

EXTERNAL REVIEW OF PROGRESS ON ISSUES OF RACE EQUALITY AT CARDIFF UNIVERSITY

Background

In 2016 following a racist incident at the Medical School, Cardiff University set up an external review panel chaired by Professor Dinesh Bhugra and all 13 recommendations put forward by the panel were accepted *in toto* by the University and implemented. Five years on, a further review was set up by the University to get an external assessment of how things had changed and to review the progress which has been made on issues of race equality and to work with the University to communicate better what has happened since the original review.

This current review of progress had been prompted by concerns that the University had not been given credit for the amount of positive work it has carried out in the last five years. The intention of this review was not to revisit the original review but to focus on the changes that have occurred in the University in the past five years. In particular, this has been initiated by the Black Lives Matter movement. The terms of reference are listed below:

Terms of Reference:

- To identify what has changed by looking at policies, actions and other outcomes and how to communicate better what has happened over the last five years;
- To identify any areas that require more focus, including to relevant policies and procedures, and to make relevant recommendations that can be applied to areas of professional practice across the University;
- To look at the achievements of the Vice-Chancellor's External Advisory Board and to examine with the Board how these could be built on.

Membership of the panel:

- Lead: Dinesh Bhugra CBE - Professor of Mental Health and Diversity at the Institute of Psychiatry at King's College London.
- Vanessa Cameron MBE, Consultant with the World Psychiatric Association and former Chief Executive of the Royal College of Psychiatrists.

Biographical details of Professor Bhugra and Mrs. Cameron are attached as Appendix I.

Method:

We were ably assisted by Thomas Hay from the Vice-Chancellor's Office who provided access to all the necessary documents and policies and coordinated the interview timetable. The list of policy documents we reviewed is attached as Appendix II.

28 individuals across the University responded to the invitation to speak to us in an open call by the Vice-Chancellor's Office. We interviewed them all by Zoom during the months of July and August. Some were interviewed one on one whereas on a couple of occasions a group was interviewed together at their agreement. We made sure that confidentiality of interviews was assured.

General observations and findings:

We were very impressed by the commitment shown by the Vice-Chancellor and his team to equality, diversity and inclusion. They have demonstrated this commitment in a number of ways. There was universal praise for the Vice-Chancellor and his dedication to race equality by everyone who was interviewed. There was also universal acknowledgement and appreciation that things had changed for the better at the highest and lowest levels in the University. However, there was a fair amount of concern that some of the middle management were still stuck in outdated ways of thinking and functioning and had a reluctance to move the agenda forward. We are concerned that the changes which have happened have resulted from the hard work and commitment of a few people and once they

move on, these changes are in danger of being lost. The key element is to make sure that processes are in place which do not rely on specific individuals.

Several interviewees commented that LGBTQ+ and gender issues had made far greater progress in the past few years. However, it was also highlighted that changes related to these categories have been addressed over the past 12 years which may explain their progress. There are potential lessons here which can be exploited in the context of EDI.

There was a general sense that communication within the University and in the wider community left much to be desired. The communication with outside communities was patchy at best. We were informed by many of the people we interviewed that the internal complaints procedures were not understood by the staff or students and were not easily available in one central place. It was commented time and again that often people did not know how to complain and the pathway the complaint might take. Furthermore, the complainants were unhappy as they were not aware of the findings and the results of investigations.

It also became clear that there has been tremendous progress across the University in setting up EDI committees and relevant structures, but it emerged that there is a significant and important differential in functioning of these structures across different Schools. We had some concerns that these initiatives were not always coordinated and that staff and students were sometimes unaware of them. Some Schools are way ahead in their approach and delivery of EDI and have demonstrated clear examples of decolonizing the curriculum as well as engaging with local communities whereas other schools remained more inward-looking and distant. Sharing of examples of good practice appears not to exist. Consequently, it was also clear that some Schools were unaware of the good work being accomplished in other parts of the University. There were also concerns expressed about the training provided in EDI matters and many of the people we interviewed saw it simply as a tick-box exercise.

Recommendations

We were impressed by the quality of the work being carried out, the number of EDI initiatives and the enthusiasm of the staff.

We hope that the following recommendations will be of further help in enabling this work to continue and the agenda of equality, diversity and inclusion to move forward within the University.

Many of our recommendations are based on suggestions made by the individuals we interviewed and the written material submitted.

Structures:

1. We recognise that the DVC leads on all aspects of EDI as a delegated responsibility from the VC. This includes oversight of all equality, diversity and inclusion strategies and health, wellbeing and safety matters relating to both staff and students; including policies and procedures, ensuring compliance with, and where appropriate, enhancement of legislative and corporate requirements of the University. We understand that UEB champions take responsibility for particular protected characteristics. It would be desirable to have a dedicated Director of EDI with sufficient seniority who will have operational responsibility for all aspects of EDI including strategy and communications. They need to be supported by a dedicated team of staff whose work focuses entirely on EDI. Such an individual can lead from the front and through leadership encourage middle management to improve various EDI activities. We believe that such an appointment will provide the University with a great opportunity to move onto the next phase of its EDI activities
2. We were impressed with the number of excellent EDI initiatives taking place throughout the University. We therefore recommend that the Director of EDI establishes what could be called an EDI Hub or EDI Centrepoint. Such a Hub could perform many functions. For example, it could collate information on all EDI initiatives so that it becomes the “go-to” EDI resource and thus be a repository for good practice which could be shared not only within the University but also with other universities. It could also help develop an internal communications strategy working with the Communications team to regularly inform staff, students and the media on the University’s EDI activities, lessons learnt and the way forward. The University needs to provide clear information on the complaints procedures across all Colleges and this could be developed through the Hub.

3. There are EDI Committees in each School and we understand that by and large these are working well but some variation exists across Schools. However, we felt that often they are not necessarily communicating well with each other. We recommend that the central University level EDI Committee through the Hub may take this forward.
4. The role of the Vice-Chancellor's External Advisory Committee was not understood by many of the individuals we interviewed. We believe that there is a definite need for such an external Committee but that its advisory remit should be reviewed with the involvement of the new Director of EDI.

Communication

5. We believe that the University has not sufficiently conveyed its excellent achievements over the last five years regarding EDI. It needs to be more pro-active in its relations with journalists and the media in general. It should also regularly inform staff and students about EDI initiatives. The internal communications strategy recommended in 2 above should address this.
6. We believe that the University website should contain more relevant and clearer information on the various EDI activities and Committees linking to the Hub and also about the complaints procedures.

Collection of Data

7. Many of the people we interviewed were not satisfied with the way data was collected on various EDI activities. We would recommend that data should be collected regularly and presented annually on the overall number of EDI complaints within the University and this should contain information about the outcomes. This should be published on the website and presented to the Vice-Chancellor's External Advisory Committee on a regular basis.

8. We would suggest that legal advice be sought regarding the GDPR problem regarding sharing the written outcome of complaints with the complainant and the person being complained about. Many of the individuals we interviewed were concerned that following a formal complaint they were not able to receive the details leading to the decision about the complaint.

Recruitment Practices

9. We recommend that there should be more ethnic minority staff on appointment panels and data on the composition of interview panels should be collected annually. We appreciate that this may be difficult to achieve in the short term but we suggest that principles of inclusivity should always be borne in mind when interviewing.
10. We would suggest that exit interviews be carried out to get a clearer understanding of why staff are leaving their jobs. If the information relates to EDI issues, then the Director of EDI should be informed (with the consent of the staff member).

Training and the Curriculum

11. Many of the staff we interviewed were unhappy with the current EDI training for staff because they felt that it was a tick box exercise. It is important to ensure that this should be an embedded learning experience including listening to people with lived experience of discrimination. Training should also include overcoming the fear expressed by some staff in talking about equality issues. We recommend that training should be developed by the Director of EDI for use across the University.
12. Decolonizing the Curriculum has started in many Schools and this needs widespread support and action.

Appendix I

Biographical details

Lead – Professor Dinesh Bhugra, CBE

Dinesh Bhugra is Emeritus Professor of Mental Health and Cultural Diversity at the Institute of Psychiatry at King's College London. He is an Honorary Consultant Psychiatrist at the South London and Maudsley NHS Foundation Trust and past President of the Royal College of Psychiatrists (2008-2011) and President of the World Psychiatric Association (2014-2017) and the British Medical Association (2018-2019). Professor Bhugra has been on the Education Committee of the European Psychiatric Association and led an international research project covering recruitment of medical students into psychiatry across 23 countries, funded by the World Psychiatric Association. He has led on training modules and accessed curricula in many institutions including the Chinese University of Hong Kong. He is a prolific author/editor of over 40 books, 120 book chapters, and 120 editorials and over 340 papers. His book 'Textbook of Cultural Psychiatry' won the 2012 Creative Scholarship Award from the Society for the Study of Psychiatry and Culture and was commended in the 2008 BMA Book Awards. His book 'Mental Health of Refugees and Asylum Seekers' was highly commended in the 2011 BMA Awards. Three of his books have been translated into Mandarin and Japanese. His edited volume Oxford Textbook of Public Mental Health won BMA Book of the Year Award in 2019 and his Practical Cultural Psychiatry was commended in the same awards Professor Bhugra is a well-known authority and commentator on social and public health psychiatry: cross-cultural psychiatry, migrant mental health, professionalism in psychiatry, depression, psychosexual medicine, service provision and decision-making.

Vanessa Cameron, MBE

Vanessa Cameron is currently a Consultant to the World Psychiatric Association. She was Chief Executive of the Royal College of Psychiatrists until January 2017 when she retired. As Chief Executive she had overall responsibility for the management of all College activities and has many years' experience in organisational management and team development. Vanessa has been involved in many successful projects from raising funds to make an anti-stigma film shown in Warner Cinemas, to establishing a policy unit and setting up a development function to raise much needed funds for research. Vanessa has trained staff in Sofia, Bulgaria and Tbilisi, Georgia on the establishment and management of emerging psychiatric

organisations and was invited to review the administration of the World Psychiatric Association in 2016 where she now works as a Consultant.

Vanessa was a Specialist Lay Member of the Ministry of Justice Tribunals Service for Mental Health for ten years. In this capacity she worked with a Judge and a Medical Member to assess the detention of patients who were on a Section under the Mental Health Act and has carried out over 250 tribunals. Vanessa is currently Chair of the Federation of Global Initiatives in Psychiatry, Human Rights In Mental Health an international NGO based in Amsterdam and working mainly in Eastern Europe.

Appendix II

University provided list of documents:

- Code of Practice on Freedom of Speech
- Dignity at Work and Study
- Equality Policy
- Minutes of the Vice-Chancellor's External Advisory Panel
- Photographic ID Code of Practice
- Religion and Belief Policy
- Strategic Equality Plan 2020-2024 and Annual Monitoring Report
- Strengthening Race Equality Resource Guide