

## PPLS Equality, Diversity and Inclusion Action Plan 2022-2025

All schools within the University of Edinburgh's College of Arts, Humanities and Social Sciences (CAHSS) are required to have an Equality, Diversity and Inclusion (EDI) Action Plan. In April 2022, the CAHSS EDI Action Plan (informed by the University of Edinburgh's Race Equality and Anti-Racist Action Plan, and Gender Equality Action Plan for 2021-2024) was approved. The PPLS EDI Action Plan integrates the CAHSS EDI Action Plan with additional School priorities while being aligned with and informed by existing plans and policies from the School, College, and University (see additional resources below).

In line with the CAHSS EDI Action Plan, our vision is that everyone in PPLS should be welcomed and able to develop to their full potential regardless of gender, sex, race, colour, ethnic, national origin or migrant status, disability, sexual orientation, religious or philosophical belief, age, socio-economic background, trade union membership and family circumstances. We will work to promote an inclusive, fair, respectful culture, and a safe and welcoming environment in which all staff and students can flourish. We couple our celebration of EDI in the school with the need to take a critical approach and be accountable when appropriate, and recognise that EDI affects everybody and therefore is the responsibility of everybody.

We note that the priorities listed below are not ranked in importance, and a pragmatic approach to the available and finite resources needs to be taken. It provides an overview of our direction for EDI within PPLS while allocating time to identify our needs and the resources required to address these needs. The plan will be reviewed on a yearly basis making it a "living document" that is responsive to change within the School, College, University and broader community.

Progress against the plan will be monitored by the CAHSS EDI Committee, PPLS EDI Committee and SMC. It will be made available via the CAHSS SharePoint hub and PPLS Staff Hub. Crosslinks refer to action points embedded within the CAHSS EDI Action Plan.

This plan was reviewed and approved by the PPLS EDI Committee and School Management Committee on the 2<sup>nd</sup> of November, 2022.

### Core PPLS Resources and Responsibilities

Core PPLS Resources and Responsibilities	Related School, College and UoE Contacts	
EDI Director	UoE Director of EDI	UoE
EDI Subject Area Leads	CAHSS Director of EDI	CAHSS
EDI Committee Members	Head of School (HoS)	PPLS
Human Resources	Deputy Head of School (DHoS)	PPLS
Communications	Director of Professional Services	PPLS
Admin Support	Head of Operations	PPLS
UG Student Representatives	Heads of Subject Areas (HoSA)	PPLS
PG Student Representatives	Head of Student Support and Enhancement	PPLS
	Director of Undergraduate Studies (DUGS)	PPLS
	Director of Postgraduate Studies (DPGS)	PPLS

## Overview of PPLS EDI Objectives

### **1. 1. Diversify staff and student groups and work towards addressing areas of under-representation, disparities in metrics of success, student attainment, and wider access.**

- 1.1 Establish baseline information about staff and student groups according to protected characteristics and widening participation flags.
- 1.2 Identify potential barriers and solutions to establishing baseline information about staff and student groups according to protected characteristics and widening participation flags.
- 1.3 Determine appropriate KPIs for working towards addressing under-representation, attainment, and wider access for staff and students.
- 1.4 Identify current and potential initiatives for working towards addressing under-representation, attainment, and wider access for staff and students.
- 1.5 Develop/source initiatives for working towards addressing under-representation, attainment, and wider access for staff and students.
- 1.6 Implement initiatives for working towards addressing under-representation, attainment, and wider access for staff and students.
- 1.7 Track and report information about staff and student groups according to protected characteristics and widening participation flags.

### **2. Make progress towards decolonising the curriculum.**

- 2.1 Establish baseline information about decolonising the curriculum (DC) in each SA.
- 2.2 Identify PPLS decolonising the curriculum (DC) lead.
- 2.3 Identify potential barriers and solutions to making progress towards DC in each SA.
- 2.4 Identify and source resources required to make progress towards DC in each SA.
- 2.5 Identify and source expertise required to make progress towards DC in each SA.
- 2.6 Identify ways in which staff can be incentivized and allocated time to make progress towards DC in each SA.
- 2.7 Each SA to develop a plan for working towards DC.
- 2.8 Ensure that DC plans are integrated with other plans and policies from the School, College, and University.
- 2.9 Each SA to implement a plan for working towards DC.
- 3.0 Each SA to track and report information on DC in their SA.

### **3. Review and develop/source EDI training for staff and students.**

- 3.1 Establish baseline information about EDI training for staff and students.
- 3.2 Determine appropriate KPIs for effectiveness of EDI training for staff and students.
- 3.3 Identify current and potential EDI training for staff and students.
- 3.4 Identify potential barriers and solutions to implementing EDI training for staff and students.
- 3.5 Develop/source EDI training for staff and students.
- 3.6 Implement EDI training for staff and students.
- 3.7 Track and report information about effectiveness of EDI training for staff and students.

### **4. Promote a culture which integrates and prioritizes EDI within the school.**

- 4.1 Promote RACE.ED and genderED as hubs for the University's work on teaching, research and knowledge exchange on matters of race and anti-racism, and gender.
- 4.2 Identify and communicate report and support platforms for 1) racism, prejudice and stereotyping within learning and teaching, and 2) gender-based violence, harassment, and sexual violence.
- 4.3 Ensure that EDI is operationally and practically embedded across policymaking, strategy, and vision building in PPLS. Improve EDI committee strategy where appropriate.
- 4.4 Identify and train anti-harassment officers which are identified to staff and students.
- 4.5 Complete annual CAHSS and PPLS EDI report.
- 4.6 Conduct annual EDI survey.
- 4.7 Increase visibility of EDI in the school through observance campaigns, communications, events, newsletter, updated website.

**1. Diversify staff and student groups and work towards addressing areas of under-representation, disparities in metrics of success, student attainment, and wider access.**

Aim	Rationale	Timescale	Measurement of Success	Contacts	Resources	Crosslink to CAHSS EDI Action Plan
1.1 Establish baseline information about staff and student groups according to protected characteristics and widening participation flags.	Need to establish baseline information so that this can be tracked and initiatives evaluated.	AY 2022/2023	Baseline information successfully identified. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> EDI director <u>Assistance from:</u> HR Head of Student Support and Enhancement	Appropriate WAM allocation and Professional Staff (PS) recognition. Access to and training for reporting systems.	SOG7
1.2. Identify potential barriers and solutions to establishing baseline information about staff and student groups according to protected characteristics and widening participation flags.	Anticipated that some difficulties in establishing baseline information will emerge.	AY 2022/2023	Potential barriers and solutions identified. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> EDI director <u>Assistance from:</u> HR Head of Student Support and Enhancement	Appropriate WAM allocation and PS recognition. Access to reporting systems. CAHSS resources and support.	SOG7
1.3 Determine appropriate KPIs for working towards addressing under-representation, attainment, and wider access for staff and students.	Provide a quantifiable goal to work towards and against which initiatives can be evaluated.	AY 2022/2023	KPIs determined. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> EDI director <u>Assistance from:</u> HR Head of Student Support and Enhancement EDI committee	Appropriate WAM allocation and PS recognition. Access to reporting systems.	SOG7
1.4 Identify current and potential initiatives for working towards addressing under-representation, attainment, and wider access for staff and students. Potential initiatives include addressing racial harassment and anti-blackness, addressing ableism,	Need to ensure that any initiatives undertaken are feasible, appropriate, and evidence-based.	AY 2022/2023	Document developed. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> EDI director <u>Assistance from:</u> HR Head of Student Support and Enhancement EDI committee	Appropriate WAM allocation and PS recognition. Support for conducting research and collating information.	SOG1 SOG2 SOG5 SOG10 SSP5 SSP2 SSP3 SSP4

representation in committees and promotion applications, disparities in metrics of success, additional mechanisms of support for student parents and carers, gender-based violence/harassment/sexual violence EUSA consent and active bystander training, and “What does Equality, Diversity and Inclusion mean to me” campaign.						
1.5 Develop/source initiatives for working towards addressing under-representation, attainment, and wider access for staff and students.	Required for working towards addressing under-representation, attainment, and wider access for staff and students.	AY 2023/2024 AY 2024/2025	Initiatives developed.	<u>Responsible:</u> EDI director <u>Assistance from:</u> HR Head of Student Support and Enhancement EDI committee	Appropriate WAM allocation and PS recognition. Budget.	SOG2 SOG5 SOG10 SSP5 SSP2 SSP4
1.6 Implement initiatives for working towards addressing under-representation, attainment, and wider access for staff and students.	Required for working towards addressing under-representation, attainment, and wider access for staff and students.	AY 2023/2024 AY 2024/2025	Initiatives implemented.	<u>Responsible:</u> EDI director <u>Assistance from:</u> HR Head of Student Support and Enhancement EDI committee	Appropriate WAM allocation and PS recognition. Budget.	SOG2 SOG5 SOG10 SSP5 SSP2 SSP4
1.7 Track and report information about staff and student groups according to protected characteristics and widening participation flags.	Required to determine that decided KPIs are met and effectiveness of initiatives.	June 2023, 2024, 2025	Reported in annual CAHSS and PPLS EDI report. Presented to SMC.	<u>Responsible:</u> EDI director <u>Assistance from:</u> HR Head of Student Support and Enhancement	Appropriate WAM allocation and PS recognition. Access to and training for reporting systems.	SSP4

## 2. Make progress towards decolonising the curriculum.

Aim	Rationale	Timescale	Measurement of Success	Contacts	Resources	Crosslink to CAHSS EDI Action Plan
2.1 Establish baseline information about decolonising the curriculum (DC) in each SA.	Need to establish baseline information so that this can be tracked and initiatives evaluated.	AY 2022/2023	Baseline information successfully identified. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> EDI Director <u>Assistance from:</u> DHoS HR DUGS DPS HoSAs Head of Student Support and Enhancement EDI Committee	Appropriate WAM allocation and PS recognition. Access and training for relevant university systems if required.	SSP1
2.2 Identify PPLS decolonising the curriculum (DC) lead.	Required to facilitate progress towards DC.	AY 2022/2023	PPLS DC lead identified. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> HoS EDI Director <u>Assistance from:</u> DHoS HoSAs	Appropriate WAM allocation and PS recognition. Specialist knowledge.	SSP1
2.3 Identify potential barriers and solutions to making progress towards DC in each SA. Investigate how the broader climate within PPLS informs progress towards DC and integrate solutions within 1.4	Anticipated that some difficulties will emerge.	AY 2022/2023 AY 2023/2024 AY2024/2025	Potential barriers and solutions identified. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> PPLS DC lead EDI Director <u>Assistance from:</u> HoS DHoS HR DUGS DPS HoSAs Head of Student Support and Enhancement EDI Committee	Appropriate WAM allocation and PS recognition. Specialist knowledge. Budget. CAHSS resources and support.	SSP1
2.4 Identify and source resources required to make progress towards DC in each SA.	Required to make progress towards DC.	AY 2022/2023 AY 2023/2024 AY 2024/2025	Resources identified and sourced. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> PPLS DC lead EDI Director <u>Assistance from:</u>	Appropriate WAM allocation and PS recognition. Specialist knowledge.	SSP1

				HoS DHoS HR DUGS DPS HoSAs Head of Student Support and Enhancement EDI Committee	Budget. CAHSS resources and support.	
2.5 Identify and source expertise required to make progress towards DC in each SA.	Required to make progress towards DC.	AY 2022/2023 AY 2023/2024 AY 2024/2025	Expertise identified and sourced. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> PPLS DC lead EDI Director <u>Assistance from:</u> HoS DHoS DUGS HR DPS HoSAs Head of Student Support and Enhancement EDI Committee	Appropriate WAM allocation and PS recognition. Specialist knowledge. Budget. CAHSS resources and support.	SSP1
2.6 Identify ways in which staff can be incentivized and allocated time to make progress towards DC in each SA.	Required to make progress towards DC.	AY 2022/2023 AY 2023/2024 AY 2024/2025	Incentives and allocated time identified and implemented. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> PPLS DC Lead EDI Director <u>Assistance from:</u> HoS DHoS DUGS HR DPS HoSAs EDI Committee	Appropriate WAM allocation and PS recognition. Specialist knowledge. Budget. CAHSS resources and support.	SSP1
2.7 Each SA to develop a plan for working towards DC.	Required to make progress towards DC.	AY 2022/2023 AY 2023/2024	Plans developed. KPIs determined. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> PPLS DC Lead EDI Director <u>Assistance from:</u> HoS DHoS HR	Appropriate WAM allocation and PS recognition. Specialist knowledge. Budget. CAHSS resources and support.	SSP1

				DUGS DPS HoSAs EDI Committee		
2.8 Ensure that DC plans are integrated with other plans and policies from the School, College, and University.	Required to ensure that any initiatives are compatible, adaptable, and sustainable.	AY 2022/2023 AY 2023/2024	Relevant plans and policies identified and integrated.	<u>Responsible:</u> PPLS DC lead EDI Director <u>Assistance from:</u> HoS DHoS DOPS HR DUGS DPS HoSAs Head of Student Support and Enhancement EDI Committee	Appropriate WAM allocation and PS recognition. Specialist knowledge. Budget. CAHSS resources and support.	SSP1
2.9 Each SA to implement a plan for working towards DC.	Required to make progress towards DC.	AY 2023/2024 AY 2024/2025	Plan developed. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> PPLS DC Lead EDI Director <u>Assistance from:</u> HoS DHoS DOPS HR DUGS DPS HoSAs Head of Student Support and Enhancement EDI Committee	Appropriate WAM allocation and PS recognition. Specialist knowledge. Budget. CAHSS resources and support.	SSP1
3.0 Each SA to track and report information on DC in their SA.	Required to track progress towards DC.	AY 2023/2024 AY 2024/2025	Progress towards DC tracked. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> PPLS DC Lead EDI Director <u>Assistance from:</u> HoS DHoS DOPS HR	Appropriate WAM allocation and PS recognition. Access and training for relevant university systems if required.	SSP1

				DUGS DPS HoSAs Head of Student Support and Enhancement EDI Committee		
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### 3. Review and develop/source EDI training for staff and students.

Aim	Rationale	Timescale	Measurement of Success	Contacts	Resources	Crosslink to CAHSS EDI Action Plan
3.1 Establish baseline information about EDI training for staff and students.	Need to establish baseline information so that this can be tracked and training evaluated.	AY 2022/2023	Baseline information successfully identified. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> EDI director <u>Assistance from:</u> DHoS HR Head of Student Support and Enhancement	Appropriate WAM allocation and PS recognition. Access to information about EDI training (e.g., self-enrolled courses).	
3.2 Determine appropriate KPIs for effectiveness of EDI training for staff and students.	Provide a quantifiable goal to work towards and against which training can be evaluated.	AY 2022/2023	KPIs determined. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> EDI director <u>Assistance from:</u> DHoS HR Head of Student Support and Enhancement	Appropriate WAM allocation and PS recognition. Access to information about EDI training (e.g., self-enrolled courses).	
3.3 Identify current and potential EDI training for staff and students. Potential training includes addressing racial harassment and anti-blackness, addressing ableism, EUSA consent and bystander training, disclosure training, and “What does Equality, Diversity and Inclusion mean for me” campaign, and inclusive education.	Need to ensure that any initiatives undertaken are feasible, appropriate, and evidence-based.	AY 2022/2023	Document developed. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> EDI director <u>Assistance from:</u> DHoS HR Head of Student Support and Enhancement	Appropriate WAM allocation and PS recognition. Budget Support for conducting research and collating information. CAHSS support and resources.	SOG1 SOG10 SSP5
3.4 Identify potential barriers and solutions to implementing EDI training for staff and students.	Anticipated that some difficulties will arise.	AY 2022/2023	Potential barriers and solutions identified. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> EDI director <u>Assistance from:</u> DHoS HR Head of Student Support and Enhancement	Appropriate WAM allocation and PS recognition.	SOG1 SOG10 SSP5

3.5 Develop/source EDI training for staff and students.	Required for providing EDI training.	AY 2023/2024 AY 2024/2025	Training developed/sourced.	<u>Responsible:</u> EDI director <u>Assistance from:</u> DHoS HR Head of Student Support and Enhancement	Appropriate WAM allocation and PS recognition. Specialist knowledge. Budget.	SOG1 SOG10 SSP5
3.6 Implement EDI training for staff and students.	Required for providing EDI training.	AY 2023/2024 AY 2024/2025	Training implemented.	<u>Responsible:</u> EDI director <u>Assistance from:</u> DHoS HR Head of Student Support and Enhancement	Appropriate WAM allocation and PS recognition. Budget	SOG1 SOG10 SSP5
3.7 Track and report information about effectiveness of EDI training for staff and students.	Required to determine that decided KPIs are met and effectiveness of training.	June 2023, 2024, 2025	Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> EDI director <u>Assistance from:</u> DHoS HR Head of Student Support and Enhancement	Appropriate WAM allocation and PS recognition. Access to information about EDI training (e.g., self-enrolled courses).	

**4. Promote a culture which integrates and prioritizes EDI within the school.**

Aim	Rationale	Timescale	Measurement of Success	Contacts	Resources	Crosslink to CAHSS EDI Action Plan
4.1 Promote RACE.ED and genderED as hubs for the University's work on teaching, research and knowledge exchange on matters of race and anti-racism, and gender.	Established hub for information about EDI.	AY 2022/2023 AY 2023/2024 AY 2024/2025	Increased awareness of RACE.ED and genderED hub. Greater usage of RACE.ED and genderED hub. Measured in annual EDI survey. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> EDI Director <u>Assistance from:</u> Communications Teams	Appropriate WAM allocation and PS recognition. Support for annual EDI survey. Budget.	SOG4
4.2 Identify and communicate report and support platforms for 1) racism, prejudice and stereotyping within learning and teaching, and 2) gender-based violence, harassment, and sexual violence. Expand as relevant to the needs within PPLS.	Awareness of how incidents reported and assistance provided.	AY 2022/2023 AY 2023/2024 AY 2024/2025	Reporting platform identified. Reporting platform communicated with staff and students. Staff aware of how students can report incidents. Students aware of how they can report incidents. Identify and overcome barriers to using platforms. Measured in annual EDI survey. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> EDI Director <u>Assistance from:</u> Communications Teams	Appropriate WAM allocation and PS recognition. Support for annual EDI survey. Budget.	SOG6 SOG10
4.3 Ensure that EDI is operationally and practically embedded across policymaking, strategy, and vision building in PPLS. Improve EDI committee strategy where appropriate. Investigate how the broader climate within PPLS contributes towards issues such as racial harassment, anti-blackness, and ableism. Integrate solutions within 1.4	EDI is integrated within PPLS. EDI committee strategy improved.	AY 2022/2023  AY 2023/2024  AY 2024/2025	EDI principles in decision making and committee level work reviewed. Review and identify ways in which EDI committee (and if appropriate CAHSS and University) strategy can be improved.  Identify ways that EDI principles in decision making and committee level work can be better implemented. Implement identified ways to improve EDI committee strategy.	<u>Responsible:</u> EDI Director <u>Assistance from:</u> Head of School Director of Professional Services HoSA	Appropriate WAM allocation and PS recognition.	SOG7

			Implement identified ways that EDI principles in decision making and committee level can be improved.  Reported in annual CAHSS and PPLS EDI report.			
4.4 Identify and train anti-harassment officers which are identified to staff and students.	Progress towards addressing gender-based violence, harassment, and sexual violence.	AY 2022/2023	Anti-harassment officers for Psychology and LEL identified (already complete for Philosophy). Training for anti-harassment officers in Psychology, LEL, and Philosophy. Anti-harassment officers communicated to staff and students. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> EDI Director <u>Assistance from:</u> Communications Team	Appropriate WAM allocation and PS recognition.	SOG10
4.5 Complete annual CAHSS and PPLS EDI report.	Track and report EDI progress against plan.	June 2023, 2024, 2025.	Report completed. Presentation to SMC. Made available.	<u>Responsible:</u> EDI Director	Appropriate WAM allocation and PS recognition.	
4.6 Conduct annual EDI survey.	Track EDI culture within the school.	AY 2022/2023 AY 2023/2024 AY 2024/2025	Survey launched. Appropriate participation. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> EDI Director	Appropriate WAM allocation and PS recognition. Support for annual EDI survey. Budget.	
4.7 Increase visibility of EDI in the school through observance campaigns, communications, events, newsletter, updated websites.	Celebrate and show visibility of EDI within the school.	AY 2022/2023 AY 2023/2024 AY 2024/2025	Measured in annual EDI survey. Reported in annual CAHSS and PPLS EDI report.	<u>Responsible:</u> EDI Director <u>Assistance from:</u> Communications Team	Appropriate WAM allocation and PS recognition. Budget.	

### **Additional Resources**

CAHSS EDI Action Plan: [https://uoemy.sharepoint.com/personal/hradke\\_ed\\_ac\\_uk/Documents/EDI/EDI%20Plan/FINAL%20CAHSS%20EDI%20Plan.pdf](https://uoemy.sharepoint.com/personal/hradke_ed_ac_uk/Documents/EDI/EDI%20Plan/FINAL%20CAHSS%20EDI%20Plan.pdf)

University of Edinburgh's Race Equality and Anti-Racist Action Plan: <https://www.ed.ac.uk/equality-diversity/edi-groups/edi-committee/edic-thematic-sub-committees/race-equality-anti-racist-subcommittee>

University of Edinburgh's Gender Equality Action Plan for 2021-2024: <https://www.ed.ac.uk/equality-diversity/edi-groups/edi-committee/edic-thematic-sub-committees/gender-equality-sub-committee#:~:text=UoE%20Gender%20Equality%20Action%20Plan,close%20our%20Gender%20Pay%20Gap.>

University of Edinburgh's Strategy 2030: <https://www.ed.ac.uk/about/strategy-2030>

PPLS School Plan: <https://ppls.ed.ac.uk/staff/wp-content/uploads/sites/2/2020/01/School-Plan-2019-2022-3.pdf>

University of Edinburgh's Widening Participation Strategy: <https://www.ed.ac.uk/student-recruitment/widening-participation/strategy>

Curriculum Transformation: <https://uoemy.sharepoint.com/sites/CurriculumTransformation>