPP	20	33%	3	5%	37	62%
Grand Total	118	24%	37	7%	345	69%

Table 5a.3: Academic recruitment by stage of process by ethnicity by faculty (BME/white), 2018/19

Applicants

2018-19	BME		Unknown		White	
A&H	313	19%	146	9%	1204	72%
FoDOCS	161	58%	16	6%	103	37%
FNFNMPC	79	43%	5	3%	101	55%
FoLSM	1553	51%	119	4%	1368	45%
IoPPN	1516	37%	146	4%	2399	59%
KBS	520	49%	35	3%	510	48%
DPSL	160	32%	40	8%	300	60%
NMS	805	53%	105	7%	603	40%
SSPP	733	34%	143	7%	1306	60%
Grand Total	5840	40%	755	5%	7894	54%

Shortlisted Applicants

2018-19	BME		Unknown		White	
A&H	25	13%	14	7%	151	79%
FoDOCS	49	49%	9	9%	42	42%
FNFNMPC	17	30%	1	2%	39	68%
FoLSM	241	38%	27	4%	365	58%
IoPPN	173	28%	16	3%	425	69%
KBS	25	26%	5	5%	67	69%
DPSL	23	30%	5	7%	48	63%
NMS	67	34%	12	6%	120	60%
SSPP	40	18%	14	6%	166	75%
Grand Total	660	30%	103	5%	1423	65%

Hired Applicants

2018-19	BME		Unknown		White	
A&H	5	10%	1	2%	43	88%
FoDOCS	14	35%	3	8%	23	58%
FNFNMPC	3	21%	1	7%	10	71%
FoLSM	66	34%	8	4%	118	61%
IoPPN	40	24%	7	4%	123	72%
KBS	4	12%	2	6%	27	82%
DPSL	4	24%		0%	13	76%
NMS	15	24%	5	8%	42	68%
SSPP	9	15%	2	3%	49	82%
Grand Total	160	25%	29	5%	448	70%

Recruitment stages – Faculty Level

Some faculties deviate significantly from King's 2018/19 mean (40%):
- A&H (19%),
- FoDOCS (58%),
- FoLSM (51%),
- KBS (44%), and
- NMS (53%).

There is cause for concern for A&H which attracts and shortlists a significantly lesser proportion of BME candidates. Candidate success rates by ethnicity from shortlisting to hire are broadly similar, although RELA note unfavourable trends in FoDOCS, KBS, NMS. (REAP 1.10.1 & S.3)

Faculty Reflection – Applications – Arts & Humanities
We need to address low applications from BME people and the overall lack of ethnic diversity of our disciplines. We've invested in new posts to attract BME academics, African Literature and Philosophy of Race are priorities for 2019-20. We're tackling systemic bias with a Faculty BME Recruitment Working Group with oversight of job descriptions and panel processes to ensure greater equity.

Faculty Reflection – BME Recruitment – Social Sciences & Public Policy
Recognising our problem and need to address our staff ethnic diversity we established an EDI committee, meeting monthly, two of its six workstreams being PS and Academic recruitment developing an EDI culture and we have started to see some progress in these areas.

Faculty Reflections – Faculty of Dentistry, Oral & Cranio-facial Sciences
We've been making a conscious effort to attract diverse staff to represent our students seeking recruitment of BME academics, supported by faculty uptake of DMT since 2017. Our recently appointed academic EDI lead will support and challenge us more to address issues of race equality, including those identified in academic recruitment.

Faculty Reflections – Dickson Poon School of Law
We are disturbed by the significantly higher proportion of White applicants (83%) recruited to academic roles than are applying (53%). We will investigate this to identify issues with process and policy, and so better support BME applicants to succeed. We welcome the new, university-wide EDI support to develop and implement necessary interventions.

Faculty Reflections – Institute of Psychiatry, Psychology & Neuroscience
We have a success gap that BME applicants face and have created a Pay, Recruitment and Promotion Working Group including a Race Equality Co-Champion. The Working Group will oversee local academic recruitment processes focusing on the disadvantages that BME staff face.

Faculty Reflections – Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care
We get a high proportion of applications from BME staff, but we are failing to appoint in similar proportions to their White counterparts. We will work with HR to better scrutinise recruitment campaigns and intervene where shortlist proportions drop significantly. We will also ensure all staff involved in interviewing attend Diversity Matters Training.

Table 5a.4: Academic applications by ethnicity by faculty (five-way split), 2018/19

2018-19	Asian		Black		Chinese		Mixed		Other		White		Not Known/Info Refused	
A&H	75	4%	34	2%	70	4%	91	5%	107	5%	1388	70%	228	11%
FoDOCS	33	28%	5	4%	7	6%	11	9%	7	6%	44	38%	9	8%
FNFNMPC	23	12%	20	11%	5	3%	8	4%	8	4%	108	58%	13	7%
FoLSM	585	24%	125	5%	137	6%	89	4%	140	6%	1107	45%	251	10%
IoPPN	440	13%	211	6%	117	3%	188	5%	114	3%	2156	62%	234	7%
KBS	109	16%	30	4%	105	15%	21	3%	39	6%	324	46%	70	10%
DPSL	35	11%	32	10%	10	3%	16	5%	14	4%	167	53%	44	14%
NMS	277	19%	29	2%	160	11%	55	4%	77	5%	659	45%	217	15%
SSPP	264	11%	99	4%	77	3%	106	5%	125	5%	1399	60%	277	12%
Grand Total	**1893**	**14%**	**597**	**4%**	**697**	**5%**	**604**	**4%**	**647**	**5%**	**7696**	**57%**	**1390**	**10%**

Table 5a.5: Academic shortlists by ethnicity by faculty (five-way split), 2018/19

2018-19	Asian		Black		Chinese		Mixed		Other		White		Not Known/Info Refused	
A&H			1	2%			2	4%	3	5%	49	86%	2	4%
FoDOCS	2	13%	1	7%	1	7%	2	13%	2	13%	7	47%		
FNFNMPC	1	4%	2	8%	1	4%	2	8%	1	4%	16	67%	1	4%
FoLSM	3	15%									17	85%		
IoPPN	19	6%	15	5%	13	4%	18	6%	7	2%	248	76%	5	2%
KBS					2	29%					5	71%		
DPSL											2	100%		
NMS	3	13%	2	8%	4	17%	1	4%			11	46%	3	13%
SSPP	10	12%	3	4%	1	1%	3	4%	3	4%	62	73%	3	4%
Grand Total	**38**	**7%**	**24**	**4%**	**22**	**4%**	**28**	**5%**	**16**	**3%**	**417**	**75%**	**14**	**3%**

Table 5a.6: Academic hires by ethnicity by faculty (five-way split), 2018/19

2018-19	Asian		Black		Chinese		Mixed		Other		White		Not Known/Info Refused	
A&H	2	4%			2	4%			3	6%	41	76%	6	11%
FoDOCS	1	8%	1	8%	2	17%	2	17%	2	17%	4	33%		
FNFNMPC			3	19%	1	6%			1	6%	11	69%		
FoLSM	18	11%	3	2%	9	5%	2	1%	6	4%	113	68%	14	8%
IoPPN	8	6%	3	2%	6	5%	4	3%	1	1%	95	76%	8	6%
KBS	3	17%			2	11%					11	61%	2	11%
DPSL									1	8%	10	83%	1	8%
NMS	5	16%	1	3%	2	6%	4	13%			18	56%	2	6%
SSPP	7	12%	3	5%	1	2%	6	10%	3	5%	37	62%	3	5%
Grand Total	**44**	**9%**	**14**	**3%**	**25**	**5%**	**18**	**4%**	**17**	**3%**	**345**	**69%**	**37**	**7%**

Race Equality & Recruitment

Table 5a.7: Ethnic diversity of recruitment panels 2016/17, 2017/18 and 2018/19

Faculty (includes PSS)	At least one BAME member on the panel?																	
	2018/19						2017/18						2016/17					
	No		Yes		Total		No		Yes		Total		No		Yes		Total	
A&H	49	80%	12	20%	**61**		58	84%	11	16%	**69**		62	82%	14	18%	**76**	
FoDOCS	25	60%	17	40%	**42**		13	42%	18	58%	**31**		16	47%	18	53%	**34**	
FNFNMPC	28	82%	6	18%	**34**		34	65%	18	35%	**52**		37	74%	13	26%	**50**	
FoLSM	216	60%	143	40%	**359**		204	50%	200	50%	**404**		139	45%	167	55%	**306**	
IoPPN	163	71%	68	29%	**231**		165	59%	116	41%	**281**		151	64%	86	36%	**237**	
KBS	39	80%	10	20%	**49**		25	86%	4	14%	**29**		30	79%	8	21%	**38**	
DPSL	13	50%	13	50%	**26**		12	44%	15	56%	**27**		16	59%	11	41%	**27**	
NMS	58	77%	17	23%	**75**		50	71%	20	29%	**70**		44	59%	30	41%	**74**	
SSPP	71	68%	33	32%	**104**		61	55%	50	45%	**111**		78	62%	47	38%	**125**	
King's (includes PSS)	**927**	**68%**	**443**	**32%**	**1370**		**868**	**59%**	**607**	**41%**	**1475**		**839**	**62%**	**505**	**38%**	**1344**	

King's Staff Race Equality Surveys (2015/2017) by ethnicity (BME/white)

Table 5a.8: From what I have seen, King's undertakes recruitment and selection fairly and transparently.

	2015			**2017**		
Response	BME	White	Difference	BME	White	Difference
Agree	62%	71%	-9%	57%	75%	-18%
Disagree	20%	15%	5%	23%	16%	7%
Neither agree nor disagree	19%	14%	5%	15%	9%	6%

King's SES (2017) by ethnicity (five-way split)

Table 5a.9: I feel King's acts fairly regardless of background with regards to recruitment.

	Agree/tend to agree	**Disagree/tend to disagree**
Asian	88%	12%
Black	74%	16%
Mixed	82%	18%
Other	84%	16%
White	91%	9%
PNTS	79%	21%

Section 5a Action Point Summary
Attracting, Appointing and Investing in Talent 3.1.3 Diversify recruitment panels 3.2.1-3 Phase 2 recruitment review and improvements **Building a Culture of Inclusion and Tackling Unacceptable Behaviour including Microaggressions** 5.1.1-4 Tackling microaggressions 5.4.1 Continue DMT and develop new race specific training, particularly for managers

5b Training

Please provide race-specific information on the training available to academic staff including:

= courses related to management, leadership, and/or other opportunities linked to career progression

= the uptake of courses by ethnicity

= how training is evaluated

King's supports academic staff with a comprehensive learning and development (L&D) offer spanning academic careers and the employee lifecycle, including PGCAP, DMT and mentoring programmes. Overall training uptake by academic staff has increased and participation is line with overall staff proportions. Individual courses are evaluated via a variety of methods and seek learner feedback. A comprehensive Leadership and Learning review to evaluate products and approach was conducted in 2018/19.

Mentoring Programmes

We have a number of internal and partnered mentoring schemes, many that are developed locally. The King's wide scheme More Than Mentoring (Fig. 5b1.) and B-MEentor are our two flagship offers. (REAP 3.4.1, 3.4.3,3.6.1)

Figure 5b.1: More Than Mentoring

More than Mentoring

Building on the success of the previous Diversity Mentoring Scheme, More than Mentoring launched in September 2018

Scheme provides opportunity for under-represented demographics at King's to network and develop a community through training, workshops and events.

33% of participants in 19/20 scheme identified as BME (compared to 23% of King's staff identifying as BME), and 23% of participants in 19/20 scheme identified as BME women (compared to 14% of King's staff identifying as BME women)

External leadership development

Stellar HE

Stellar HE (Fig.5b.2) (REAP 3.6.1)

Aurora (gender-based leadership development) 2014-2019 had 71 participants. We do not an ethnicity breakdown.

Figure 5b.2: Stellar HE

Stellar HE Leadership Programme

Targeted at BME individuals, both Academic and PS, who aspire to senior leadership positions in Higher Education.

Since 2018 we have invested in 3 places a year, totalling £12,582.

In 2019, all three colleagues enrolled were academics, two are Black
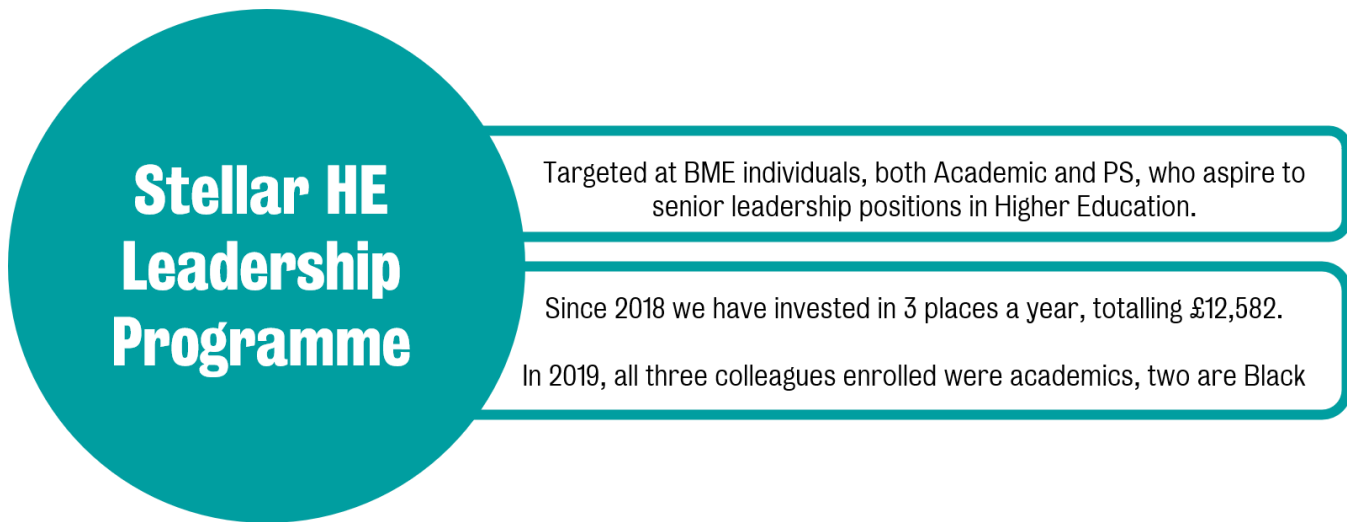
Internal leadership and development programmes

Over the period three leadership development programmes were piloted Figs. 5b.3-5:

Figure 5b.3: Aspiring Leaders

Aspiring Leaders

Aimed at Grades 4 to 6, to increase opportunities for more junior colleagues

Piloted in 2017/18 with 31 staff.

4 academic staff participated, and none were BME
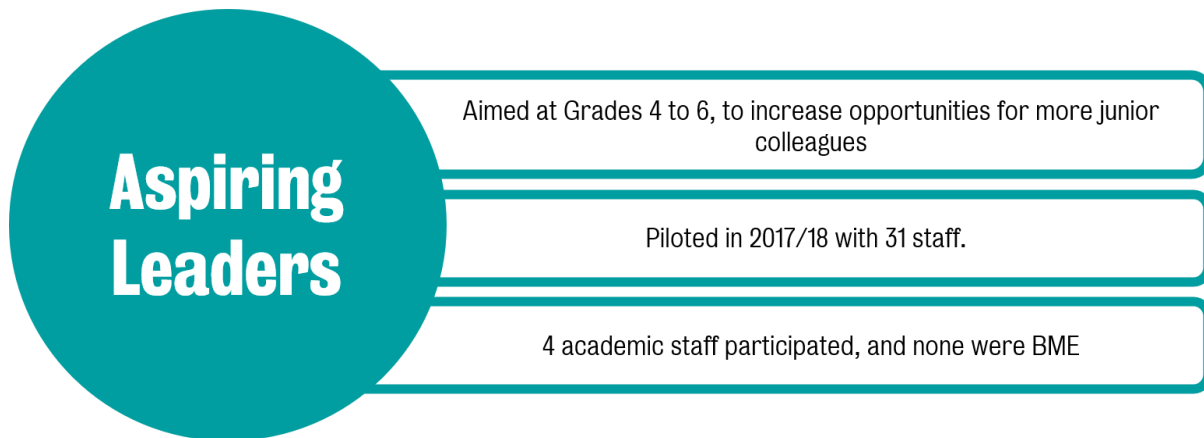
Figure 5b.4: Emerging Leaders

Emerging Leaders

Aimed at Grades 6 to 8, established in 2014/15 as King's' core leadership development offer

8 cohorts, with 142 alumni

23 academic staff participants (16 white, and 6 BME)
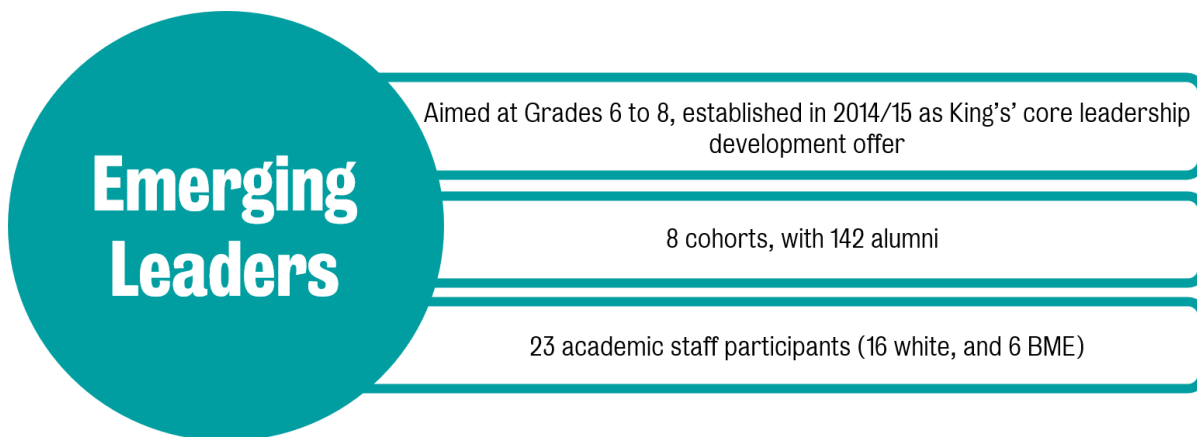
Figure 5b.5: Strategic Leaders

Strategic Leaders

For Grade 8 and above, piloted as an additional offer

Every ethnic group's attendance in the programme is below the benchmark, except for white and Other.

No black academic participants since 14/15.

87 alumni; 43 academic staff participants; 4 academic alumni were BME
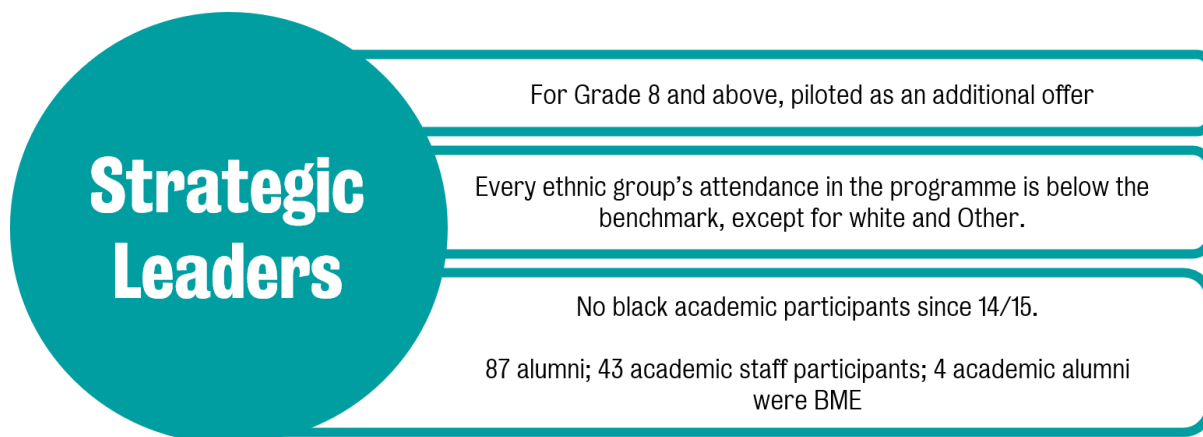
Outcomes (Figs 5b.1-11)

Aggregated analysis of these Programmes shows low academic and BME participation in early cohorts and no Black academic participation. (Fig. 5b.6) This led to review and rationalisation.
Aspiring Leaders and Emerging Leaders were combined into a single expanded programme and Strategic Leaders was paused pending a redesign.
The King's Leadership Passport Programme was introduced. Fig. 5b.7

Figure 5b.6: Survey Quote

> *"My line manager treats me differently to colleagues - I have been denied professional development opportunities as have a few other members of my team - the one thing we have in common is we are BME."* – BME staff member

The quantitative data from the pilots of the leadership programmes aligns with the qualitative information that there is significant disparity in development opportunities for BME, most notably for Black academic staff. To address the BME under participation a number of actions were taken:

- Adapting the way, the schemes were advertised.
- Guidance and briefing for local managers via HR people partners.
- Revised application and selection processes.

The later cohorts have shown a positive trend with a significant increase in academic and BME participation.

Figure 5b.7: King's Leadership Passport Programme

King's Leadership Passport Programme

A flexible learning programme aimed at managers across King's as part of the Leadership and Development Framework.

Focussed on 5 key themes: HR/ People Management; Creating a Safe & Positive Environment; Building High Performing Teams; Managing through complexity; Financial & Business Acumen.

Academic take up has been low.
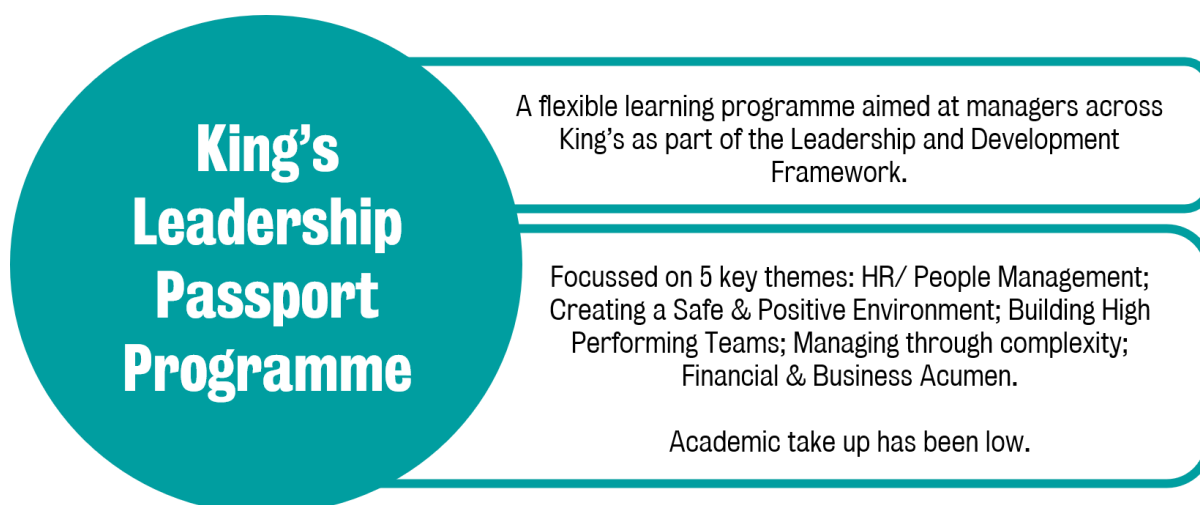
Looking at academic learning and development overall, we had a superficially positive picture for BME staff but clearly issues arose in terms of wider leadership development. Black staff and staff who PNTS lack confidence in their manager's support in pursuing learning and development. (SES 51% of Black staff, Qlearsite confirmed there were still significant disparities in perception in 2019 where BME staff feel access to opportunities is less fair

From this we can infer the likelihood that BME staff are not seen as leaders and their skills and contributions are not recognised. Our focus will need to shift to line managers and increasing their knowledge of racism, whiteness, White privilege as these are the likely barriers to BME participation Our investment in StellarHE is positive and will continue but we recognise that the three places per year is not a sufficient response to the overall systemic problems identified (REAP 3.5.1, 3.6.1).

Table 5b.1: Academic staff learning and development participation by ethnicity (BME/white)

Ethnicity (% of academic staff 2018/19)	2018-19		2017-18		2016-17	
	Academic, Clinical & Research		Academic, Clinical & Research		Academic, Clinical & Research	
BME (21%)	624	24%	581	25%	583	23%
Not Known/Info Refused (7%)	96	4%	86	4%	83	3%
White (72%)	1834	72%	1613	71%	1842	73%
Total	2554		2280		2508	

Table 5b.2: Academic staff learning and development by ethnicity (five-way split)

Ethnicity (% of academic staff 2018/19)	2018-19		2017-18		2016-17		Combined Years (Average)
	Academic, Clinical & Research		Academic, Clinical & Research		Academic, Clinical & Research		Academic, Clinical & Research
Asian (9%)	157	6%	205	9%	230	9%	8%
Black (2%)	75	3%	63	3%	65	3%	3%
Chinese (4%)	146	6%	165	7%	134	5%	6%
Mixed (7%)	29	1%	79	3%	78	3%	3%
Not Known/Info Refused (7%)	96	4%	86	4%	83	3%	4%
Other (7%)	217	8%	69	3%	76	3%	5%
White (72%)	1834	72%	1613	71%	1842	73%	72%
	2554		2280		2508		

Table 5b.3: Academic staff on leadership programmes by ethnicity (five-way split), pre-review.

Ethnicity	Aspiring Leaders		Emerging Leaders		Strategic Leaders		Overall
Asian			2	9%			3%
Black							
Chinese			1	4%	1	2%	3%
Mixed			1	4%	1	2%	3%
Other			2	9%	2	5%	6%
White	4	100%	16	70%	39	91%	84%
Info Refused/Not Known			1	4%			1%

Table 5b.4: Academic staff by ethnicity (five-way split) and relevant grade(s) – benchmark, pre-review.

Ethnicity	Aspiring Leaders		Emerging Leaders		Strategic Leaders		Overall
Asian	116	9%	234	8%	91	5%	7%
Black	15	1%	43	1%	15	1%	1%
Chinese	91	7%	138	5%	46	3%	5%
Mixed	48	4%	90	3%	37	2%	3%
Other	40	3%	93	3%	46	3%	3%
White	953	72%	2286	76%	1427	82%	77%
Info Refused/Not Known	56	4%	140	5%	86	5%	5%

Table 5b.5: Staff on leadership programmes by ethnicity (five-way split) and role type, post review

	Commenced	Ended	Enrolments	Academic	PS	White	Black	Asian	Mixed	Other	PNTS
Cohort 6	Sep-17	Jun-18	19	4	15	15	0	1	0	2	1
Cohort 7	Sep-17	Jun-18	18	3	15	16	1	1	0	0	0
Cohort 8	Sep-17	Jun-18	18	4	14	13	1	4	0	0	0
Cohort 9	Mar-19	Dec-19	19	8	11	15	1	1	0	0	2
Cohort 10	Mar-19	Dec-19	19	6	13	16	2	0	0	0	1
		Total	93	25	68	75	5	7	0	2	4
		% of Enrolments:		19%	53%	58%	4%	5%	0%	2%	3%

Table 5b.6: Staff on leadership programmes by ethnicity (five-way split) as a %age against benchmark (academic staff population), post review

	Enrolments	White	Black	Asian	Mixed	Other	PNTS
Benchmark	N/A	77%	1%	7%	3%	3%	5%
Cohort 6	19	79%	0%	5%	0%	11%	5%
Cohort 7	18	89%	6%	6%	0%	0%	0%
Cohort 8	18	72%	6%	22%	0%	0%	0%
Cohort 9	19	79%	5%	5%	0%	0%	11%
Cohort 10	19	84%	11%	0%	0%	0%	5%
Average across all cohorts:		81%	5%	8%	0%	2%	4%

Table 5b.7: Modular Leadership Passport – 2019 Enrolments by ethnicity (five-way split)

Intakes	Enrolments	Academic	PS	White	Black	Asian	Mixed	Other	PNTS	Blank
11	167	13	149	122	9	15	3	7	3	8
% of Enrolments:		8%	89%	73%	5%	9%	2%	4%	2%	5%

Table 5b.8: King's Modular Leadership Passport - Representation of Ethnicity by Group

Group	Enrolments	White	Black	Asian	Mixed	Other	PNTS	Blank
Academic	13	10	1	1	0	0	0	1
PS	149	112	8	14	3	7	3	2
Total	162	122	9	15	3	7	3	3

NB – 5 Occasional workers not recorded as Academic or PS staff are excluded from the Group splits

Table 5b.9: King's Modular Leadership Passport - % Representation of Ethnicity by Group by Enrolments

	Male	Female	White	Black	Asian	Mixed	Other	Prefer	Blank
% of Enrolments - Academic:	15%	85%	77%	8%	8%	0%	0%	0%	8%
% of Enrolments - Prof Services:	23%	77%	75%	5%	9%	2%	5%	2%	1%

Race Equality & Academic Staff Development

King's RES (2017) by ethnicity (five-way split)

Table 5b.10: Has your line manager supported you in accessing training, learning and development?

	Yes	No
Asian/Asian British	80%	20%
Black/Black British	70%	30%
Mixed	84%	16%
Other	76%	24%
White	80%	20%
PNTS	70%	30%

Table 5b.11: I feel that I am given the same opportunities to develop as other staff

	Agree/Tend to agree	Disagree/Tend to disagree
Asian/Asian British	78%	22%
Black/Black British	49%	51%
Mixed	73%	27%
Other	67%	33%
White	76%	24%
PNTS	60%	40%

Section 5b Action Point Summary
Attracting, Appointing and Investing in Talent   3.4.1, 3.4.2 Continue and develop B-MEntor participation   3.4.4 Implement a Mutual Mentoring Programme   3.6.1 Continue to invest in Stellar HE

5c Appraisal/development review

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the outcomes of appraisals/development reviews for UK, and separately, non-UK academic staff, with specific reference to outcomes by ethnicity.

King's commitment and development of PDR processes has matured since 2015 such that they now more consistently (Figs 5C.1-5):
- Support staff engagement and performance.
  - There is high uptake of annual PDRs broadly across all ethnic groups.
  - Improving line management capability including:
    - Motivating people,
    - Building high performing teams,
    - Awareness of inclusion, racism and how to ensure they treat all staff fairly.
  - Providing clarity of expectations.
  - Enabling career and development conversations.
  - Embedding Principles in Action of include, challenge, support and connect and EDI strategy into day-to-day objectives.
- Structured for tailoring approach in Faculties:
  - Assigning and preparing reviewers
  - Establishing unit expectations and norms, while practices vary considerably across different Faculties and Directorates, this year all nine faculties reported these practices compared with six the previous year.

Our process doesn't require formal performance ratings.

Our future focus and issues to address

We are still unable to measure PDR outcomes by staff contract function or break down by ethnicity. The data collection barrier has been eliminated by introducing a digital HR platform.

Black staff and other BME background(s) are least likely to complete an annual appraisal and have less trust in us as an organisation. Qlearsite feedback showed significant differences in perception of:
- How opportunities and recognition are distributed (53% and 47.7% Black and Asian staff thinking they weren't compared to 37.2 of White staff).
- Who can be successful at King's.

This combined with evidence from other recruitment and training sections would indicate that we are likely to have bias in appraisal. We must focus on building staff trust and ensure a demographic breakdown to understand inequality issues in performance appraisal. FoLSM

our largest faculty plan to include 360 feedback as part of PDR for all Heads of
Departments/Schools. (REAP 3.7.3, 3.9.2)

Table 5c.1: PDR completion rates 2016-2019 based on data submitted each year.
NB. This decrease is mainly attributable to FoDOCS placing more Teaching Fellows in scope
in 2019 whilst making PDRs optional as most are part time. Excluding FoDOCS data would
produce an 80% completion rate overall for Teaching Fellows for 2019.

	2016		2017		2018			2019		
	PDR as % of staff	Rollup reports	PDR as % of staff	Rollup reports	No. of PDRs completed	PDR as % of staff	Rollup reports	No. of PDRs completed	PDR as % of staff	Rollup reports
Academic	88%	7	92%	8	1541	93%	9	1549	93%	9
Teaching Fellows					152	98%	6	174	45%[1]	7
Research Staff					1076	76%	5	1355	80%	9
Totals:		7		8	2769		20	3078		25

Table 5c.2: Average PDR completion rates by staff group 2018-19 based on data submitted

Average completion rates	2018	2019
Academic	92%	93%
Teaching Fellows	84%	78%
Research Staff	70%	77%

Table 5c.3: Faculty Overview of PDR Roll-up Results 2018-19

Academic Faculty:	No of staff expected to complete a PDR	Actual PDR Completions	% of staff PDR completions	% of staff recommended for recognition pay	% of staff encouraged to apply for promotion	% of academic staff not meeting expectations
Arts & Humanities	244	237	97%	7%	13%	1%
Business	63	63	100%	6%	0%	2%
Law	77	62	81%	12%	0%	1%
Social Science & Public Policy	247	229	93%	9%	0%	0%
Natural & Mathematical Sciences	131	118	90%	5%	0%	0%
Dentistry, Craniofacial and Oral Sciences	69	66	96%	0%	4%	6%
Life Sciences & Medicine	492	465	95%	4%	0%	5%
Psychiatry, Psychology & Neuroscience	292	259	89%	2%	11%	4%
Nursing, Midwifery & Palliative Care	50	50	100%	12%	2%	26%
	1665	**1549**	**93%**	**5.5%[1]**	**4.1%[1]**	**1.3%[1]**

[1] Calculated from the number of staff in this category as a percentage of the number of staff expected to complete a PDR

King's Staff Engagement Survey (2017) by ethnicity (five-way split)

Table 5c.4: Have you had an individual appraisal/review/PDR in last 12 months?

	Yes%	No%	Probation%
Asian/Asian British	79	17	5
Black/Black British	77	18	4
Mixed	87	10	3
Other	77	17	6
White	82	12	5
PNTS	84	11	4

Table 5c.5: Why have you not had an individual appraisal/review/PDR in last 12 months?

	Scheduling constraints%	Not offered%	Other%
Asian/Asian British	13	60	6
Black/Black British	12	47	24
Mixed	8	50	17
Other	6	56	22
White	13	41	25
PNTS	15	46	30

Section 5c Action Point Summary
Attracting, Appointing and Investing in Talent 3.7.3 PG mapping and gapping to share best practice and address issues 3.9.2 FoLSM academic Head of Department 360 feedback pilot

5d Academic promotion

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK academic staff promotions.

Please provide collated data by each academic grade (i.e. promotions from each grade to the next)

Where possible, please provide the data for each academic faculty.

This section should also include, with specific reference to ethnicity:

=   how candidates are identified, and how the process and criteria are communicated to staff

=   how the criteria for promotion consider the full range of work-related activities (including administrative, pastoral and outreach work)

=   details of any training, support or relevant opportunities including temporary promotions/interim positions

=   staff perceptions of the promotions process, including whether it is transparent and fair

King's promotions picture is positive: we have a process that is performing well and fairly. Academic staff of all ethnicities are highly likely to achieve promotion. BME staff are represented comparably in the proportions of those who apply and those who achieve success – again, this proportion is broadly similar to the ethnic make-up of eligible academic grades. (Figs. 5d.1 &2, Tables 5d.1-5)

(BME) academics applying for promotions are likely to achieve success. We attribute this to our systemic and systematic approach:

- Reviewing the process end to end,
- Explicitly recognising under-representation of BME people (process and policy),
- Improving quality and variety of communication,
- Improving and enforcing training,
- Encouraging local accountability,
- Requiring evidence of a contribution to society, alongside administration, pastoral, and outreach work,
- Requiring demonstration of supporting King's EDI ambitions, (including race equality),
- Mandating DMT,
- Streamlining from five routes to two for both clinical and non-clinical academics:
  1) Education & Research
  2) Academic Education Pathway (AEP)

These routes were established to:

- Increase parity of esteem between education and research,
- Provide clarity of progression for teachers,
- Recognise high representation of BME staff in teaching roles and support race equality.

REAP 2020 we will focus more on identifying and supporting BME talent, encouraging a greater, more consistent proportion of these staff to apply for promotion earlier. This will provide a further opportunity to accelerate change and diversify more senior academic grades addressing one of our key stubborn issues. (REAP 3.8.2)

King's has commissioned research into a positive action scheme to 'fast-track' BME academics – to accelerate the diversification of our pipeline and has created Inclusive Education Partners (IEP) (S7).

King's Academic Promotions Process

Figure 5d.1: Academic Staff Committee, Figure 5d.2: Academic Promotions Process

Academic Staff Committee (ASC)

- Consider and decide on promotion applications.
- Are supported by HR.
- Consists of three panels;

Plenary

Principal
Provosts
SVP Quality, Strategy and Innovation
VP Education
VP Research
VP International
VP London
VP Service
Executive Deans
Senior Peer from each Faculty

Arts & Sciences

Provost Arts and Sciences
SVP Quality, Strategy and Innovation
VP Education
VP Research
A&S Executive Deans
Senior Peer from each A&S Faculty

Health

Provost Health
SVP Quality, Strategy and Innovation
VP Education
VP Research
Health Executive Deans
Senior Peer from each Health Faculty

Academic promotions process

May–June
- 3 day ASC meets
- Day 1 - Arts & Sciences (Chaired by Provost) recommends promotion Y/N
- Day 2 Health (Chaired by Provost) recommends Promotion Y/N
- Day 3 Plenary (Chaired by Principal)
  » Review marginal cases
  » Confirm or reject Panel 1 & 2 promotion recommendations
- Next steps and communications agreed (e.g. contractual details)
- Equality Analysis commissioned
- Process improvements identified
- Promotions working group reviews the promotion round including equality analysis
- Recommend changes to the Principal

August
- Principal confirms documentation

September
- Annual promotions round launched
- Broadcast via all staff email
- Local communication

December
- Academics complete and submit applications

December/January
- Closing date
- HR validates applications ensuring eligibility to apply
- HR assembles assessor reports from external experts/HOD/Executive Deans

February/March
- ASC
- Promotion Panel stage 1
- Applications distributed
- Each member objectively presents % of applications
- Indicative decisions taken

Faculty Analysis

The proportion of promotion applications varies by faculty and over time, broadly in keeping with each faculty's staff profile.

Notable variances are:
   o Dramatic net increase in BME promotion applications,
   o DPSL 29%,
   o NMS10%,
   o SSPP 6%,
   o FNFNMPC 25%.

A&H is an exception where we see a decline in BME promotion applications from A&H (8%p); (REAP 1.9.1)

Faculty Reflection – Faculty of Arts & Humanities
Our performance in relation to BME underrepresentation in academic promotions must improve. We are committed to addressing this. We are a complex faculty of 18 departments. We have found that interventions are often implemented inconsistently, and we require a more holistic approach which we will develop as part of our future plan.

Faculty Reflection – Faculty of Life Sciences and Medicine
To diversify leadership, we introduced specialised, fixed term, academic leadership roles opening up alternative pathways to ensure more representative decision-making and provide leadership opportunities to a broader range of staff. Senior lecturers are included within eligible staff, so that we increase probability of recruiting colleagues from underrepresented groups.

Faculty Reflection – Dickson Poon School of Law
Our Academic Staffing Committee now has responsibility for identifying BME academics who are (or soon will be) ready for promotion and will actively support them.

Faculty Reflection – Florence Nightingale Faculty of Nursing Midwifery & Palliative Care
We realised no BME academics had been promoted between 2014 and 2017. We have identified a programme to encourage and support BME academics including participation in StellarHE and B-MEntor. We also increased scrutiny of academic promotions on the basis of race equity and subsequent years have seen BME academics apply from promotion in much greater proportions.

Faculty Reflection – Faculty of Dentistry, Oral & Cranio-facial Sciences
We are pleased to see a significant increase in BME academics applying for and being successful gaining promotion since 2014/15. We believe this is, in part, due to a to a well-articulated, strategic desire for the Faculty's staff profile to better represent King's diverse student body and the impact this diversity has on student success and experience.

Faculty Reflection – Faculty of Social Sciences & Public Policy
We strengthened local EDI leadership and governance. Our faculty's first ever EDI committee respond to salient issues and established faculty-level EDI committee 2 of six workstreams are PS and Academic recruitment, progression and promotion and Developing an EDI culture

Applying for Academic Promotion

Table 5d.1: Proportion of King's eligible academics applying for promotion by ethnicity (BME/white) & nationality (UK/non-UK)

	BME			Unknown/ Information refused			White		
	Non UK	**UK**	**% of total**	**Non UK**	**UK**	**% of total**	**Non UK**	**UK**	**% of total**
2018/19	16	12	15%	3	5	4%	57	89	80%
2017/18	15	14	15%	6	3	5%	81	77	81%
2016/17	12	12	15%		1	1%	50	82	84%
Grand Total	**43**	**38**	**15%**	**9**	**9**	**3%**	**188**	**248**	**81%**

Table 5d.2: Proportion of eligible academics applying for promotions by ethnicity (BME/white) & faculty

	2018-19				2017-18				2016-17			
	BME	Unknown	White	BME % of total	BME	Unknown	White	BME % of total	BME	Unknown	White	BME % of total
A&H	1	3	28	3%		1	2			3	25	11%
KBS	1		5	17%	3		24	11%	1			100%
DPSL	2		5	29%	1	1	8	10%			4	
NMS	3		10	23%	3	2	18	13%	2	1	12	13%
SSPP	6	1	37	14%	7	2	29	18%	3		37	8%
FoDOCS	1	1	3	20%	3	3	35	7%	3		5	38%
FOLSM	7		28	20%	9		34	21%	8		23	26%
FNFNMPC	2		6	25%	1		4	20%				
IOPPN	5	3	23	16%			1		5	1	23	17%
Total	28	8	146	15%	29	9	158	15%	25	2	130	16%

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Successful applications

Table 5d.3: Proportion of King's academics achieving promotion by ethnicity (BME/white) & nationality (UK/non-UK)

	BME			Unknown/ Information refused			White		
	Non-UK	UK	% of total	Non-UK	UK	% of total	Non-UK	UK	% of total
2018/19	14	11	15%	3	5	5%	52	80	80%
2017/18	15	13	15%	6	3	5%	79	72	80%
2016/17	11	10	15%		1	1%	45	75	85%
Grand Total	**40**	**34**	**15%**	**9**	**9**	**4%**	**176**	**227**	**81%**

Table 5d.4: Proportion of eligible academics achieving promotion by ethnicity (BME/white) & Faculty

	2018-19				2017-18				2016-17			
	BME	Unknown	White	BME % of total	BME	Unknown	White	BME % of total	BME	Unknown	White	BME % of total
A&H	3	1	27	10%					3		24	11%
KBS		1	5		3	3	35	7%				100%
DPSL	1	1	5	14%	2		3	40%	0		4	
NMS	2		9	18%	1	1	8	10%	1	1	12	7%
SSPP	6		35	15%	3	2	16	14%	1		33	3%
FoDOCS	2		3	40%	6	2	28	17%	3		4	43%
FOLSM	5	1	23	17%		1	2	0%	7		21	25%
FNFNMPC	2		5	29%	9		31	23%				
IOPPN	7	1	20	25%	1		4	20%	5	1	22	18%
Grand Total	28	5	132	17%	28	9	150	15%	21	2	121	15%

Table 5d.5: Academic promotions applications & success by ethnicity (BME/white)

	BME % of total		White % of total	
	Applicants	Successful applicants	Applicants	Successful applicants
2018-19	15%	15%	80%	80%
2017-18	15%	15%	81%	80%
2016-17	15%	15%	84%	85%
Mean	15%	15%	82%	82%

Section 5d Action Point Summary
Governance and Accountability 1.9.1 Faculty EDI strategic plans **Attracting, Appointing and Investing in Talent** 3.8.2 Personalised Career Development Plans for BME academics

5e Research Excellence Framework (REF)

Please provide data and related commentary and actions on:

= the number of staff submitted to REF, presented as a proportion of the eligible pool, broken down by ethnicity. Please differentiate between UK and non-UK staff.

King's REF2014 included EA and equalities training and briefing sessions per our Code of Practice. There was a bias toward White academics in submission. Fig. 5e.1

Figure 5e.1: King's REF2014 return by ethnicity (BME/white)

This table provides the actual number of individuals for the three ethnic groups returned to the REF and the expected count of how many would have been returned if there was no relationship between ethnicity and being REF returned.

			Entered into Ref		Total
			Not submitted	Submitted	
Ethnicity	White	Count	285	1215	1500
		Expected Count	294.9	1205.1	1500.0
	BME	Count	58	175	233
		Expected Count	45.8	187.2	233.0
	Unknown	Count	15	73	88
		Expected Count	17.3	70.7	88.0
Total		Count	358	1463	1821
		Expected Count	358	1463	1821

(UK/Non-UK breakdown was not completed in 2014.)

Preparing for REF2021

King's has sought to address any disparities that might occur through:

- Including Director of EDI on the REF Oversight Group and Applicable Circumstances panel.
- Proactive EDI approach in code of practice.
- Conducting Equality Analysis (Fig.5e.2)
- Mandatory bespoke DMT for all staff involved in REF selection (near 100% take up)

The Director EDI is also a member of the (external) REF2021 Equalities and Diversity Advisory Panel.

Figure 5e.2: REF EA

EA March 2019: no evidence of bias towards any of the identified characteristics.

July 2019: on impact case study authors, significant bias towards white and male staff and on research independence decisions

Action: Units of Assessment to ensure all potential impact case studies identified.

Result: number of new case studies were identified and are being developed.

October 2019 and March 2020: research independence decisions. Bias towards white staff and male staff.

5f Support given to early career researchers

Please provide details of how your institution supports minority ethnic individuals who are at the beginning of their academic careers in higher education.

= Comment on open-ended/permanent opportunities and any differences by ethnicity.

2018/19 25% of ECR staff were BME compared to 14% of academic staff lecturer and above which is a positive trend in term of the developing pipeline.

S4 identified the overrepresentation of BME staff on FTC and this is prevalent amongst ECR staff. (Fig. 5f.2) (REAP 3.3.1-3)

EDI working with VP Research to develop measures to improve the BME pipeline, retention and progression of BME ECRS including (REAP 3.7.1-4):

- Positive action PhD scholarship scheme,
- African Student Scholarship scheme,
- Harold Moody fellowship scheme.
- Partnership project with King's Careers

King's Centre for Research Staff Development (CRSD) provides professional development support for all research staff to achieve their potential.

Measures address race equality include (REAP 3.7.1-4):
- Postgraduate Research Student Sub-committee (PRSS) EDI Champion Role,
- PGR EDI task & finish group,
- Financially supported events Figs. 5f.1 &3:
- Encouraged research staff to engage with King's EDI networks.
- Encouraged research staff to attend DMT.

Figure 5f.1: Early Career and Race events

Students of Colour Collective event for BAME Doctoral students.

A peer-support group/session to discuss experiences and mental wellbeing.

Black in Academia event – 11 Dec 2019. An event to create a strong community of young black researchers at King's. Black academics shared their thoughts and experiences, followed by networking.

Black and Minority Ethnic (BME) Early Career Researchers (ECR) Conference (see below)

Supporting Early Career Researchers at King's

Figure 5f.2: Early career researcher by contract type
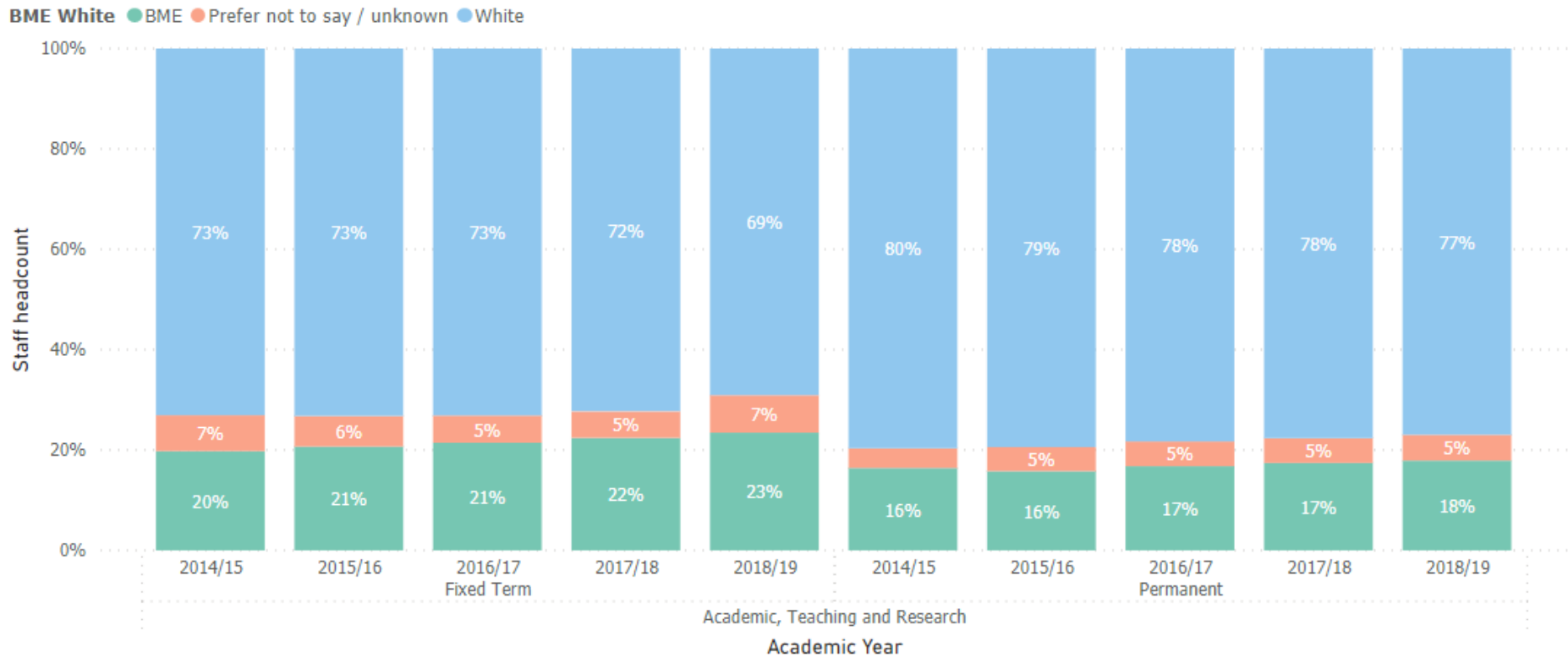
Reflection Director of CRSD - Annual BME ECR Conference 2018: How to Stay in Academia
King's hosted inaugural sector BME ECR Conferences. It now rotates around London universities. 4th conference at Imperial this Sept 2020. It examined progression rates of BME ECR in HE. This catalyst has informed King's Research Strategy such that EDI and race equality is now one of the main strategic aims. *Figure 5f.3: BME Early Career Researcher Event Flyer*

Section 5f Action Point Summary
Attracting, Appointing and Investing in Talent 3.3.1 Develop new analytic tools to better understand FTC issues 3.3.2 Develop and implement policy around FTC usage 3.3.3 Review and convert FTCs to open ended contracts per policy 3.7.1 Create Emerging Research Leaders Development Programme 3.7.2 Create positive action Harold Moody Fellowships 3.7.3 PG mapping and gapping to share best practice and address issues 3.7.4 Expand Africa International PGR scholarships

Profile-raising opportunities

Please describe how your institution ensures profile raising opportunities are allocated transparently and without racial bias. This might include:

= speaking at conferences, seminars, guest lectures, exhibitions and media opportunities, nominations to public bodies, professional bodies and external prizes

Profile Raising Opportunities at King's (REAP 2.4.1)

There is a multiplicity of profile raising opportunities at King's, but we hold limited central information as faculties and departments manage activity locally.

The External Relations Directorate offers media training to staff, supporting historically underrepresented groups to access media/press opportunities.

Meet the Professors
Figure 5g.1: Meet the Professors Friezes

Reflection - Meet the Professor's Lead
To celebrate women professors, promoting diversity in academia we created friezes across campuses (2015). Very few BME women featured. Student reaction including a spontaneous, alternative 'Wall of BAME' led to us realising our error and lack of intersectional approach, a pivotal learning point that has since shaped our approach and activity. (Fig. 5g.1)

Steps were immediately taken to recognise and raise the profile of BME women professors by including more women of colour. Importantly that the learning was embedded such that the EDI strategy is now 'intersectional by default' ensuring all aspects of equality are considered from the conception of projects. (Fig.5g.2)

This self-assessment concludes we need:
- Improved focus on BME staff and students get the platform they deserve. (REAP 2.4.1, 4.1.3, 4.4.1)
- Greater diversification of the look and feel of our campus including reviewing art and nomenclature to better recognise and celebrate our notable BME alumni. (REAP 4.1.1, & 4.1.4)

Meet the Professors
Figure 5g.2: Meet the Professors Frieze
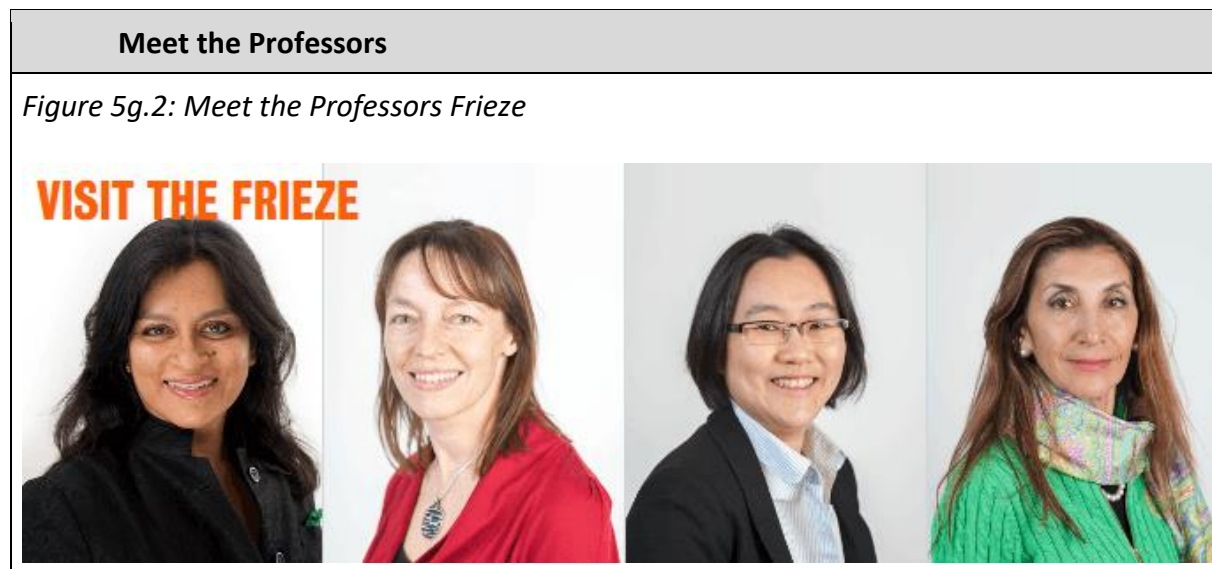
Section 5g Action Point Summary
Building Capability around Race Equality   2.4.1 Develop approach to recording profile raising opportunities to enable scrutiny for fairness and promotion of BME talent   **Sensitively Discussing Race**   4.1.1 Partnership and community engagement with Guy's and St Thomas's Trust and Charity   4.1.3 Research into King's hidden BME alumni   4.1.4 Review and improve campus fabric visual diversity   4.4.1 Annual Harold Moody Black History Month lecture

6 Professional and support staff: recruitment, progression and development

Where possible, for each of the sections below, please provide the data for each central department/academic faculty, depending on your structure and staff numbers. Please also provide a brief overview statement on section 6 as a whole from the head of each central department/academic faculty.

6a Professional and support staff recruitment

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points, to describe any issues or trends in **the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK applicants:**

= applying for professional and support posts

= being shortlisted/invited to interview for professional and support posts

= being offered professional and support posts

With reference to any information already provided in section 5, please comment on:

= how minority ethnic individuals, where underrepresented, are encouraged to apply and accept offers

= what is done to try to identify and address biases within the processes

Section 6 Headlines

- BME PSS applicants in line with London population, though attraction of Black candidates is low.
- Marked disparities in outcomes, with White candidates significantly more likely to succeed (56% applicants - 67% of hires compared to BME applicants 39% - 28% hires).
- Embedded leadership and training offer now with positive trends in BME participation.
- Qualitative insight gives clear indications of disparities in career development and support for BME staff.
- Clear structural racism with issues of talent identification being a barrier to recruitment and progression of BME people. This is particularly pronounced for those of Black ethnicities.

PSS Recruitment Process

King's PSS recruitment process largely mirrors the academic process (section 5).

Since 2015 PSS sees a small increase in the proportion of BME applicants and hires. The increase in BME applicants is positive but our new systems uncover previously hidden disparities. (Tables 6a.1-4)

We find a similar pattern to that of academic recruitment:
- A rise in BME applicants (40%).
- Rate of application in line with the ethnic diversity of London.
- Significant disparity in shortlisting rates for Asian and Black candidates, (7% attrition application to shortlist, 12% decline applications to hire).
- White applicants more likely to be successful than their BME (white hires 67% compared to 56% of applicants).

By five-way split:
- a higher proportion of applications from Asian candidates.
- lowest proportion of applications are from Chinese candidates.
- attraction of Black applicants is unacceptably low.

Applications:
- The picture is mixed across PSS functions.
- Directorates notably lower than 2018/19 King's mean (40% BME applicants) include:
  - Exec Teams (28.5%)
  - SPA (27%)
  - MLC (27%)
- Directorates significantly exceeding King's mean for BME applicants include:
  - HR (50%)
  - IT (49%)
  - F&P (53%)

Section 5a outlines improvements 2015-2018 and the analysis there is relevant here too. Recognising the failures in our policy and practice was unacceptable and that REAP 2020 needed to address this structural disadvantage, SVP Ops led reflection across PS leadership to examine the underlying causes, examining:

- PS culture,
- Manager capability,
- Lack of representation in PSS leadership teams,
- Significant underrepresentation of BME and specifically black people in recruitment.

They identified a variety of issues with knowledge, expertise, systems and attitude and actions to address. (REAP S.3)

Table 6a.1: PSS recruitment by stage of process by ethnicity by directorate (BME/white), 2016/17

Applicants

2016-17	BME		Unknown		White	
CEER	426	26%	133	8%	1151	66%
MLC	364	28%	124	10%	794	62%
E&F	500	40%	87	7%	675	53%
F&P	34	69%	4	8%	11	22%
FSD	399	34%	97	8%	685	58%
H&SS	1	8%	1	8%	11	85%
HR	167	43%	33	9%	185	48%
IT	156	45%	32	9%	160	46%
Exec Teams	202	25%	36	14%	248	60%
RMID	310	41%	93	12%	361	47%
S&E	2577	34%	507	10%	3654	56%
SPA	41	27%	17	11%	94	62%
Grand Total	**5177**	**35%**	**1164**	**10%**	**8029**	**55%**

Shortlisted Applicants

2016-17	BME		Unknown		White	
CEER	19	15%	16	13%	77	73%
MLC	24	34%	7	10%	40	56%
E&F	25	26%	12	13%	58	61%
F&P					3	100%
FSD	30	24%	6	5%	89	71%
H&SS			1	17%	5	83%
HR	23	42%	4	7%	28	51%
IT	32	41%	6	8%	40	51%
Exec Teams	6	11%	4	24%	22	65%
RMID	39	37%	11	10%	55	52%
S&E	237	25%	57	12%	485	64%
SPA	2	25%	3	38%	3	38%
Grand Total	**437**	**28%**	**127**	**14%**	**905**	**64%**

Hired Applicants

2016-17	BME		Unknown		White	
CEER	7	18%	2	5%	18	78%
MLC	3	10%	1	3%	25	86%
E&F	19	29%	1	2%	45	69%
F&P					4	100%
FSD	10	20%	2	4%	37	76%
H&SS					1	100%
HR	8	80%			2	20%
IT	14	48%	1	3%	14	48%
Exec Teams	1	6%			8	94%
RMID	10	38%	1	4%	15	58%
S&E	43	27%	25	16%	110	58%
SPA	1	13%	1	13%	6	75%
Grand Total	**116**	**29%**	**34**	**6%**	**285**	**72%**

Table 6a.2: PSS recruitment by stage of process by ethnicity by directorate (BME/white), 2017/18

Applicants

2017-18	BME		Unknown		White	
CEER	383	30%	98	8%	721	62%
MLC	214	32%	46	7%	413	61%
E&F	501	44%	66	6%	572	50%
F&P	25	78%	3	9%	4	13%
F&SD	164	37%	34	8%	240	55%
HR	112	46%	13	5%	121	49%
IT	160	49%	34	10%	133	41%
Exec Teams	47	24%	15	10%	114	65%
RMID	337	45%	70	9%	337	45%
S&E	1335	31%	206	8%	1886	61%
SPA	50	37%	9	4%	68	59%
Grand Total	**3328**	**41%**	**594**	**8%**	**4609**	**51%**

Shortlisted Applicants

2017-18	BME		Unknown		White	
CEER	21	16%			67	84%
MLC						
E&F	9	26%			25	74%
F&P	4	100%				
FSD	11	29%			27	71%
HR	6	35%			11	65%
IT						
Exec Teams	3	60%			2	40%
RMID	7	50%			7	50%
S&E	133	21%	6	1%	302	78%
SPA						
Grand Total	**194**	**42%**	**6**	**1%**	**441**	**66%**

Hired Applicants

2017-18	BME		Unknown		White	
CEER	6	29%			21	71%
MLC	1	10%			9	90%
E&F	18	32%	2	4%	36	64%
F&P	1	50%			1	50%
FSD	5	23%			17	77%
HR	5	38%	1	8%	7	54%
IT	11	65%	1	6%	5	29%
Exec Teams	3	70%	1	10%	2	20%
RMID	12	36%		0%	21	64%
S&E	12	16%	4	6%	55	81%
SPA	1	20%	1	20%	3	60%
Grand Total	**75**	**35%**	**10**	**8%**	**177**	**60%**

Table 6a.3: PSS recruitment by stage of process by ethnicity by directorate (BME/white), 2018/19

Applicants

2018-19	BME		Unknown		White	
CEER	162	34%	19	4%	306	63%
MLC	185	27%	30	4%	475	69%
E&F	205	41%	21	4%	275	55%
F&P	19	53%	2	6%	15	42%
FSD	76	33%	9	4%	144	63%
HR	16	50%	3	9%	13	41%
IT	103	49%	8	4%	100	47%
Exec Teams	16	29%	5	10%	35	62%
RMID	270	39%	44	6%	371	54%
S&E	1156	37%	133	7%	1881	57%
SPA	29	30%	13	17%	63	56%
Grand Total	**4703**	**39%**	**549**	**5%**	**6686**	**56%**

Shortlisted Applicants

2018-19	BME		Unknown		White	
CEER	20	27%	1	4%	53	71%
MLC	16	16%	3	3%	82	81%
E&F	74	38%	6	3%	115	59%
F&P	1	17%		0%	5	83%
FSD	16	25%	1	2%	46	73%
HR	5	38%	2	15%	6	46%
IT	32	47%	1	1%	35	51%
Exec Teams		0%	1	9%	9	92%
RMID	51	31%	11	7%	100	62%
S&E	245	32%	35	8%	558	61%
SPA	8	23%	5	16%	23	62%
Grand Total	**920**	**33%**	**128**	**5%**	**1754**	**63%**

Hired Applicants

2018-19	BME		Unknown		White	
CEER	5	39%		0%	8	62%
MLC	3	11%	1	4%	23	85%
E&F	13	25%	2	4%	36	71%
F&P		0%		0%	2	100%
FSD	5	28%	1	6%	12	67%
HR	2	50%	1	25%	1	25%
IT	6	38%	1	6%	9	56%
Exec Teams		0%		0%	1	100%
RMID	13	31%	4	10%	25	60%
S&E	51	28%	9	5%	131	63%
SPA	3	30%	2	23%	4	48%
Grand Total	**327**	**28%**	**61**	**5%**	**799**	**67%**

*Table 6a.4: PSS recruitment by stage, by ethnicity, by year (five-way split) **

Recruitment Stage	2018-19							2017-18						
	Asian	Black	Chinese	Other	Mixed	Unknown	White	Asian	Black	Chinese	Other	Mixed	Unknown	White
At application	17%	11%	3%	5%	5%	3%	56%	17%	11%	3%	5%	4%	7%	52%
At shortlisting	14%	10%	2%	5%	5%	1%	63%	14%	9%	2%	5%	3%	2%	65%
At offer	10%	8%	2%	5%	5%	1%	68%	9%	7%	4%	4%	3%	4%	69%

*Positive changes to our data collection mean this data is available from 2017 onwards.

6b Training

Please provide race-specific information on the training available to professional and support staff including:

=   courses related to management, leadership, and/or other opportunities linked to career progression

=   the uptake of courses by ethnicity

=   how training is evaluated

King's training offer and approach was set out in S5b.

In PSS we see:
- a consistent rise in the number of BME staff attending training and development opportunities, 2015 22% - 2017/18 to 26%
- matching the increase in the ethnic diversity of PSS over time.

Internal Leadership Development Programmes (Tables 6b.1-8)

The leadership development programmes, and passport detailed in S5b are open to PSS too. 53% of participants in the Leadership Programmes and 89% in the leadership passport are PSS. BME representation for PSS is also better (20% BME).

However, given our overall demographic profile and stubborn issues around BME representation we need to address barriers in our talent identification methods and also seek to use more positive action to address the imbalance of BME people in senior leadership. (REAP S.3)

Table 6b.1: PSS staff learning and development by ethnicity (BME/White)

	2018-19 Professional & Technical Services		2017-18 Professional & Technical Services		2016-17 Professional & Technical Services		2015-16 Professional & Technical Services	
BME	1215	26%	1188	25%	1112	24%	999	22%
Unknown/ Information refused	188	4%	159	3%	154	3%	192	4%
White	3210	70%	3481	72%	3341	73%	3441	74%
Grand Total	4613		4828		4607		4632	

Table 6b.2: PSS on leadership programmes by ethnicity (five-way split) since 2014/15

Ethnicity	Aspiring Leaders		Emerging Leaders		Strategic Leaders		Overall
Asian	3	11%	11	9%	4	9%	9%
Black	4	15%	4	3%			4%
Chinese	1	4%	3	3%			2%
Mixed	2	7%	1	1%	1	2%	2%
Other	1	4%	2	2%			2%
White	16	59%	97	82%	37	84%	79%
Unknown			1	1%	2	5%	2%

Table 6b.3: PSS by ethnicity (five-way split) and relevant grade(s) - benchmark

Ethnicity	Aspiring Leaders		Emerging Leaders		Strategic Leaders		Overall
Asian	254	10%	159	8%	68	7%	9%
Black	180	7%	75	4%	33	3%	5%
Chinese	62	2%	42	2%	11	1%	2%
Mixed	90	4%	54	3%	22	2%	3%
Other	60	2%	48	2%	20	2%	2%
White	1751	70%	1508	77%	760	80%	74%
Unknown	99	4%	78	4%	36	4%	4%

Table 6b.4: Staff on leadership programmes by ethnicity (five-way split) and role type, post review

	Commenced	Ended	Enrolments	Academic	PS	White	Black	Asian	Mixed	Other	PNTS
Cohort 6	Sep-17	Jun-18	19	4	15	15	0	1	0	2	1
Cohort 7	Sep-17	Jun-18	18	3	15	16	1	1	0	0	0
Cohort 8	Sep-17	Jun-18	18	4	14	13	1	4	0	0	0
Cohort 9	Mar-19	Dec-19	19	8	11	15	1	1	0	0	2
Cohort 10	Mar-19	Dec-19	19	6	13	16	2	0	0	0	1
		Total	93	25	68	75	5	7	0	2	4
		% of Enrolments:		19%	53%	58%	4%	5%	0%	2%	3%

Table 6b.5: Staff on leadership programmes by ethnicity (five-way split) as a %age against benchmark (academic staff population), post review

	Enrolments	White	Black	Asian	Mixed	Other	PNTS
Benchmark	N/A	77%	1%	7%	3%	3%	5%
Cohort 6	19	79%	0%	5%	0%	11%	5%
Cohort 7	18	89%	6%	6%	0%	0%	0%
Cohort 8	18	72%	6%	22%	0%	0%	0%
Cohort 9	19	79%	5%	5%	0%	0%	11%
Cohort 10	19	84%	11%	0%	0%	0%	5%
Average across all cohorts:		81%	5%	8%	0%	2%	4%

Table 6b.6: Modular Leadership Passport – 2019 Enrolments by ethnicity (five-way split)

Intakes	Enrolments	Academic	PS	White	Black	Asian	Mixed	Other	PNTS	Blank
11	167	13	149	122	9	15	3	7	3	8
% of Enrolments:		8%	89%	73%	5%	9%	2%	4%	2%	5%

Table 6b.7: King's Modular Leadership Passport - Representation of Ethnicity by Group

Group	Enrolments	White	Black	Asian	Mixed	Other	PNTS	Blank
Academic	13	10	1	1	0	0	0	1
PS	149	112	8	14	3	7	3	2
Total	162	122	9	15	3	7	3	3

NB – 5 Occasional workers not recorded as Academic or PS staff are excluded from the Group splits

Table 6b.8: King's Modular Leadership Passport - % Representation of Ethnicity by Group by Enrolments

	Male	Female	White	Black	Asian	Mixed	Other	Prefer	Blank
% of Enrolments - Academic:	15%	85%	77%	8%	8%	0%	0%	0%	8%
% of Enrolments - Prof Services:	23%	77%	75%	5%	9%	2%	5%	2%	1%

6c Appraisal/development review

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to **describe any issues or trends in the outcomes of appraisals/development reviews for professional and support staff, with specific reference to outcomes by ethnicity. Please differentiate between UK and non-UK staff.**

Professional Services

Appraisal process is described in S5c. PDR outcomes are not available by ethnicity (REAP 3.9.1)

Directorates, like faculties, have established more robust appraisal processes. The number of roll-up with the percentage of staff reviewed increasing 5% year-on-year. (Fig. c.1)

Figure 6c.1: Professional Services Overview of PDR Roll-up Results 2018-19

Directorate / faculty:	Expected to complete PDR	Actual PDR Completions	% of staff PDR completions	% recommended for recognition	% not meeting expectations
Principal's Office (SVP Ops)	16	16	100%	38%	0%
College Secretariat	19	19	100%	32%	0%
Fundraising & Supporter Development (FSD)	83	67	81%	0%	14%
Strategy, Planning & Analytics	38	33	87%	24%	3%
External Relations (ERD):					
Corporate Communications	14	12	86%	21%	0%
Directors Office	5	5	100%	20%	0%
Global Engagement	8	7	88%	0%	0%
Marketing	35	35	100%	23%	3%
Finance	104	87	84%	18%	10%
IT	357	263	74%	9%	2%
Estates & Facilities (overall)	318	268	84%	9%	0%
FM Staff	158	142	90%	4%	0%
King's Residences	33	28	85%	9%	0%
Estates & Facilities - King's Venues	20	19	95%	55%	0%
Estates & Facilities - King's Food	81	63	78%	10%	0%
Business Services	26	16	62%	0%	0%
Human Resources	85	76	89%	16%	2%
Health & Safety	8	8	100%	13%	25%
Research Management & Innovation	262	249	95%	15%	2%
Students & Education	447	447	100%	11%	0%
King's Online	47	46	98%	15%	0%
King's Professional & Exec Education	7	7	100%	14%	14%
Culture and Science Gallery	31	29	94%	6%	0%
Culture – London	5	5	100%	20%	0%
Entrepreneurship Institute	9	9	100%	22%	0%
Service Strategy & Planning	3	3	100%	0%	0%
Dean's Office & Chaplaincy	11	9	82%	0%	0%
Professional Services Staff in Faculties:					
Arts & Humanities	77	77	100%	- [1]	4%
Business	34	31	91%	24%	3%
Law	25	18	72%	8%	0%
Social Science & Public Policy	83	78	94%	11%	0%
Natural & Mathematical Sciences	66	66	100%	9%	0%
Dentistry, Craniofacial and Oral Sciences	69	61	88%	4%	0%
Life Science & Medicine	267	236	88%	11%	- [2]
Psychiatry, Psychology & Neuroscience	236	204	86%	6%	- [3]
Nursing, Midwifery & Palliative Care	48	48	100%	38%	0%
	2817	**2519**	**89%**	**11.4%[4]**	**1%[4]**

[1] Recognition pay awards requested, via separate oversight process. Actual numbers not reported.

[2] Numbers not logged at a Faculty level   [3] Numbers not reported

[4] Calculated from the number of staff in this category as a percentage of the number of staff expected to complete a PDR

6d Professional and support staff promotions

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues or trends in the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK professional and support staff who have been promoted or had their role regraded.

Please consider, with specific reference to ethnicity and race:

= any formal processes for promotion/regrading for professional and support staff

= any training or mentoring offered around promotion and progression

= comment on staff perceptions of development and progression

King's does not have a PSS promotion pathway; individuals are required to apply and interview for roles at a similar or higher grade.

Once fully implemented HR digital services (S6A) create greater transparency, improving access to internal roles which will benefit PSS colleagues career development.

Training and mentoring and staff perception were covered in S6B

PSS roles may be formally re-graded; we collect relevant data by ethnicity (Table 6d.1). The data does not give specific cause for concern. Re-grading relies upon individuals or managers initiating the process. We know this is likely to be patchy. Where regrading is part of reorganizations we have confidence that equality analysis is conducted. However, much will happen informally, Qlearsite and our pay gap research tells us that experience across the organisation is mixed as to the equity of formal regrading. We will examine this further in addressing pay gaps. (REAP 3.5.1)

Table 6d.1: Successfully re-graded roles by ethnicity (BME/White) and nationality (UK/Non-UK)

	BME			Unknown/ Information refused			White		
	Non-UK	UK	% of total	Non-UK	UK	% of total	Non-UK	UK	% of total
2017-18	19	62	25%	1	3	1%	42	196	74%
2016-17	17	51	21%	3	9	4%	52	188	75%
2015-16	13	63	22%	1	10	3%	52	208	75%

Section 6a-d Action Point Summary
Attracting, Appointing and Investing in Talent

Attracting, Appointing and Investing in Talent

All of Section 3 is relevant

3.1.1 Phase 1 recruitment review and improvements

3.1.2 Phase 2 recruitment review and improvements

3.1.3 Diversify recruitment panels

3.4.1, 3.4.2 Continue and develop B-MEntor participation

3.4.4 Implement a Mutual Mentoring Programme

3.5.1 Improve management capability and consistency of practice in relation to Race Equality

3.6.1 Continue to invest in Stellar He

3.9.1 Strengthen PDR for appraisal and data collection, reporting by ethnicity.

7a Admissions

Please provide three years' institution-level data on undergraduate application success rates by average predicted/actual tariff point, analysed by specific ethnic group and disaggregating between UK and international students.

- highlight whether ethnicity has an impact on the likelihood of students with the same predicted/actual grades being offered a place at your university

- outline how racial biases are identified within the admissions process

- **Silver level:**

= success rates in individual faculties

= the impact of admissions interviews on student success rates

Section 7 Headlines
- Positive increase in BME UG population – 52% 2018/19, up 10% but we still fall below the benchmark.   - Contextualised admissions and investment in sector leading Widening Participation programmes mitigate bias and actively dismantle structural barriers to BME students   - There is a BME first year performance gap, with higher withdrawal rates more likely.   - Encouraging reduction in attainment gap, BME students' good honours 84.9% - 2018/19 compared to 76.4% in 2014/15   - Performance and attainment gaps are attributed to structural inequality, leading to poorer student experience and reduced feelings of belonging.   - Structural and long-term actions to address these issues via revised, ambitious culturally conscious Education strategy, including a university-wide student attainment approach.   - Positive postgraduate representation trends but still below the benchmark. An acknowledged area of weakness and underinvestment and an area of focus with a revised 2020 research strategy prioritising inclusion and race equality

Undergraduate Admissions & Race Equality

We have a robust contextualised admissions process utilising socio-economic and school performance data. Tariff points are not part of the assessment process, nor is applicant ethnicity, to prevent any conscious or unconscious bias. Applicant ethnicity data for 18-year-old UK-domiciled UCAS applicants is provided from UCAS. Data on international applications is unavailable.

Impact on offers by ethnicity is likely to be indirect, apart from interviews, where ethnicity could, deliberately or unconsciously, affect assessment. To mitigate this,

interviewers have DMT and use the multiple mini-interview format, including assessment by different interviewers.

Table 7a.1: % offer rate by ethnicity (five-way split)

Ethnic group	2017 June deadline applications	2017 Offer rate	2018 June deadline applications	2018 Offer rate	2019 June deadline applications	2019 Offer rate
White	5,955	76.5%	5,660	79.3%	5,685	76.6%
Other	615	58.6%	655	62.5%	905	63.2%
Mixed	870	73.3%	930	74.2%	1,095	74.1%
Black	1,210	52.1%	1,315	57.5%	1,695	57.2%
Asian	4,085	66.1%	4,430	70.1%	5,290	68.2%

Table 7a.2: % difference between offer rate by ethnicity (five-way split) and average offer rate

Ethnic group	2014	2015	2016	2017	2018	2019
Asian	-1.40	-1.40	-1.40	-0.40	0.30	0.10
Black	-4.00	-5.10	-5.80	-3.70	-3.50	-2.90
Mixed	-1.90	0.20	2.50	1.80	-0.10	0.60
Other	-5.40	-2.70	-4.90	-3.60	-2.80	-1.40
White	2.00	1.80	2.00	1.20	0.80	1.00

Figure 7a.1: % difference between offer rate by ethnicity (five-way split) and average offer rate
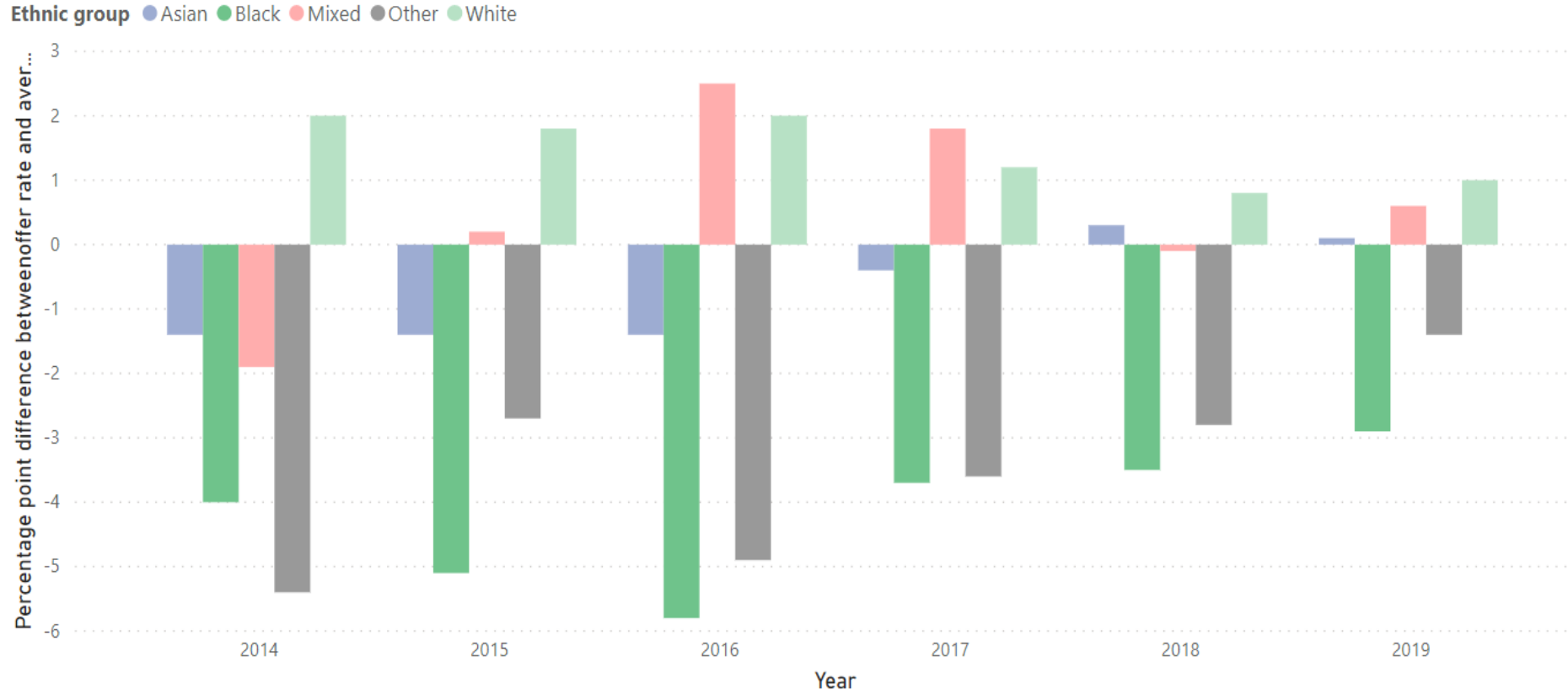
Since 2014, all groups show a general trend toward the average offer rate, with a reduction in the net positive rate for White and Mixed applicants and an improvement in the net negative rates for Black, Asian and Other applicants. (Tables 7a.1&2, Fig. 7a.1)

- The gap between average and actual offer rate is most notable for Black applicants, at 2.9% in 2019.
- Application numbers from mixed and other students are small but have grown over the three years.

The new EDI function has led to an increased focus on the data, awareness of issues, and knowledge of how to collaboratively reduce disparities.

In 2018 King's established Social Mobility & Student Success (SMSS), extending pre-existing work with under-represented students from access and admissions to graduation. (Fig. 7a.2) Within this team, the Widening Participation (WP) department has a national reach but a London-focus - in particular, the university's home boroughs of Lambeth, Southwark, and Westminster. The high population of BME residents in these boroughs is reflected in the diversity of the students on the access programmes. Activities which focus on admissions and access are shown below.

Figure 7a.2: Infographic of Widening Participation Activities

King's Scholars

Works with underrepresented year 7-9 pupils aiming for entry to selective universities. 64% of students were BME

Amos Bursary

Annual £1,000 scholarships for young black men applying to King's. 3 scholarships in 19/20, 2 scholarships in 20/21

Parent Power

A community organising programme supporting social mobility which has engaged over 200 under-represented parents. Team is 83% BME

K+

Works with year 12 and 13 learners from non-selective schools in Greater London to increase their chances of getting to a top university. 80% BME cohort. Those who complete the programme get a reduced offer to King's.

Recognising under-representation

A successful social media and influencer campaign increased black Caribbean student representation on K+ (2 to 16)

Extended Medical Degree and the Enhanced Support Dentistry Programme

Designed for students studying at non-selective state school to access medicine and dentistry. High proportion of BME students

Sanctuary Scholarships

Nine full tuition fee waiver and living costs for forced migrants to study at King's. £11,354 per year of study, totalling £102,186

Growing representation of Gypsy, Roma and Traveller students and Latin American students

7b Undergraduate student body

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of your UK, and separately, non-UK undergraduate student body.

Where possible, please provide the data for each academic faculty.

Figure 7b.1: % UK undergraduate full-time first-degree students by ethnicity (BME/White)
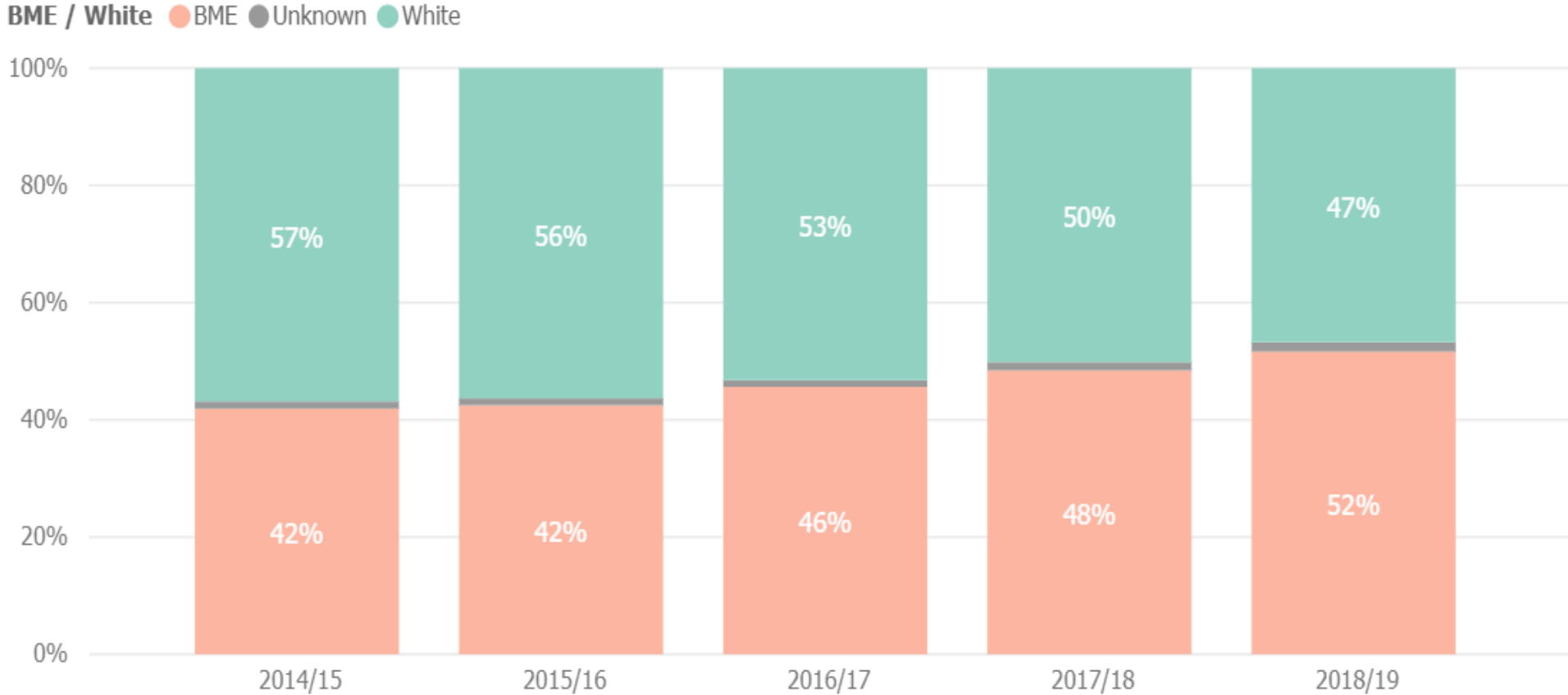
Figure 7b.2: % Undergraduate students by ethnicity and non-UK domicile, 2018/19

Ethnicity 5 way ●(Blank) ●Asian ●Black ●Chinese ●Non-UK domicile ●Other & mixed ●Prefer not to say / Unknown ●White
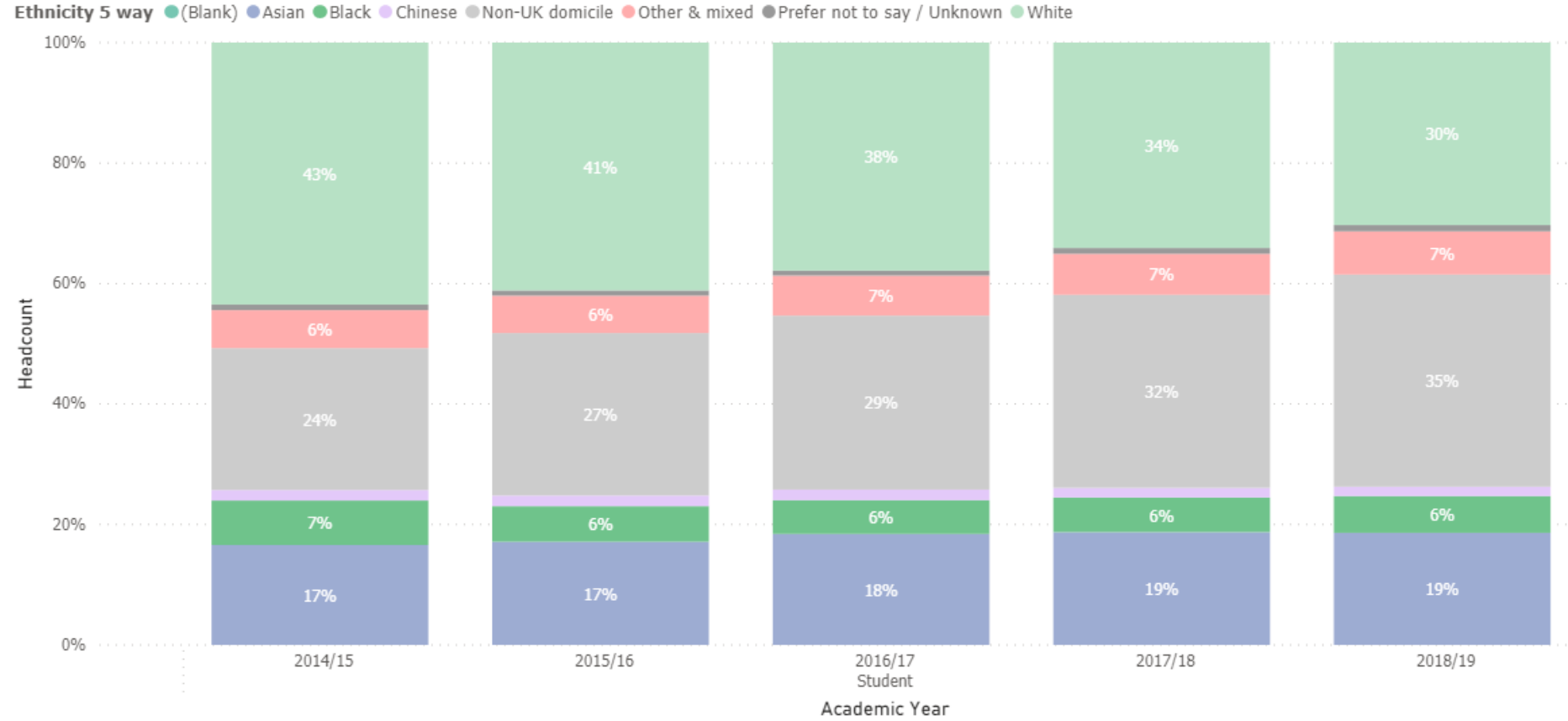
Table 7b.1: Undergraduate and Postgraduate students by domicile

Row Labels	2016/17 UK &	EU	Non EU	Total	2017/18 UK &	EU	Non EU	Total	2018/19 UK &	EU	Non EU	Total	Grand Total
First degree	**11580**	**2315**	**2880**	**16775**	**11575**	**2615**	**3380**	**17570**	**11340**	**2820**	**3860**	**18020**	**52365**
Arab	15	0	10	25	85	5	80	170	155	10	155	320	515
Asian	3115	40	705	3860	3285	45	840	4170	3280	60	965	4305	12335
Black	750	15	45	810	860	15	45	920	990	15	45	1050	2780
Chinese	310	25	1055	1390	295	35	1240	1570	290	50	1510	1850	4810
Information Refused	140	30	50	220	165	45	50	260	185	55	70	310	790
Mixed	765	110	160	1035	815	135	185	1135	860	155	190	1205	3375
Not Known		5	10	15		35	55	90		10	10	20	125
Other	360	20	120	500	330	30	115	475	310	35	105	450	1425
White	6125	2070	725	8920	5740	2270	770	8780	5270	2430	810	8510	26210
Other undergraduate	**1400**	**40**	**30**	**1470**	**1205**	**30**	**40**	**1275**	**1065**	**25**	**40**	**1130**	**3875**
Arab			0	0	0		0	0	0		0	0	0
Asian	245		10	255	245		15	260	285	0	20	305	820
Black	270		5	275	210	0		210	175			175	660
Chinese	15		5	20	15	0	10	25	10		5	15	60
Information Refused	15	5		20	15	0		15	15		0	15	50
Mixed	50		0	50	40	0	5	45	35	0	0	35	130
Not Known							0	0					0
Other	25	0	0	25	20	0	0	20	15	0		15	60
White	780	35	10	825	660	30	10	700	530	25	15	570	2095
Postgraduate (taught)	**6025**	**895**	**2605**	**9525**	**6565**	**975**	**2920**	**10460**	**6375**	**950**	**3510**	**10835**	**30820**
Arab	10		15	25	75	5	100	180	65	10	140	215	420
Asian	800	15	580	1395	855	15	535	1405	815	20	540	1375	4175
Black	465	5	85	555	535	10	70	615	550	10	85	645	1815
Chinese	135	10	1095	1240	160	5	1455	1620	150	10	2110	2270	5130
Information Refused	135	20	30	185	145	20	30	195	195	35	25	255	635
Mixed	290	40	125	455	305	40	105	450	335	45	95	475	1380
Not Known							0	0					0
Other	150	10	110	270	120	10	80	210	110	10	55	175	655
White	4040	795	565	5400	4370	870	545	5785	4155	810	460	5425	16610
Postgraduate (research)	**1470**	**400**	**540**	**2410**	**1560**	**390**	**555**	**2505**	**1615**	**375**	**630**	**2620**	**7535**
Arab	5	0	5	10	10	5	25	40	20	5	55	80	130
Asian	150	10	130	290	145	10	125	280	150	10	120	280	850
Black	45		20	65	55		30	85	65		35	100	250
Chinese	40	0	125	165	45		140	185	55	0	205	260	610
Information Refused	30	10	15	55	40	5	10	55	40	10	10	60	170
Mixed	65	15	45	125	80	20	30	130	100	10	30	140	395
Other	45	5	55	105	55	5	45	105	40	10	35	85	295
White	1090	360	145	1595	1130	345	150	1625	1145	330	140	1615	4835
Grand Total	**20475**	**3650**	**6055**	**30180**	**20905**	**4010**	**6895**	**31810**	**20395**	**4170**	**8040**	**32605**	**94595**

Fig. 7b.1 & 2, Table 7b.1 show our UK undergraduate BME student population has increased by 10% since 2015 from 42% (2014/15) to 52% (2018/19). In part, this is the result of increased investment in EDI and WP. 35% of our undergraduate students are non-UK-domiciled. The remaining 65% is 30% White, 19% Asian, 7% Other and Mixed, 6% Black and 1.5% Chinese and 1% Unknown/Prefer not to say.

The racial diversity of our UG student body remains below the London HEI mean, although the gap has closed slightly.

Students identifying as Arab, Asian, Black, and Mixed have all increased in the time period and non-EU Chinese students has also significantly increased. While White UK & Islands students have decreased, but White EU and non-EU student numbers have increased.

Since 2014/15, the proportion of non-UK students has grown by 11% to 42%, and the proportion of non-UK/non-EU students has grown by 6% to 21% in 2018/19. With the establishment of King's ninth and tenth academic faculties, King's Business School (2017) and Department of Engineering (2020), King's plans to attract a greater proportion of non-UK students.

As well as the targeted widening participation initiatives and admissions work to support access (S.7a), We have a lifecycle approach to supporting the experience and outcomes of BME students. This includes work by the Outcomes Service to create sensitive spaces for Conversations about Race (REAP 6.1.3) (see S8) and coordinating a college-wide approach to closing the attainment gap (REAP S.6) (see 7.d).

Figure 7b.3: Survey Quote

"Ethnic/racial diversity of a university wasn't a top priority for me when I applied but it gives me a great sense of belonging." – BME student

We recognise the connection between student outcomes and experience, especially in relation to belonging and staff diversity. Lack of staff diversity leads to limited role models for BME students, and whilst we are pleased our UG body is becoming more ethnically diverse, it means we must recognise the interconnected staff representation issues and accelerate progress. (REAP S.3)

Faculty Outlook (Figs. 7b.5-25)

Data is presented for each faculty and each faculty examined their data and identified actions. (REAP 6.4.2)

- Ethnic diversity of the student body varies by faculty.
- Most faculties have increased the ethnic diversity of UG population since 2015;
- Only KBS and IoPPN's ethnic diversity at UG level has decreased;
  - IoPPN has low UG numbers comparatively, having historically focused on postgraduate training and research.
- KBS was established as a faculty in 2017, a former school of SSPP;
  - The proportion of BME students has declined by 8% since 2014/15.
  - The vast majority of students (86% or 895 students in 2018/19) are non-UK domiciled, compared to 80 White students and 65 students identifying as Asian, Black, Chinese or Other/Mixed. These small numbers may have an impact on the percentages.

Here we pull out key themes and showcase significant activities from across our faculties (REAP 1.4.1):

- Focused WP and outreach work have yielded results;
- Work is being done to looking at the way courses are advertised to encourage a more diverse range of applicants;
- Recognition that increase in BME UG student numbers needs to be accompanied by changes to pedagogy and environment to create belonging and conditions for success for all;
- Student experience teams in faculties are creating an impact;
- Vice Deans of Education (new posts appointed in this period), teaching staff and students are looking at courses and modules to diversify materials/content and look at including EDI related content in compulsory courses (rather than being leaving this as elective material).

Faculty Reflection – Faculty of Arts & Humanities
We are proud of the 13% increase in BME representation and will build on this with: • Staff/student EDI improvement co-creation workshops; • Leading cross-college to investigate King's imperial past; • Formulating a consistent, academic approach to (post)colonialism/decolonisation across King's. • Teaching in partnership with external organisations such as the Black Cultural Archives.

Faculty Reflection – Dickson Poon School of Law
To ensure our pedagogy and environment facilitates BME student success. Our new UG Committee and existing Students, Culture and Community Committee monitor programmes, entry data, progression, retention, attainment by ethnicity and gender to inform our activity.

Faculty Reflection- Faculty of Dentistry, Oral & Craniofacial Sciences
We have the highest proportion of UG ethnic diversity with particularly high levels of Asian and a low proportion of Black students. Comparing this to our much lower staff diversity we are considering how to better ensure relevant role models and approaches to ensure that students of all ethnic backgrounds succeed.

Faculty Reflection- Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care
Student-focused conversations about race have led to a staff event to voice experiences around race. We have also tried to provide practical guidance like guidelines and short videos for students who fast while on clinical placement during Ramadan.

Figure 7b.4: Religious Observance across King's

Examples of Religious Observance at King's

Faculty Reflection – Faculty of Life Sciences & Medicine

Appointing a Centre for Education Development, Diversity & Inclusion (DDI) Academic Lead, ensures the faculty agenda is informed by and benefits students. We instigated targeted research/engagement events, e.g. "Hard Talk: Challenging Discrimination" to provide support for students in responding to discrimination in the classroom or on clinical placements.

Faculty Reflection – King's Business School

Our action plan addresses race issues through governance structures; recruitment/marketing campaigns and decolonising our curricula to reflect our students. Our Inclusive Education Partners (staff and students), WP Academic Lead and a new K+ summer school support this.

Faculty Reflection – Institute of Psychology, Psychiatry & Neuroscience
Annual IoPPN Youth Awards encourage young people (15-16) to stay in science and maths subjects, gaining a practical placement at IoPPN. The new Dean of Education (2020) leads teaching staff and students in reviewing courses/modules to diversify materials/content and integrating EDI content in compulsory courses (rather than these being elective)

Faculty Reflection – Faculty of Natural & Mathematical Sciences
NMS' Education Strategy aims to create an open, international, and cross-cultural student experience so students of all ethnicities succeed. Expanding engineering provides the opportunity to focus on increasing the racial diversity of our UG students and consider how to counteract systemic racism in developing our world class transformational engineering approach.

Faculty Reflection – Faculty of Social Sciences & Public Policy
SSPP has undertaken rigorous staff and student consultation to better understand and address priority EDI issues and has a strong appetite for working collaboratively with other faculties and departments to resolve issues of gender and race equality and to share learning.

Figure 7b.5: King's UG student profile by Faculty in 2018/19
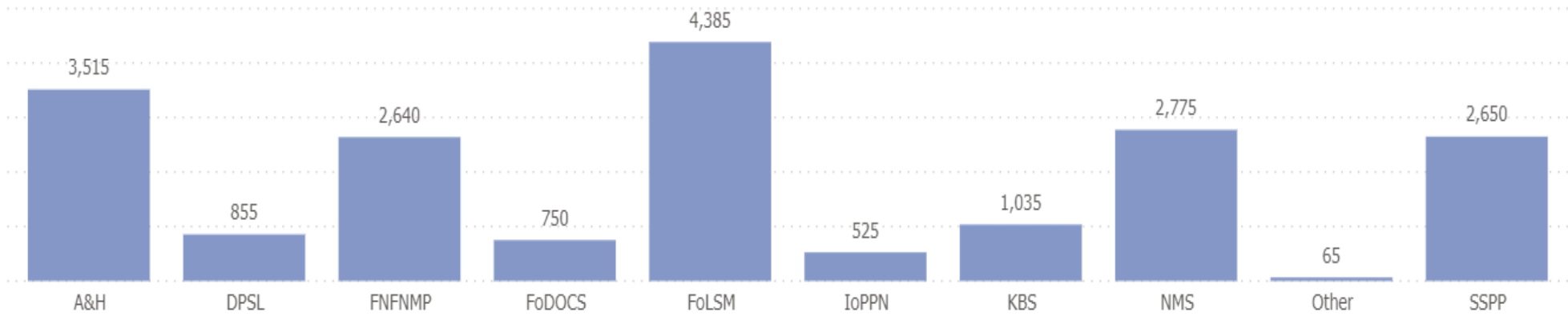
Figure 7b.6: UG students (UK domiciled) by ethnicity (%BME) over time with benchmarks against London Russell group institutions (left) and London institutions (right).
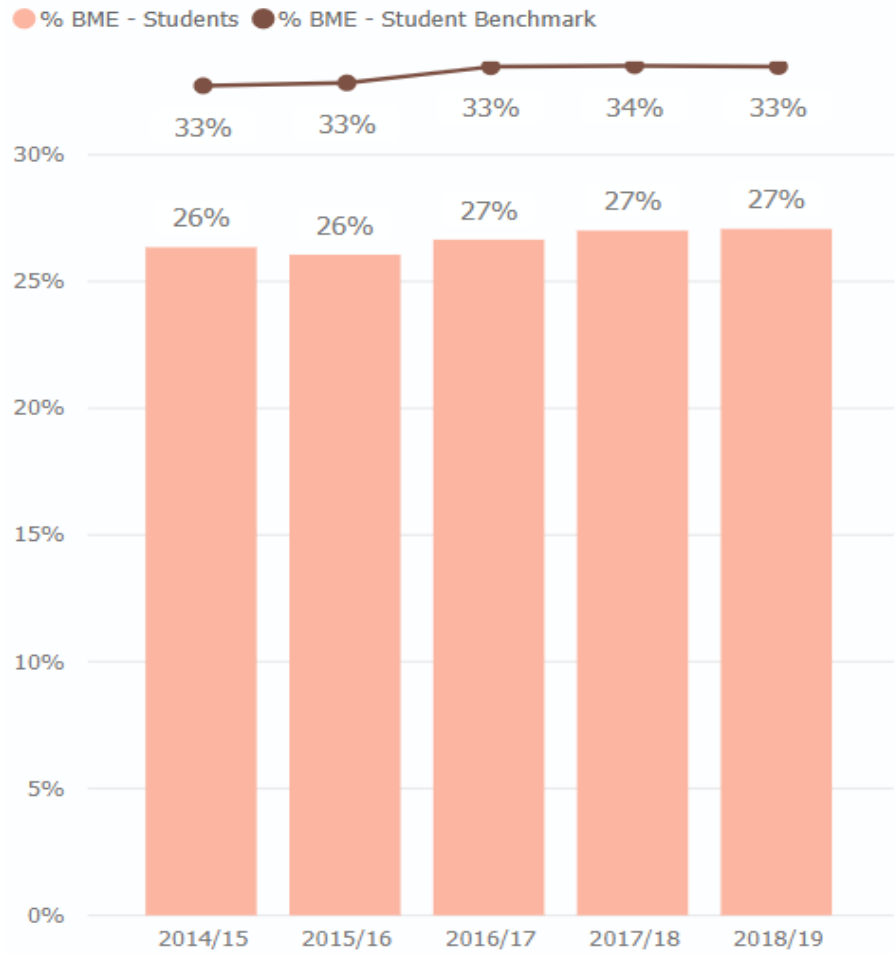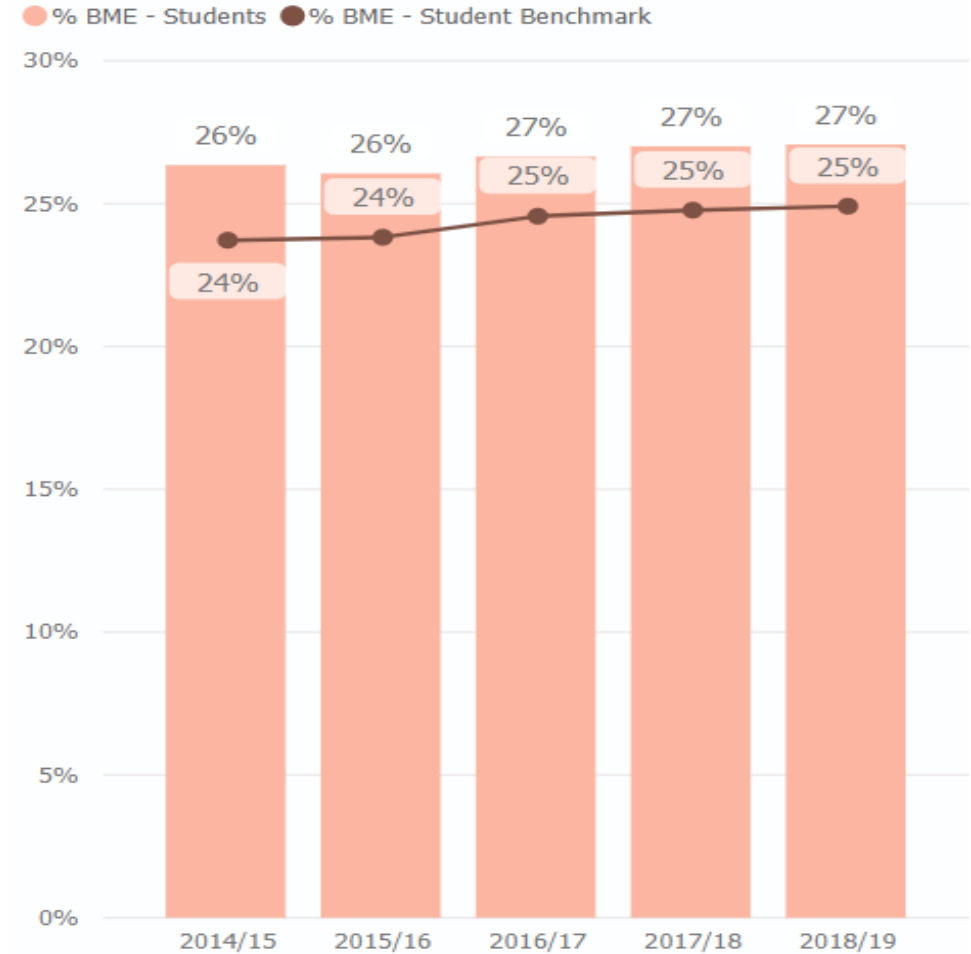
Figure 7b.7: % Undergraduate full-time students by home country (UK, EU or Non-EU)

UK, EU, Non-EU ● EU ● Non-EU ● Not Known ● UK

	2014/15	2015/16	2016/17	2017/18	2018/19
UK	68%	66%	64%	61%	58%
Non-EU	15%	17%	17%	19%	21%
EU	16%	18%	19%	20%	21%
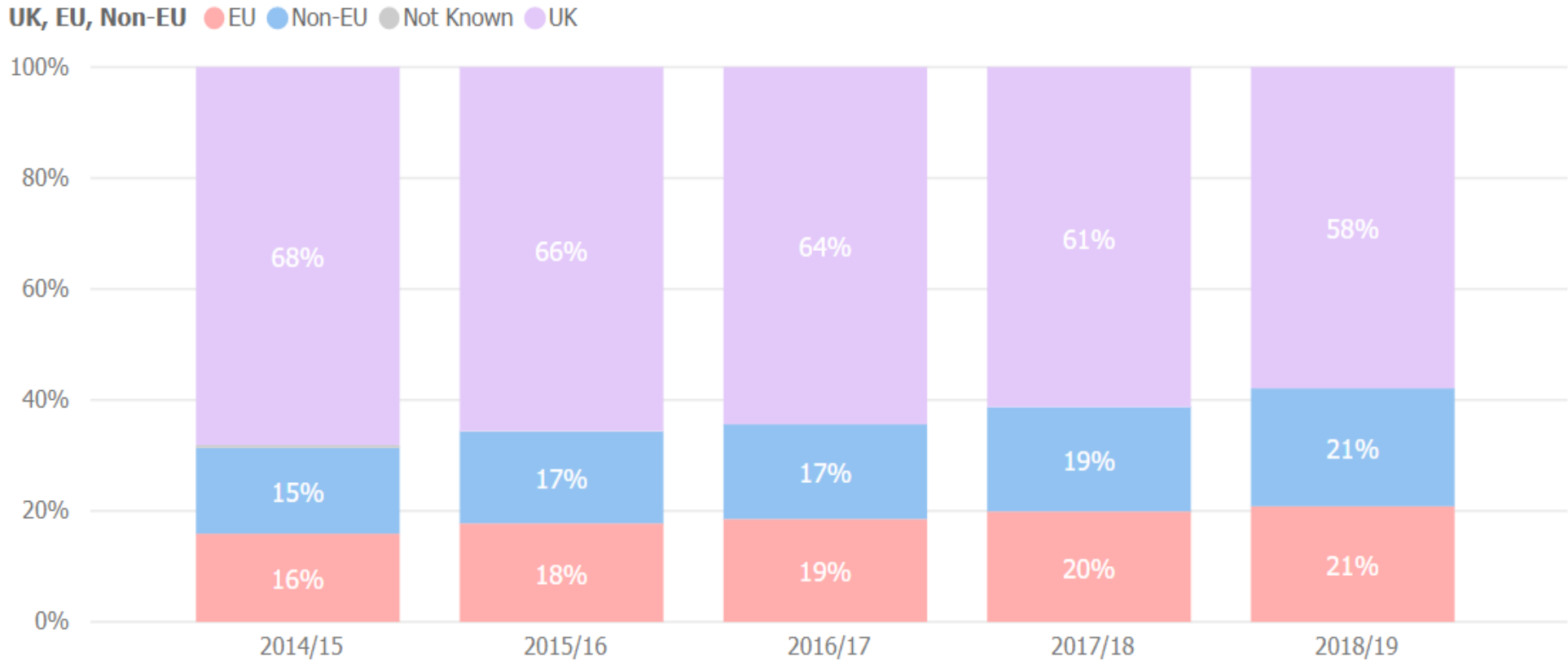
Faculty of Dentistry, Oral & Craniofacial Sciences

Figure 7b.8: UG student profile by ethnicity (BME/white) over time
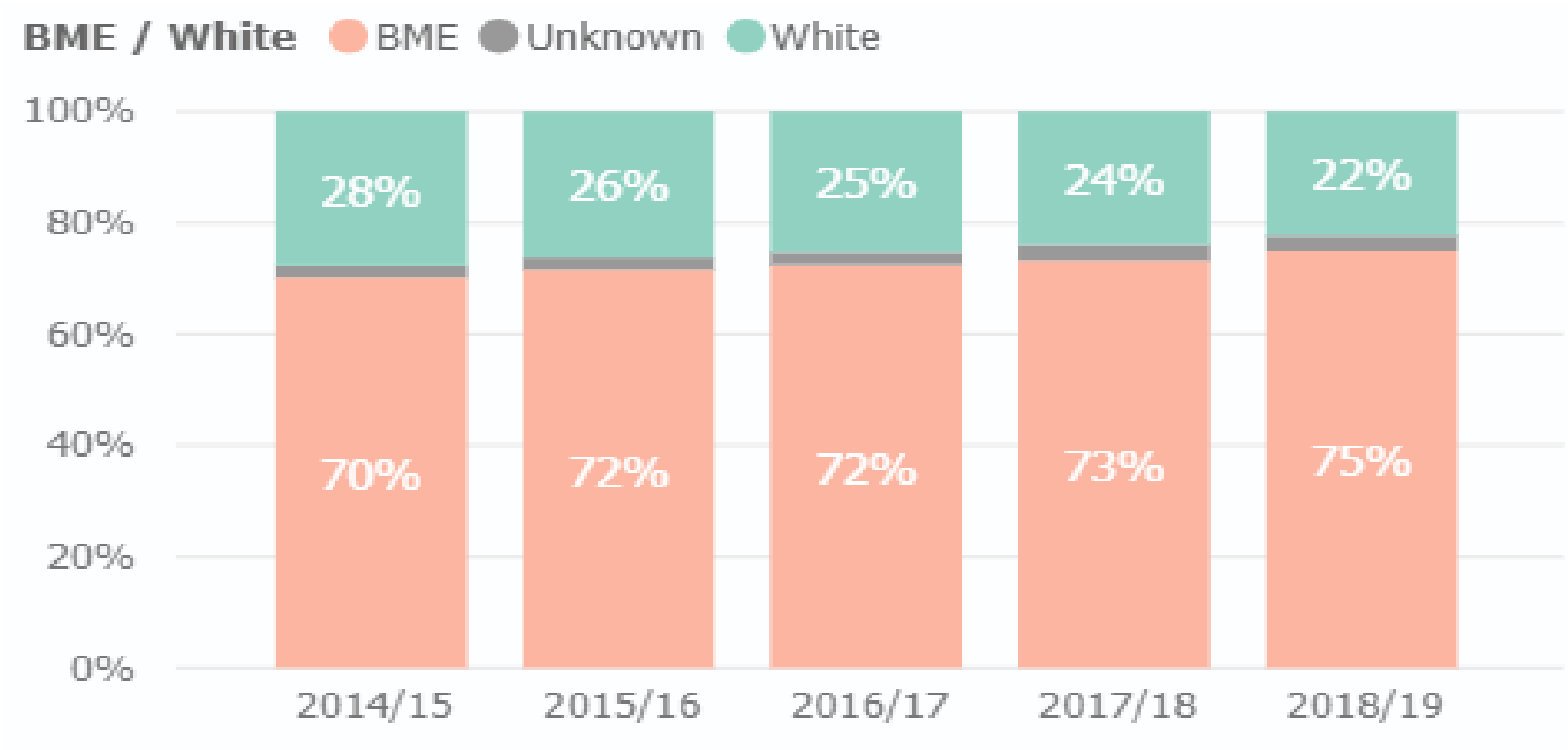
Figure 7b.9: UG student profile by ethnicity (as classified), 2018/19

Ethnicity 5 way ● Asian ● Black ● Chinese ● Non-UK domicile ● Other & mixed ● Prefer not to say / Unknown ● White
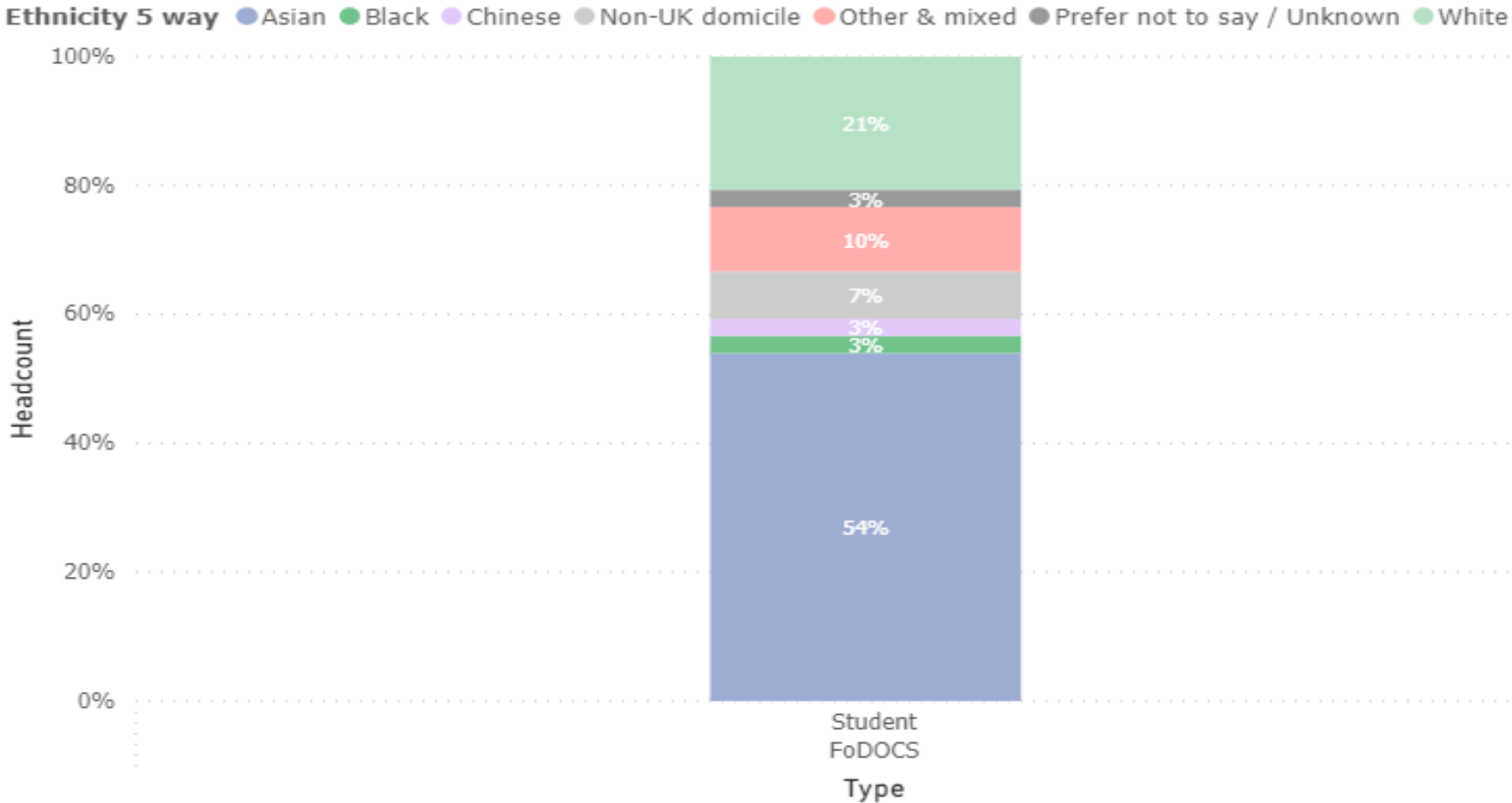
Dickson Poon School of Law

Figure 7b.10: UG student profile by ethnicity (BME/white) over time
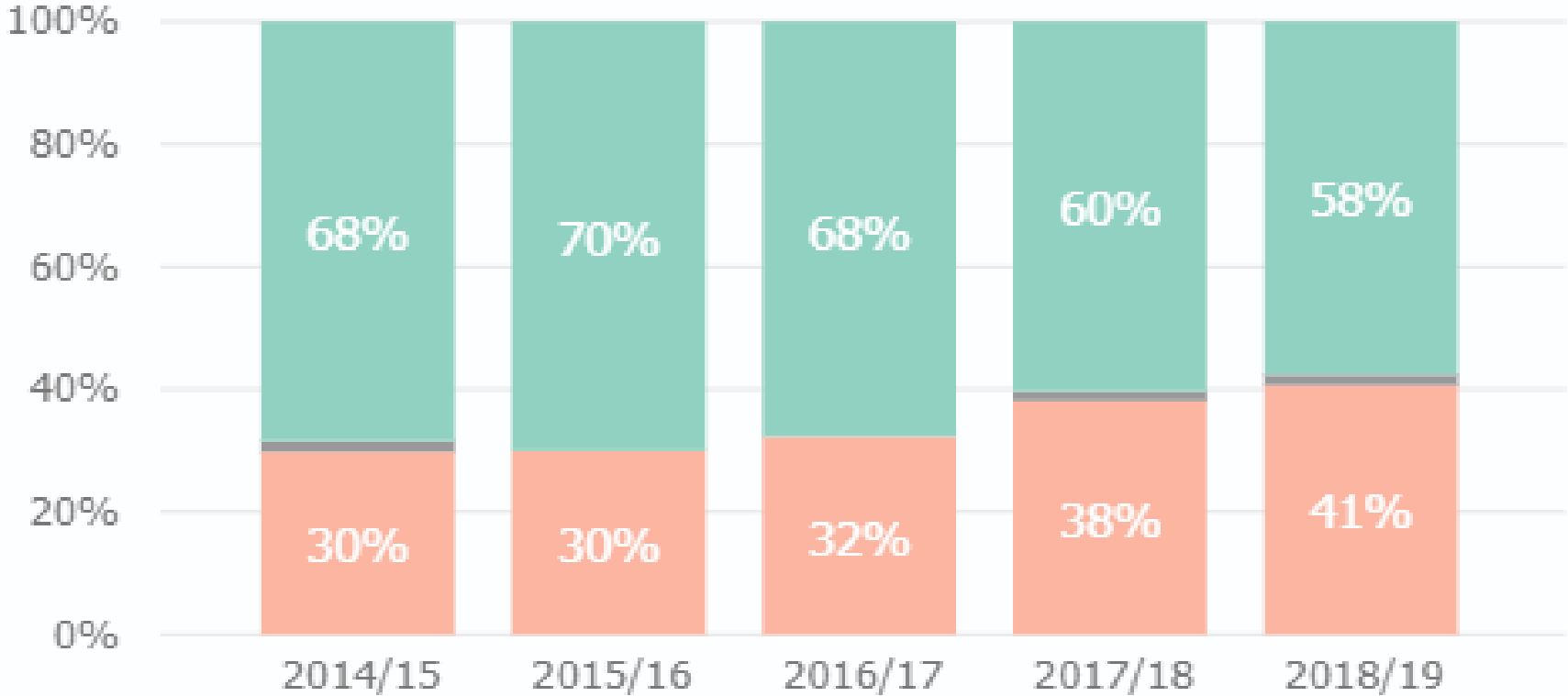
Figure 7b.11: UG student profile by ethnicity (as classified), 2018/19

Ethnicity 5 way ●Asian ●Black ●Chinese ●Non-UK domicile ●Other & mixed ●Prefer not to say / Unknown ●White
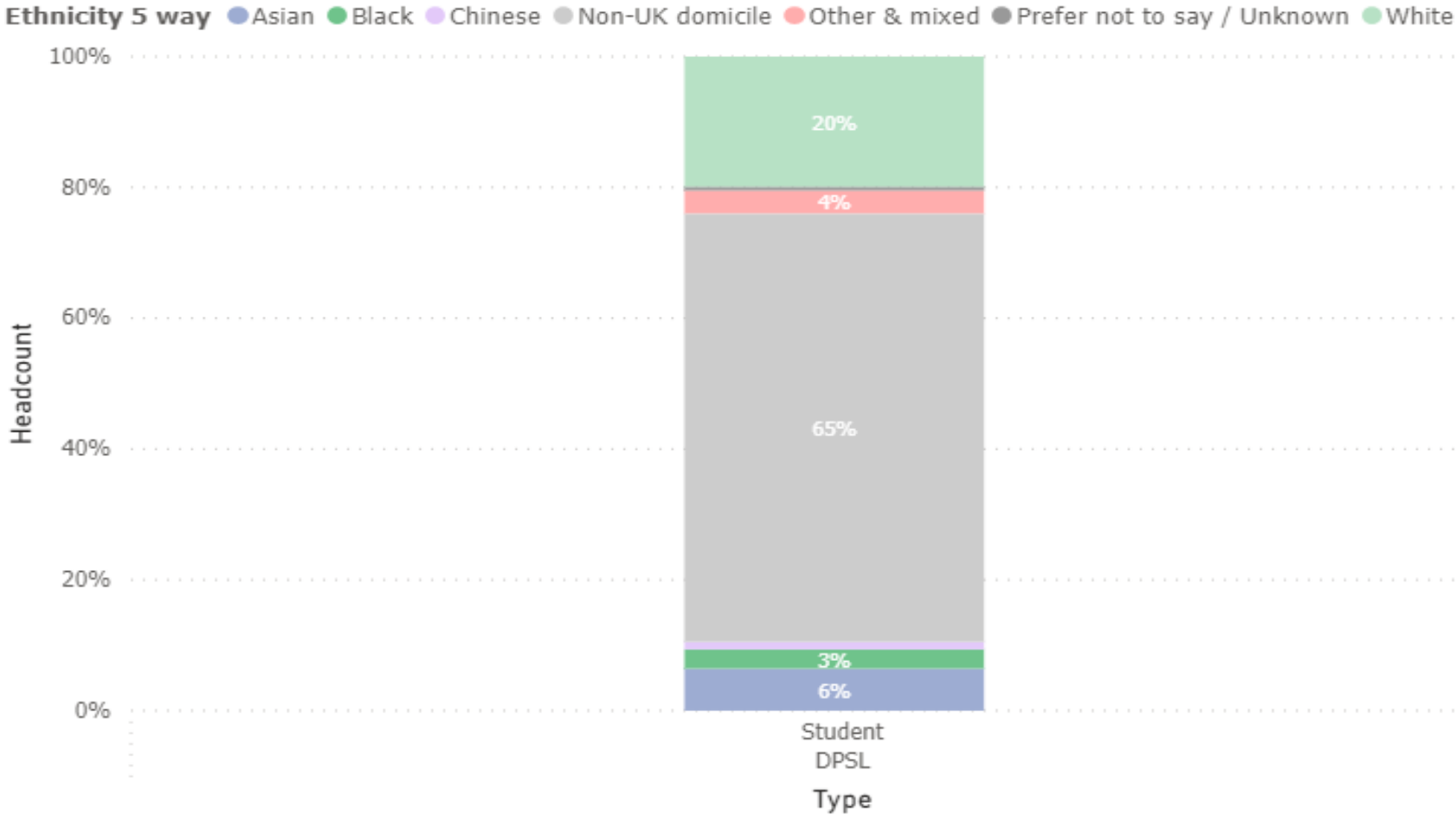
Faculty of Arts & Humanities

Figure 7b.12: UG student profile by ethnicity (BME/white) over time
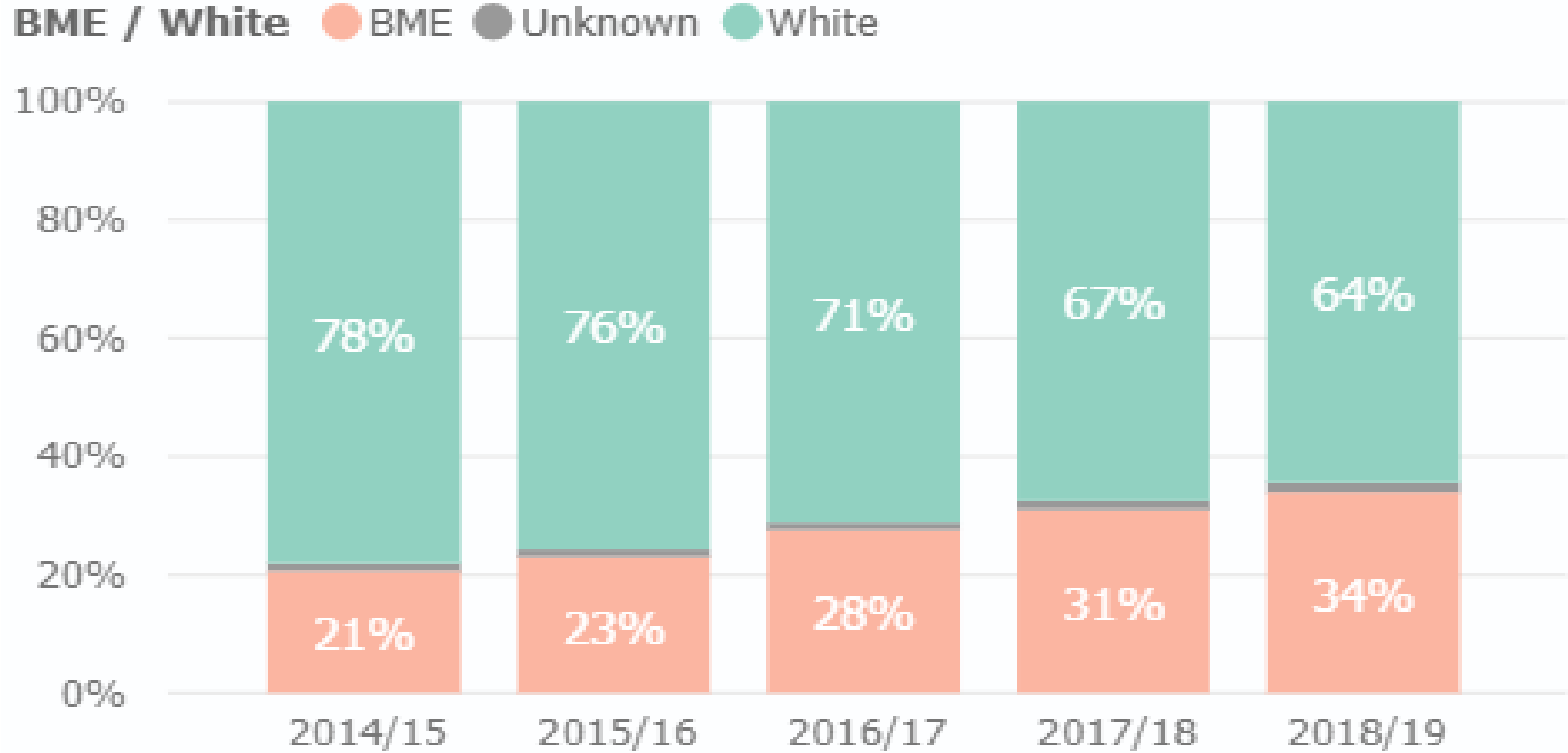
Figure 7b.13: UG student profile by ethnicity (as classified), 2018/19
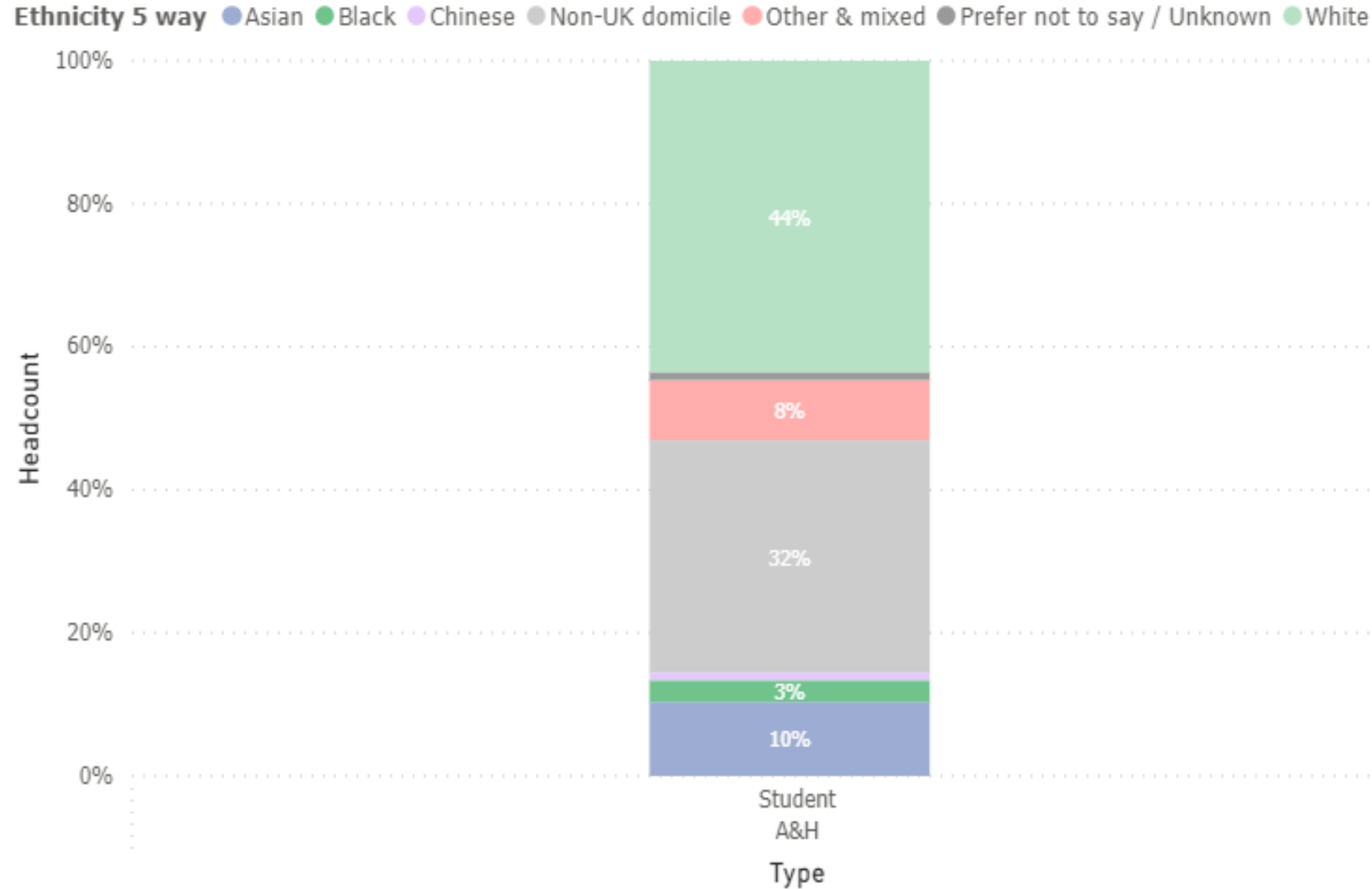
Faculty of Life Sciences & Medicine

Figure 7b.14: UG student profile by ethnicity (BME/white) over time
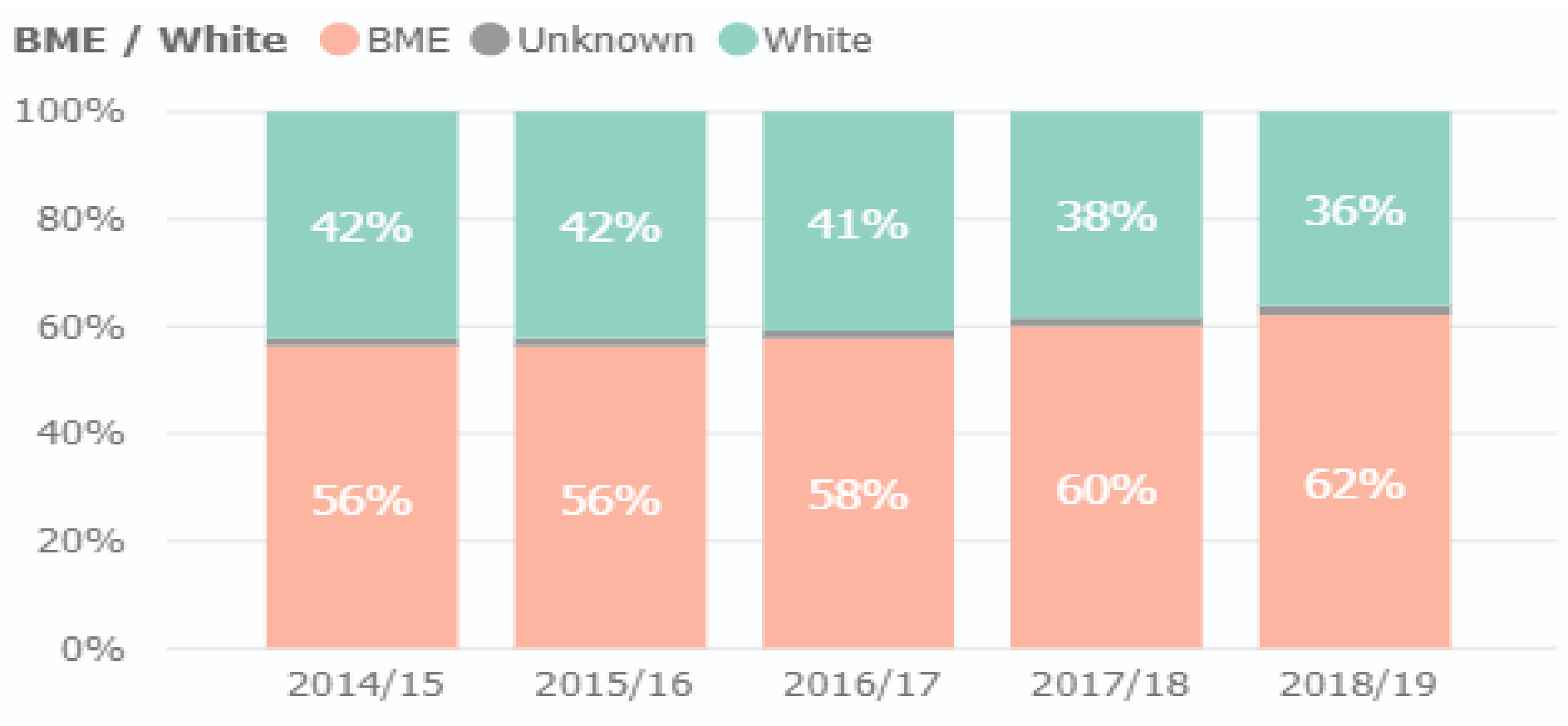
Figure 7b.15: UG student profile by ethnicity (as classified)
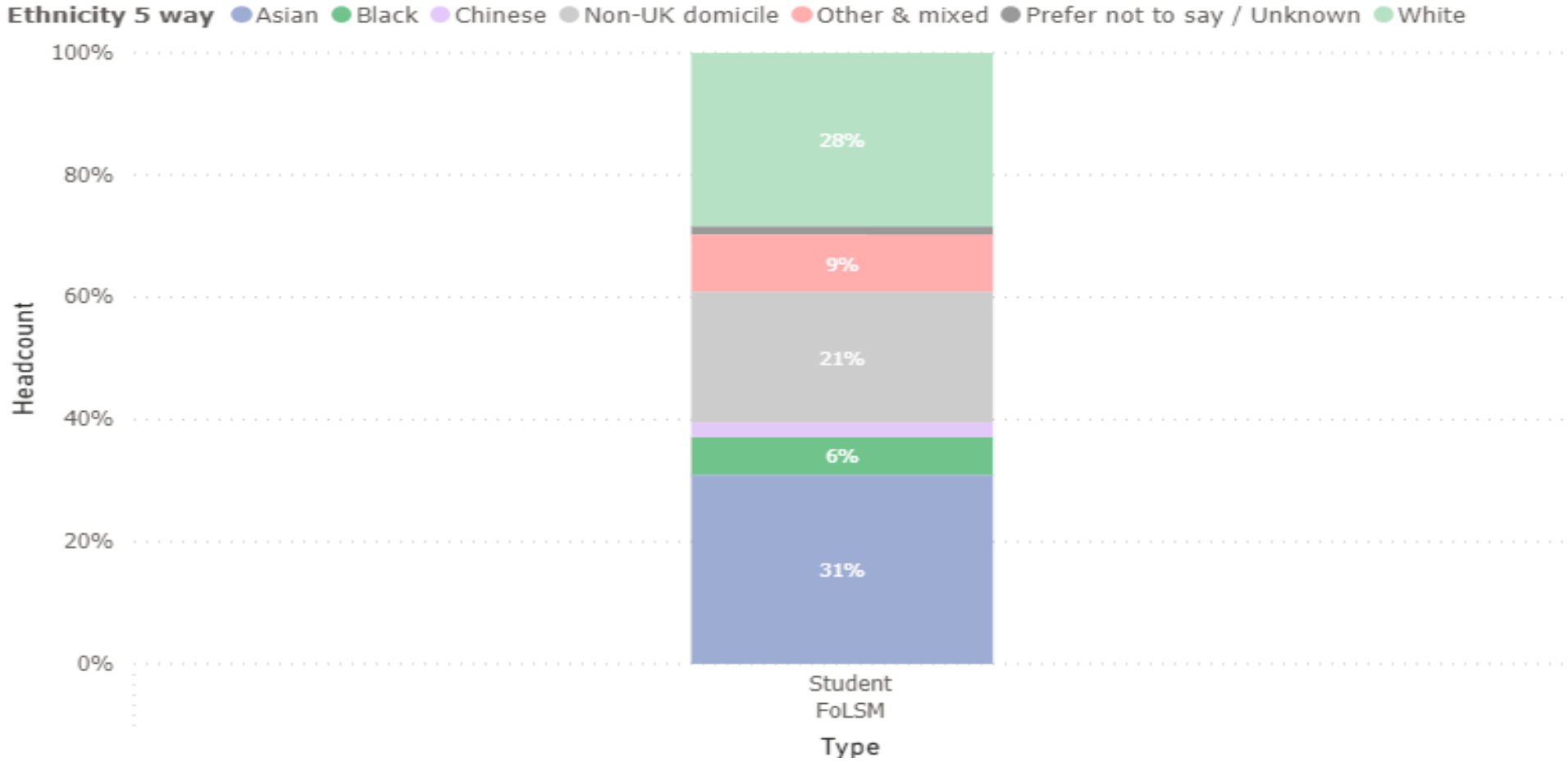
Faculty of Natural & Mathematical Sciences

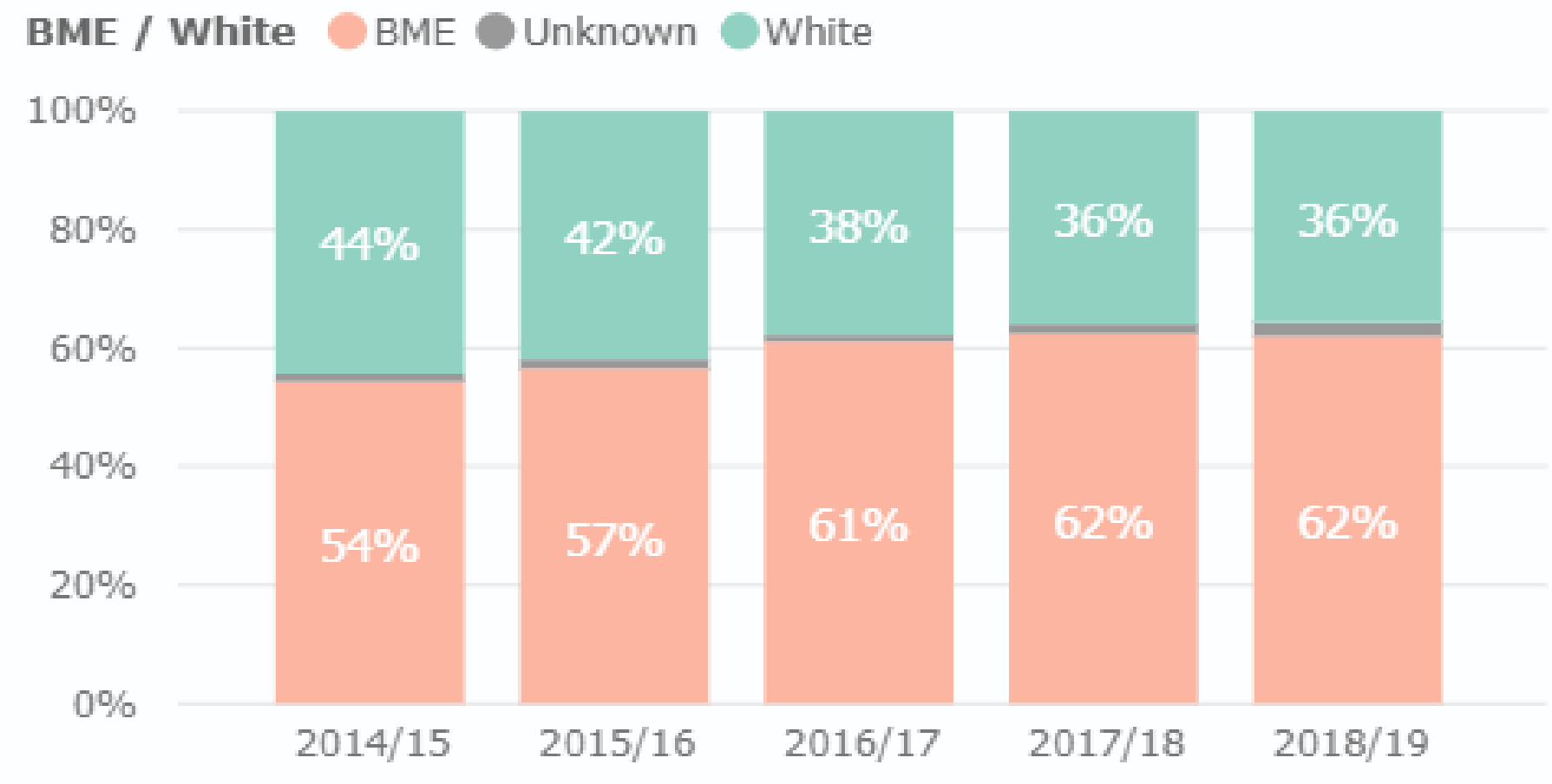*Figure 7b.16: UG student profile by ethnicity (BME/white) over time*
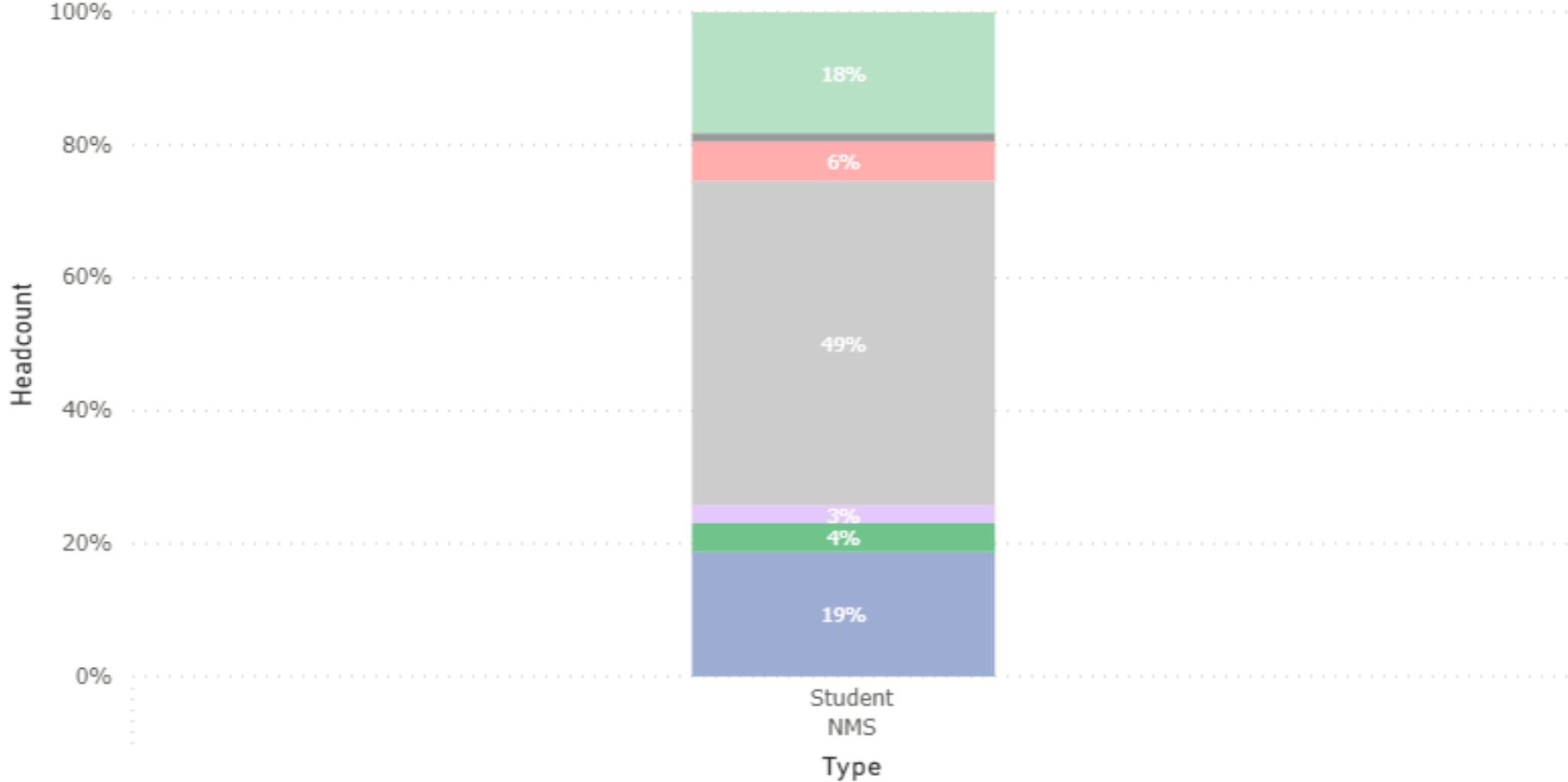
Figure 7b.17: UG student profile by ethnicity (as classified), 2018/19

Ethnicity 5 way ● Asian ● Black ● Chinese ● Non-UK domicile ● Other & mixed ● Prefer not to say / Unknown ● White

Faculty of Social Sciences & Public Policy

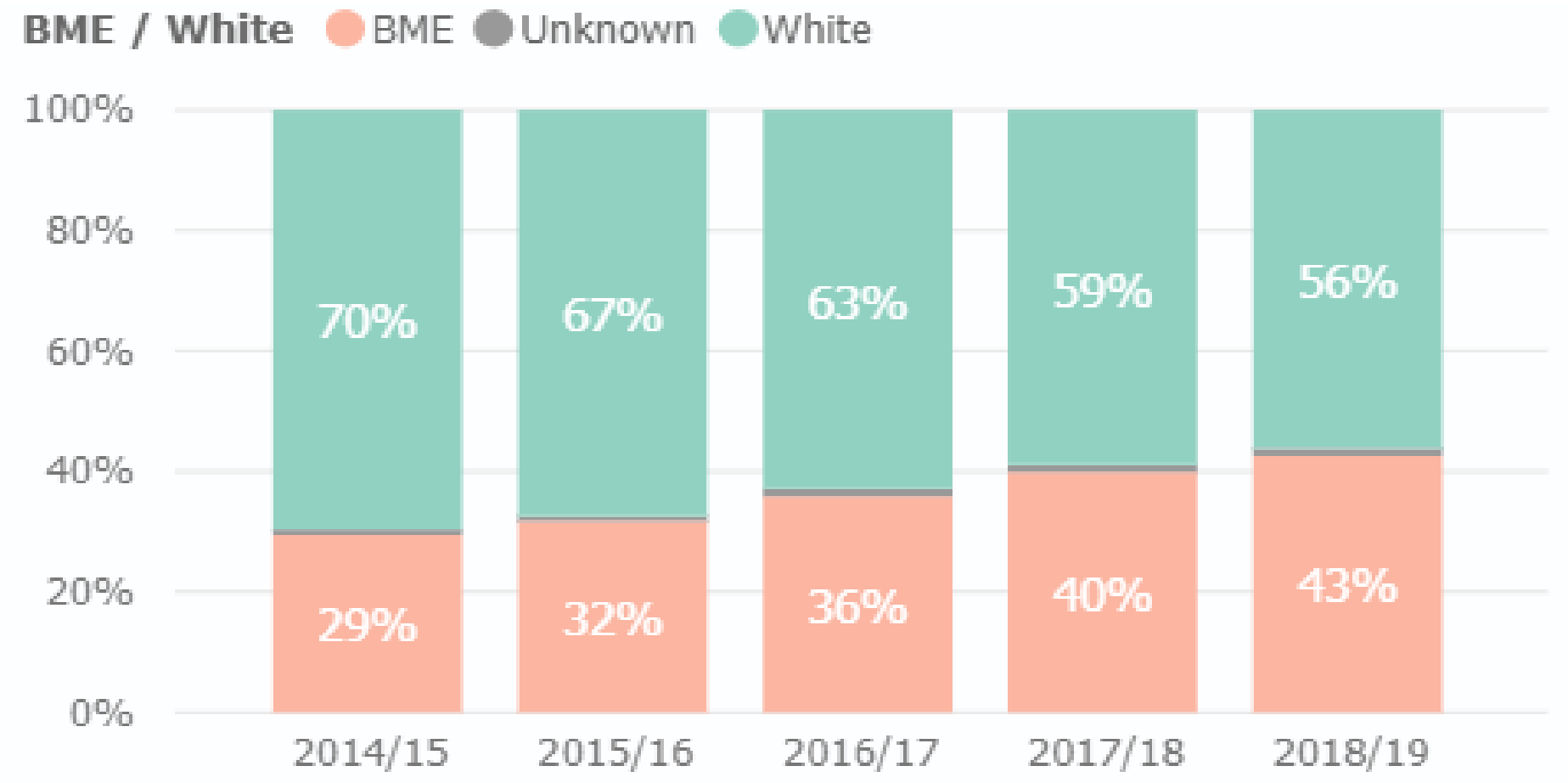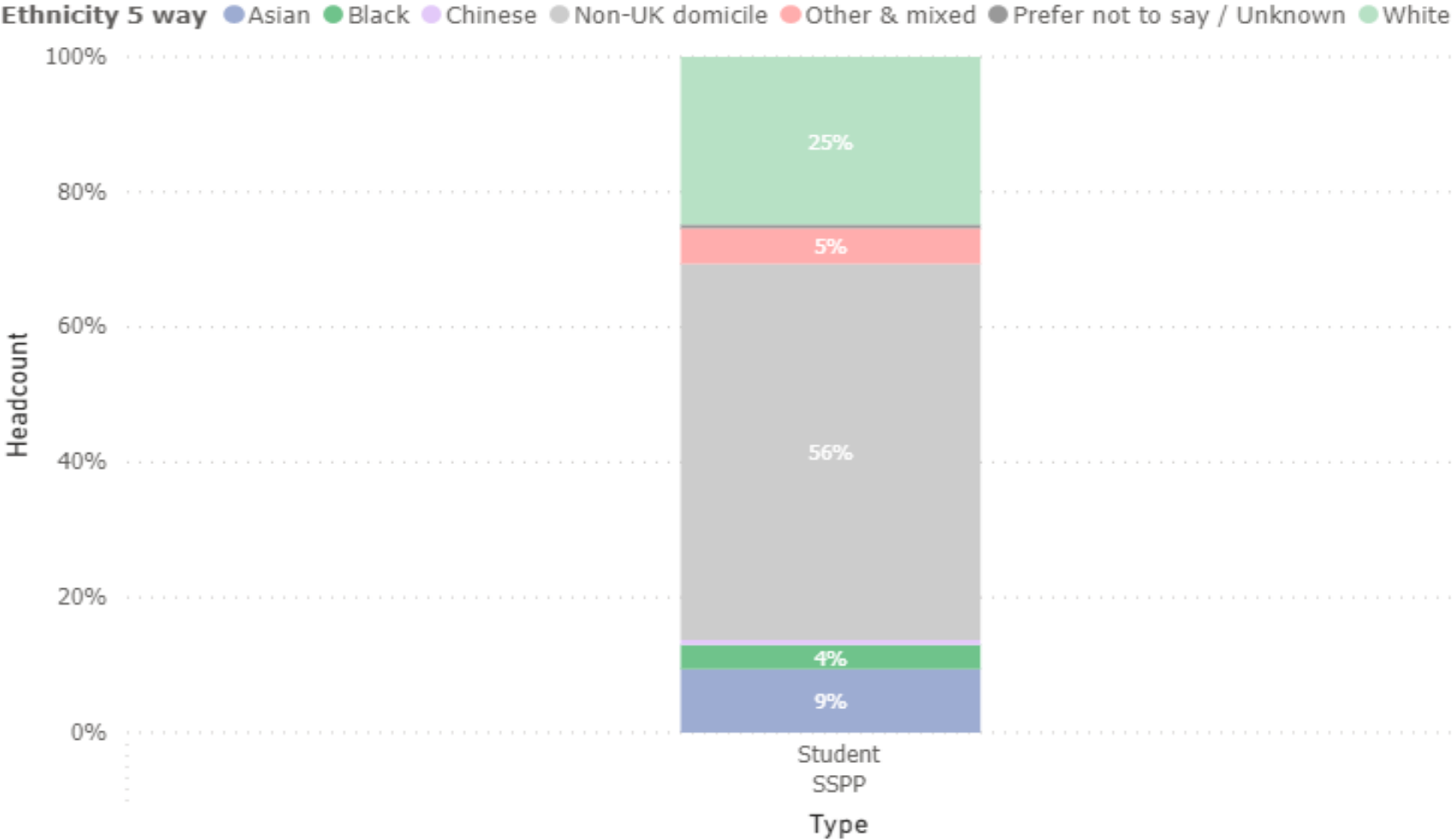*Figure 7b.18: UG student profile by ethnicity (BME/white) over time*

Figure 7b.19: UG student profile by ethnicity (as classified), 2018/19

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King's Business School

Figure 7b.20: UG student profile by ethnicity (BME/white) over time
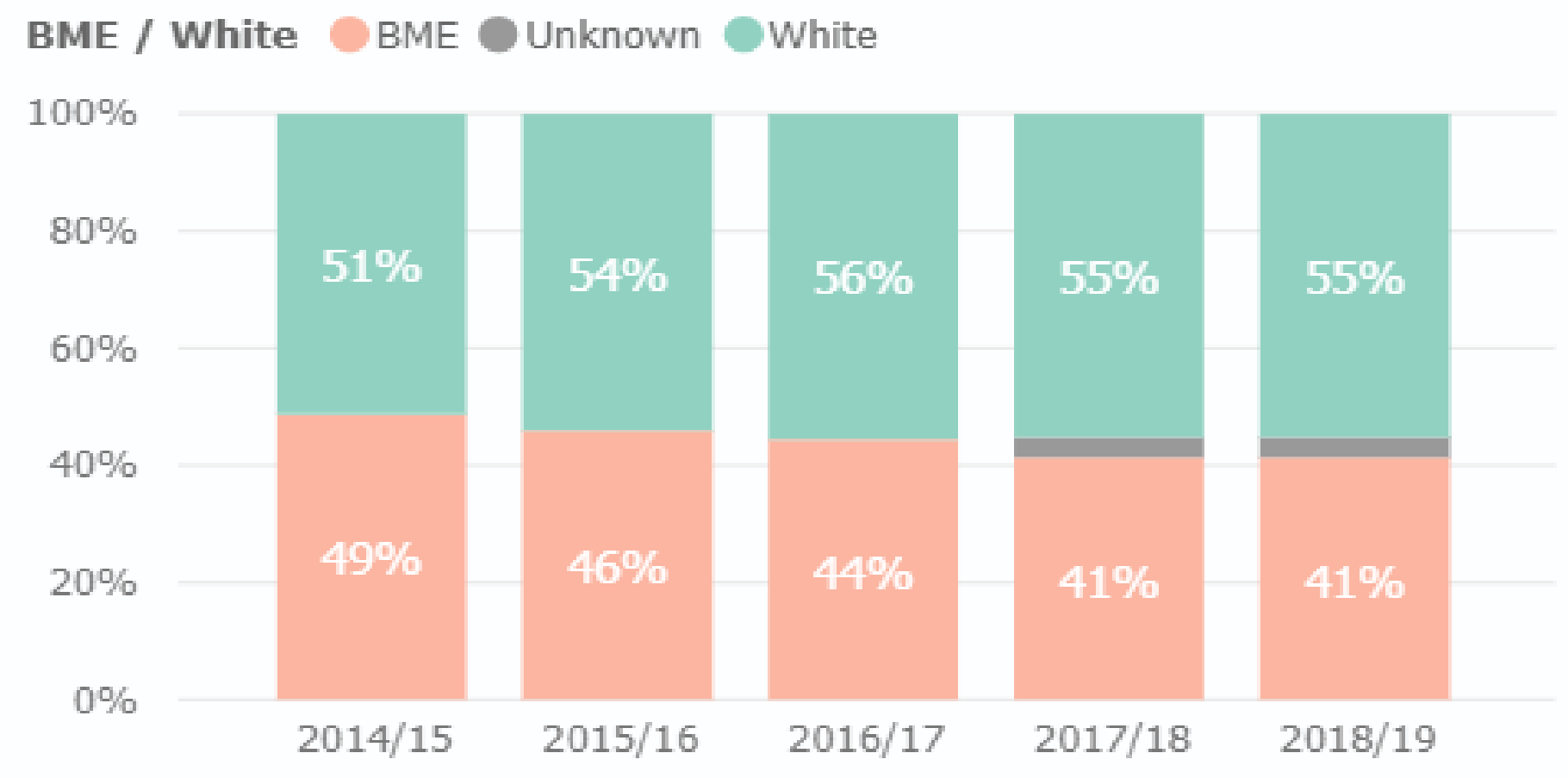
Figure 7b.21: UG student profile by ethnicity (as classified), 2018/19

Ethnicity 5 way ●Asian ●Black ●Chinese ●Non-UK domicile ●Other & mixed ●Prefer not to say / Unknown ●White
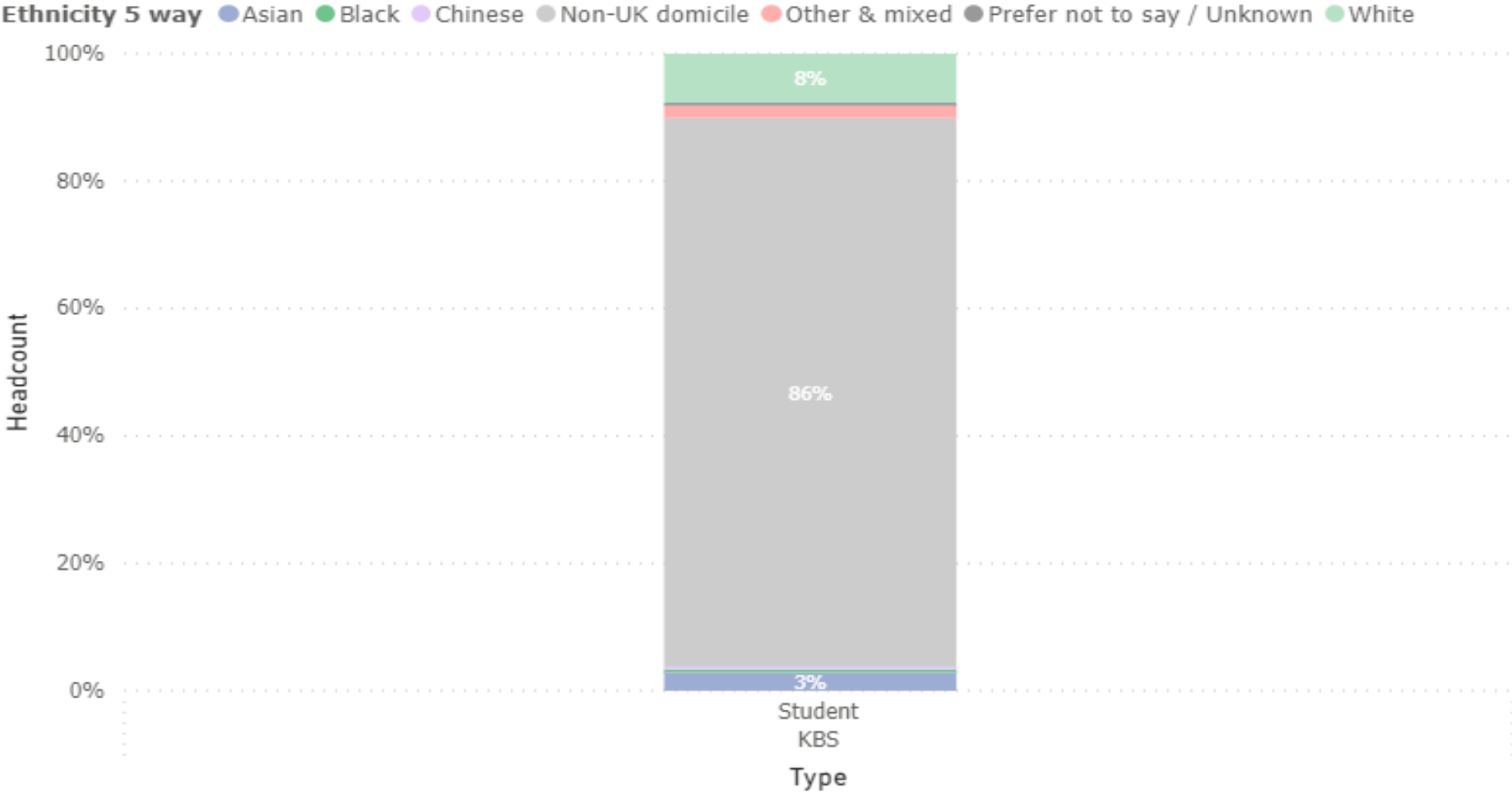
Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care

Figure 7b.22: UG student profile by ethnicity (BME/white) over time
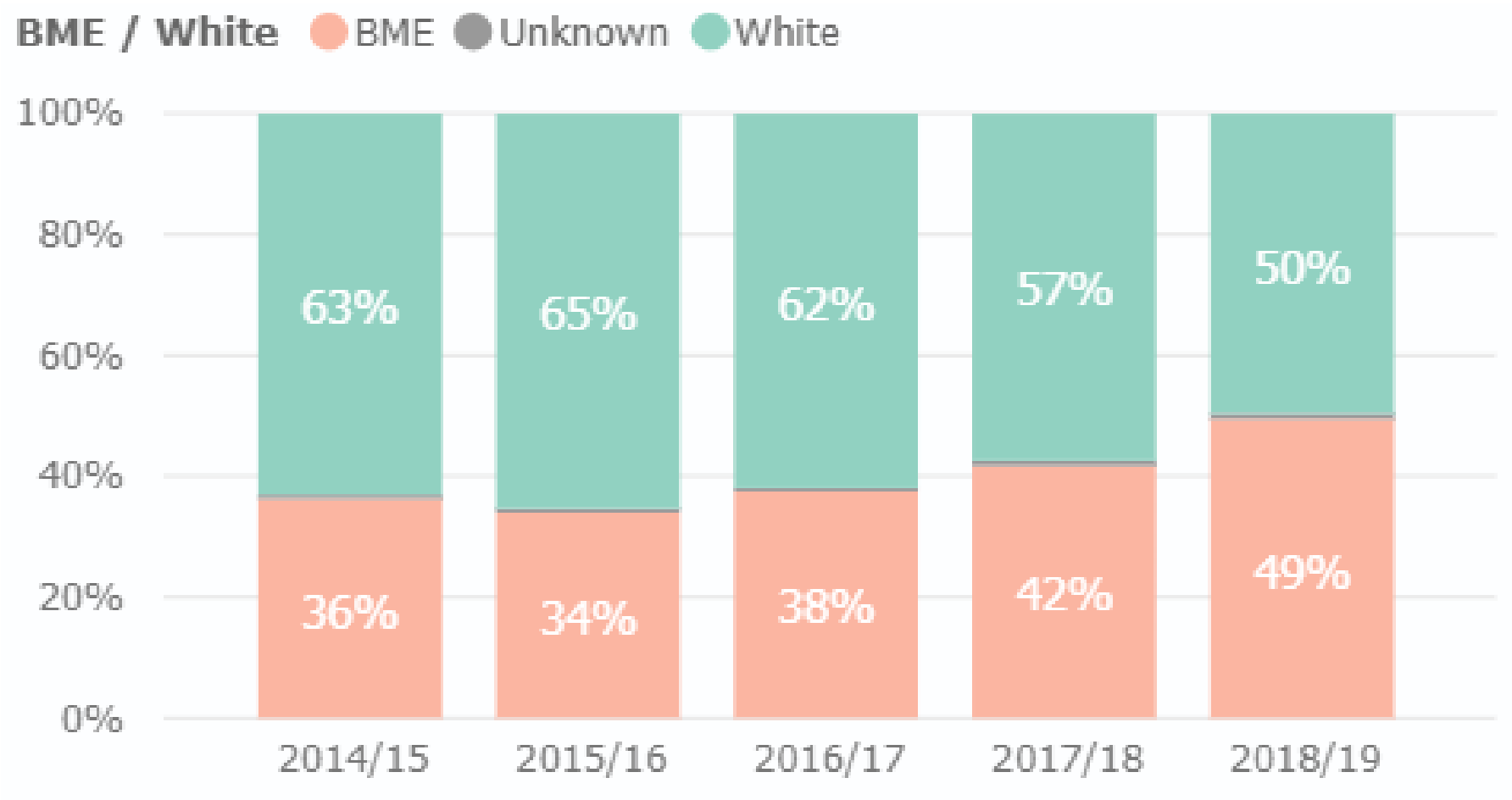
Figure 7b.23: UG student profile by ethnicity (as classified), 2018/19

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Institute of Psychiatry, Psychology & Neuroscience

Figure 7b.24: UG student profile by ethnicity (BME/white) over time
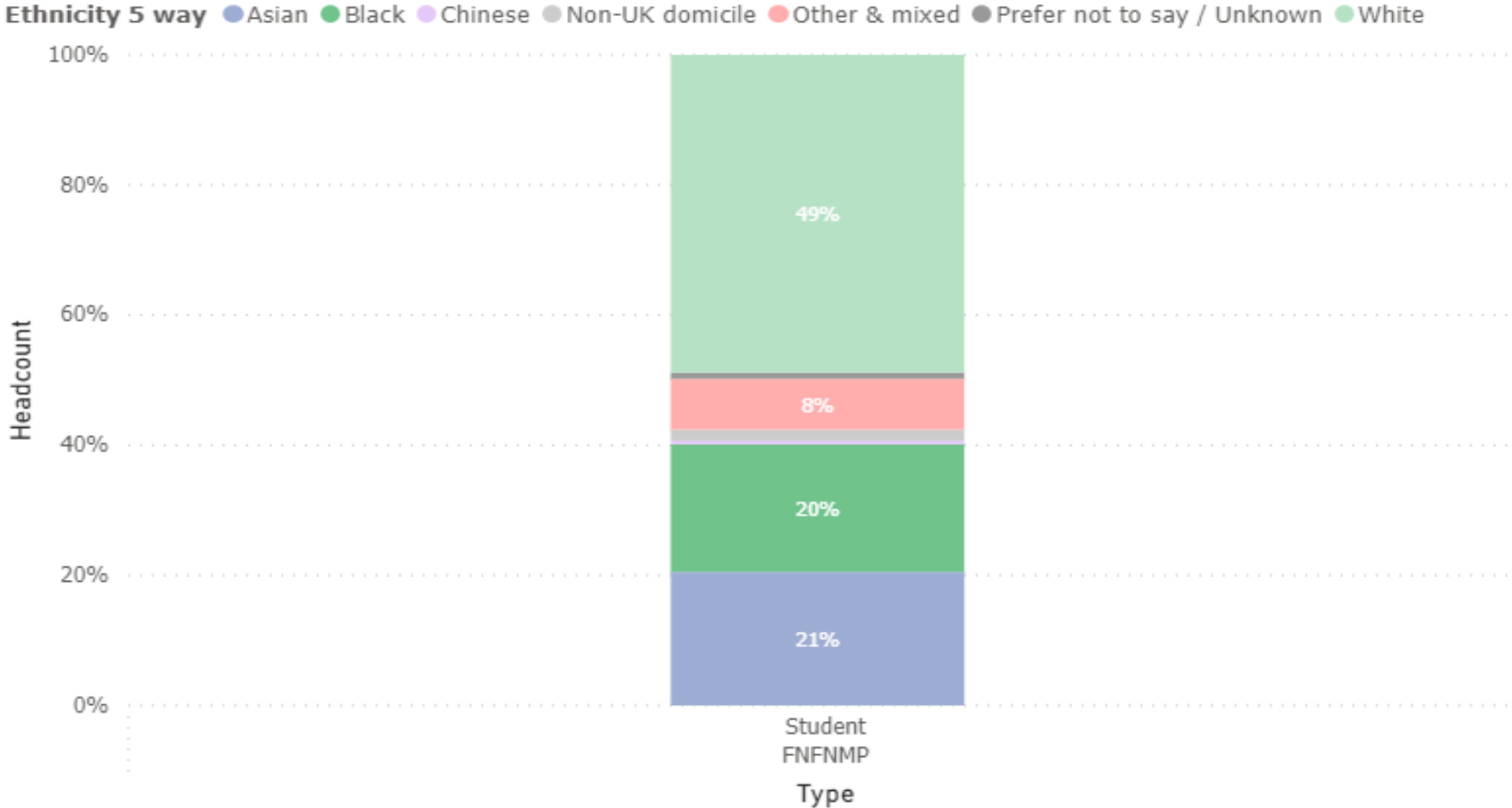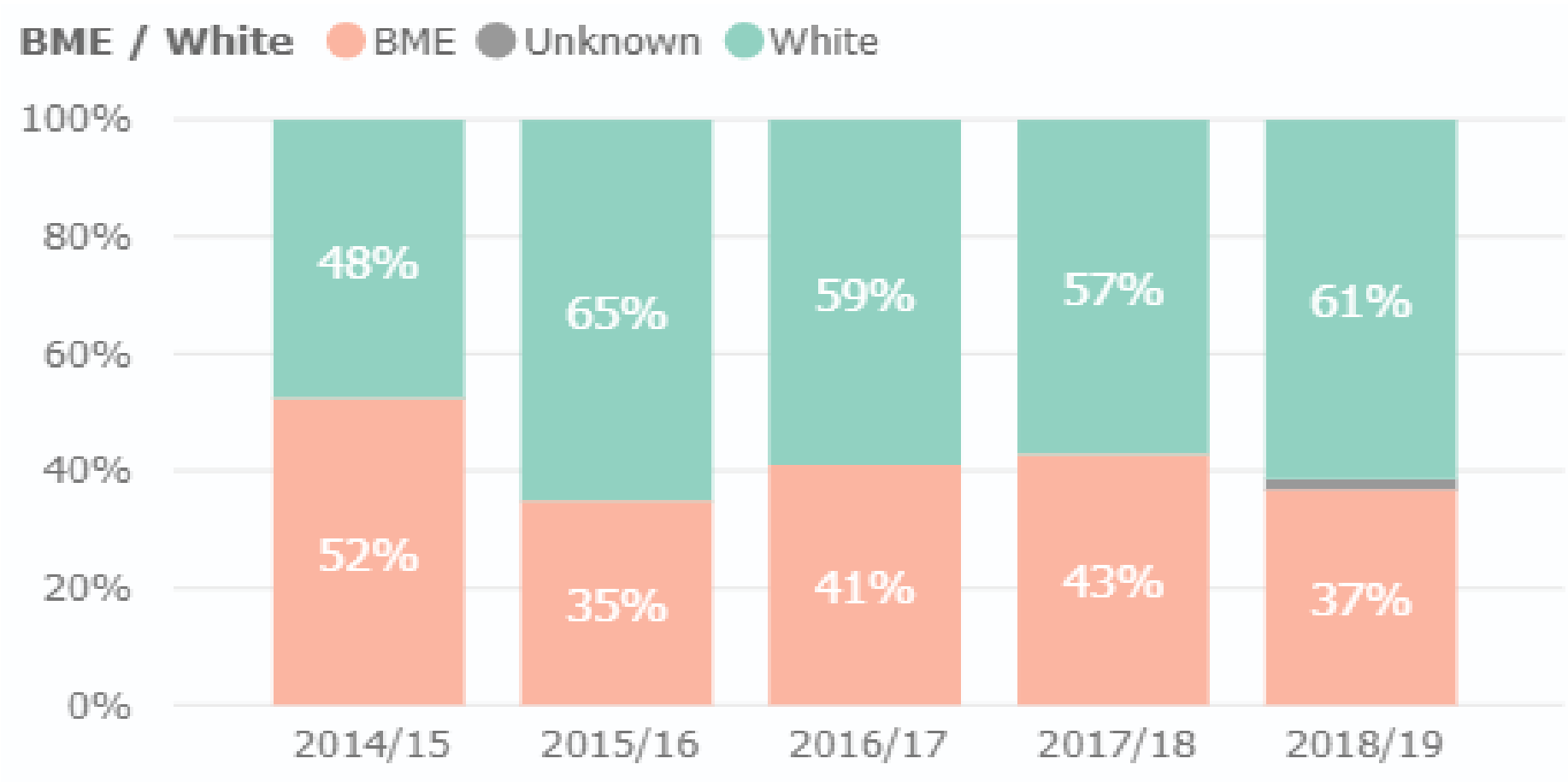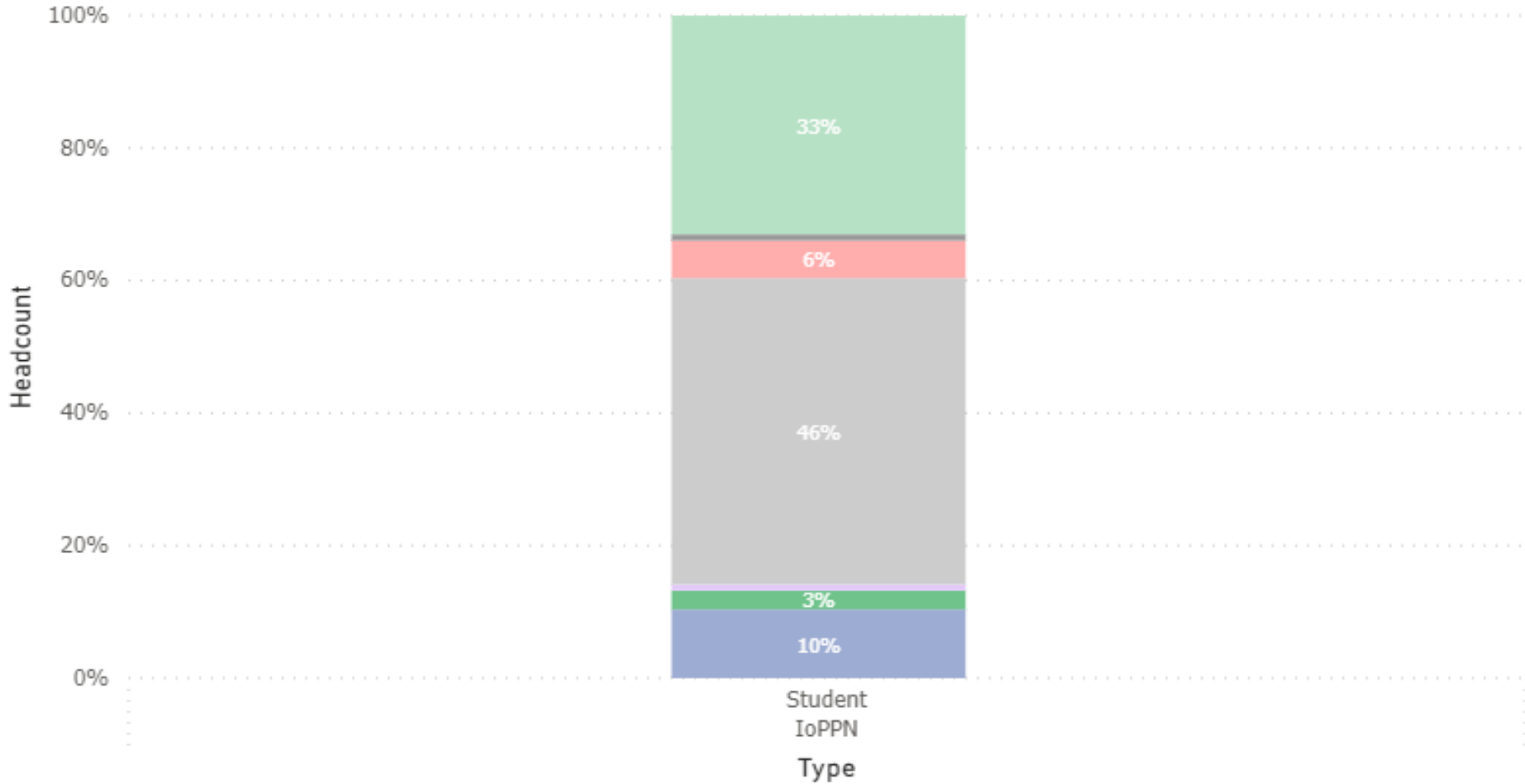
Figure 7b.25: UG student profile by ethnicity (as classified), 2018/19

Ethnicity 5 way ●Asian ●Black ●Chinese ●Non-UK domicile ●Other & mixed ●Prefer not to say / Unknown ●White

7c Course progression

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of your UK undergraduate students', and separately non-UK undergraduate students', continuation rates through their course.

Where possible, please provide the data for each academic faculty.

Continuation & Progression at King's

N.B. In 7c, all *percentages* based on fewer than 22.5 individuals are suppressed.

Figure 7c.1: Definitions

Definitions

Progression	A student is permitted to progress into the second year of their programme of study at the end of their first year (i.e. they have met all academic requirements/obtained the necessary passes)
Continuation	A student continues into the second year of their programme of study after completing first year. Continuation captures students who actually progress, while progression captures those who are only permitted to progress.
'Continue'	Includes those students who we know transferred to another Higher Education Provider – so they continued in tertiary education, but not at King's

Numbers are rounded to the nearest multiple of 5 and *percentages* based on fewer than 22.5 individuals are suppressed.

Continuation, Progression & Race Equality

Our data presents a complex picture (Tables 7.c.1-8). Each faculty has undertaken extensive work to understand the detail of their continuation and progression data and developed a faculty-level Attainment action plan (REAP 6.4.2).

We see some broad trends at King's in relation to UK student progression by ethnic group:
- Most groups see a higher rate of non-progression compared to White students;
- Non-continuation rates for BME students are not stable and are higher than our 2018-19 institutional target (6%);
- Black students have a consistently higher withdrawal rate than White students;
- Some faculties appear to have a BME non-continuation gap, FNFNMPC and SSPP in particular; proportionally more BME students are withdrawing compared to white students;
- Since 2015, NMS has reduced their BME non-continuation gap. They now have a White continuation gap (which is in line with the institutional trend). RELA recognises that a White non-continuation gap is equally negative in terms of race equality.

In conjunction with nationality we see the following broad trends:
= Positive progression trends for students from East Asia and the Middle East;
= Europe is the only region that has consistently lower non-progression compared to UK students;
= The rate of students who do not progress into second year is increasing over time for East Asian and Middle Eastern students.

The data demonstrates a BME first year academic performance gap. Student Outcomes have undertaken consultation and research with students and staff to identify how to address this. The focus going forward is on addressing belonging, student experience and learning outcomes through
- Introducing a transitional first year
- Improvements in quality and capability of personal tutoring particularly for the experience and barriers BME students face. (REAP 6.1.2)

We believe these will have a positive effect on the transition, retention, and success of BME students.

Table 7c.1: UK Non-continuation by ethnicity (BME/white) by year

Ethnicity	2016/17	2017/18	2018/19
BME	7%	7%	8%
White	8%	7%	8%

Table 7c.2: UK Non-continuation by ethnicity (as classified) by year, with benchmarking against White non-continuation

Ethnicity	% Non-continuation					
	2016/17		2017/18		2018/19	
White	8%		7%		8%	
Arab*	-	-	-	-	9%	Higher
Asian or Asian British – Bangladeshi	7%	Lower	7%	Same	11%	Higher
Asian or Asian British – Indian	4%	Lower	5%	Lower	5%	Lower
Asian or Asian British – Pakistani	4%	Lower	7%	Same	10%	Higher
Black or Black British – African	13%	Higher	5%	Lower	10%	Higher
Black or Black British – Caribbean	8%	Same	15%	Higher	12%	Higher
Chinese	6%	Lower	7%	Same	6%	Lower
Gypsy or traveller*	-	-	-	-	-	-
Irish traveller*	-	-	-	-	-	-
Mixed - White & Asian	5%	Lower	5%	Lower	11%	Higher
Mixed - White & Black African	8%	Same	3%	Lower	19%	Higher
Mixed - White & Black Caribbean	16%	Higher	2%	Lower	3%	Lower
Other Asian background	7%	Lower	8%	Higher	6%	Lower
Other Black background*	-	-	-	-	-	-
Other Ethnic background	9%	Higher	10%	Higher	9%	Higher
Other Mixed background	11%	Higher	8%	Higher	4%	Lower
Other white background*	-	-	-	-	-	-
Information refused	3%	Lower	7%	Same	15%	Higher

*sample size too small.

Table 7c.3: UK non-continuation by ethnicity (BME/white) by faculty by year

	Ethnicity	2014/15	2015/16	2016/17	2017/18	2018/19
A&H	BME	6%	4%	6%	6%	8%
	White	6%	8%	9%	8%	10%
FoDOCS	BME	4%	0%	3%	2%	4%
	White	0%	2%	3%	5%	4%
FoLSM	BME	4%	4%	5%	4%	7%
	White	6%	4%	5%	3%	4%
FNMPC	BME	6%	11%	12%	9%	14%
	White	7%	7%	10%	8%	11%
IoPPN	BME	N/A	N/A	0%	3%	7%
	White	N/A	N/A	4%	4%	2%
KBS	BME	3%	6%	N/A	N/A	12%
	White	5%	6%	7%	3%	N/A
NMS	BME	15%	10%	13%	12%	9%
	White	10%	11%	17%	13%	5%
SSPP	BME	3%	6%	7%	6%	6%
	White	5%	7%	4%	4%	12%

Progression

Table 7c.4: Non-progression by ethnicity (five-way split) for UK and non-UK domiciled students by year

Academic Year	2016/17		2017/18		2018/19	
Domicile	# Did not progress rounded	% Did not progress (suppressed)	# Did not progress rounded	% Did not progress (suppressed)	# Did not progress rounded	% Did not progress (suppressed)
⊟ **UK**						
Asian	75	7.2%	60	5.6%	35	3.3%
Black	20		30	8.2%	25	6.7%
Chinese	5		5		0	
Mixed & other	35	8.1%	35	7.4%	25	5.7%
Prefer not to say / unknown	0		5		5	
White	100	4.7%	90	5.2%	70	4.3%
⊟ **Non-UK**						
Asian	20		15		10	
Black	0		0		0	
Chinese	20		35	7.6%	20	
Mixed & other	5		10		10	
Prefer not to say / unknown	5		0		5	
White	45	4.0%	35	3.0%	35	3.1%

Table 7c.5: Non-progression by ethnicity (BME/White) for UK and non-UK domiciled students by year, and Table 7c.6: benchmarked against White

Domicile	2016/17	2017/18	2018/19
⊟ **UK**			
BME	7.3%	6.4%	4.4%
White	4.7%	5.2%	4.3%
⊟ **Non-UK**			
BME	5.1%	5.9%	2.9%
White	4.0%	3.0%	3.1%

Domicile	2016/17	2017/18	2018/19
⊟ **UK**			
BME	Higher	Higher	Higher
White	4.7%	5.2%	4.3%
⊟ **Non-UK**			
BME	Higher	Higher	Lower
White	4.0%	3.0%	3.1%

Table 7c.7: Progression with resits by ethnicity (five-way split) for UK and non-UK domiciled students by year

Academic Year	2016/17			2017/18			2018/19		
Domicile	# Progressed rounded	# Progressed resits rounded	% Progressed resits suppressed	# Progressed rounded	# Progressed resits rounded	% Progressed resits suppressed	# Progressed rounded	# Progressed resits rounded	% Progressed resits suppressed
UK									
Asian	905	80	8.6%	920	65	7.1%	925	70	7.6%
Black	260	20	7.3%	290	20	6.3%	315	30	9.5%
Chinese	105	5	5.8%	105	15	12.1%	115	10	9.7%
Mixed & other	400	40	10.0%	390	30	7.4%	400	40	9.7%
Prefer not to say / unknown	55	5	10.5%	70	5	9.9%	55	5	9.3%
White	1,890	135	7.2%	1,605	100	6.3%	1,415	115	8.1%
Non-UK									
Asian	265	25	10.2%	335	35	10.4%	375	45	12.2%
Black	20	0		25	0	4.3%	15	0	
Chinese	400	45	11.8%	425	50	12.3%	585	90	15.0%
Mixed & other	160	10	6.9%	205	20	8.9%	255	30	11.1%
Prefer not to say / unknown	30	5	15.6%	45	5	8.5%	45	5	6.7%
White	1,020	60	6.1%	1,075	100	9.5%	1,090	95	8.8%

Table 7c.8: UK Progression with resits by ethnicity (five-way split) by year benchmarked against white

Domicile	2016/17	2017/18	2018/19
⊟ UK			
Asian	Higher	Higher	Lower
Black	Higher	Lower	Higher
Chinese	Lower	Higher	Higher
Mixed & other	Higher	Higher	Higher
Prefer not to say / unknown	Higher	Higher	Higher
White	7.2%	6.3%	8.1%
⊟ Non-UK			
Asian	Higher	Higher	Higher
Black		Lower	
Chinese	Higher	Higher	Higher
Mixed & other	Higher	Lower	Higher
Prefer not to say / unknown	Higher	Lower	Lower
White	6.1%	9.5%	8.8%

7d Attainment

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of degree awarding for your UK and, separately, non-UK students.

Where possible, please provide the data for each academic faculty.

- Provide data on differences, by ethnicity, of students awarded a first/2:1 (a 'good degree').

- Comment on any initiatives your institution has, to address any attainment gaps (with reference to the Teaching and Learning section of your application).

- Where you have initiated work in this area, specify the impact of these initiatives.

Below is current data on the attainment gaps within King's, providing insight into the differential student outcomes of the faculties.

Figure 7d.1: Percentage of students awarded a 1st class degree over time.
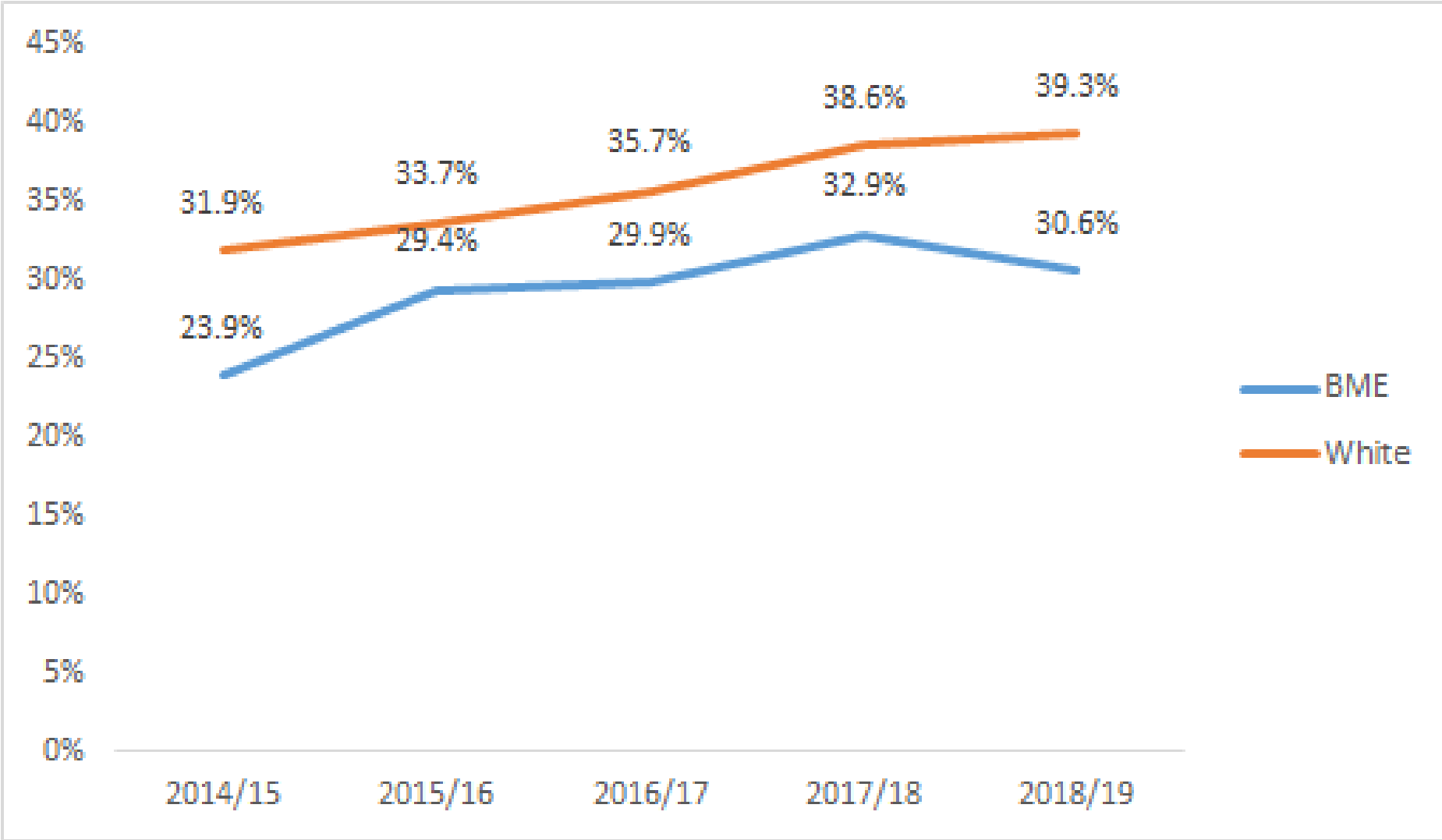
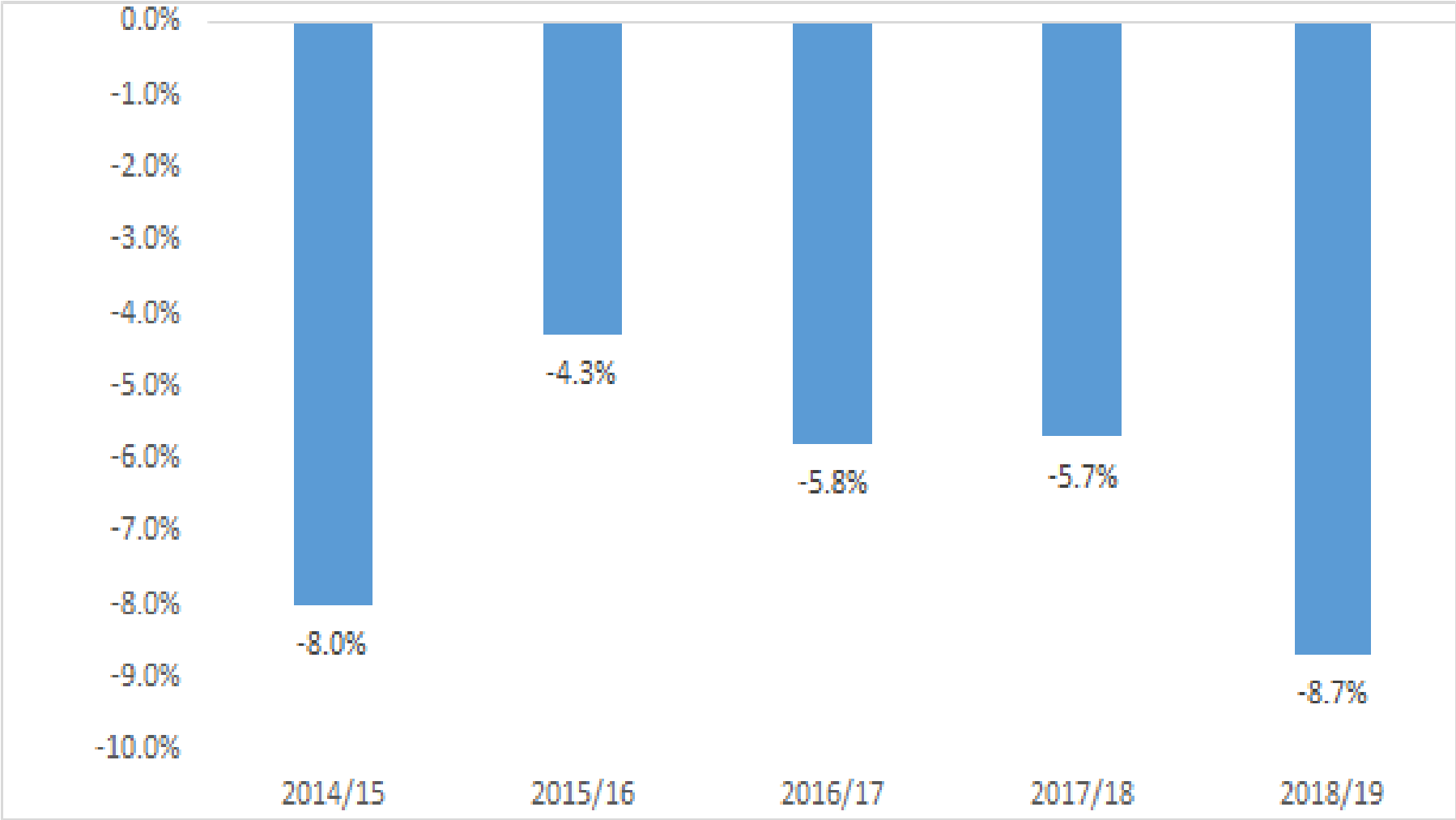*Figure 7d.2: Attainment gap between white and BME learners awarded a 1st class degree overtime.*
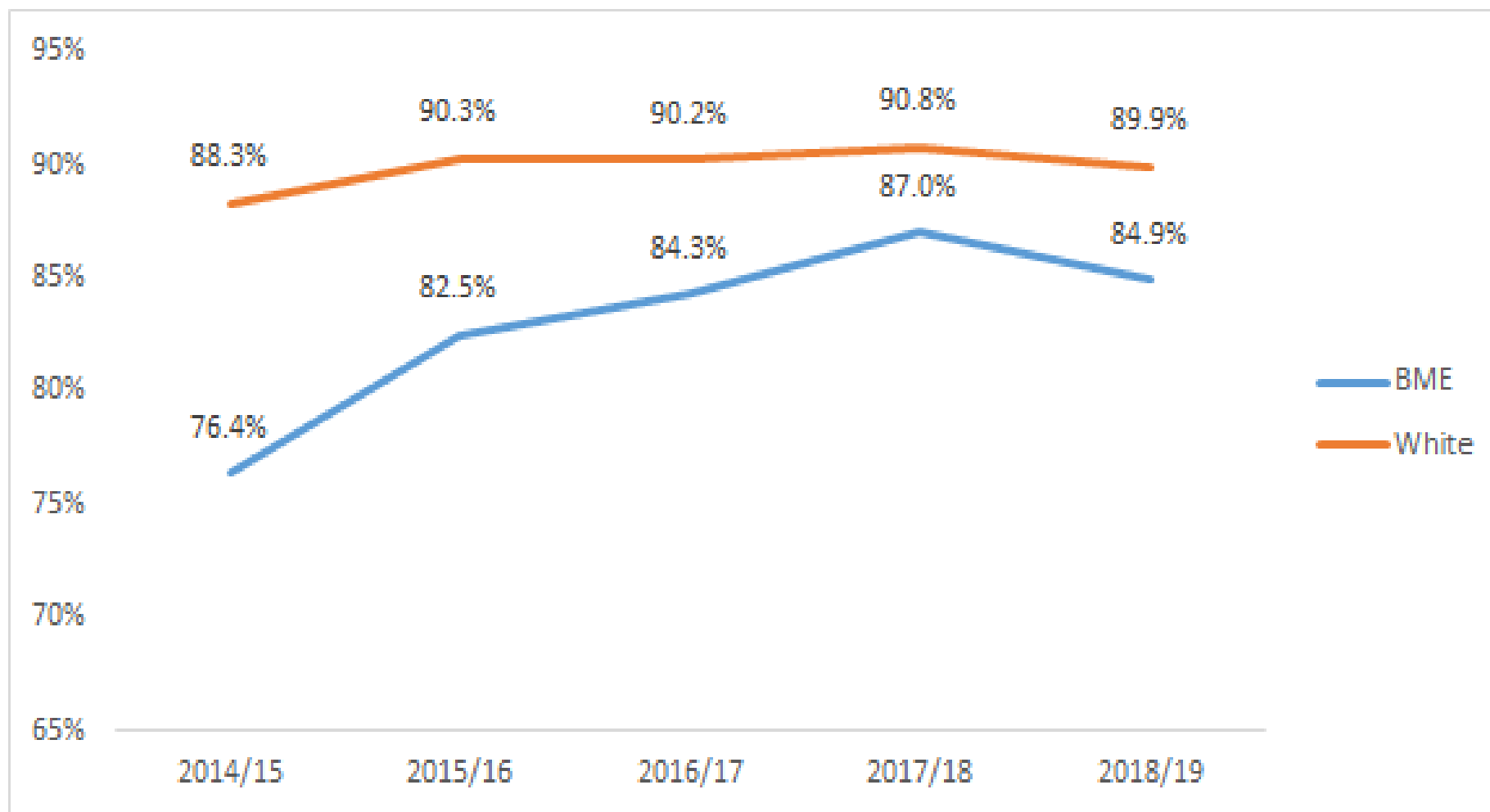
Figure 7d.3: Percentage of students awarded a good honours degree* over time.

*'Good honours' is considered a first-class or a second-class upper division (2:1) classification.

Figure 7d.4: Attainment gap between white and BME learners awarded a good honours degree overtime.
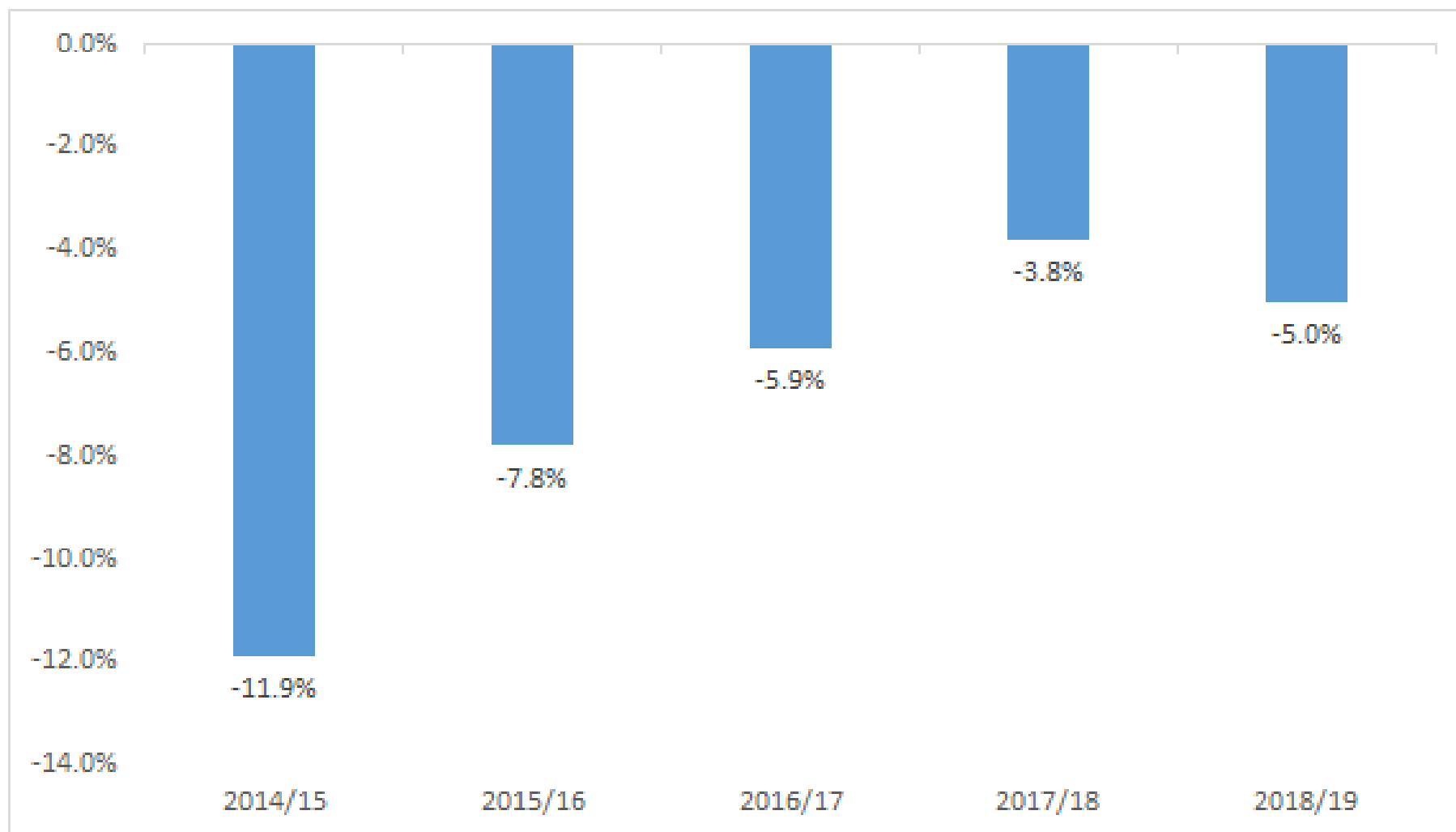
Table 7d.1: BME attainment gaps by faculty, 2018/19

	BME	White		BME	White	
Faculty	1St Class		Attainment Gap	Good Honours		Attainment Gap
Faculty of Arts and Humanities	16.9%	26.4%	-9.5%	90.1%	92.5%	-2.4%
Faculty of Natural and Mathematical Sciences	42.7%	52.8%	-10.1%	76.7%	74.8%	1.9%
Faculty of Social Science and Public Policy	27.5%	35.2%	-7.7%	90.8%	95.4%	-4.6%
Florence Nightingale Faculty of Nursing, Midwifery and Palliative Care	14.6%	38.5%	-23.9%	62.3%	79.9%	-17.6%
Institute of Psychiatry, Psychology and Neuroscience	26.9%	57.4%	-30.5%	92.3%	10.0%	82.3%
King's Business School	53.8%	59.3%	-5.5%	92.3%	92.6%	-0.3%
The Dickson Poon School of Law	21.4%	25.9%	-4.5%	100.0%	98.1%	1.9%
Faculty of Life Sciences and Medicine			-20.5%			-3.7%

*For FoDOCS and FoLSM, a significant number of medical and dentistry UGs are assessed Pass/Fail and are excluded from this count.

- = (Figs. 7d.1-4 and Table 7d.1) The overall proportion of 1st class degrees awarded to BME students has fluctuated with an overall increase from 23.9% to 30.6% since 2014/15 with an 8.7% gap in 2018/19.
- = The attainment gap for good honours has decreased from -12% in 2014/15 to -5% in 2018/19.
    - o Some faculties have shown strong contribution to this progress:
        - ▪ NMS -10% (2015/16) vs 2% (2018/19)
        - ▪ FNFNMPC -28% (2015/16) vs -18% (2018/19)
    - o Three faculties showed noticeable progress in the proportion of first-class honours awarded since 2015/16 and 2018/19:
        - ▪ KBS, -10% (2015/16) vs -5% (2018/19)
        - ▪ SSPP, -11% (2015/16) vs -8% (2018/19)
        - ▪ NMS, -21% (2015/16) vs -10% (2018/19)
- = The attainment gap has increased in this last year and we have in place careful monitoring to help us identify why.
- = We have been unable to analyse by five-way split at faculty level as this quickly loses ability to provide statistically significant insights as population sizes get so small.
- = 2019's self-assessment analysis of the variables affecting attainment which combined gender and ethnicity (while controlling for other factors) revealed that male BME students were the least likely to achieve good honours degrees (82%), while White female students were the most likely (92%).

Results continue to indicate inequalities in the student experience, disadvantaging ethnic minority students and persistent inequality in the extent to which BME students obtain the highest-level qualifications when compared to their White peers 'a stubborn issue'.
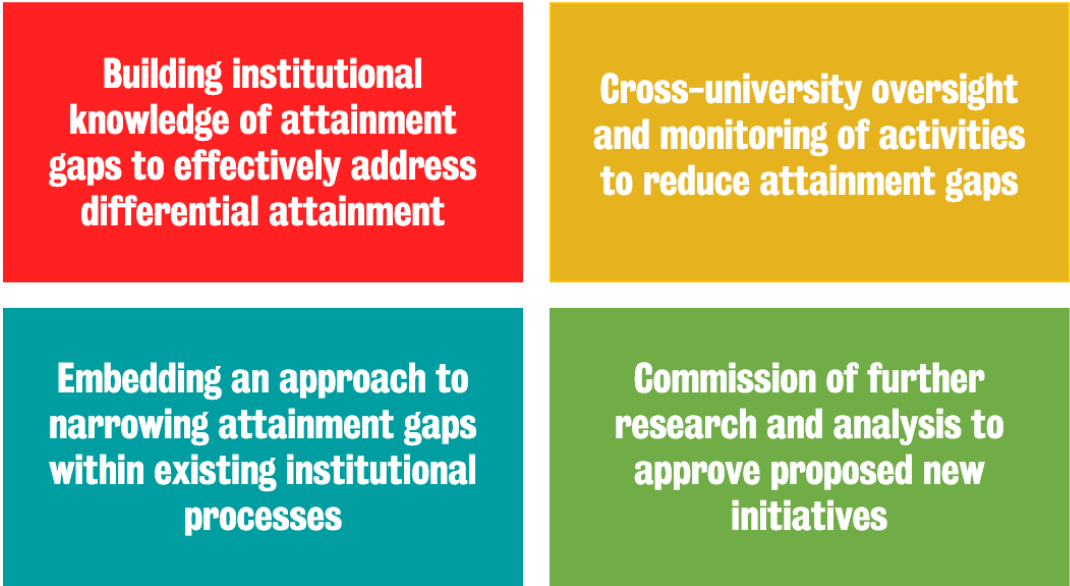
The Student Outcomes Service (SOS) addresses differential attainment and graduate outcomes. They provide leadership, offer expert advice and guidance to the academic community, and empower colleagues to create an inclusive educational experience and narrow attainment. The service also works closely with WP focusing on supporting first year transition for underrepresented students. (REAP 6.1.1)

Cross-university accountability

In January 2019, SOS established the Student Attainment Steering Committee. (SASC) (Fig. 7d.5) The committee is sponsored by the VP Education and VP International, including senior colleagues across all faculties and key PSS. It provides strategic direction to narrow the attainment gap.

Figure 7d.5: Committee Key Objectives

Meeting every 6 weeks, the committee key objectives are:

Building institutional knowledge of attainment gaps to effectively address differential attainment	Cross-university oversight and monitoring of activities to reduce attainment gaps
Embedding an approach to narrowing attainment gaps within existing institutional processes	Commission of further research and analysis to approve proposed new initiatives

This led all faculties to undertake analysis, identifying key issues, challenges and barriers that influence these disparities at faculty level. Leads have identified local actions to advance race equality. (REAP 6.4.2)

Progress against each of these aims was reviewed in a recent committee meeting in July 2020. Significant progress has been seen against 83% of the key aims.

Qualitative Insights

Student Success Division have developed three programmes to build qualitative insights into the BME student experience, allowing us to identify further priority actions (REAP S.6):

- King's 100 and Microaggressions see S2c (Fig. 2.c.7)
- Conversations about Race (Fig 7d.6 &7)
- Inclusive Education Partners (Fig. 7d.8)

Figure 7d.6: Conversations about Race Overview

Conversations About Race

Conversations about Race (CAR) is a new programme to create space for students and staff from all backgrounds to come together and share their lived experiences of race at King's.

Since November 2019, 116 staff and 61 students attended sessions across 7 faculties (with 2 faculties postponed due to Covid19).

Staff felt they could **'break new boundaries',** left **'feeling enlightened'** **'informed' 'reflective' 'educated'** and **'optimistic'.**

Figure 7d.6: Conversations about Race Flyer

Figure 7d.7: Inclusive Education Partners

Inclusive Education Partners

Inclusive Education Partners embed student and staff insight into closing the attainment gaps, highlighting priorities for their faculties

Feb 2020: 18 students (2 per faculty) gather insights on BME student experience

A staff member per faculty (July 2020 6/9 appointed) leading on closing attainment gaps, connecting across King's

Future focus

In 2020, the focus will be building awareness of attainment issues on a broader scale. With a communications and engagement campaign to enable larger numbers of colleagues to act to close attainment gaps. As we build our qualitative insights into the BME student experience key evidence-informed actions will be planned and evaluated across faculties, reporting to SASC. (REAP S.6, 5.1.1-4)

Student Attainment Manager Reflection
Having attainment gap data available via PowerBi was a real step forward. All staff can access relevant data and awareness significantly increased about the disparities in student experience. We've seen faculties identify priority areas for action, and programme leads consult this data as part of the annual Programme Enhancement Process.

Faculty Reflection – Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care
Our strategic priority areas to close attainment gaps are reviewing and targeting modules and assessment types; increasing a sense of belonging among students; and delivering more inclusive curricula. Actions to engender these aims have been developed and incorporated into the faculty's overarching EDI action plan.

Faculty Reflection – Health Faculties
We have worked collaboratively across the Health Faculties and successfully applied for seed funding from the King's Together Fund (£94,000) for an interdisciplinary research & intervention pilot project to understand and address causes of differential student outcomes in healthcare programmes.

Faculty Reflection – Faculty of Social Sciences & Public Policy
We are committed to local-level research on the curriculum, student experiences of microaggressions and best practices on attainment gaps at King's and in the UK, with help from paid student interns. The faculty has also pledged to increase the visibility of BAME student and alum success via media channels.

Faculty Reflection – Dickson Poon School of Law
We have implemented unconscious bias training as part of their faculty away day activities.

Section 7 a-d Action Point Summary

Section 3 Attracting, Appointing and Investing in Talent is relevant

Section 5 Building a Culture of Inclusion & Tackling Microaggressions

5.1.1-5.1.4 – Tackling microaggressions

Section 6 Inclusive Education and Closing Attainment Gaps - as a whole relevant
6.1.1 Implement new progression and award Policy
6.1.2 Improve Personal Tutoring
6.1.3 Continue and develop Conversations about Race
6.4.2 Faculty Inclusion and Access statements
6.6.1 Annual performance enhancement planning reporting on attainment gap progress
6.7.1 Thought leadership across the sector to address attainment gaps
6.8.1-5 Expertise, communication and resources to support closing the attainment gap

7e Postgraduate pipeline

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in your institution's UK postgraduate student body, and separately non-UK postgraduate student body.

- Provide details specifically on taught master's programmes, research master's programmes and PhD programmes.

Where possible, please provide the data for each academic faculty.

- Comment and reflect on the support offered to minority ethnic students to assist in their academic career progression.

- For generic initiatives, comment specifically on take up by ethnicity, and their impact on race equality.

We see positive trends in both PGT and PGR numbers (Fig 7d.1-10):
- PGT students identifying as Arab, Black, Chinese, and Mixed have all increased and there has been a general increase in non-EU students.
- BME PGR students continue to increase incrementally overtime; a steady increase (+3.9) 2014/15 (12.5%) vs 2018/19 (16.4%).
- UK numbers have increased, including increases in students identifying as Arab, Black, Chinese, Mixed, and White.
- EU numbers have remained fairly static and slightly decreased.
- Non-EU numbers have increased, with significant increases in numbers of students identifying as Arab and Chinese and a 75% increase in Black students, although the starting numbers were low.
- Low numbers are also seen amongst Chinese students;
- Despite increases to 16% BME PGR students, and 19% BME PGT BME

King's continues to be significantly below the sector benchmark (London, 33%). King's has underinvested in PGRs in general historically and had a lack of clarity over the strategy in relation to PGT. This overall issue had knock on impacts for BME representation which combined with widespread sector evidence shows that Black students face the greatest level of disadvantages when accessing postgraduate education. This is further evidenced in S7f data where we see BME graduates are more likely to be in work than studying. (Fig 7e.1)

Figure 7e.1: Survey Quote

> *"My personal tutor herself happens to be from the same nationality and ethnic background as I am - thus my feeling of comfort in being able to confide issues like this - knowing that she has gone through the same journey and experiences herself [...] this is encouraging in considering my future career." – BME student*

VP Research has led to an in-depth examination and revised King's research strategy identifying EDI as one of the six objectives. (REAP 3.7.3&4)

In S5f we identified a number of actions that support the BME PGR community.

King's PGR Pipeline

Figure 7e.2: King's PG (PGT and PGR) student profile by faculty

Headcount by Tier 1 and Staff / Student

Type ●Student
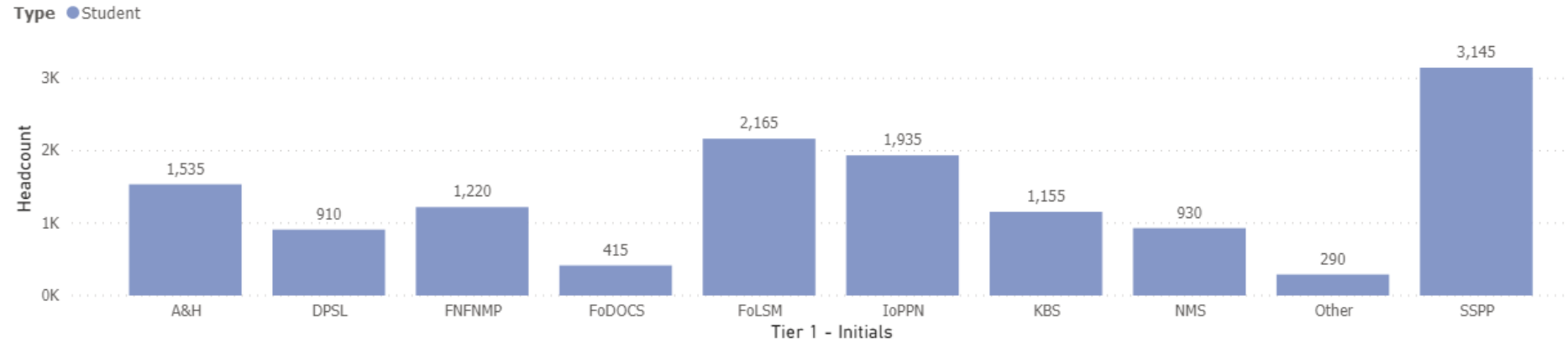
Figure 7e.3: King's PGT student profile by faculty

Headcount by Tier 1 and Staff / Student

Type ●Student
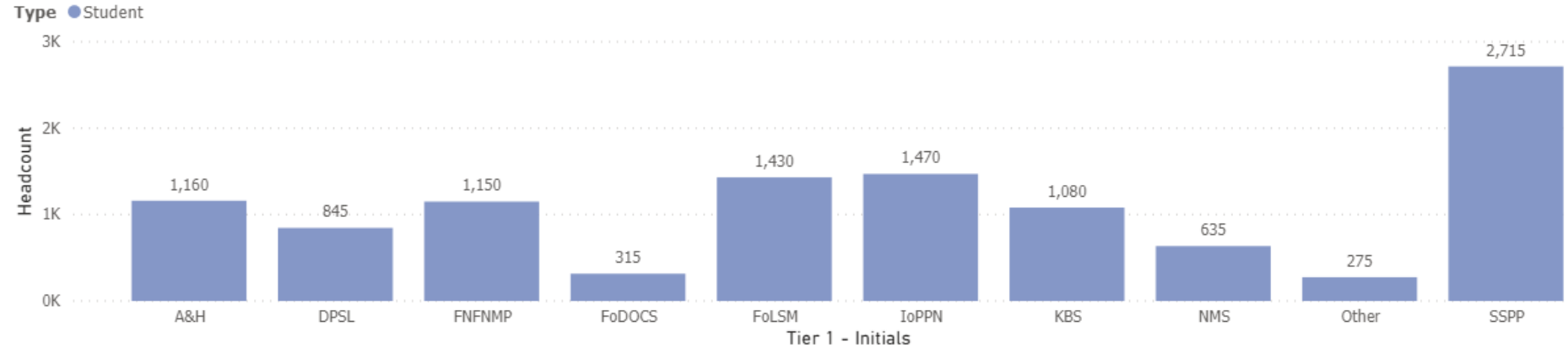
Figure 7e.4: King's PGR student profile by faculty

Headcount by Tier 1 and Staff / Student

Type ●Student
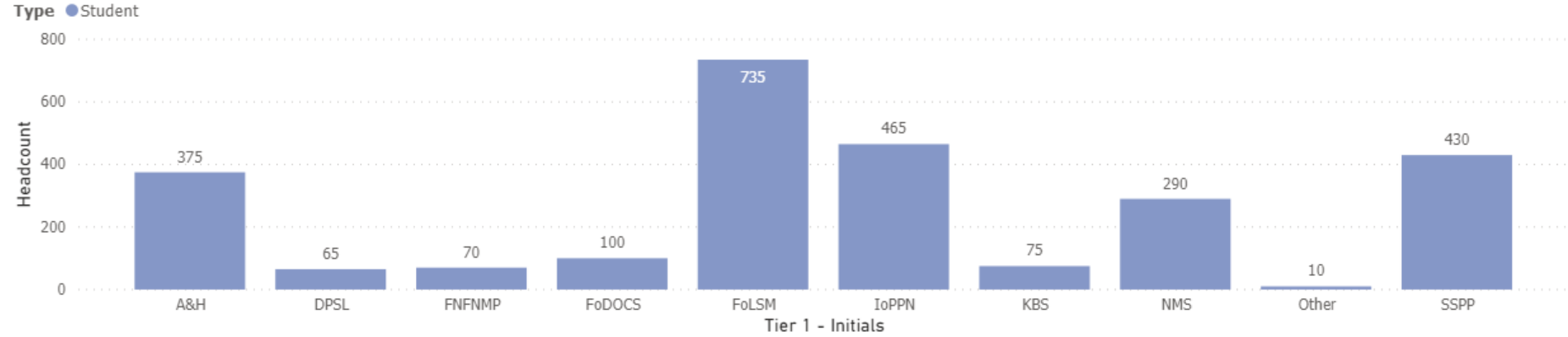
Figure 7e.5: King's PG student (PGR & PGT) profile by ethnicity over time (BME/White/Non-UK Domicile/Prefer not to say)
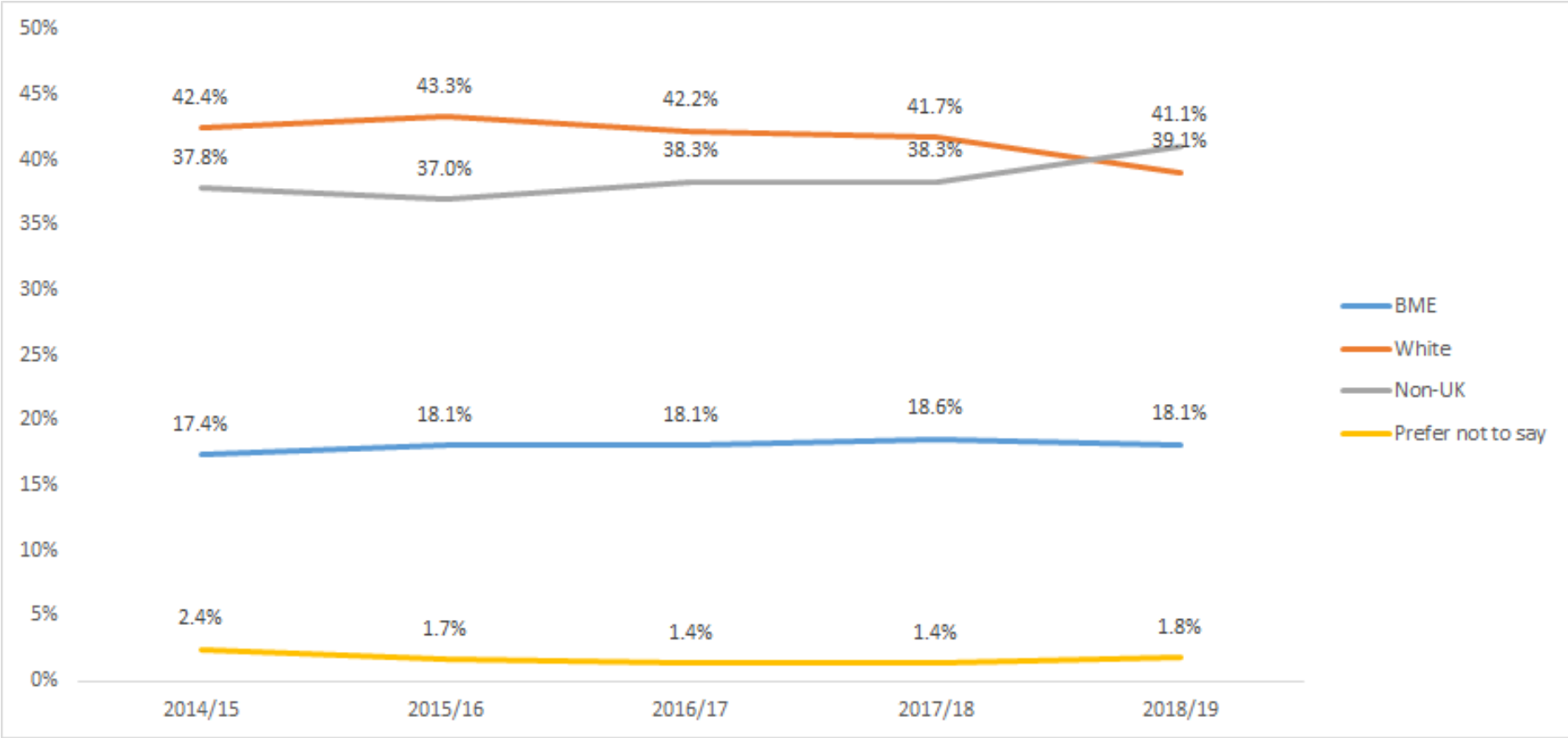
Figure 7e.6: King's PGT student profile by ethnicity over time (BME/White/Non-UK Domicile/ Prefer not to say)
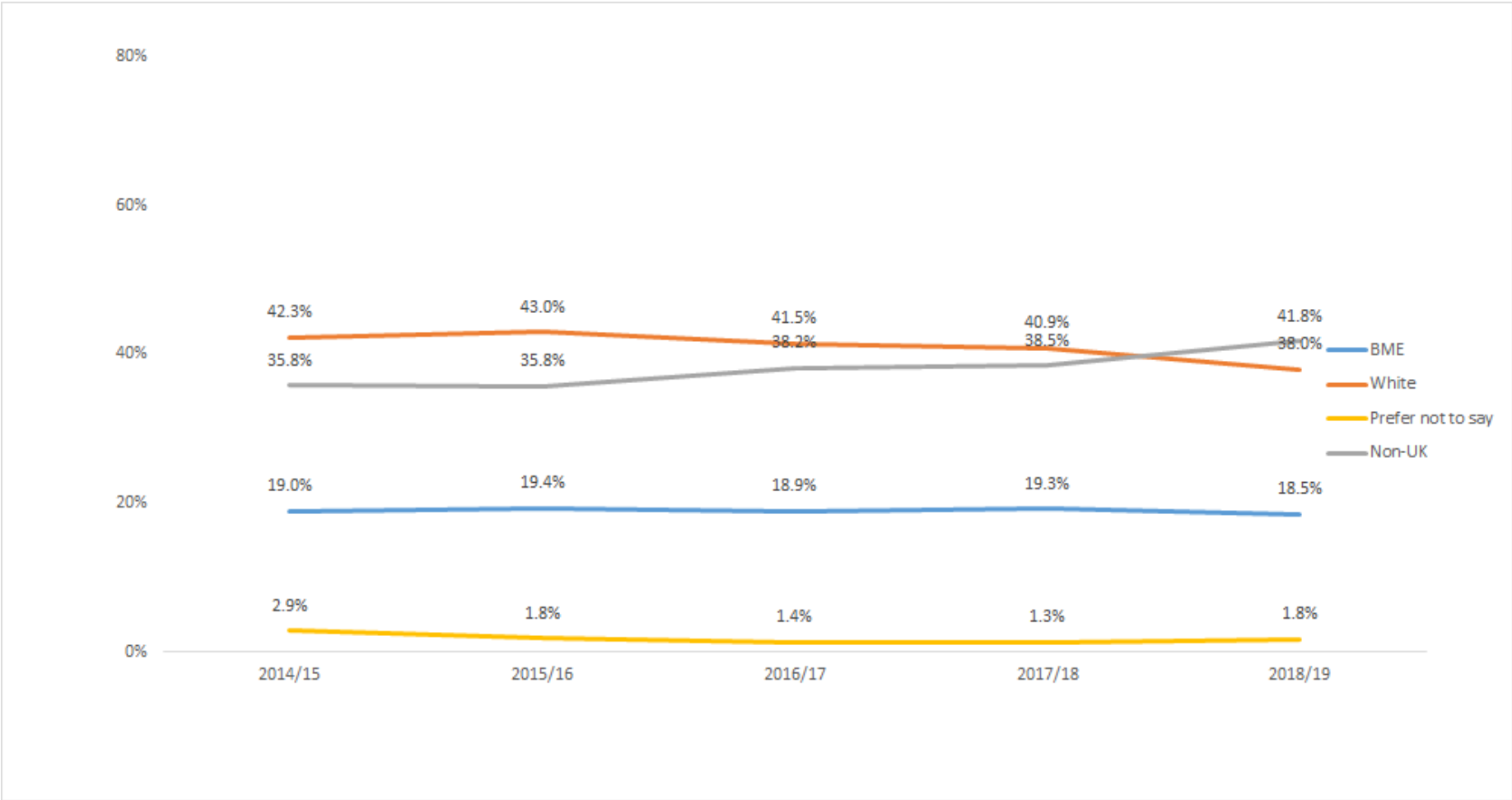
Figure 7e.7 King's PGR student profile by ethnicity over time (BME/White/Non-UK Domicile/ Prefer not to say)
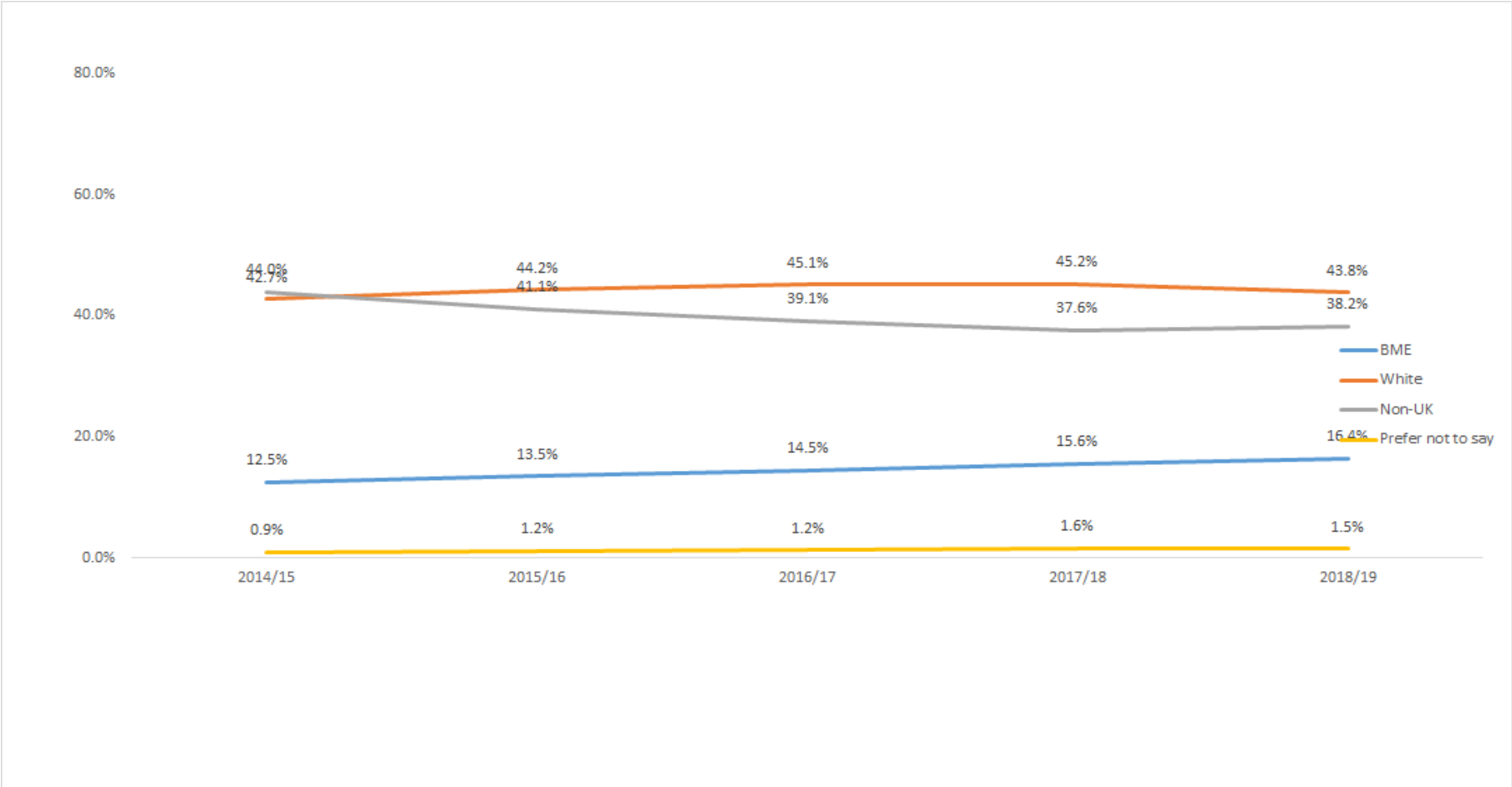
Figure 7e.8: Percent of UK Black, Asian, Chinese, Other & mixed and White students in postgraduate study across each faculty.

Figure 7e.9: Percent of BME students at King's overtime studying a PGR degree, benchmarked against other London universities.
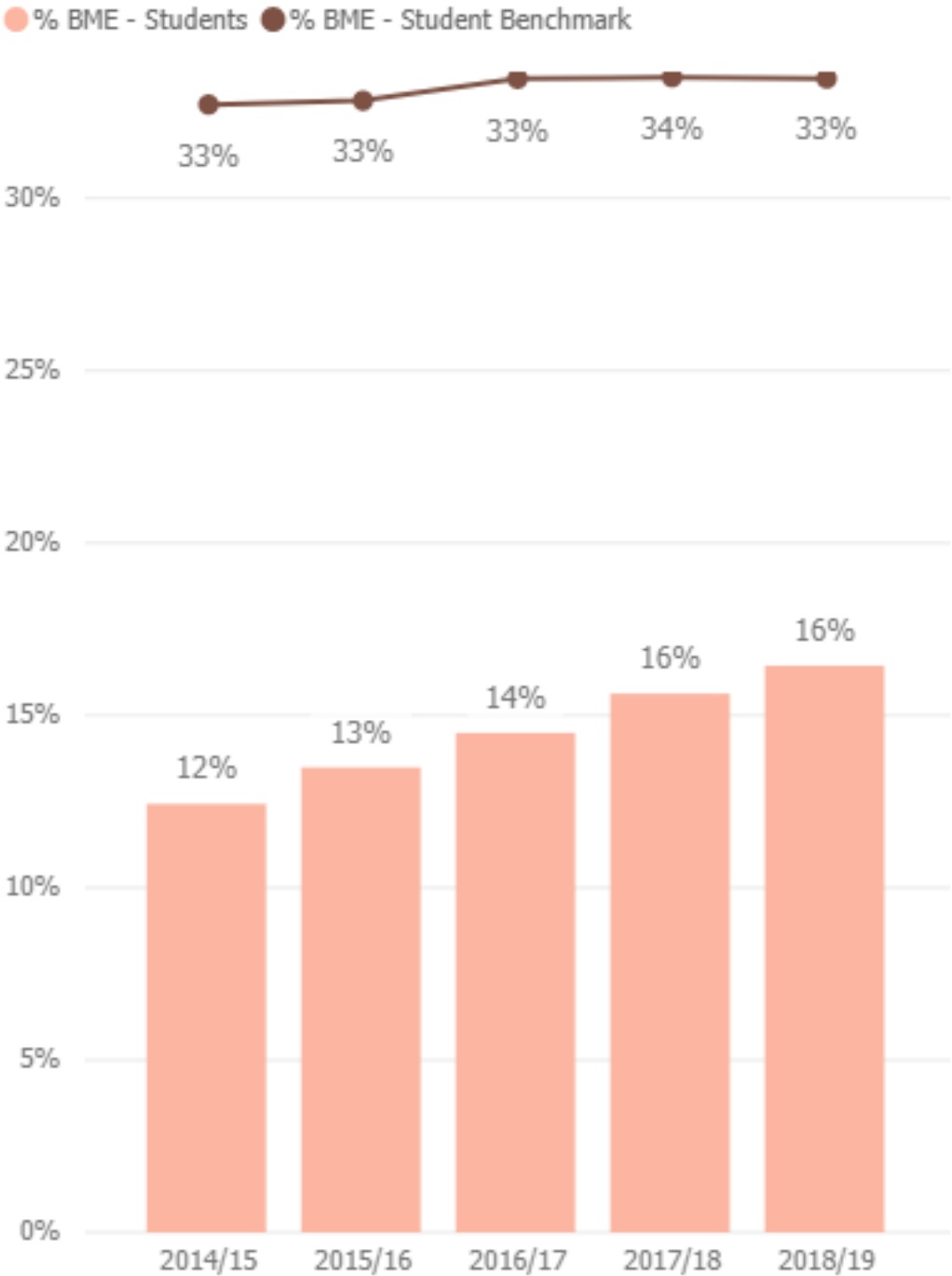
Figure 7e.10: Percentage of BME students at King's overtime studying a PGT degree, benchmarked against other London universities
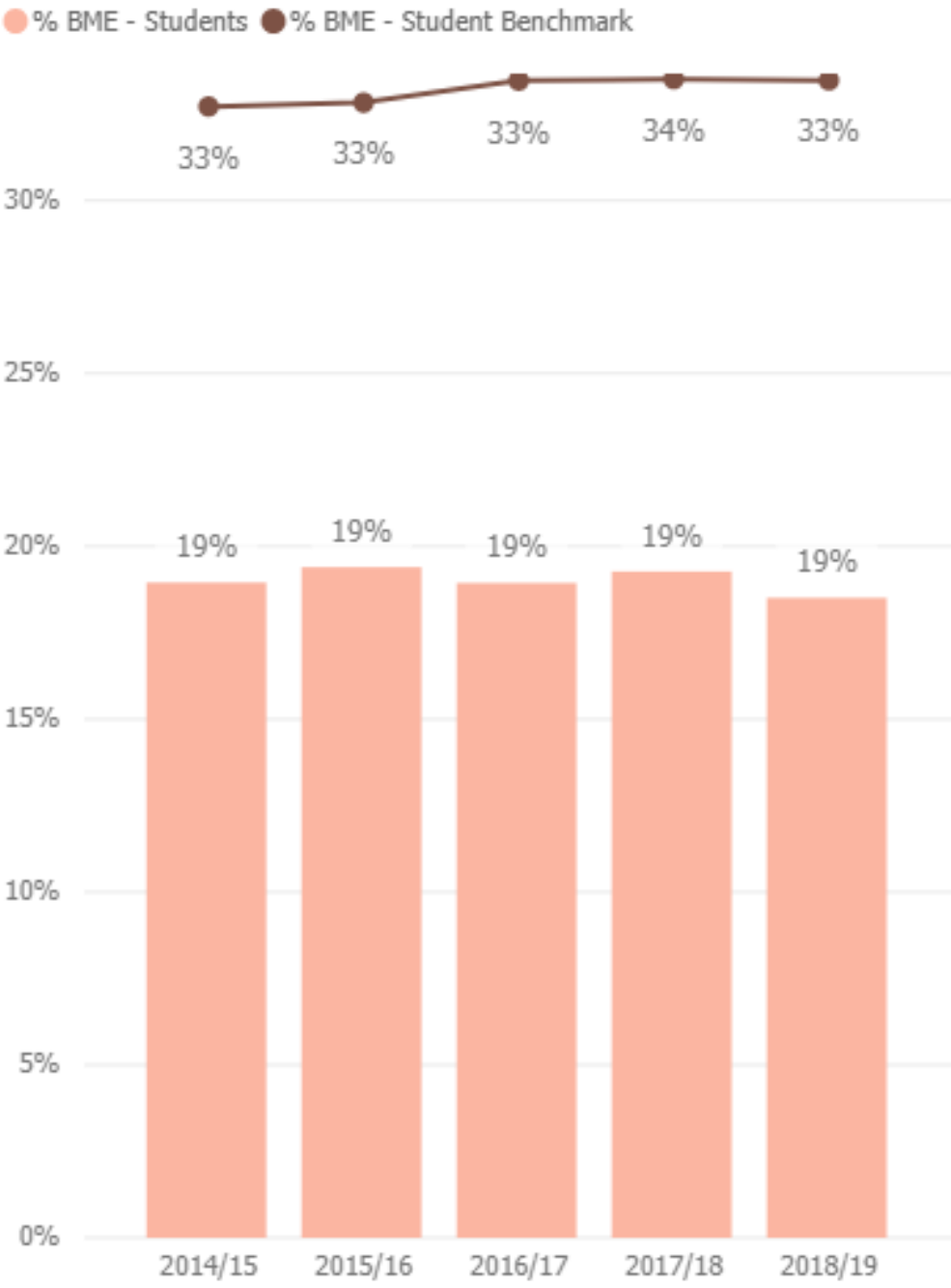
Section 7e Action Point Summary

Section 3 Attracting, Appointing and Investing in Talent is relevant

3.7.1 Create Emerging Research Leaders Development Programme

3.7.2 Create positive action Harold Moody Fellowships

3.7.3 PG mapping and gapping to share best practice and address issues

3.7.4 Expand Africa International PGR scholarships

3.8.1 Research, design and implement measures to accelerate early career BME colleagues

Section 6 Inclusive Education and Closing Attainment Gaps - as a whole relevant

6.1.4 Implement new progression and award Policy

6.2.1 Communication programme for Race Equality in Curriculum 2029

6.3.1 Ensure mainstreaming of Cultural Competency via King's Curriculum Commission

6.3.2 Design and implement Cultural Competency Core Module

7f Postgraduate employment

Please provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of:

- your graduates in non-professional employment (as defined by HESA) six months after graduating

- your graduates in professional level employment (as defined by HESA) six months after graduating.

- **Silver level:** We anticipate a thorough, race-specific interrogation of your employment support mechanisms to have been completed, with appropriate related actions already in place.

- No significant disparities once employment secured. (Table 7f.1)
- BME graduates outperformed the White group in both full-time work (graduate and non-graduate level) and in graduate level work
- BME graduates are less likely to go into further full-time study than White graduates, and Black students are almost half as likely to be in further full-time study than White students;
- There is a trend by ethnicity for graduates reporting as unemployed: a consistent pattern in the percentage of graduates who are unemployed six months after graduation being higher for BME groups than white.
- 2018/19 very recently published Graduate Outcome Survey and the differences in survey structure from Destination of Leavers from Higher Education make comparison and analysis difficult in timescale (REAP 2.4.1)
- There are well rehearsed reasons (S5d) around the lack of access for BME students and we plan a focused programme of work to address these barriers. (REAP 3.7.3)

King's Careers & Employability (KCE)

KCE engages students of to prepare for their future careers. In line with the Inclusive Education Strategy the service makes a concerted effort to ensure an inclusive approach. This ranges from case studies and panel events representing the diversity of our student population to staff undertaking DMT.

Engagement with 5,500 BME Home UG students at the start of this year indicated 375 with low career readiness, compared to 3,500 with medium career readiness. KCE focus on working with the low career readiness students who are more at risk of unemployment.

KCE work closely with programme directors to ensure that a Knowledge, Attributes, Skill and Experience framework (Fig. 7f.1) is embedded within their programmes. A specialist Careers Consultant focuses on the development and delivery of services for

widening participation students, including intersections with race, with a strategy and operational plan for engaging under-represented students earlier in their studies and working with employers. KCE have also introduced a dedicated platform (Fig. 7f.2&3) and programmes like King's Civic Leadership Academy. (Fig. 7f.4&5) (REAP 6.10.1)

Figure 7f.1: KASE Framework

Knowledge

Whatever the subject, your degree is a huge source of knowledge that demonstrates your ability to learn in depth.

Attributes

From being an independent thinker to having a global outlook, who you are and how you do things helps you to be successful in work.

Skills

You develop a huge number of transferable skills through your subject, all of which have a wider value outside your studies.

Experience

The more you experience, both within and outside of King's, the more you can develop yourself and your ideas.

Figure 7f.2: Careers+

Careers+

A bespoke platform tailored to meet the needs of under-represented groups

Provides flexible and accessible careers guidance, tailored internships and workshops, drop-in careers consultant sessions, and newsletters outlining upcoming opportunities

May 2020: 836 students registered on Careers+

Report from December 2019 showed that 586 of those enrolled are BME

Figure 7f.3: Survey Quote

"Ladan [Career Consultant] was extremely diligent and helpful. She taught me how to break down a job description and identify key areas to focus on, gave me some useful tips for how to expand on this and walked me through some examples. I feel much more confident after talking to her." – BME Student

Figure 7f.4: King's Civic Leadership Academy

King's Civic Leadership Academy

Year long programme that places 2nd year undergraduate students with local community organisations to complete a paid placement.

Launched in 2017. 70% of the cohort were BME; 20% of the cohort had a disability; 66% were in low SES income

Aims to create a diverse pipeline into the third sector which is predominantly white

King's Civic Leadership Academy

Figure 7f.5: Civic Leaders Communication

King's Graduate Success

Table 7f.1: Graduate outcomes by ethnicity by year (five way split and BME/white)

Ethnic Group - 5-way split	Unemployed %			Graduate Level Work %			Non-Graduate Level Work %		
	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Asian Total	2.2%	2.3%	4.9%	89.3%	88.6%	88.1%	10.7%	11.4%	11.9%
Black Total	0.0%	1.8%	5.0%	93.9%	81.6%	89.4%	6.1%	18.4%	10.6%
Mixed Total	4.3%	0.0%	3.4%	73.3%	80.5%	85.3%	26.7%	19.5%	14.7%
Other Total	6.3%	3.8%	5.0%	87.5%	84.4%	84.6%	12.5%	15.6%	15.4%
White Total	1.4%	1.9%	3.8%	86.9%	81.1%	82.9%	13.1%	18.9%	17.1%
BME Total	**2.3%**	**2.0%**	**4.7%**	**87.7%**	**86.2%**	**87.7%**	**12.3%**	**13.8%**	**12.3%**
All - Total	**1.5%**	**1.9%**	**4.1%**	**87.0%**	**83.1%**	**84.7%**	**13.0%**	**16.9%**	**15.3%**

Section 7f Action Point Summary
Building Capability around Race Equality 2.4.1 Campaigns to increase ethnicity disclosure and reduce prefer not to say **Section 6 Inclusive Education and Closing Attainment Gaps - as a whole relevant** 6.10.1 Targeted career support and outreach for King's UG to encourage research career options

8 Teaching and learning

This section is an opportunity for your institution to consider the impact of academic practices. Your analysis and commentary should be race-specific. Throughout this section please refer to relevant internal and external data and research.

Section 8 Headlines
• Investment in Curriculum 2029 led by VP Education and Vice Dean's education improves race related academic practices embedding cultural competency into content and pedagogy prioritising BME attainment • Inclusive education ensures race equality within course content in all faculties • Systemic change in teaching and assessment methods through a new formative first year and revising progression and award policy. • Multiple programmes to increase staff knowledge, skills and confidence to consider race equality in teaching and course development.

King's commits to creating "an inclusive environment where all individuals are valued and able to succeed', one of the ways we do this is to "provide an internationalised curriculum and student experience that recognises diversity and offers geographic mobility" ensuring racial and ethnic diversity are explicit and championed in our educational offering.

Curriculum 2029 and the Inclusive Education workstream prioritises addressing BME attainment gaps. (Fig. 8.1). Our Vice Principal (Education) leads this via a community of practice comprising Vice Deans (Education) from all faculties, our student union (KCLSU), professional colleagues from across King's, and new Inclusive Education Partners in each faculty.

Figure 8.1: Education Strategy Vision -Curriculum 2029

Drive world class learning and knowledge creation through research-enhanced education

Foster student inquiry and involvement in research to benefit and enrich the educational experience and outcomes of our students.

Create a learning environment that is accessible to our students and which supports inquiry led learning.

Expand learning opportunities through flexing the curriculum and increasing access to co-curricular activities

Deliver a curriculum which is high quality, responds to changing demand and supports flexible learning to enable King's students all over the world to meet their personal, scholarly and career objectives and equip them as lifelong learners

Embed civic engagement and service learning across King's

Promote and enhance civic engagement and service learning across King's, for educational and community benefit.

It is fundamental to our ambition to deliver on our shared ethos to make the world a better place.

Ensure all King's students are equipped for success

Develop students' skills, attributes and motivation to set them up for success – both at the university and after they graduate. This includes supporting students to define and achieve their personal and professional goals by embedding employability in the curriculum.

Support positive wellbeing as a fundamental ethos of the university

Support and enhance the mental and physical wellbeing of students and staff through all aspects of the university experience.

Embrace students as co-creators of the educational experience

Empower students to be involved in shaping their experience and take advantage of all that King's as a global London university has to offer them.

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8a Course content/syllabus

Please outline how you consider race equality within course content. This should include reference to new and existing courses.

Curriculum 2029 Fig.8.1, intersecting our institutional Education and International Strategies, represents an ambitious and rapid transformation of our curriculum. It embeds cultural competency in content and pedagogy across the entire student and staff body particularly supporting the varied needs and perspectives of our diverse students and helping develop requisite staff skills. (REAP 6.2.1 -6.4.2)

The development of cultural competence is supported through ambitious projects that internationalise and decolonise the curriculum to ensure multiple perspectives are represented, learning outcomes are revised to explicitly draw out global issues, and a sense of belonging among our diverse student body is fostered through cultural debate and events. A university-wide cultural competency programme is in development. Two frameworks, in particular, prepare students to address questions of difference. They include "scrutinizing the self: cultural competence and positionality", and "communicating across difference". (REAP 6.3.1-6.4.2)

Since 2017, faculties have developed a rich array of coordinated, ongoing educational projects and content specifically addressing race and ethnicity.

King's Together Fund Insight
We funded the interdisciplinary, decolonising the curriculum project: • £94K, 2020. • Addressing healthcare programmes' BME student attainment gap. • Based on student feedback and perceptions of diversity in the curriculum and lack of belonging. • Prompted interventions including creation of an image/case study resource reflecting diversity of students and populations with whom we work.

Faculty Reflection- Faculty of Arts & Humanities

We partner with credible social justice organisations (e.g. UN Refugee Agency), employing critical perspectives of race. 100/850 modules engaging with racially inflected structures of power and responses in different historical/cultural contexts. For REAP we are developing a cross-college module and programme of work to investigate King's colonial past.

Professional Skills for a Globalised World Insight
Departments of Chemistry, Informatics and War Studies - *Figure 8a.1: Professional Skills for a Globalised World*

To work effectively in our modern, globalised world, we need cultural competency skills.

Professional Skills for a Globalised World

Launched in 2019. Completed by 1919 students.

58% students improved their understanding of race and diversity. 82% students would recommend to a friend
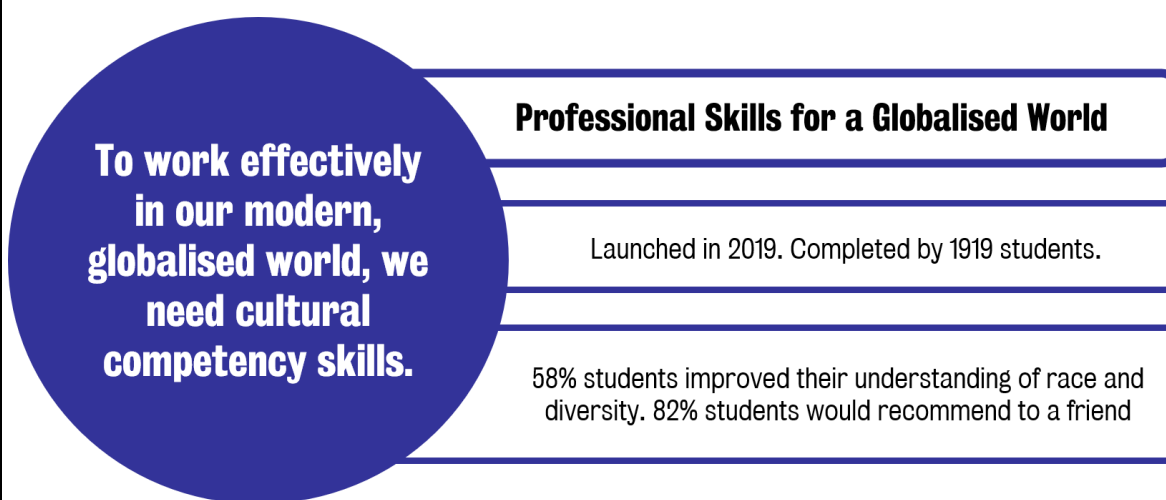
Reflection: King's Business School Vice-Dean (Education) and King's Academic Inclusive Education Lead

Since 2015 as part of decolonising the curriculum I have initiated the increased adoption of cases from different countries/cultures and overhauled around 300 Reading Lists and module sites.

Reflection: Dickson Poon School of Law

The analysis of attainment gaps along lines of ethnicity between home BME students has been a vital tool to inform curriculum review.

Reflection: Faculty of Dentistry, Oral and Craniofacial Sciences
Recognising differential student outcomes, we ran a project exploring whether a new cultural, arts-based learning curricula intervention helped BME students. It has made a significant difference to student wellbeing by increasing sense of belonging. A formal evaluation using the Harvard Flourishing Scale will run at the end of this year.

Reflection: Faculty of Life Sciences & Medicine
We held an Inclusive Practice for Educators workshop in early 2020. This prompted academics to review modules to consider inclusivity. For example, physiotherapy have re-written materials to include images of patients and students that reflect the local and global community and to explicitly acknowledge health inequalities for different populations.

Reflection: Faculty of Natural & Mathematical Sciences
We have focused on easing the transition from school to university, which was identified as an important factor in addressing the BME attainment gap, holding weekly academic tutorials to improve student engagement and ensuring all student inductions include an element celebrating racial differences and diversity.

Reflection: Faculty of Social Sciences & Public Policy
We found a lack of a coherence for dealing with differential outcomes based on race and undertook a two-year project to internationalise content.

8b Teaching and assessment methods

Please outline how you consider race equality within different teaching and assessment methods. This should include reference to new and existing courses.

King's Education Strategy aims to create long-term systemic change which focuses on several core aspects to tackle race equality.

Relevant projects include (REAP 6.1.1, 6.2.1-6.4.2:

- Reconfiguration of the progression and award (degree algorithm) policy to help address attainment gaps.
- New formative King's First Year.
- Improving quality of assessment through more diverse methods.
- Creating a more inclusive curriculum.

All faculties must accommodate a full range of identities in learning environments and ensure student participation via an active learning strategy.

This approach emphasises:

- Pedagogy must be alive and reflect the diversity of King's.
- Exercises and assessments must allow for the inclusion of multiple world views, drawing examples from students and ensuring student voices are heard.
- Shifting to an assessment for learning focus, varying types of assessment used.
- Focus on the role of the personal tutor to complement in class teaching in addition to the faculty senior tutor. Tutoring has been strengthened by:
    - BME students joining personal tutor training to help staff identify barriers to success for BME, first generation and vulnerable student groups.
    - Introducing a Personal Tutor Dashboard (REAP 6.1.2).
    - Developing additional guidance and videos on holding effective meetings, featuring students from BME groups discussing their experience and expectations of personal tutoring (REAP 6.1.2).

Professors of Practice (those who have made major impacts to their disciplines) and visiting appointments present an opportunity to increase BME diversity of our teachers and provide opportunities for BME people. These appointments are managed locally by faculties. More can be done to establish strategic oversight and leverage benefit for BME staff/students (REAP 2.2.1).

Reflection: Vice-Principal Education
We recognised the need to respond to issues of racial inequality and support BME students adversely affected by Covid-19; we formed a new working group to improving personal tutor effectiveness for the crisis and complementary faculty schemes of diversity mentoring have been established.

Reflection: King's Business School
We have adopted a new assessment strategy which has seen around 20% replaced with alternative methods, an increase in formative assessment, and the use of data on attainment gaps to support a move to assessment that better reflects a highly diversified environment and global perspectives.

Reflection: Dickson Poon School of Law
Our implementation of the education strategy has included outreach projects, guidance on writing essays, increase formative assessment, and more face-to-face meetings to build up confidence with minority students.

8c Academic confidence

Please outline how academics are supported and developed to ensure they have the knowledge, skills and confidence to consider race equality in their teaching and course development.

Kings has been embedding cultural competency within staff development. Since 2018, academics have had increased access to development sessions that address race (in)equality.

These include:

- King's Academy Learning and Teaching Programme (LTP) (REAP 6.4.3).
    - Requirement for all new academic staff.
    - Inclusion threads through LTP placing students at the heart of the learning.
    - Directly addresses race equality and racism.
        - Features a cross King's panel of specialists in EDI, and race equality.
        - Explores issues around attainment, belonging and empathy for the lived experiences of BME students.

- Inclusive practice for educators

    - EDI, King's Academy and Student Success Department partnership

    - Workshop supports academic and teaching colleagues in building inclusive educational practice.

    - Launched November 2018, with sessions are continuing throughout 2020 and in an online format

- King's and faculty-level sessions on Inclusive Teaching for all GTA (REAP 3.8.3).

- Assessment for Learning and Active Learning resources informed by inclusive principles (REAP 6.1.4).
- DMT (see S3) (REAP 5.4.1).
- Conversations about Race (CAR) programme (See S7d) (REAP 4.3.3, 6.1.3).
- A cross-college module is in development with leadership from A&H and a multi-disciplinary group. (REAP 4.1.2)
- Academic Mentoring scheme in partnership with B-MEntor (a London-wide mentoring scheme for staff from BME backgrounds). (REAP 3.4.1)

Reflection: King's Academy
Our Learning and Teaching Programme is very popular. In 2019-20, 51% (48 from a cohort of 94) of the participants were voluntary, i.e. not undertaking the course due to probationary requirements.

Reflection: EDI LTP Panel Member
LTP and the range of resources available to academics and GTAs help challenge assumptions about neutral classroom spaces, and works towards a liberated classroom being a safe, productive, inclusive educational space.

Inclusive Practice for Educators – workshop insight
• A three-hour, voluntary session targeted at educators. • Launched 2019 in partnership with King's Academy, EDI and Student Outcomes. • Each session focuses on inclusivity teaching for King's diverse student body, supporting individual and collective reflection • Six session have been delivered 2019/20

Faculty Reflection: Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care Vice-Dean Education and Student Attainment Steering Committee Chair
We have set our ambition that 75-80% of faculty educators will attend Inclusive Practice for Educators Workshops by 2021.

Faculty Reflection: King's Business School Vice-Dean Education and Inclusive Education Academic Lead
KBS participated in a successful (oversubscribed) online version in June which has led to interventions on placement guidance and wider curriculum action planning. Inclusive Education Partners have led to us revising staff induction and providing a new EDI handbook to staff on inclusive education with specific focus on BME attainment gap data, supplemented by resources on KBS central Education Hub and series of education workshops.

Faculty Reflection: Faculty of Social Sciences & Public Policy
The introduction of the Inclusive Education Partners has led to specific staff development in SSPP including raising awareness of what all students are entitled to regarding support as referral data seem to suggest BME students were not accessing support (e.g. mitigation advice) at the same levels of European students.

Section 8 Action Points Summary

Section 3 Attracting, Appointing and Investing in Talent is relevant
3.4.1 Continue and develop B-MEntor participation
3.8.3 Support programme for Graduate Teaching Assistants

Sensitively Discussing Race
4.1.2 Recruitment of lecturer and development of post-colonial history module
4.3.3 Pilot Conversations about Race with Directorate staff

Section 6 Inclusive Education and Closing Attainment Gaps - as a whole relevant
6.1.1 Implement new progression and award Policy
6.1.2 Implement new progression and award Policy
6.1.3 Conversations about Race for staff
6.1.4 Review of assessment and feedback policies and regulations
6.2.1 Communication programme for Race Equality in Curriculum 2029
6.3.1 Ensure mainstreaming of Cultural Competency via King's Curriculum Commission
6.3.2 Design and implement Cultural Competency Core Module
6.4.1 College Education Fund 100K to support internationalisation and decolonisation
6.4.2 Faculty Inclusion and Access statements
6.4.3 Continue to develop and embed the Learning and Teaching Programme

- Any other information

This section is an opportunity to provide details of any other actions or learning which are relevant to race equality, but which have not been included in previous sections.

This is an optional section, you are not obligated to include anything; you will not be disadvantaged for not including anything here, but anything you do include will be considered by the awards panels.

10 Action plan

Please ensure that your action plan clearly indicates what the action is, who is undertaking the action, the timelines for completion and what the action will achieve.

Please also consider the following.

= Cross-reference actions so that when a panellist reads the action plan the rationale for the action is clear.

= Schedule actions across the three-year duration of the award.

= Actions (and action plans) should be SMART (specific, measurable, achievable, relevant and time-bound).

= Include overarching objectives with actions underpinning their completion.

= Order action plans logically with progression from the actions that need to come first in order start an initiative, followed by actions that build on the initiative and sustain progress over the course of the award.

= Specify who is responsible for completing actions.

= Specify the performance of individual faculties as well as measuring the institution's progress as a whole.

= Include details of the monitoring or development of measures already in place.

= Indicate how the success of an action will be measured.

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 planning 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
				Start	End		
1.2.2	Governance & Accountability	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			

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-19 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-19 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. |

**Section 1: Leadership & Accountability for Race Equality**
Ref		**Objective**	**Action**	**Responsibility**	**Timeframe**	**Measures**	**Progress**
					Start	**End**		
1.8.1	Governance & Accountability	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.

	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
				Start	End		
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

Section 2: Developing Anti-Racist Capability							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
							and Covid-19 disruption. 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
				Start	End		
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
				Start	End		
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.

Note: "Community Voice" appears as a vertical label in the Objective/second column area spanning rows 2.7.2 and 2.7.3.

			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
				Start	End		
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-19, 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
				Start	End		
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
				Start	End		
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.	Develop analytic tools to understand patterns and drivers of FTC use.	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.
			Ensure organisational clarity and scrutiny of use of FTCs and BME representation.					This work identified structural issues and established principles for future framework. SMT committed to reducing and rationalising FTC use.
3.3.2		We will proactively offer open ended contracts to all FTC staff with 4 years continuous service.	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.		Implementation has been be delayed by Covid-19 disruption; our aim is to continue in 2021.

Section 3: Attracting, Appointing & Investing in Talent							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
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.
3.4.2			Grow the B MEntor PS pilot, as established and tested in 2019.	EDI Manager	Annual Scheme			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.
3.4.3			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.

			Section 3: Attracting, Appointing & Investing in Talent					
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-19; 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-19. 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-19.

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-19.

Section 5: Building a Culture of Inclusion & Tackling Microaggressions							
Ref	Objective	Action	Responsibility	Timeframe		Measures	Progress
				Start	End		
	allowing people ability to seek					KCLSU and staff networks.	
5.1.2	redress without formal complaint; we will co-create solutions with students and staff networks to address this gap.	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-19. |

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		
		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					attainment gaps.	
6.8.3	Closing Attainment Gaps	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.	

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	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.

The "Closing Attainment Gaps" label spans rows 6.9.1 and 6.10.1 vertically in the Objective column area.

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.