

2025-26 EDI priorities for Dyson School of Design Engineering, submitted by Pelin Demirel Liu

Priority	EDI theme or type	Planned actions	Rationale (including baseline data)	Responsible	Timeline (including milestones)	Measure of success (including key metrics)
1.	Neurodiversity	Compulsory in-person training for all staff. Additional optional training offered to PhD supervisors.	Increasing reported neurodiversity among the students and staff require us to raise awareness that can drive inclusive actions	Natalia Goehring (DOM) for all staff training. Mazdak Ghajari (Director of PhD Studies) for PhD supervisors training	Training to be completed by the end of 2026	Increased awareness among line managers and PhD supervisors to be monitored by specific questions in the School's Culture Survey (scheduled 2027) and PhD student survey (annual)
2.	Disability	Compulsory training for all teaching and student facing staff, including GTAs and UTAs. Increased work hours for academic Disability officer.	Reported low awareness of disability requirements for students among teaching staff	Pelin Demirel (Director of Inclusive Practice)	Training to be completed by the end of 2026 and workload allocation to be made immediately.	Reduced number of concerns among disabled students as captured by the Disability Officer and Wellbeing Advisor
3.	Caring responsibilities	Workshop on "Thriving as a Working Parent" provision and discussion of possible accommodations of carers' needs with the HoD and line managers.	Increased requests from staff members for a better understanding of the parental and other caring requirements by the School	Pelin Demirel (Director of Inclusive Practice)	Workshop to be completed in 2025 and followed by a discussion in late 2025/early 2026	Higher reported satisfaction among carers as measured by the Culture Survey (scheduled in 2027)
4.	Promoting diversity in academic and research recruitment	Better outreach to candidates from ethnic or racial minority groups, women, LGBTQIA+ communities, people with disabilities and others who have been historically underrepresented in academia during recruitment processes. Detailed monitoring of recruitment processes for these characteristics.	An interest to have higher representation of the mentioned groups in the academic and research staff	Pelin Demirel (Director of Inclusive Practice) Pierre Pinson (Deputy Head of School) Monika Delczyk	Ongoing to match the recruitment activities for academics, teaching fellows and research fellow/associates.	Increased applications from the mentioned groups in future recruitment rounds- to be captured in HR records
5.	Supporting Women in promotion	Engaging the line managers to support the applications of female staff members	Reported challenges during the promotion processes from female colleagues	Pelin Demirel (Director of Inclusive Practice)	November to March- matching the promotion applications period.	Reduced challenges for women in the promotion applications process as reported in the Culture Survey (2027)