

## **EDI Policy Statement**

### **EPSRC Centre for Doctoral Training**

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In line with our commitment to develop the next generation of world-leading geospatial data scientists, the EPSRC Centre for Doctoral Training (CDT) in Geospatial Systems will ensure equality, diversity, and inclusion (EDI) are embedded at its core. The CDT is committed to developing a culture that is inclusive, positive, supportive, promotes respect and dignity, and to which all staff and students can contribute and within which all can reach their full potential.

Geospatial Systems is a discipline of diversity that can only deliver excellent research and industrial relevance by embracing the skills and experiences of a diverse talented student cohort, and by valuing peer-to-peer exchange of learning. Our aim is to create a CDT that recognises the importance of the diversity of perspectives in driving innovation and economic growth. We will achieve this through inclusive leadership, recruitment and training activities.

#### **Scope**

The CDT EDI policy applies to all existing students and staff working with the CDT, either on a paid or voluntary basis. The policy also extends to all internal and external stakeholders who engage with the CDT. Consistent with the overarching EDI strategies and policies that are in place at each of the CDT partner institutions, which the CDT will adhere to, the CDT EDI policy covers discrimination on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex or sexual orientation as set out in the Equality Act (2010).

Key to meeting our EDI aims is through wider-institutional commitment and embedding a proposed programme of activities and initiatives throughout the CDT:

- **Institutional commitment to EDI** - Each of the CDT partner institutions, Newcastle University and University of Nottingham, has a strong commitment to EDI, each with its own central EDI team, strategy, and policies on Recruitment and Selection, Dignity and Respect, and Flexible Working Arrangements. As a result, each of the CDT partners will operate in accordance with the EDI strategies and policies of their respective institution.
- **EDI Leadership and Responsibilities** - The CDT will take a top-down approach to ensuring an inclusive doctoral training environment, with the CDT Director (Jon Mills) operating as an EDI Champion with responsibility for ensuring the CDT adheres to EDI strategies and policies at each of the partner institutions. The Director will be supported in Nottingham by the CDT Director of Training Delivery (Dr Doreen Boyd) and together they will work with EDI teams at their respective institutions and take responsibility for the development and implementation of the CDT EDI action plan.

- **Student Recruitment** - The CDT is committed to attracting applicants from a diverse talent pool. This is reflected in the CDT EDI action plan and a range of considerations will be made on how to attract as diverse a range of applicants as possible when developing the CDT recruitment strategy for each recruitment cycle. The recruitment strategy will be adjusted each year to reflect lessons learned and best practice in how to continue to reach a broad, diverse, audience.
- **Culture, Training and Activities** - Throughout the CDT we will have a culture of inclusion, making students aware of and encourage them to engage with activities such as School EDI committees, Women in Engineering groups, plus annual diversity events such as Mental Health Awareness, International Women in Engineering Day, and LGBT in STEM Day. In addition, embedded into the EDI action plan is an outline of how we will undertake an EDI needs assessment for each annual cohort and make reasonable adjustments where required.
- **Partner Engagement and CDT Outreach** - The CDT aims to act as a catalyst to promote cultural change within academia, industry and the wider-community. In line with this, built into the CDTs EDI action plan is a range of initiatives aimed at promoting diversity when engaging with industry and the wider-community, along with proposed activities to increase applications from females, BAME and mature applicants from industry.
- **Monitoring, Reporting, and Measuring Success** - The CDT will continually monitor the diversity profile of its annual student applications, shortlisted applicants, and selected cohort, which will allow us to review our processes and ensure they are leading to a diverse inclusive CDT student-body. We will compare our intake to HESA benchmarking data and set ourselves the challenge to improve upon the national average year-on-year; particularly in relation to underrepresented groups. This will help to increase representation and promote diversity in the academic pipeline.

Further details relating to our EDI commitment can be found in our EDI action plan.