

Equality Diversity and Inclusion

The FoodBioSystemsDTP is committed to equality, diversity and inclusion (EDI), to building a doctoral researcher(DR) and staff body that reflects the diversity of society, and to encourage applications from under-represented and disadvantaged groups.

Our DTP Advisory Board is also diverse in gender, age, ethnicity and representation from different aspects of the food chain.

Each institution in the DTP partnership has at a minimum Athena SWAN Bronze accreditation. University of Surrey are members of the Race Equality Charter, University of Reading Aberystwyth are in the top 100 Stonewall employers, while Brunel University is a Stonewall member and Queens University Belfast is a Stonewall Diversity Champion.

We aim to develop an inclusive culture within the Partnership

1. We will ensure that our commitment to principles of EDI are communicated on our website, in PhD studentship adverts.
2. We will actively promote our studentships to under-represented rural and urban groups by hosting a series of one day events shadowing current PhD students at each institution to demystify PhD study, and by conducting a series of recruitment visits and talks to teaching-intensive universities as well as universities with higher black and minority ethnic (BAME)and lower SES representation, with which the DTP partnership has already, or will aim to establish, links.
3. We will offer assistance with relocation expenses: either through the host institution issuing first quarterly stipend payment 1 month prior to start date, or the student will be able to apply to the DTP for a relocation bursary (from the FSF). This will be signposted in adverts.
4. We will ensure that the Selection Sub-Committee(SSC), responsible for short-listing candidates, is mixed by gender, age and pay band to support transparency of the selection process and challenge the notion that decisions about student recruitment are taken by the same groups. The SSC will undertake compulsory courses in diversity and inclusion and unconscious bias followed by face-to-face training to help act to address these biases in an interview setting.
5. All studentship applications will be made via standardised forms.
6. We will make DTP students and supervisors aware of their obligation to EDI by including cultural awareness and diversity training in initial induction for students and referring to EDI principles in each student's contract with their institution, and ensuring at least one of each supervisory team has taken compulsory EDI training.
7. We will support the career-progression of all students by encouraging publications prior to submission of theses and uptake of industry placements and PIPs, signposting teaching/demonstrating opportunities, and providing the opportunity for students with caring needs/responsibilities to apply for a bursary to enable them to present at conferences by taking their carer/dependent with them.

We aim to support student health, wellbeing and mental health

1. We will set clear expectations and structure through the DTP at initial induction week and on the DTP student Teams site. We will detail expectations for supervisory meeting frequency and length; for monitoring and confirmation of registration procedures; clear signposting of institution student health and wellbeing systems and UKRI allowances for student maternity leave and sickness policy; diverse case-study pipelines of PhD study (e.g. timeline and number of publications).

2. We will provide the option for students to have an independent mentor they can be comfortable talking to about general project and pastoral issues. Students will be offered the option of having access to mentor of the same sex, or who has understanding of issues facing LGBT or BAME students.
3. We will emphasise the importance of work-life balance in initial student inductions, at partnership-wide training sessions and in an explicit section of the monitor review meetings.
4. We will encourage students to declare disabilities, where applicable, so that reasonable adjustments can be made.
5. We will promote workplace health and safety by obliging each student to undertake a comprehensive health and safety induction within a week of starting in their host lab (and other visiting labs) followed by development of risk assessments for practical work.
6. We will ensure continuity of pastoral care by working with graduate schools from each academic partner to ensure that pastoral care and mentoring continues where a DR works away from host institution.

We will monitor our EDI performance and use this to target improvements

1. We will collect anonymised data for all applicants on protected characteristics and social, cultural and educational background during application process and use this to build annual application to enrolment pipelines to compare to the national population and identify discrepancies. If discrepancies are identified, we will audit the application to enrolment stages.
2. We will also establish an ongoing EDI issues log to detail issues and challenges.
3. Collect data about studentship supervisory teams and compare these to the total available supervisor pool to identify and manage discrepancies in project allocation.
4. Provide mechanisms for feeding back EDI issues to DTP Management Committee by:
 - a. including a student representative from each year on the DTP Management Committee so that learning can affect change across the DTP and individual institutions/departments,
 - b. conducting anonymous annual feedback surveys of DRs and academic staff to review how well supported DRs feel in the DTP and whether there are EDI-relevant suggestions that should be incorporated into the EDI plan.
5. Collate and include all EDI data (from above) in the annual report to BBSRC

Author	Version	
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