Issue and area for action identified (in brackets: reference to PAP)	Specific action	Measurable outcome	Agreed responsibility (ensuring achievability)	Relevance and realistic goals	Time-bound completion
1) Data monitoring					
1.1 Monitoring general and specifically gender statistics for each group in the department (UG,PG, ECR,faculty, PTO)	Bi-annual SATT discussion on updates for monitoring data in App. 2, for each focus group. If trends worsen/stagnate, identify possible cause within other AcPos, or add new AcPo	Updated data sets for App2. Maintain positive trends towards gender parity, new AcPos if trends stagnate/ worsen	SATT (reported by HR manager)	Continuous monitoring of all gender-relevant data is essential for all action points	Ongoing, with discussions on updated data each June and December
1.2 Lack of inclusive data collection (mostly binary sex)	Change surveys and data collection (admission statistics) to refer to gender (including non-binary genders) rather than binary sex	Student surveys (dept-run), admissions: full statistics on gender, rather than binary sex Staff survey: Inquire with division/ university to run surveys based on gender	HR manager, Academic administrators	Revert to assessing statistics based on gender to represent everyone, including those identifying as non-binary	Student admissions: Implemented for academic year starting 2022. Implemented for next student survey (May 2022)
1.3 Missing detailed ECR-related data/statistics to reveal the cause of underrepresented pools and bias	Collect data on applications, contract lengths, career support and mentorship, next career step (level of retainment of women in academia)	Detection of root causes behind low female application numbers, low retainment, low career support uptake	HR manager	Intake and retainment across all groups of ECR closer to parity	Continuous collection, first assessment of existing data May 2022, then biannual assessment (with 1.1)
1.4 Low uptake in student surveys	Specifically mention importance of survey statistics	Above 50% uptake overall, and for each	HR manager, Academic office	Current response numbers, especially	Next run of student survey: May 2022

(e.g. only 7 female UG out of 45).	at induction, in focus groups, email reminders from EEDI committee chair, and student representatives. Run surveys at beginning of term.	gendered group		gendered, are too small to inform statistically. Surveys are important for gauging student wellbeing and trends; robust statistics are key	(beginning of term)
2) Decision making & communication					
2.1 General issues with departmental communication & decision making	Monitor feedback on communication and decision making by yearly focus group meetings, surveys, informal conversations, specific annual surveys organised by ECR reps at postdoc forum	Fewer complaints about communication, noticeable increase in happiness with decision-making	Chairs of Communication and EEDI committees	30% increased satisfaction with departmental decision making and transparency (monitored by surveys)	Ongoing, bi-annual updates via Comm and EEDI committees. Focus group meetings / surveys once per year
2.2 Lack of secure channels for discussion and feedback on sensitive, anonymous topics	Motivate usage of anonymous feedback forum for whole department	Uptake in usage of anonymous for, provide specific feedback for each raised item in forum	IT officer, Comm chair	Reduction in comments about lack of channels or feedback on sensitive issues in surveys by 50%	Offering service from January 2022, assessing functionality in May 2022
2.3 Lack of common and regular forum on EEDI-related topics, including racial diversity, LGBTQ+	Organise termly brownbag townhall meeting for all department members on EEDI topics	Termly townhall meeting as regular event in department calendar	EEDI chair, EEDI Comm PG representatives	Event to be attended by more people from all focus groups than EEDI committee	First townhall: May 2022, then ongoing termly
2.4 Lack of knowledge	Install at least 3 displays on	>60% of respondents in	Building manager,	30% increase in awareness	March 2022

		surveys and focus groups reporting knowledge of points of contact throughout all focus groups	IT manager, harassment officers	of support channels in surveys	
3) Workload, mental health					
3.1 Lack of transparency regarding workload (PTO, faculty)	Develop workload model, including teaching load, administrative tasks (including EEDI/AS), care-taking responsibilities, accessible for all faculty.	Workload model developed and implemented for all staff.	HAF, HR Manager, Academic Administrator, HoD, Assoc HoD Teaching & Research	Share teaching load spreadsheet amongst faculty before Sept 2022, agree on workload model by summer 2023	Model developed by: Sept 2022; Model implemented by summer 2023
3.2 Students and staff raising issues with lack of (knowing of) support for those with mental health needs	We will run a mental health and wellbeing workshop for all students and staff once a year (around World Mental Health Day)	Increase in number of Mental Health first aiders amongst staff by 30%. Surveys indicating awareness of available support has increased by 20%	HR Manager	>50% feedback (surveys, FG-Meetings) indicating clear improvement/ availability with provision of mental health support. >40% faculty uptake	Asses bi-annually, starting 2022
3.3 A lack of paid positions for EEDI work	Seek means of employing dedicated EEDI staff, including options for paying student representatives	Evidence of attempts to acquire funds for paid EEDI-related positions	HAF, HoD, HR Manager	Investigate the possibility of including EEDI/AS tasks into workload models for EEDI chair, HR, HAF, outreach officer, new job descriptions. Apply for external funding, where	Early 2023

				possible, to be able to hire (at least part-time) PTO for EEDI	
4) Culture, integration and inclusion					
4.1 Lack of support for those with caring responsibilities regarding workload, conference attendance	Establishing a carer's fund to support those with responsibilities (children, elderly) for specific tasks such as during conferences, certain times.	Installation of carer's fund (done)	HAF	Uptake and acceptance in carer's fund (at least one), and >50% positive survey/FD feedback	March 2022
4.2 Use of pronouns within department	Lobbying Division and university to establish an official means to collect pronouns. Encouraging members of the department who feel comfortable to put their pronouns in email signatures.	Gather data on pronouns to address members of the department. >50% survey responses are aware of pronouns in departmental email signatures	Academic administrator, HAF, EEDI chair	Addressing department members by pronouns by default.	May 2022, ongoing in surveys
4.3 Field course rooming arrangements	Solicit UG to submit preferences for rooming regardless of (presumed) gender, incorporate those preference in rooming arrangements where possible	UG satisfaction (>60% in surveys, and no more complaints) with rooming arrangements from survey results and FG feedback	Academic administrator, HAF, EEDI chair	Allow UG to room with their choice of roommates, regardless of (presumed) gender	May 2022
4.4 UG/ECR feel detached from department life; some social	Invite UG to one happy hour per term, organise one termly research seminar for UG (brownbag/Friday seminar),	>60% UG survey respondents feeling sense of inclusion, via survey and focus group feedback. At	Academic administrator, EEDI chair, seminar organisers	Anecdotal evidence that students sense more belonging and inclusion into activities	Inclusion ongoing, feedback sampled spring 2022. Happy hours:

events are in afterhours (difficult for those with caring responsibilities)	welcome event between faculty and UG; faculty and ECR. Offer social events/happy hours during usual hours	least one termly happy hour before 4pm			summer 2022

5) Bullying & harassment					
5.1 Students and staff raising issues with support for those experiencing bullying and harassment	We will run an open anti-bullying and harassment workshop for all staff and students to attend yearly.	At least 20% uptake in workshop from each FG. Increase in staff and students' awareness of support in cases of bullying or harassment in the workplace, as measured by focus group queries and surveys	HR Manager	An increased sense of a cultural shift that such topics can and should be raised and addressed	Late 2022, yearly
5.2 Dated language and instances of advances amongst some staff towards students	Unconscious bias training, raising awareness and training for staff to understand and avoid dated language/ advances	No more reports on dated language or any kind of advance from staff towards students	Academic officer, EEDI chair	A shift in culture among staff towards sensitivity for perception of dated language, even if it may appear harmless to themselves	Training: by summer 2022, and then annually. Annual assessment of improveme nts

6) Course, teaching & fieldwork					
6.1 Complaints about attitudes and dated language on field courses	Inclusion of code of conduct in undergraduate/ postgraduate handbooks, endorsement and sharing of statement on principles of the department, videoclips from	Significantly reduced or no more complaints on fieldtrip behaviour, provision of inclusive logistics and locations through UG	Academic administra tor, UG/ PG representa tives of EEDI, EEDI chair	Change in awareness of topics measured by surveys, focus groups	Updated handbooks and videoclips: Summer 2022; fieldtrip logistics: March 2022.

	UG explaining field courses, awareness of field course logistics/locations regarding inclusivity	and PG representatives in EEDI committee and focus groups			Assess changing perception through student surveys: Ongoing, each March and September
6.2 A desire to decolonise curriculum, emphasising local context	Development of 4th year seminars on earth sciences in context, including indigenous voices, socioeconomic factors	Inclusion of 4th year seminar after course review	Chairs of Comm, & EEDI, course review	An increased sensitivity towards research and teaching in context, including socioeconomic, historical and cultural factors	Ongoing, included in curriculum early 2023
7) Career progression, feedback, mentoring					
7.1 Low uptake of postdoc Career Development Reviews	Availability and clear communication of Career Development Reviews for all postdoctoral research assistants	Full awareness amongst ECRs about availability of CDR.	HR manager, ECR representatives	Focus group feedback from ECRs about usefulness of CDRs. Increased uptake of postdoc Career Development Reviews,	Ongoing, first assessment summer 2022
7.2 A lack of training in appraisal for academic line managers	Introduce appraisal/review training for academic staff who manage ECRs	All academic line managers trained in appraisal/ review Two training sessions in 2021/22 Increase number of appraisals by 30%	HoD / HR manager	Evidence for appraisal having a positive effect on career paths, by sampling focus groups and surveys	Summer 2023
7.3 60% uptake of mentors by ECRs and feedback	Develop a 'how to get the most out of mentoring' factsheet and email to ECRs	Positive response rate regarding mentoring in the staff	ECR representatives, HR manager	Evidence for taken mentoring to support ECRs in	Summer 2023

from minority ECRs suggests mentoring could be improved	annually inviting those who have yet to join the scheme to join and those with mentors already to select someone new if they feel a fresh perspective would be useful.	survey increased to 80% and uptake of mentoring by post-docs increased by 25%		career planning, wellbeing, or any other topic, by focus group and surveys	
7.4 Lack of engagement from ECRs in department life, social events, available schemes	Organise ECR away day, career fair (including links to faculty with experience outside academia), suggesting mentoring by faculty	Evidence for better integration for ECRs from focus group and survey results	ECR representatives	ECR uptake in social events, evidence from surveys, at postdoc forum	First evaluation: Sept 2022
7.5 Insufficient training on unconscious bias for members of the department (particularly faculty, postdocs)	Ensure that all new faculty (as well as existing) undertake unconscious bias training, continue presence of unconscious bias in faculty meetings	Install discussion on unconscious bias in every faculty away day, and postdoc forum/away day	HoD / EEDI chair, HR manager	Every new faculty/postdoc to have taken training, and 70% positive feedback on training from ECR and faculty via surveys, FB-meetings	Assess uptake for faculty and postdocs: summer 2022
7.6 Few female professors due to low overall numbers in the past. Need specific support for new female faculty in career progression	Seek individual conversations with female faculty to encourage them to apply for promotion and to apply for prizes and awards	100% uptake in applications from those where HoD suggests & motivated applications for promotion	HoD	Achieve gender parity for full professorships	Autumn 2022, annually assessed, achieved by 2026