

Equity, Diversity and Inclusion (EDI) :

Why EDI is important.

Equity, Diversity and Inclusion (EDI) is a core element in the [University's strategy](#), i.e., to prioritise activities that identify and remove systemic inequities, associated with protected characteristics and marginalised groups, as well as promote and progress equity and inclusion, towards becoming an anti – discriminatory organisation. This commitment applies to every member of staff.

Changes in EDI don't happen automatically which is why setting our intention to change and to be accountable for those changes through Professional Development Reviews is so important.

See the document [EDI principles and prioritisation](#) for an explanation of what EDI is and the ethical, legal and business reasons for why the university is prioritising EDI. This document might also give you some ideas for deciding on a relevant EDI objective.

Steps to becoming anti discriminatory.

1. Being anti discriminatory means that we, proactively identify what we do (or don't do) in our operations, interactions, planning, and decision making that may cause groups of people who have protected characteristics or who are marginalised in our university community, to be disadvantaged.
2. We then challenge that way of working to embed positive changes that eliminate negative impact, improve inclusivity, and embrace diversity.
3. We then monitor that change and seek feedback, where appropriate, to ensure that

Culture	What is it about our customs, practices or attitudes that may disadvantage people or cause harm?	<i>'When allocating rotas we don't consider religious holidays other than, Christmas and Easter, because we don't know when they are and haven't included them on our spreadsheet'.</i>
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Tips on deciding EDI objectives.

1. **Don't run before you can walk.** You may need to identify a development objective to raise your awareness about an issue before identifying a performance objective e.g., identifying appropriate training or resources.
2. **Don't use this objective as a tick box exercise.** Make sure the objective is relevant to the role and commensurate with the grade.
3. **Work in collaboration.** Wherever possible it is a good idea for Reviewees to identify relevant objectives, which Reviewers can comment on, amend or 'stretch' as necessary. EDI objectives that Reviewees identify are likely to match their awareness, confidence and competence and therefore be more meaningful. Also consider whether the objective needs to be done in collaboration with other people to be most effective.
4. **Link with existing action plans.** i.e. refer to school or service local EDI actions or action plans for external validation such as, Athena Swann or the Race Equality Charter , if appropriate.
5. **Monitor effectiveness.** i.e.as with all objectives , wherever possible make EDI objectives **SMART** (Specific, Measurable, Achievable, Relevant, and Time-bound) and get some feedback so that you can effectively measure progress.
6. **Ask for support.** You may need support or advice when changing the way, you operate. See EDI resources on the website or speak to the EDI lead in your school or service.

For resources and information about EDI see the [EDI and Me](#) section of the Loughborough University website.

Guidance for Reviewers

Assess stage of EDI development

Together with the Reviewee, assess their stage of EDI development and whether they would benefit from awareness raising activity as a development objective before setting a performance objective.

Be creative, development objectives could include watching a film or reading a book as well as participating in a focussed discussion or participating in workshops, seminars, or online courses that enhance understanding of EDI. Development activity is particularly appropriate for those in the 'comfort zone'. See model below.

EDI DEVELOPMENT MODEL	
	Behaviours and Attitudes
Comfort Zone	Reluctant and avoidant e.g., EDI is considered extra work that should be left to the experts. EDI is perceived not to be relevant to the person's role or subject.
Learning Zone	Curious and tentative e.g., EDI is interesting and there is acceptance that it is important, but it feels overwhelming and deskilling as there is so much to learn. There is an anxiety about getting things wrong or offending someone.

Growth Zone

Reward and recognition

Recognize and reward individuals or teams that demonstrate exceptional commitment to diversity and inclusion.

Mentorship

Encourage reviewees to access support from peers, sponsors or [Mentors](#).

EDI Services

Nov 2023.