



UNIVERSITY OF
PORTSMOUTH

EQUALITY OBJECTIVES 2018-2020

February 2018

DOCUMENT TITLE		
Equality Objectives 2018-2020		
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APPROVING BODY		DATE OF APPROVAL
University Executive Board (UEB)		UEB Meeting 29th Jan 2018. (Approved by UEB under electronic ratifications 12 Feb 2018.)
REVIEW DATE	EDITION NO.	ID CODE
Nov 2020	3	152
EITHER For public access online (internet)? <i>Tick as appropriate</i>		OR For staff access only (intranet)? <i>Tick as appropriate</i>
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
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Equality Objectives 2018-2020

SUMMARY

What are these Objectives about?

Equality, diversity and inclusion are at the heart of all University activity, and everyone has a responsibility to ensure that this is reflected in all our activity in support of students and staff. The Objectives and associated activities included here are only the key headline drivers for the next few years, and there will be a great amount of other activity going on across the University to ensure we provide a safe, inclusive and fair environment for both our students and staff. In line with the requirements of the Equality Act 2010, Public Sector Equality Duty (PSED), this document highlights the University's key equality and diversity objectives. These have been derived using local and national drivers, evidence of need through data collection, data analysis, surveys and another relevant research. The Objectives are underpinned in University Strategies, OFR, TEF, REF and business action planning. All areas of the University have their part in taking forward these objectives and developing appropriate actions to support outcomes.

Who are these Objectives for?

These objectives will be of interest to all staff, students, applicants and the wider general public.

How does the University check the progress of these Objectives?

These Objectives and the progress made to achieve them will be monitored by the University Executive Board (UEB).

Who should I contact if I have any queries about these Objectives?

If you feel that there is a significant equality objective or relevant piece of University activity that should be acknowledged within this document, either now or in the future, please contact Dave Small, Equality and Diversity Manager on 023 9284 5774 or equality@port.ac.uk.

1. EQUALITY OBJECTIVE ONE - CHALLENGING INEQUITY OF ATTAINMENT OUTCOMES FOR MALE STUDENTS

Why are we doing this?

The University of Portsmouth gender profile in 2016-17 continued to differ from the UK benchmark with Portsmouth having more male students than female. (43 per cent of our students were female compared to the national average of 56 per cent.)

Nationally male students achieve fewer good degrees compared to female students, with a 4.4 percent gap. (75.1 per cent compared to 70.7 per cent.) The current University of Portsmouth gap for male students (Home/EU/International) is 10.8 per cent. (80.4 per cent versus 69.6 per cent.)

Academic failure accounted for 35 percent of male Home/EU student withdrawals in 2016-17 compared to 19 per cent for female Home/EU students.

LINKS TO EDUCATION STRATEGY – Theme 4 and 5

What we will do to address this?

- 1.1 Equality and Diversity, working with the University of Portsmouth Student Union (UPSU), will undertake research to engage with male students to explore the barriers that impact on attainment and provide recommendations for actions the University can undertake to improve outcomes.

Others involved in delivering this objective:

- The Pro Vice-Chancellor (Education and Student Experience)
- Department for Curriculum and Quality Enhancement (DCQE)
- Faculty Student Engagement Officers

1.2 Equality and Diversity will deliver Faculty level equality reports that highlight faculty/school level gender data. Reports will be expanded to explore issues related to socio-economic and intersectionality and will be produced annually.

1.3 Using relevant data evidence provided, Faculties will instigate local actions to address gender attainment gaps.

Those involved in delivering this objective:

- Deans and Associate Deans
- Heads of Schools
- Heads of subject groups
- Heads of undergraduate programmes
- Faculty Student Engagement Officers

1.4 Equality and Diversity will provide best practice, resource and support material to support Faculties through its webpages.

How will we measure success?

- 1.5 The following criteria will be used:
 - attainment gap to be reduced year on year between male and female students
 - positive flags in institutional TEF split metrics
 - any gap not to be statistically significant

2. EQUALITY OBJECTIVE TWO - CHALLENGING INEQUITY OF ATTAINMENT OUTCOMES FOR BLACK AND MINORITY ETHNIC (BME) STUDENTS

Why are we doing this?

The University has a higher population of BME Home/EU students than the national average (25 per cent versus 22 per cent). There was a ten per cent increase in the BME Home/EU student population in 2016-17 compared to the previous year. This compares to a zero per cent increase in white Home/EU student numbers.

The national gap between BME and white students attaining a good degree for 2016-17 was 15 per cent with the University of Portsmouth gap being 14.4 per cent.

University of Portsmouth BME Home/EU good degree attainment by groups:

Asian	71 per cent
Black	61 per cent
Chinese	68 per cent
Mixed	74 per cent
Other	77 per cent
White	82 per cent

LINKS TO EDUCATION STRATEGY – Theme 4 and 5

What we will do to address this?

- 2.1 Equality and Diversity, working with UPSU and academic areas of the University, will continue to undertake research to engage with BME students to explore the barriers that impact on attainment and provide recommendations for the University to improve outcomes.

Others involved in delivering this objective:

- The Pro Vice-Chancellor (Education and Student Experience)
 - Department for Curriculum and Quality Enhancement (DCQE)
 - Faculty Student Engagement Officers
- 2.2 Equality and Diversity will deliver Faculty level equality reports that highlight Faculty/School level issues. Reports will be expanded to explore issues related to socio-economic and intersectionality and will be produced annually.
 - 2.3 Using relevant data evidence provided, Faculties will instigate local actions to address BME attainment gaps.

Those involved in delivering this objective:

- Deans and Associate Deans
 - Heads of Schools
 - Heads of subject groups
 - Heads of undergraduate programmes
 - Faculty Student Engagement Officers
- 2.4 Equality and Diversity will provide best practice, resource and support material to support Faculties through its webpages.

How will we measure success?

- 2.5 The following criteria will be used:
 - attainment gap to be reduced year on year between BME and white students
 - positive flags in institutional TEF split metrics
 - any gap not to be statistically significant

3. EQUALITY OBJECTIVE THREE - CHALLENGING DISPARITY IN INTERNATIONAL STUDENT OUTCOMES

Why are we doing this?

The University of Portsmouth's international population decreased by 3.3 per cent in 2016-17 compared with a 2.1 per cent increase in Home/EU numbers. As a proportion, 11.7 per cent of the undergraduate population were international students.

There was no significant difference in the progression rates between home and international students in 2015-16. Exclusion accounted for 21 per cent of the international student withdrawals in 2015-16, compared to five per cent for Home/EU students. Of those graduating, 57 per cent of international students achieved a 'good degree' compared to 79 per cent for Home/EU. Attainment gaps between international and Home/EU students were statistically significant across all faculties.

According to the International Student Barometer 2015, which surveyed 630 students, the overall satisfaction rate was 85 per cent with 83 per cent stating they felt part of the student community. The participation rate was 85 per cent.

LINKS TO EDUCATION STRATEGY – Theme 4 and 5 and the GLOBAL ENGAGEMENT STRATEGY.

What we will do to address this?

- 3.1 International student outcomes will be measured and reported alongside that of UK/EU students.

Those involved in delivering this objective:

- Department for Curriculum and Quality Enhancement (DCQE)
- Equality and Diversity
- University of Portsmouth Global Team
- Deans and Associate Deans
- Heads of Schools
- Heads of subject groups

- Heads of undergraduate programmes
- Faculty Student Engagement Officers

3.2 Using relevant data, faculties and support services will instigate local actions, with the aim of improving experience and outcomes for international students.

Those involved in delivering this objective:

- Department for Curriculum and Quality Enhancement (DCQE)
- Equality and Diversity
- University of Portsmouth Global Team
- Deans and Associate Deans
- Heads of Schools
- Heads of subject groups
- Heads of undergraduate programmes
- Faculty Student Engagement Officers

3.3 Deliver single point of expertise in supporting international students in terms of English language proficiency.

How will we measure success?

3.4 The following criteria will be used:

- reduced gap in outcomes for international student body
- maintain high levels of international student satisfaction/experience of studying at the University through the International Student Barometer

4. EQUALITY OBJECTIVE FOUR - IMPROVING TAKE UP OF UNIVERSITY OF PORTSMOUTH COURSES AMONGST THOSE AGED 25 AND OVER

Why are we doing this?

In 2015-16 Home/EU students aged 25 plus made up 11 per cent of the undergraduate population, compared to a national figure of 19 per cent. Applications for those aged 25 plus stood at eight per cent of total Home/EU applications. Students aged 25 plus accept an offer to attend University at more than twice the rate of those under 25 (48 per cent versus 21 per cent).

LINKS TO EDUCATION STRATEGY – Theme 4 and 5

What we will do to address this?

- 4.1 We will develop delivery of learning that helps to attract those aged 25 plus, including developing wider options around distance learning and part-time flexible studies

Those involved in delivering this objective:

- The Pro Vice-Chancellor (Education and Student Experience)
- Deans and Associate Deans
- Heads of Schools
- Heads of subject groups
- Heads of undergraduate programmes
- Head of Marketing

4.2 Equality and Diversity to work with Marketing and Communications to enhance communications and outreach activities to target/attract those aged 25 plus.

How will we measure success?

4.3 The following criteria will be used:

- off-campus students to increase to 3,900 by 2020.
- marketing/outreach activities to engage and target 25 plus audiences
- the number of 25 plus students studying at the University to increase year on year with the aim of meeting the national benchmark

5. EQUALITY OBJECTIVE FIVE - DEVELOPING EQUALITY AND DIVERSITY RELATED TRAINING FOR THE STUDENT BODY

Why are we doing this?

Student Charter requires students to 'act as members of an inclusive community that supports equality, diversity, ethical and responsible behaviour' and 'treat staff, students and visitors with respect and dignity'.

Students lack an understanding of what these statements mean from a University of Portsmouth perspective. Currently, 224 courses have been completed by 98 students using the University's online training.

LINKS TO UNIVERSITY OF PORTSMOUTH STRATEGY – Theme 6 and 8

What we will do to address this?

- 5.1 We will provide students with access to Equality and Diversity related resources via the Equality and Diversity Moodle site.
- 5.2 We will also continue to develop the option to offer particular student groups access to University staff online Equality and Diversity learning.

Those involved in delivering these objectives:

- Equality and Diversity
- DCQE
- UPSU

How will we measure success?

- 5.3 The following criteria will be used:
- access available to students of high quality resource and learning on site
 - Moodle Equality and Diversity learning embedded in targeted student modules

6. EQUALITY OBJECTIVE SIX - MONITORING AND IMPROVING THE TAKE UP OF SUPPORT SERVICES

Why are we doing this?

Current withdrawal rates:

- BME students 9.2 per cent compared to 7.6 per cent for white students
- Male students 9.8 per cent compared to 6.2 per cent for female students
- Aged 25 plus students 12.2 per cent compared to 7.7 per cent for students under 25
- Disabled students 12.1 per cent compared to 7.6 per cent for non-disabled students
- Home/EU students withdrawing due to academic failure: 43 per cent for BME students compared to 24 per cent for white students
- Within the Home/EU BME groups, the highest withdrawal rates come from black students (12.6 per cent) compared to the lowest withdrawal rate of 3.5 per cent from Chinese students
- The percentage of students who withdraw from study due to academic failure is 14 per cent for those aged 25 or over compared to 32 per cent for those below the age of 25

In order to ensure target groups are accessing services that might improve outcomes for them, it is essential that the University monitors, and improves where necessary, the take-up of support services.

LINKS TO UNIVERSITY OF PORTSMOUTH STRATEGY – Theme 6 and 8

and EDUCATION STRATEGY – Theme 4 and 5

What we will do to address this?

- 6.1 Business areas will review the take up of support services by students, with particular emphasis on improving monitoring of service take-up/usage by protected characteristic.

Those involved in delivering these objectives:

- The Pro Vice-Chancellor (Education and Student Experience)
- The Chief Operating Officer
- All support services
- DCQE
- Deans and Associate Deans
- Heads of Schools

- Heads of subject groups
- Heads of undergraduate programmes
- Faculty Student Engagement Officers

How will we measure success?

- 6.2 The following criteria will be used:
- Equality and Diversity information to be reported in support services annual reports.
 - Delivery of appropriate positive action initiatives to address under usage of services by groups that would benefit from accessing services

7. EQUALITY OBJECTIVE SEVEN - EQUALITY AND DIVERSITY MONITORING OF STAFF

Why are we doing this?

In August 2017 we began to collect monitoring data* through HR self-service across the protected characteristics. Having a more complete Equality and Diversity data picture will ensure we can:

- monitor our provision of services to demonstrate equity of access
- compare staff population against other organisations and the city population
- enable our recruitment interventions to reach the widest pool of applicants
- monitor for bias/discrimination in our staff policies and procedures across all staff EQ characteristics

Self-declaration percentages at December 2017 (including 'prefer not to say'):

Sexual orientation	17 per cent
Religion	18 per cent
Disability	90 per cent (was 86 per cent in 2015-16)
Ethnicity	93 per cent (was 91 per cent in 2015-16)
'prefer not to say':	
Sexual orientation	7.5 per cent
Religion	6.4 per cent
Disability	1.3 per cent
Ethnicity	0.7 per cent

*Relates to 2015-16 data

LINKS TO UNIVERSITY OF PORTSMOUTH STRATEGY – Theme 6

UNIVERSITY OF PORTSMOUTH PEOPLE STRATEGY – Theme 1 and 2

UNIVERSITY OF PORTSMOUTH RESEARCH STRATEGY – Theme 2

What we will do to address this?

- 7.1 To improve and extend our Equality and Diversity staff data, we will monitor and report on data collected through online recruitment.
- 7.2 Data collected through HR self-service will be monitored and used to provide baseline figures in 2018.
- 7.3 Recruitment data will be monitored to ensure our recruitment process is inclusive and equitable.
- 7.4 Promotion campaigns will be instigated annually to explain the importance of self-declaration.

Those involved in delivering these objectives:

- The Director of Human Resources
- Equality and Diversity
- Human Resources Systems
- Human Resources Recruitment
- Staff Networks

How will we measure success?

- 7.5 The following criteria will be used:
 - recruitment Equality and Diversity monitoring reported in annual Staff Data report, highlighting statistically significant issues
 - raised declaration rates (including 'prefer not to say') for sexual orientation and faith categories to 50 per cent
 - raised declaration rates (including 'prefer not to say') for ethnicity
 - reduce 'prefer not to say' over period of EO.
 - HR self-service data used, where necessary, to improve services and support offered to staff
 - eliminate any statistically significant issues in recruitment cycle
 - reduce staff 'not declaring' rates to five per cent or less
 - reduce 'prefer not to say' rates

8 EQUALITY OBJECTIVE EIGHT - TACKLING POTENTIAL BIAS IN THE RECRUITMENT PROCESS

Why are we doing this?

The difference in the proportion of applications leading to an interview opportunity was statistically significant in the following areas:

Male and female – academic/research roles (19 per cent versus 25 per cent)

White and BME – academic/research roles (25 per cent versus 15 per cent)

White and BME – support/professional service roles (18 per cent versus 13 per cent)

Disabled and non-disabled (24 per cent versus 19 per cent)

The difference in the proportion of interviews leading to a hiring was statistically significant for white and BME academic/research roles (41 per cent versus 28 per cent)

LINKS TO UNIVERSITY OF PORTSMOUTH STRATEGY – Theme 6

UNIVERSITY OF PORTSMOUTH PEOPLE STRATEGY – Theme 1 and 2

UNIVERSITY OF PORTSMOUTH RESEARCH STRATEGY – Theme 2

What we will do to address this?

- 8.1 Unconscious bias training to become part of core training and a requirement for all staff involved in the recruitment process.
- 8.2 Establish a process for assessing all job adverts for potential bias before publication.
- 8.3 Promotion of job opportunities to encourage applications from the widest possible audience.

Those involved in delivering these objectives:

- The Director of Human Resources
- Equality and Diversity
- Human Resources Recruitment
- The Director of Marketing

How will we measure success?

- 8.4 The following criteria will be used:
 - applications/interviews: any remaining gap should remain statistically insignificant
 - no statistical significance in interviews leading to hiring for all groups

9. EQUALITY OBJECTIVE NINE - CHALLENGING RACE INEQUALITIES ACROSS THE UNIVERSITY

Why are we doing this?

BME Data 2015-16 for those who declared an ethnicity:

- BME staff make up 11 per cent of our academics compared to a national benchmark of 14 per cent. BME staff make up five per cent of professional support staff compared to a national benchmark of ten per cent
- BME employees increased by 22 per cent. Even so the white: BME ethnicity ratio was 8:1 in academic and research and 21:1 in support and professional services
- 0.8 per cent of employees were of black ethnicity compared to 9.6 per cent of undergraduate students
- No BME staff at professional/support level 10+
- Only six per cent of our senior academic staff are BME
- The difference in the proportion of interviews leading to a hiring was statistically significant for white/BME academic and research roles

LINKS TO UNIVERSITY OF PORTSMOUTH STRATEGY – Theme 6
UNIVERSITY OF PORTSMOUTH PEOPLE STRATEGY – Theme 1 and 2
UNIVERSITY OF PORTSMOUTH RESEARCH STRATEGY – Theme 2

What we will do to address this?

- 9.1 Recommend to the University Executive Board that the University commits to joining the Equality Challenge Unit (ECU) Race Charter.
- 9.2 Establish appropriate structures to support the Race Charter.
- 9.3 Undertake Race Charter Survey in year one.
- 9.4 Submit Race Charter University Submission in year three of membership.

Those involved in delivering these objectives:

- Equality and Diversity
- ECU Charter Coordinator
- All Faculties and business areas

How will we measure success?

- 9.5 The following criteria will be used:
 - Full participation in ECU Race Equality principles/charter

10. EQUALITY OBJECTIVE TEN - CHALLENGING GENDER INEQUALITIES ACROSS THE UNIVERSITY

Why are we doing this?

Gender Data 2015-16 for those who declared a gender:

- in academia, 57 per cent of staff were male, whereas in support roles this drops to 34 per cent
- more than two-thirds of academic staff employed as a principle lecturer, reader, professor or senior academic are male
- 20 per cent of our staff work part-time with an additional ten per cent working on a part-time hourly paid (PTHP) basis. Of those who do part-time work, 82 per cent are female
- eight per cent of male staff have part-time contracts (plus another 14 per cent PTHP) compared to 30 per cent of female staff
- 54 per cent of all job offers were made to female interviewees
- application success rates were higher for women than men in academia whereas in support/professional roles this was reversed

LINKS TO UNIVERSITY OF PORTSMOUTH STRATEGY – Theme 6
UNIVERSITY OF PORTSMOUTH PEOPLE STRATEGY – Theme 1 and 2
UNIVERSITY OF PORTSMOUTH RESEARCH STRATEGY – Theme 2

What we will do to address this?

- 10.1 Submit Athena SWAN Extended Principles application and associated Action Plan in November 2017
- 10.2 Publish gender pay gap
- 10.3 Deliver actions documented in the Athena Bronze Extended Principles submission
- 10.4 Those involved in delivering these objectives:
 - Equality and Diversity
 - ECU Charter Coordinator
 - All Faculties and business areas

How will we measure success?

- 10.5 The following criteria will be used:
 - progress University Bronze Award action plan working towards Silver Award
 - STEM department submissions/awards maintained, including the three schools yet to apply
 - arts, humanities, social sciences, business and law submitting departmental applications
 - gender pay gap report (with narrative) published annually
 - action plan to address pay gap issues
 - participating in extended Athena SWAN principles/charter
 - deliver actions from Athena action plan, monitored by SAT and UEB

11. EQUALITY OBJECTIVE ELEVEN - DEVELOPING AND SUPPORTING A CULTURE OF DIGNITY AND RESPECT

Why are we doing this?

According to a national survey by the TUC in 2016, nearly 29 per cent of people felt bullied in the workplace. One in three people left their job as a result.

In a University of Portsmouth OCR survey in 2017, 17 per cent staff reported feeling they had been bullied or harassed in last two years. The 2017 Culture Survey reported that 14.8 per cent of staff felt bullied or harassed. 41.7 per cent of those went on to report it.

A lack of confidence in the system when reporting bullying and harassment was highlighted in the HE Staff Culture Survey 2016.

Occupational Health saw 44 individuals who would say their health had been affected by bullying and harassment, up from 11 in 2014-15.

Employee Assistance Programmes were accessed by 16 employees who cited bullying or harassment.

The Harassment Advisor Network engaged with eight staff contacts in 2015-16.

LINKS TO UNIVERSITY OF PORTSMOUTH STRATEGY – Theme 6
UNIVERSITY OF PORTSMOUTH PEOPLE STRATEGY – Theme 3
UNIVERSITY OF PORTSMOUTH RESEARCH STRATEGY – Theme 2

What we will do to address this?

- 11.1 We will develop on-line reporting, which also includes anonymous options to report issues.
- 11.2 Deliver Dignity and Respect Policy awareness to staff to explore the expectations laid out in the University Policy and what that means for staff and students.
- 11.3 Develop monitoring within staff surveys to track culture/attitude changes.
- 11.4 Those involved in delivering these objectives:
 - Equality and Diversity
 - Human Resources

How will we measure success?

- 11.5 The following criteria will be used:
 - stronger evidence based on numbers affected and issues experienced
 - improved culture of openness and disclosure around dignity and respect concerns
 - increased take up of awareness by teams within the University
 - improved culture of openness and disclosure around dignity and respect concerns

12. EQUALITY OBJECTIVE TWELVE - PROMOTING EQUALITY THROUGH THE USE OF SOCIAL MEDIA CHANNELS

Why are we doing this?

Our aim is to ensure the widest audience is reached and most appropriate engagement channels for students, staff and wider community. (In November 2017 our Twitter following was 4,300 and our newsletter had 320 subscribers.)

LINKS TO UNIVERSITY OF PORTSMOUTH STRATEGY – Theme 6 and 8

UNIVERSITY OF PORTSMOUTH PEOPLE STRATEGY – Theme 3

What we will do to address this?

- 12.1 To further promote equality, Equality and Diversity will extend use of Twitter to convey relevant information to staff and students and wider community.
- 12.2 We will also maintain the Equality and Diversity newsletter.
- 12.3 We will continue to deliver a yearly Diversity Calendar.

How will we measure success?

- 12.4 The following criteria will be used:
 - increased following of Equality and Diversity Twitter feed
 - maintain sector top three follower status for Equality and Diversity sector Twitter feeds

- circulation to reach 20 per cent of staff population
- distribute A5 flyer across the University

13. EQUALITY OBJECTIVE THIRTEEN - EXTENDING VISIBILITY OF THE UNIVERSITY TO EQUALITY GROUPS ACROSS THE CITY AND REGION

Why are we doing this?

As a leader in diversity, equality and inclusion within the city, it is important that the University has representation/visibility and influence on local community engagement groups/activities as well as on city strategic groups.

At a local level, it allows the University to increase visibilities within local communities and associated student recruitment opportunities.

LINKS TO UNIVERSITY OF PORTSMOUTH STRATEGY – Theme 6 and 8

UNIVERSITY OF PORTSMOUTH PEOPLE STRATEGY – Theme 3

What we will do to address this?

- 13.1 To extend visibility, we will aim to ensure University representation at inclusion, equality and community events taking place in the city.
- 13.2 We will be proactive in establishing links/membership with other activities or groups.
- 13.3 We will maintain membership of City Racial Harassment Forum and Multicultural Link Group.
- 13.4 Those involved in delivering these objectives:
 - Equality and Diversity
 - The Chief Operating Officer
 - The Director of Marketing

How will we measure success?

- 13.5 The following criteria will be used:
 - membership of Equality and Diversity groups
 - visibility of the University at appropriate local Equality and Diversity activities
 - visibility at appropriate major city events



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