



RACISM

AT THE UNIVERSITY OF MELBOURNE

REPORT

Edition 3

Written by Mohamed Hadi Omer

UMSU People of Colour Officer (2023)



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1. Acknowledgement of Country

This report was written on the stolen lands of the Wurundjeri people of the Kulin nations. I'd like to pay deepest respect to Elders past, present, and emerging and acknowledge that sovereignty of this land was never ceded. I would like to extend my solidarity to all First Nations students who have participated in this survey and whose experiences are in this report. As settlers on stolen land, we must stand with First Nations people and centre them in our anti-racism work. There cannot be racial justice without First Nations justice.

2. Definitions

BIPOC: Bla(c)k, Indigenous, and People of Colour, refers to people of a non-white background

UMSU: University of Melbourne Student Union

UniMelb: The University of Melbourne

3. Content Warning

This report goes into details about experiences of **racism, white supremacy, eugenics, colonisation, anti-bla(c)kness, suicide, anti-semitism, bullying and Asian hate**. Please take care when reading the **experiences and responses** in this report.

Disclaimer: These incidents and experiences reported by students are taken as truthful, the POC department doesn't have the resources to investigate each story, neither does it want to. Any investigation of these events will re-traumatise and bring significant burden on students' and the officer's mental health, which is not the objective of this report. All students who participated in the report have been reached out to and offered support in relation to their experiences.

The experiences on this report have been collected from a survey run between 11th of August to the 24th of September 2023. Students were asked specific questions about their experiences in various settings, such as academia and events. A subheading will be included before each submission to indicate which setting it relates to.

No edits have been made to any submission unless it's a spelling/grammatical error or one that is identifying of the author or other individual. If comments have named individuals, or may identify individuals through pronouns, context or other details, they will be redacted or not included.

There were **855** responses altogether, an increase of 17 times that of the previous years.

Officer's Statement

The People of Colour department at UMSU was established in 2016, and its first officers began their roles in 2017. The department exists to dedicate a space for BIPOC students advocates for students.

We have grown tremendously over the last few years, and the most powerful aspect of the department is how student-led it is. We deliver on social events such as our weekly collectives, cultural celebrations such as Holi and Eid, club-led balls such as Afroball and SWANA ball. We also empower students to lead projects for the department and the wider community namely, our anti-racism workshop program, Myriad magazine, and our grants program for BIPOC innovators.

Beyond this, advocacy and campaigns are the main objectives of our department. This year we've been pushing University and government on taking racism and the needs of our communities seriously. This report is our biggest project of the year and one that takes the heaviest toll on the community.

This year, I was fortunate to be elected again as the POC officer after my 2021 tenure and, honestly, not much has changed. I bear the brunt of balancing the needs of the community, because simply, who else is going to do it? I don't see a conscious effort from the University to ensure that students feel safe, included and catered to. The reality is that POC officers are overworked, underpaid, and exhausted, yet we continue to show up.

This report carries within it pain, exhaustion, and experiences that BIPOC students should not have to endure. The results of this report form the basis of the recommendations to the University of Melbourne and UMSU. The struggle against racism is not one that can be won overnight; it needs persistent dedication, collaboration, and activism. As a union, we will use our resources to demand and push for change. Education should be a fundamental right for all, and it should be provided in a safe and inclusive environment, free from discrimination and racism.

We cannot give up.

I want to acknowledge the amazing work that student organisers at the Melbourne Law School did to stand in solidarity with Dr Eddie Cubillo. It is horrific how the University continues to lack a culturally safe environment for First Nations staff and students. I'd like to reiterate that there is no racial justice without First Nations justice. The University's first priority should be to immediately implement the recommendations put forth by First Nations students and staff at MLS as well as provide University-wide reforms.

Finally, I would like to thank the members of the People of Colour Committee of 2023, who stood by my side and helped me deliver for students every single day. Hiba Adam, who was my biggest support during this campaign and a continuous advocate to University executive and community organisations, and a lifelong friend. I'd also like to thank the officers and departments that helped me in the campaign, distributing flyers, promoting and participating in videos.

I'd like to express my solidarity with the BIPOC officers, councillors, committee members who have come before me and those who will come after me.

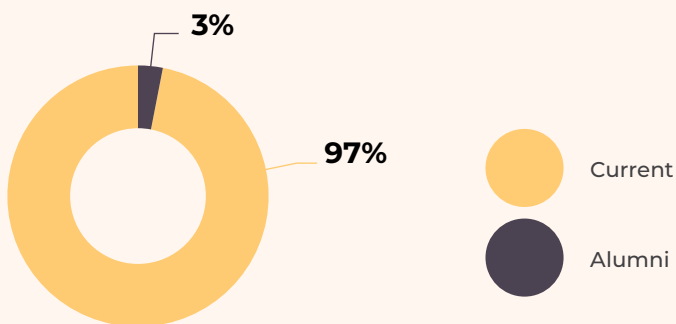
In Solidarity,

Mohamed Hadi Omer

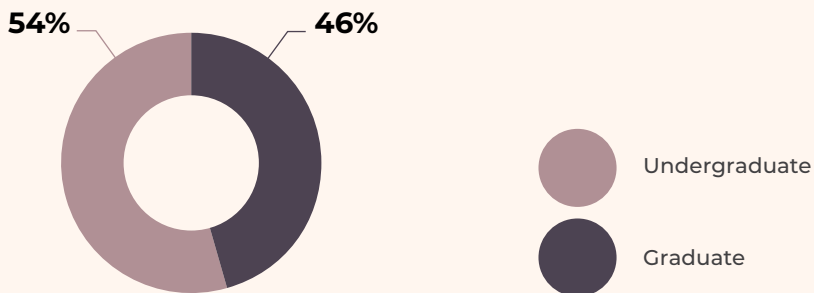
Demographics

The survey was conducted from 11th of August to the 24th of September and received **855** responses. The demographics collected from students were in relation to current or alumni status, the course they study/studied, residency status, whether they're a person of colour and whether they've witnessed or experienced racism at University. The charts below provide a breakdown of the results.

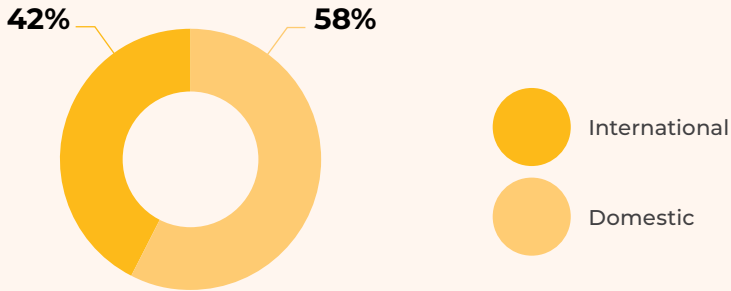
Are you a current student or alumni?



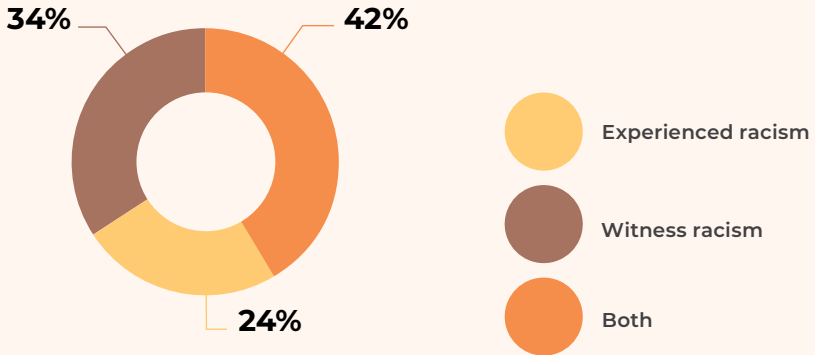
Are/were you an undergraduate or graduate student?



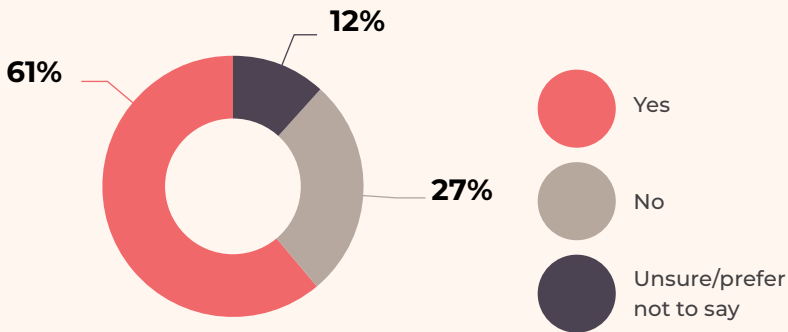
Are/were you an international student?



Are you someone who might have:



Are you a person of colour?

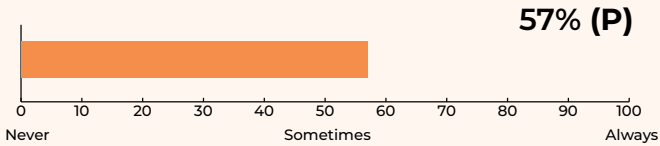


4. General Experiences

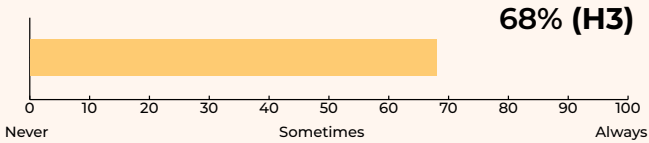
This section is intended to capture students' general experiences and ability to participate in classes. It covers diversity of subject material, ability to participate in class, general treatment and treatment by students or staff. It also captures opinions on the treatment of international students and how to improve it.

How well did the University of Melbourne Score?

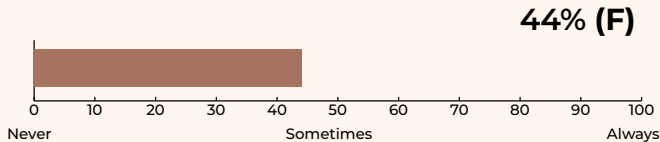
In my classes, I feel that the subject content caters to people of different backgrounds/cultures



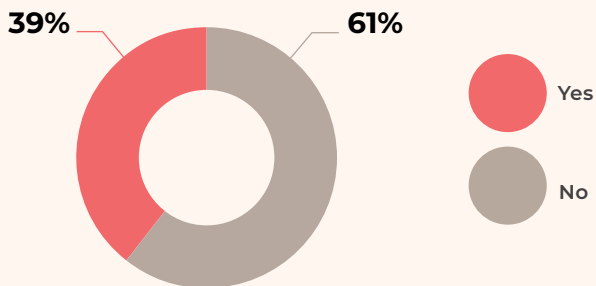
In my tutorials/labs/workshops/lectures I feel comfortable to freely contribute to discussion/answer questions



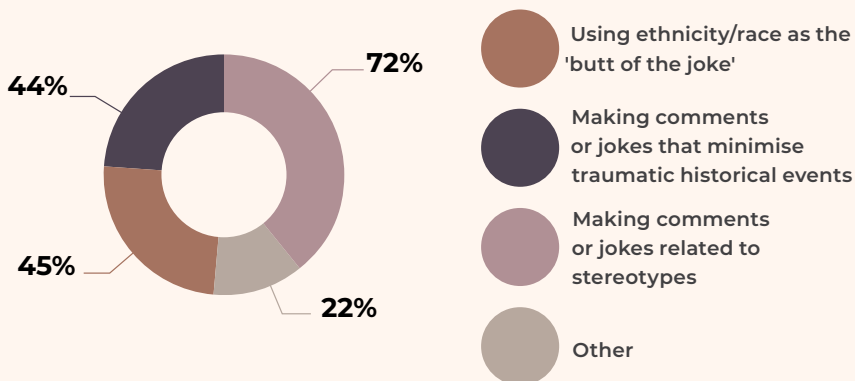
I have felt that I've not been treated differently due to my racial/ethnic background at the University



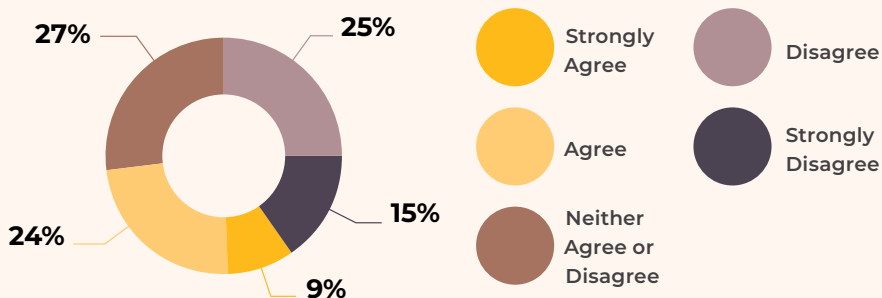
Have you experienced lecturers, tutors, or other students making insensitive comments or jokes at the expense of yourself or non-white students?



Breakdown of Comments/“jokes”



I think that the University treats international students fairly



My cohort is predominantly white people and they all have a white saviour complex. Any opinions that differ from their 'liberal' views on race deems other racist. Their views albeit well intentioned can be quite ignorant and feel like lip service with no real meaningful intention.

4.1 Additional Responses

Q. In my tutorials/labs/workshops/lectures I feel comfortable to freely contribute to discussion/answer questions.

- ▶ Sometimes the content of class only focuses on Australia.

- ▶ It is visible from the way the facilitator listens and responds to people of various groups...it is also important to note that there is discrimination among students that uni is silent about.....one very common observation is that white students will always list their names at top of assignment and then the remainder. There are lot of examples.

- ▶ Often there is a preconceived judgement based on an international student's accent, e.g. a Chinese student who doesn't speak perfect English. Inadvertently this makes me self-conscious about the way I sound and how I would be treated differently because I sound different from other local students

- ▶ I have experienced situations where my classmates declined to collaborate with me, citing that I am not their friend and am Asian. They preferred to work with their friends. I have also encountered instances where tutors expressed a preference not to hear any Chinese language in the class, despite me being the only person who can speak Chinese.

- ▶ The course outlines and syllabi, even in the film department, are very Eurocentric and Hollywood American-centric. I find that I'm so invisible. Despite that, there are lasting film industries in other parts of the world.

- ▶ I'm a bit slow speaking English and sometimes I feel people getting impatient so I just try not to talk.

- ▶ Many local Australian white students sometimes ignore international students' existence. Sometimes they just assume we don't exist and continue on their own discussion in class.

- ▶ As a person who isn't a native English speaker, I sometimes feel overwhelming speaking in a room full of native speakers.

- ▶ As a young WOC (woman of colour) I feel like my opinions are reduced and dismissed by my overwhelmingly white male lecturers in favour of white students.

- ▶ Sometimes people make comments and in one instance a lecturer allowed three students to pile on me on a zoom lecture when I asked a question on topic. The Faculty did not handle it well.

- ▶ Some of the content covered in class overlooks racial inequalities when the content could be enriched by using an intersectional framework .

- ▶ Sometimes I get nervous.

- ▶ I feel unsafe walking into the building.

- ▶ The content at UniMelb has deep structural issues and is undoubtedly racist.

- ▶ I feel like I am being discriminated from one of my tutors (I am a domestic Student but I immigrated to Australia only recently).

- ▶ I feel intimidated to answer as sometimes my native classmates will laugh at people's accent or their lack of fluency in English.

- ▶ It sometimes feels that looking at something outside of the European canon feels like an obligation for some people, mostly students as teachers have expressed in person to me that they would like to have a more diverse focus in their own courses.

- ▶ The institution is built on white knowledge and western knowledge production. Non-western knowledge and non-western empirical methods, including indigenous ways of knowledge, are not welcome. They are just the 'other' option.

- ▶ I felt like my argument or input was not seen as significant/important as the other.

- ▶ Some people in group discussions seem to be more encouraging and responsive to white students and dismissive of others.

- ▶ Sometimes I don't want to take up too much space. A lot of the time I don't want to make cultural references that exclude anyone, particularly international students, but it's hard because there's a lot of them and I am anchored to my culture.

- ▶ Discussion mostly focused on those with similar experience from the same country, culture and background.

- ▶ It can be difficult to speak up when others are the loudest in the room.

- ▶ Too many examples and case studies and exam questions are related to alcohol. As a Muslim, I have not knowledge (or interest) in these examples, and I cannot relate to them.

- ▶ White people are judgmental. Not open to Asian ideas. The way they look at Asians are also obviously different. Always judge and have some privilege in them.

- ▶ In group discussions in some courses, some classmates were unwilling to discuss issues with me and their attitudes were very unfriendly.

- ▶ I'm an online course student. In certain subject webinars I felt tutor was racially biased.

- ▶ The majority of contents and sources are developed based on north based scholars I'm a sensitive person, so I often can feel something wired. When our teachers speak too fast with other students in a class where most of whom are white people, I feel so embarrassed. Because I can't understand them at all

- ▶ Gender Studies and Creative Writing faculties include dedicated weeks for Indigenous Australian as well as (non-First Nations) people of colour. Psychology subjects rely on decade-old, primarily American textbooks which are only occasionally relevant to Australian notions of diversity, and frequently include offensive language, stereotypes, and examples, primarily with regards to disability, neurodivergency and mental health.

- ▶ It is the language barrier that contributes to the above statement, as most of my course mates are from Australia — most of the discussed topic is based on schools in Australia, which I am not familiar with, so I would rather hear them out. Sometimes there are topics touched from around the world.

- ▶ Subtly being excluded from discussions or seeing that everyone has formed a group without you and feeling tired to participate in one where common topics are not natural.

- ▶ Feeling a general out of placeness.

- ▶ Accent not understood.

- ▶ Scared of being judged

- ▶ Nervous to speak up

- ▶ My cohort is predominantly white people and they all have a white saviour complex. Any opinions that differ from their 'liberal' views on race deems other racist. Their views albeit well intentioned can be quite ignorant and feel like lip service with no real meaningful intention

- ▶ Privileged white voices always dominate

- ▶ Most teaching staff are good. In a minority of cases, some staff (often those who are not full time teachers) are passive aggressive or talk down to students.

- ▶ I have to always make sure to be factually and prepared to speak as I am constantly ask how do I know what I know. There is constant doubt upon my skills to think critically and form original thought.

- ▶ When I cite from Chinese credited resources, my professor refused to recognize the creditability of it.

- ▶ Things are very eurocentric in agriculture.

- ▶ I have contributed to discussion in the past and had my views shutdown, so I didn't feel comfortable adding to discussion going forward.

Particularly in Masters of Public Health there is no consideration for POC and the course is suffocatingly Eurocentric, just as much as BSc was.

The white students were very arrogant and made many snide remarks during conversations regarding Indigenous Australians' different experience with healthcare and the staff made no attempt to pull them up on it which was pretty disgusting.

▶ I am a new student in this University. I suffered from racism from teacher here. The teacher gives nice comments to the white people. And in another class, the teacher does not allow assignment submission within the week two and she says it does not allow late submission. But the University allows week one and two for class switches and I am new to that class in week 2. I should have right to submit that work as the University allow class changes in week 2. But the teacher refuses to give me chance to submit. She displays racist in class as well.

▶ When I contribute my ideas in class and she displays different attitude to local students. I encountered several similar racist experiences in uni. But University does not have place for students to speak up to listen to student voices. The people in Stop 1 are so systematic and give you standardised answers.

▶ I am Chinese with another Chinese student that are kicked out by local student's group. Maybe they have preconception that they want to work with people without colours not Asians. These experiences are torture for me and people similar to me as international students. It is hard to study overseas but racist behaviors from others make it even harder. The University really needs to take actions and develop long term strategy or department to deal with inequality and racism for both teacher to student and student to

student levels.

▶ Sometimes might be ignored by teachers.

▶ Not because of race but just not confident in content usually.

▶ Very hard to reach out to our tutors or professors. Its very easy and transparent in other universities.

▶ I had a class where I was the only student who was not Asian. The tutor, being Asian themselves, spoke a different language to English, and he taught the subject in that language. I did not understand what he was saying, and I had to move tutorials. There was another student who also didn't understand the language and he had to change tutorials too.

▶ I am quite an outspoken person, but sometimes hold back to not seem like a POC social justice warrior.

▶ I'm not particularly concerned about the representation of the material. I'm more concerned about the process and its relevance to the subject.

▶ We just seem to be able to communicate with the teacher in class, but our status and language skills are not equal. When the teacher directly insults our country or race, not only we don't have enough ability to refute her, but we will also be wasting our classmates' and my time in class — a waste of the high tuition fees that we have paid ourselves.

- ▶ Sometimes, I feel like my opinions not responded by other students. It is very hard to know if it is because of racism or other reasons. I don't want to think in the worst way. But it is hard to be certain.

- ▶ Some tutors tend to answer white people's questions and ignore others. While people from Asia are regarded to bring COVID-19 to Australia.

- ▶ While I understand that people try to do their best when it comes to inclusion, it is really hard to express my opinions to an audience that sometimes does not fully grasp the nuances of being part of a multicultural community. I have often expressed my discomfort with talking in public due to my accent and encountered very dismissive responses, denoting a clear lack of empathy towards those with different experiences. Sometimes, people avoid difficult conversations regarding this topic because they feel uncomfortable. But lecturers, tutors and supervisors: we are here to learn; part of learning is improving our communication skills. Inform yourself, find resources and an appropriate way to help us overcome our language barrier.

- ▶ Often the language barrier makes me feel stupid because I don't speak English perfectly. Its frustrating cause I feel judged by my peers and teachers.

- ▶ Some tutors are more biased towards students of their country.

- ▶ There's always a feeling of not being understood as an Indigenous person who isn't visually 'passing' so sometimes I have some apprehension.

- ▶ Entrepreneurial practice professors are quite tone deaf to hear about Asians and tell them to please write their assignments about companies that have English resources. Very very uneducated to assumed all Asian countries don't have English taught? Examples in this class are also very European and America glorifying. Not sure if they do not cater to a large audience. WHAT'S the point of me paying?

- ▶ Sometimes (but rarely), right-wing views that are racist/homophobic etc. are expressed by the majority of people that are contributing to a discussion, which always makes me uncomfortable and unwilling to contribute.

- ▶ Sometimes in lectures, graphs and statistics are predominately derived from caucasian, male subject groups. Only hardly have I seen data from South Asian females, for instance when we studied CVD, which is very common amongst SA females, there was no statistics that portrayed this in lectures.

- ▶ Some people prefer local students to international students, especially for Chinese students, we paid the highest fee and got lower quality of learning experience.

- ▶ I have been in classes before where either myself or another person of colour's opinion or our contribution has been dismissed or ridiculed as it was based on our ethnic background or experience. It happened most recently to a person in my class because they were from a different, ethnic/socio political background and just because their views didn't align with the tutor's or the class they were still laughed at or ridiculed or made out to seem outlandish, where frankly the people in that room clearly couldn't handle it or genuinely be empathetic or understanding of that person's cultural and ethnic background because it differed from theirs.

I myself felt so embarrassed and nervous to speak up because I felt I may be subject to the same experience and I wish I had the security and confidence to be able to call that out. I realise the University's Anglocentrism is beginning to show even in class rooms where its suppose to not be encouraged or supported in anyway, but it lingers as an undertone in conversations and class room discussions.

Apart from that, I have been in subject tutorials where I am either one or two people of colour in the room and it can be incredibly alienating but also to be the object of tokenism at the same time.

- ▶ Sometimes they talk about racism and it's often with a very white saviour lens. Also in my first semester there was content that was very racist, as they would literally teach us to tone police ourselves if we ever meet with racist clients and show examples on how to do this. Often racism was up for debate rather than taken seriously and it's ironic since it's literal a social justice course.
-

- ▶ Sometimes it feels like students and tutors judge me if I speak up. This happens to me usually when the class has more white students and the tutor is white as well.
-

- ▶ A white student once made a "disgusted face" when I was speaking and answering a question.
-

- ▶ I feel self-conscious, like people think I am too loud and talk too much during class, so I have gradually started speaking up less. It also depends on if I feel comfortable around my tutor, because sometimes it feels like some tutors like me more when I am quiet and 'well behaved'.
-

- ▶ Exams, lectures and tutorials are 100% not culturally appropriate.
-

▶ The assumption that I am knowledgeable about the African continent and should be looked to by other students as some form of continental expert. I think tutors/lecturers should always state at the beginning that we are all here to learn and that people of colour should only share their experiences if they are comfortable.

▶ I do not feel comfortable with my majority white classes as I've been spoken over and ignored before.

▶ Being in a science area no content covered First Nations issues/health needs only as an at risk population mentioned in passing. Regarding voicing perspectives in class. Particularly, in the genetics there were many instances of classism, racism, ableism and sexism. Perpetuated by staff and students.

▶ In some classes I felt my views would not be welcomed/encouraged by other students and some teachers. One example is the exclusion of an Acknowledgement of Country at the beginning of a lectures. While they were absent and I found it to be an issue, I didn't feel comfortable or safe bringing it up. I felt ok to have general discussions in class, but it was sometimes awkward as an Aboriginal woman to be directly asked "what do you think about this...(insert issue about First Nations people)" or to be in classes where discussion about First Nations people didn't exist/weren't privileged – that was uncomfortable.

▶ I feel like sometimes I would be asked just to include the 'blak' experience. Once, I had a tutor ask me outright what my experience was as an Aboriginal teacher.

▶ Sometimes it's difficult to voice out opinions because we have it in our native language. It takes time to translate that to English to be raised in class. In some cases, time constraint or the impatience from the professor might hinder us from speaking up.

▶ As a POC in my second year, most of my tutors have been white and typically have that white lens on particular topics regarding racial inequality and prejudice. I don't feel particularly comfortable sharing my thoughts aloud because I feel like I would not be understood.

▶ Some local students don't want to talk to me in group discussions. I feel so sad.

▶ I feel ignored and intimidated to voice my opinion.

▶ I feel as if I get praised for being Indigenous and I feel like when it is mentioned, people flock to me to ask me about my thoughts on the Voice to Parliament.

- ▶ It's hard to gauge if staff are safe people to speak about your experience or, similarly with other students, it takes time to figure out if you'll be safe expressing your thoughts or feelings about subjects that specifically relates your racial experience.

- ▶ Some tutors and lecturers tend to be more engaging to locals or "white".

- ▶ I feel like I might be judged.

- ▶ Regarding Indigenous content (or lack of) in the curriculum, other students and staff are not receptive to discussion and feedback.

- ▶ Treated differently if you speak out

- ▶ I found that white students always dominated discussion

- ▶ Particularly in Masters of Public Health there is no consideration for POC and the course is suffocatingly Eurocentric, just as much as BSc was. The white students were very arrogant and made many snide remarks during conversations regarding Indigenous Australians' different experience with healthcare and the staff made no attempt to pull them up on it which was pretty disgusting.

- ▶ It depends on the topic. Lecturers tend to get defensive if we bring up an aspect of the topic in regards to race. Sometimes they don't know the answer because they hadn't thought about it. There is a pattern of not being acknowledged subliminally showcasing to students that it's not an OK topic to discuss or bring up.

- ▶ I feel that discussions tend to be dominated by white students. I guess their tone and how assertive they are intimidates me.

- ▶ Sometimes I want to talk but I always make an assessment as to how 'heard' I will be, vis a vis my perspective as a POC. If I feel I will not be 'heard' and 'received', I will just not speak.

- ▶ Most of the time discussions are highly specific to them and most of the time they do not want to hear/ listen what I have to say! But when someone said any stupid joke they all listen carefully and laugh!

- ▶ It was during the tea break in one of our sessions that the University admin representative mentioned that the Milo box has been consumed so quickly. She kept saying that It costs 22AUD, but these people coming from different places are using it as if they have never consumed it before and they might not even have Milo in their countries.

It's hard to gauge if staff are safe people to speak about your experience or, similarly with other students, it takes time to figure out if you'll be safe expressing your thoughts or feelings about subjects that specifically relates your racial experience.

- ▶ The environment during tutorials are not conducive for free discussions although it is advocated by our tutors.

- ▶ Subject content, especially when talking about history has been highly focused on colonial perspectives.

- ▶ The classes have a very white privileged agenda and do not accurately capture racial issues (more experienced in breadth subjects in the Arts Faculty).

- ▶ Tutors pick on international students especially those with ethnic sounding names and different accents. Favouritism is obvious towards local students even though, the international student has better work quality.

- ▶ In the tutorial of Economies of cities, one guy used google translation and played the meaning of shut up in Chinese. Although I am not Chinese, it was still pretty impolite for everyone.

- ▶ Sometimes when I share my personal experiences in class or when I suggest to apply a racialised, intersectional lens to the topic we're discussing, I often feel a sense of unease and judgement from my white peers in the room, as if I'm "making it all about race".

- ▶ I do feel that POC get less attention than domestic students or those with western-sounding accents.

- ▶ Specifically in classes discussing race there is always this insidious feeling that underlines anything that validate my personal experiences. It's like a constant battle to say that my experiences are real, there's a senses of disbelief when those same experiences come due to situations like the ones I'm in during those tutorials.

- ▶ Hostile environment. First time discussing readings and another peer and I let my other peers know that we didn't do the readings, I was directly asked 'what I'm even doing here'.

- ▶ Often, I only feel 100% comfortable contributing to classes if I am confident in sounding smart or well-educated. I feel like, as a POC, I always have to prove something to my white-dominated cohort.

- ▶ Sometimes it's difficult to have some input on discussions that are already going on and it doesn't feel like I should say something.

- ▶ They always put international students together, which didn't provide opportunities for us to meet locals students, some of the Chinese students form a small group keep speaking Mandarin, which I'm not comfortable to speak and understand it, even though I'm from Hong Kong. So I have not felt encouraged to express myself.

▶ I am comfortable because English is my first language but I have seen tutors put absolutely minimal effort into communicating with Chinese students because their English is not as good.

▶ There's such an abundance of racism in the (outdated) academia we're learning and reading, and it becomes like a double edged sword in class: I mention it and I (on a good day) get talked over and dismissed, I don't mention it and I feel horrible and dirty. Also it's so exhausting just having to constantly be alert for and call out the racism in literally everything being said, I walk into class most times and feel like I'm walking into a battlefield. And then there's the issue of being disliked and ignored by the tutor because you've pointed these things out and been the "unruly" minority.

▶ No, because I'm too scared my views are not progressive/woke enough for this far left institution. I often feel discriminated against.

▶ Not confident enough to speak in English in front of white people. They may not understand my accent.

▶ It is hard to engage with some of my peers (mainly those of East Asian ethnicity) as they act judgemental and quite averse of people with brown skin (this has been evident with not just me but many other brown skinned people I know)

CONTENT WARNING

The following responses may be racist or problematic in nature. We have endeavored to include all feedback, including comments that are sensitive and challenging, which has been included to illustrate the lived experience of people of colour. This report is committed to transforming these insights into actions that contribute to an equitable and inclusive campus for all.

- ▶ People overuse the word ‘racism’ to justify their actions.

- ▶ As a white student pursuing a Science degree, it is often difficult to contribute to classes. I often have classes, particularly maths related, in which I am the only white person in attendance. These subjects tend to be dominated by East Asian students, and have (almost exclusively) East Asian tutors. The students all speak Chinese to each other, and often the tutors speak to them in foreign languages. The students (and faculty) often struggle to speak English, which makes group assignments incredibly frustrating. I have no understanding of how these students and staff were admitted.

- ▶ I have had classes where I am completely unable to understand the tutor (maybe comprehending 20–25% of what he is saying) due to their thick accent. I imagine that even for foreign students with EAL, this is incredibly difficult, and have conferred with classmates during the first class, who stated they would not be returning to this tutor. I am often awestruck that the University ranks so highly because of this.

- ▶ If you want to run classes in Chinese, please do so — Just make sure they're noted. I presumed I was attending a top University, but clearly the English proficiency is incredibly low, both of faculty and students.

This University universalizes
and centralises whiteness.

It is culturally violent in the
way that it **SEES** people of
colour as the other.

I am expected to pretend
to be white.

Q. I have felt that I am/have been treated differently to my white counterparts at University due to my racial/ethnic background.

- ▶ I feel disrespected behaviour from one of my tutor this semester.

- ▶ White students get more attention and tutors/lecturers of interactive classes/tutorials are more willing to talk with them more.

- ▶ During the discussion in class, many white Australian students would even avoid eye contact with international students. When international students contribute to the discussion or share their perspectives with the whole class, many white Australian students would not pay attention to international students' speaking.

- ▶ Sometimes I do recognize that there are more opportunities for people who are more aware of them. For example some student's parents could've gone to this uni and are more aware of the opportunities. The reason why my parents could not have done the same is because of the problems they were at their time.

- ▶ This University universalizes and centralises whiteness. It is culturally violent in the way that it SEES PoC as the other. I am expected to pretend to be white.

- ▶ Some tutors have made groups that seemed very biased and based on certain cultures/races.

- ▶ Hostile Facial expressions, comments of insincere care, gaslighting and weaponizing my concerns with tears, complaints, and threats.

- ▶ My groupmates once used offensive sexist language to me, which I reported to the lecturer. This lecturer literally replied me that something like '...the language used was inappropriate, but given your (Asian) ethnic background, it is ok to use that language and that the group mates were just trying to de-escalate the situation'.

- ▶ As an Aboriginal person, white students have considerable advantages at the University of Melbourne.

- ▶ Some lecturer/teachers with white background often favour other students who are also white. Some tiptoed around poc like they are unsure how to treat us like normal people. Also they are so much more casual to other non-poc person than with a poc person and often don't emphasised with poc issues that may be not the issue that been trendy for the season. I've also been called "exotic", not in a sexual way but still.

- ▶ Assumptions of language deficiencies, fear of invalidation of cultural specific contributions.

▶ I'm from mixed Asian heritage so I feel because I don't fit people's expected image of an Asian, when they find out I'm Asian some people feel they need to treat me more carefully.

▶ Statements about not looking Aboriginal.

▶ Sometimes it may be the tone of their voice or their body language as they talk to me. I don't know whether it is because of my ethnicity but it could be the accent.

▶ My grandfather was Indonesian, but unlike my father I probably/ usually pass as white; I am not sure whether I am visibly raced to most people. The international/domestic line feels more salient to me, as being an Australian-born citizen with Australian English as my first language gives me several privileges which international students of colour do not have.

▶ We are the token stand-in for non-white knowledge, and we are expected to both know white knowledge and our own knowledge, but the white students aren't ever expected to learn anything other than white knowledge.

▶ Have witnessed racism against people of my skin colour and of other skin colours.

▶ People make assumptions or give less significance to what we have to say.

▶ As a mixed PoC people tend to generalise and assume I'm international when I've lived here my whole life. More often than not there is a noticeable change in people's behaviour and attitude towards me once they hear my accent :)

▶ Racial discrimination due to colour

▶ Asians and non-whites are often being seen differently in that they are considered to be more reserved and that's been reinforced during discussion when topics were discussed among those who were from the similar ethnic backgrounds.

▶ I felt I was subjected to harsher standard. I would like to recommend that it becomes compulsory (not optional) for lecturers to provide the breakdown of the student's score, e.g. class contribution score, and final exam score.. this will help a lot as I didn't feel comfortable to challenge my score with a prominent staff member and it felt so unfair to get much lower scores than my own group .. also the exam contained an optional question that deeply disadvantaged me as a non native speaker who could not understand the words of the song played the lecturer each class.

▶ Tutors are not treating everyone differently but sometimes part of the classmates will do so.

▶ I'm not a native speaker, and it is very common to feel overwhelmed when expressing yourself.

- ▶ The only experience I have of racism at UniMelb was in the UniMelb Queer Society. It was a shock to me because you could be forgiven for assuming that the Queer space would pride itself on being inclusive to a remarkable degree, but the anti Arab and Islamophobic things that were said to me by several people in the club were both ongoing and so blatant that I have gone to measures to avoid them if I see them in public and have never gone back to the society because I felt so unsafe.

Seeing as this was during O week, when they would be trying to put their best foot forward, and it was within mere moments of meeting me, going completely unchallenged, I feel that this could be an endemic issue in the club. They openly insulted my culture of origin entirely unprompted and went on an unbidden Islamophobic rant, even though I did not even mention my faith as a Muslim and only mentioned my origins in passing.

This was, as you can imagine, a deeply upsetting experience for me when I was trying to connect with those like me as a trans Muslim of colour, and it brought back awful memories of racism in my lifetime that I had assumed I would be safe from at UniMelb.

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- ▶ Sometimes I am so jealous to other classmates who are native speakers.
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- ▶ Also most of the time, I tend to stay at home and kinda anti-social, which makes me feel harder to make new friends in this country.
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- ▶ I was given good comments for my assignments but poor or very poor grades. I could not get any job or internship opportunity due to that and missed out on research related work and studies. On many instances I've felt discriminated against due to my looks.
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- ▶ Because most of them speak eloquently, we feel out of place – especially online. So it's not their fault but it's something I need to work on — with my different accent, I feel my points are heard but I still feel self cautious.
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- ▶ White people tend to stick and hang with white people. in class, subtle discrimination is like when there aren't a lot of seats elsewhere but they rather squeeze together than sit with Asians in an empty table
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- ▶ I find that white students don't tend to sit next to me/try to talk to me as they assume I don't speak English or something.
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- ▶ Microaggressions, feeling like I am less than because I didn't go to a rich, private school, being underestimated in my academics and not believing my results because of my race.
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- ▶ I have been asking by a professor to do not look directly to his eyes what resulted weird to me and didn't know how to interpret it. Also, some white fellas and Professors used to consider as less relevant the information I provided even though they developed or used it later without invited me to participate or contribute.

- ▶ In certain subject webinars I felt tutor was racially biased.

- ▶ It's never intentional, in fact it's often well meaning comments made by others that are ignorant and stupid and really just shows that they don't associate with POCs much.

- ▶ I am otherised.

- ▶ I was a PhD and post-doctoral researcher at UniMelb. The achievements of my colleagues were celebrated whereas mine were always brushed off. Any selection from the department whether for award or opportunity were frequently biased. My science was always looked down on despite publishing more than my colleagues in repeatable journals. I left science after years of trying to find opportunities for myself. Scientists need mentorship and support to succeed and it was clear that despite my achievements I was not going to be provided this within my area. Racism is also the continuous denial of opportunity which is reserved to only those who "deserve" it.

- ▶ Whenever I ask a question the tone of the response is much different, somewhat aggressive as opposed to a white counterpart asking or in a group discussion my opinion doesn't really matter hence I stop contributing and then I'm the bad guy because I don't contribute. Sometimes it feels like the other students have better treatments.

- ▶ Some teaching techniques assumes everyone students grew up in Australia and knows about Australian history (other teaching methods could have been used as it is not a subject about Australian history). I felt very much excluded in that particular session.

- ▶ Not directly, but for example, because I am not a native English speaker, even though my spelling or grammar is correct, I still have a bad score in things like individual reflection (which is very subjective. The way we communicate, or structure our thoughts maybe different. So my suggestion is to stick with marking criteria that are objective (very trivial for science major).

- ▶ In one of my class, the instructor always pay extra attention to native speaker, but when it comes to me, probably due to language proficiency, she tends to interrupt me and rush to her own conclusion instead of mine.

- ▶ I have never been treated differently as there is a huge diversity on campus and most people are respectful.

- ▶ Sometimes I feel as though my questions are seen as more infantile than other students.

- ▶ Not by the teachers but more so by the students.

- ▶ People seem to treat me and other people of colour with more respect or caution as to not offend us but it actually comes off as racist because we are treated differently.

- ▶ Fortunately as I'm Australian born and raised I know how to navigate the local social nuances, but I also feel like an outsider sometimes in certain situations.

- ▶ Just this week, two of my peers and I of the same race were blatantly excluded from a group activity. We have set up a meeting with our well-being coordinator to discuss.

- ▶ There are people who talk to me as if I have to complete my course as soon as possible because I am an international student and talk about visa conditions. They never understand that mental issues and stress related to international students. Many have a mentality that we are very rich also.

- ▶ I sort of understand that many local kids grew up together and went to the same high schools, but (esp the white kids) tend to band together.

- ▶ Sometimes there is bias in access to resources. I am treated equally to all my peers, given all the same opportunities, and am allowed to grow as an individual as such.

- ▶ Many white professors do not make an effort to learn the ethnic names of non-Anglo students and they limit themselves to the Matts, the Johns and the Shirleys

- ▶ I didn't realise that the class time had been changed earlier, which caused me to be late, I explained to the lecturer the reason for my lateness. He then asked me, "Are you from China?"

- ▶ The teacher said that we had poor language skills, and forced us to read articles that insulted our country and race. She emphasised throughout that we were from a dictatorship with no human rights and no democracy. I think, regardless of the facts, it is disrespectful and racist that treat us as non-human beings for her to make such biased speeches in front of us.

- ▶ They might benefit from anti-oppression training as much as students.

- ▶ Also yes to question 12 but they were not really jokes, because they weren't funny.

- ▶ I study Indigenous Studies. Race is central to my course. Ethnically, I look Eastern European vs. South Asian.

- ▶ When people find out I'm Indigenous, conversations flow less freely and I've found I can only make proper friends with other Indigenous students or Indigenous studies majors as there's no feeling of a gap in understanding each other.

- ▶ People will often exclude me from the conversation, and on many occasions have been asked where I'm from without being greeted properly.

- ▶ I feel I am perceived differently than my white colleagues. I have had people not make the effort to learn my name, or make assumptions about my background. I am have been confused for other colleagues that are of similar race to me.

- ▶ Not expressly, but I do think unconscious bias exists.

- ▶ In social events, its really uncomfortable and jarring when I see that I'm the only person of colour in attendance and so I immediately feel like im standing out and getting looked at constantly.

- ▶ My lack of confidence in speaking up often led people to believe that I could not speak English.

- ▶ It's not so much as malicious as they are clearly uncomfortable at my presence. Though English is my first language and I have been told I speak with a Western cadence, a sense of discomfort is clear in their interactions with me.

- ▶ I've experienced racism many times by student services/Stop 1.

- ▶ I've noticed, as in a general observation, that white students are more successful than coloured students and are treated with much more attention. Perhaps this is due to completely different reasons other than race, but all my Caucasian friends in University with me seem to be more successful than me as they are given more attention and preference. For instance, my friend, who is Causasian, secured a competitive subject while I didn't despite having the same WAM. Further, when I was in the lab, the white students (3) were given all the attention and even further vital information about assignments that was not given to the other 5 lab group members (who were 90% coloured) by the tutor of the group. It is these observations that make me realise there isn't much effort being put into giving coloured people the same opportunities and success. It seems suspicious...

- ▶ Sometimes it's hard for us to get equality treatment due to we have a huge proportion of Chinese, or a bad performance in English. But we cannot make it in this way, we need encouragement other than indifferent. Sometimes it feels like the uni just wants the domestic students not international students. Majority of the opportunities are only for domestic students.

- ▶ Favoritism by certain tutors for white classmates.

Many white professors do not make an effort to learn the ethnic names of non-Anglo students and they limit themselves to the Matts, the Johns and the Shirleys.

▶ I know for a fact that there is prejudice when marking assignments that favour white, and male lenses (again such irony considering the course). Some white lecturers are even open about the fact they view students different. I have also felt microaggressions from tutors/lecturers. Also many are very performative when it comes to anti racism work.

▶ Again, I get asked to bring in my Aboriginal perspective to the classroom. I also believe that other areas for more attention that Aboriginal education issues because they didn't feel like they could talk about it.

▶ There's an implicit burden on mob to be educators of cultural knowledge and justice amongst peers at uni. When others aren't educated, we are expected to do the educating and it's exhausting.

▶ Assessments cater to white learning styles. In the various clubs that I have joined since being at this University, I would feel left out/excluded and looked at weird.

▶ Perhaps this is internalized, but as a tutor, sometimes (white) students question my intellect and grading. I have had an experience where a student disagreed with my grading and, instead of talking to me about it, asked another tutor to check the content of her essay, and then they both agreed that I did not understand her writing, and that is why I marked her down — I mean...?

▶ I have been spoken to slowly because of the assumption I don't speak English well from my appearance, I also feel like white students avoid trying to be in a group with me until they hear my Aussie accent

▶ Some tutors prefer to interact with white students and are more enthusiastic when talking to them.

▶ Have been overly asked for my opinion despite being quite shy to get a 'diverse' perspective as the only black student in the class.

▶ Got some funny comment about where I'm from (out of ignorance not malicious) and stuff like what flavor of Asian are you it's not too bad but it's kind of weird.

▶ Most the faculty at my school (School of Geography) are white. Despite having a significant chunk of Asian, Brown, and Black people as PhD students, I do not see any faculty representation from amongst these groups. The existing "diversity initiatives" that target women as an underrepresented group have not lead to any inclusion of brown, black or asian women. While it seems to be better in the faculty of arts, the same issue of chronic underrepresentation of racial and ethnic minorities is also an issue there. This is then reflected on the research being conducted in the school which tends to be highly euro centric or based in Australia — which is quite surprising for an international University like UniMelb.

- ▶ There are times when I feel as though what I have to say isn't considered as valuable as the opinion of my white peers. Me and some POC individuals feel that we weren't given the right or same treatment as our white class mates. We felt as if we had to force ourselves to get seen by our tutors to get the attention and feedback needed for our assignments. One of the most frustrating things we had noticed is that we never got the same level of detail (in person) feedback compared to our white class mates. We tend to see them favourably taking more time and effort with them compared to the international kids. It was really frustrating having myself hard worker than my white peers to get attention in class as the tutors always seem to be more "happy" to give them their time and naturally go up to them.

Don't get me wrong, they are still lovely people, however there seems to be some sort of internalised racism somewhere. It clearly wasn't our English abilities that didn't allow us to get those detailed feedback, most of all the international/POC kids in class were amazing at it, but it felt like favouritism towards our white classmates was clearly evident.

An example I was very annoyed with was when we were presenting our work individually to our tutors and I was clearly way ahead of this one white classmate. At this point they didn't even have a clear concept and only had rough sketches while I had a concept and physical designs to show my tutor. My tutor passive aggressively told me he was "concerned with my progress" and I "haven't done enough" and pointed out problems with no given advice to help me in my development of the coursework. I of course was understanding of the feedback but it was no helpful for me. The worse part was I was talking to my white classmate about it and they talked about how much the tutor was nurturing them during the feedback and told them that it was okay they didn't have anything to present to the tutor. I never felt so sick to my stomach before.

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|---|--|
| <ul style="list-style-type: none"> ▶ Have been overly asked for my opinion despite being quite shy to get a 'diverse' perspective as the only black student in the class. When getting help/materials for the research study I have always been judged. That's what I have felt! | <ul style="list-style-type: none"> ▶ Ongoing Implicit racism from privileged white people. |
| <ul style="list-style-type: none"> ▶ When my background is mentioned, people ask me opinions on issues regarding my culture. I also get told that "University for you is free because of ABSTUDY." | <ul style="list-style-type: none"> ▶ Aboriginal students cop it constantly, especially if white-passing, and professors/tutors/etc. never do anything to stand up for them. |
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- ▶ As soon as a tutor or lecturer realises you're of a marginalised race or ethnicity they start to seek out your opinion which isn't always appropriate or wanted. It can direct unwanted attention to you and feels like some of the burden of education is being forced onto you which places unfair burden on us when we're supposed to be learning too. I think the staff mean well but it does place a burden upon us.

- ▶ I feel like as someone who looks ethnically Asian but who is Australian due to being raised here, I get comments that I feel like would normally be reserved for white friend counterparts and covert racism. Whereby Australian students have a level of exasperation at having to work or 'cater' to international students because of their difficulty with English. In general, I feel like this displays a great deal of privilege and lets covert racism fester — they'll make these comments once they deem me as "safe" because I'm Australian enough.

- ▶ It displays a lack of sympathy for the sheer amount of strength it takes to move to another country and study in a second language or even 3rd language for these students.

- ▶ Some tutors and lecturers tend to be more engaging to locals or "white"

- ▶ Lack of understanding around family circumstances, criticism of others of my background. Also non-Indigenous students speaking like experts disagreeing with lived experience.

- ▶ The assumption that I am similar to my white counterparts on an intersectional level (socioeconomic, background, culture) means that I am treated in a way that doesn't make sense to me or people with varying backgrounds. To treat all of us the same without thinking deeply about the intersectionality of the human experience means disrespecting and ignoring a vast majority of experiences.

- ▶ I have encountered some domestic students who would slow down their diction when talking to me, as if I do not understand and cannot express myself in English.

- ▶ Some other students seem to be invited for more opportunities but I don't know whether it is due to race or some other factor.

- ▶ Although not expressed, white students tend to turn a blind eye towards other racial backgrounds.

- ▶ I join InnovatED Bootcamp today. There is an interview section and each person in the group is assigned to ask questions to different interviewees. When I continue to ask my third question to the interviewee that I am responsible for. They looks at white counterparts at their right hand side and said “Do you want me to continue?” then continue to answer to the question. They are a learning designer. Why did this?

- ▶ Some professors were really passionate when white people shared their ideas, and when turn to international students with strong accent they just quickly skipped.

- ▶ Around 90% of my classes I'm surrounded by white people, they either feel like I'm not supposed to be sharing the space with them and I'm in the wrong place or that I have absolutely no connection to my blackness and expect me to assimilate with them. In reality it's neither of those things. They will always adjust the way they talk or treat me.

- ▶ If a white person asks where I'm from, I'll always answer Adelaide and see the shock on their faces when I explain that I've been an Australian citizen for over a decade.

- ▶ White people seem to expect that I will bring a specific cultural background to tute discussions, when in reality I am quite estranged from my culture.

- ▶ Sometimes just the way some tutors talk to you as if you're less than or they speak slower until you have to almost put on an accent to come off as more credible or not any less than your Australian domestic counterparts .

- ▶ In my opinion, racism and xenophobia are normalised in Australia. It's a shame how many times my international friends and I have felt this. A prominent example is the fact that companies can outright reject international students with the excuse that we're international. I don't understand why this is acceptable, but it really shouldn't be this hard to find a job as an international student.

- ▶ Recently one of the librarians at the Brownless Library were telling me and my friend group (majority of us were people of colour) who were speaking in a normal tone to quiet down or leave. Meanwhile, the table next to us who were all white and speaking very loudly were not approached by the librarian.

- ▶ Sometimes I think white students might not take initiative to talk to me because they assume I am international.

- ▶ People don't realise that a lot has changed in last 10–15 years with the ethnic people understanding has improved a lot and can pick up from facial, hand expressions and body language, the way people behave.

The teacher said that we had poor language skills, and forced us to read articles that insulted our country and race. She emphasised throughout that we were from a dictatorship with no human rights and no democracy.

I think, regardless of the facts, it is disrespectful and racist that treat us as non-human beings for her to make such biased speeches in front of us.

▶ Perhaps this is internalized, but as a tutor, sometimes (white) students question my intellect and grading. I have had an experience where a student disagreed with my grading and, instead of talking to me about it, asked another tutor to check the content of her essay, and then they both agreed that I did not understand her writing, and that is why I marked her down — I mean...?

▶ I have this on sometimes because I really prefer not to actively think about it, I only receive micro aggressions usually and it's a situation where I can't really do much about how people treat me so only need to be aware enough to expect it. But yes, I do and I always feel like I have to be vigilant to not receive more prejudice than normal. Like one tutorial I was at a loss by the end of why our teacher and people in my group kept talking over me, incessantly, and far more than normal, and saying I was incorrect and repeating my ideas, the usual but just more intense. I got home and realised I was dressed slightly more "lower class" than normal and it all made sense, exacerbated racism.

▶ There is a lot of racism and anti-Semitism and Islamophobia on campus, including by members of the student Union and elected officials and people in my cohort don't feel safe always.

▶ I am always asked by my tutors about my cultural background because I am black, which can be a bit othering.

▶ I am Jewish. I support Israel. I, and many like me, have experienced vile racism and discrimination as a result of our background and beliefs. This is particularly comes from the radical anti-Israel movements on campus that are ever prevalent. These individuals seem to hold the belief that racism is bad, except when it is directed against the only Jewish state. It is antisemitism plain and simple. While the University has taken some tentative action to address these issues, UMSU has been disgracefully silent and, on many occasions, been the lead perpetrator of this hatred. I point to the passing of the anti-Israel / anti-Jewish motion last year, and the subsequent follow up meeting where even more vile antisemitic remarks were made. These sentiments were then enshrined into UMSU's constitution. So much for respect and acceptance of everyone from all backgrounds and all beliefs.

- ▶ I believe a lot of the apprehension and perceived intimidation towards approaching and conversing with people from white ethnic backgrounds cannot always be contributed to racism from them but rather racism experienced in the past by people of the same demographic elsewhere (e.g. high school, on the streets), or if you are an international student from a place where white Australian culture and experiences are foreign. However it is true that language barriers or accents (even as a native English speaker) can be a hurdle to cross with people having less understanding of our speech/the country we are from, and therefore they might ask some questions phrased insensitively such as "what flavour of Asian are you?"

- ▶ Rare for white people to voluntarily talk to you, sit next to you. Often confused with other 'Asians', even in a small group setting. The looks I get in the toilet — The stigma that Asian people don't know how to use the Western style toilet and you feel like any mess in the cubicle is attributed to you.

- ▶ I feel like some of my white teachers tend to like my white peers more.

- ▶ There is an obvious biasness towards white students amongst many tutors.

- ▶ They are not trying to understand us, I know there is a language barrier, however, they usually not let us to finish the whole sentence to express the whole meaning before answering us. So we can only explore ways ourselves.

- ▶ Never treat differently.

CONTENT WARNING

The following responses may be racist or problematic in nature. We have endeavored to include all feedback, including comments that are sensitive and challenging, which has been included to illustrate the lived experience of people of colour. This report is committed to transforming these insights into actions that contribute to an equitable and inclusive campus for all.

- ▶ I find this quite offensive. I don't understand why white people are being targeted as racists. Racism exists in all societies against all kinds of peoples.
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Q. Have you experienced lecturers, tutors, or other students making insensitive comments or jokes at the expense of yourself or non-white students? (Further Responses)

- ▶ When most of the group members are from the same country except a student is from another cultural background, one of the majority students doesn't want to speak English, which excludes the only person from another background.

- ▶ A kind of dislike toward Asian students who may not be that relaxed, with good sense of humor and mostly focus on study (That is why we are here! We are here for knowledge instead of only learning how to make everyone feel happy!)

- ▶ "Your English is so good considering..."

- ▶ I think this is a micro-aggression. Professors should know that I come from a country in Asia where English is used as the language in the academe. We grew up learning English as a language even before we learned our native tongue. Blame colonisation.

- ▶ Calling all people of colour "Black", referring to black students as "them"; asking First Nation students to pretend a stick is a spear and to perform with it.

- ▶ Inserting their thoughts on Aboriginality in a way to invalidate our historical and ongoing experiences.

- ▶ When I was late to a zoom class; teacher single me out and made comments such as I was lazy etc. But when white or Asian Australian logged on late, he didn't say anything.

- ▶ White fellas have said people of my country are always the cleaners or the ones with difficulties in the use of English.

- ▶ Lack of cultural competence.

- ▶ Made an inappropriate comment about someone's accent

- ▶ "Chinese virus"

- ▶ Assumptions made about POC – generalisations.

- ▶ So a black guy mentioned how rural placement wasn't something he would pick due to how small towns are often racist and this white person replied with "Don't worry all the girls would want to shag you". Also they're the same group of people who talk on behalf of POC's on how to best address racist clients.

- ▶ Making derogatory statements regarding certain ethnic groups and religions.

- ▶ Saying "those people" when referring to Aboriginal peoples.

- ▶ Have had uncomfortable experiences during icebreakers in the first week due to my headscarf. Had a person point around their head asking about my hijab during our first interaction in front of the whole table of new people. Made me quite uncomfortable.

- ▶ Laughing about my “underdeveloped” country.

- ▶ A teacher made fun of Chinese names in a tutorial. She was joking around saying “I can’t say your name.”

- ▶ Had someone say that I obviously didn’t want to be the angry black woman.

- ▶ Racial slurs being thrown around casually.

- ▶ Using language that is pejorative towards international students especially from China.

- ▶ Our head of school, in a zoom session in 2021 to post graduate students in our school, used the phrase “nigger in the woodpile” they did not retract this or make any apology, I mentioned it to an admin in a private zoom chat and they said they would talk to him. I mentioned it to another white student also in a private chat and they brushed it off saying, maybe he didn’t mean it.

- ▶ Making comments or jokes related to religious and/or cultural practices.

- ▶ When I said that all my friends are Asian around a group of white people, they all laughed? I don’t know why that was funny to them.

- ▶ I’m a Sri Lankan international student doing this semester. My Caucasian teacher, when discussing about the health conditions in South Asian countries always paints the global south in an extremely negative light. I don’t deny whatever is going on in the global south, but the way my tutor discuss these issues sound like we are a bunch of backward and severely underdeveloped nations. When I brought up improvements in healthcare taking place in the global south, my argument was minimised and I was told “to focus on the topic” (AKA the topic being bashing countries of students in front of them and not having balanced discussions in classroom). The same tutor also called alcohol related issues in aboriginal communities “stereotypical”. It disgusted me.

- ▶ Uncomfortable jokes about my name, recently a peer pointed out my name as the one they won’t remember in a table or other non-POC and they all laughed. I didn’t find it funny.

- ▶ There were talking about a Chinese student who did not know much English and just “sat there and smiled” they questioned how he even got into University.

4.2 International Students

Q. I think that the University treats international students fairly.

- ▶ It is hard to say, like international students should be provided more resources for them to engage with local students. While local students have somehow segregated the international student community.

- ▶ The University often organises cultural activities of different countries; it has detailed guides for international students on application, admission and adaptation; and it also has workshops tailored to the needs of international students. I can feel the sincerity of the University and the importance it attaches to international students.

- ▶ Students don't receive any training materials, about what is meant by fair treatment, how to identify, how to treat among groups... Like we had consent training, the uni should provide training, what's its policy – 1 line statement does not mean much, how its monitored for e.g. diversity issue has been going for a decade or 2, there is generally a policy of 40% diversity inclusion and there are other parameters being monitored & even then diversity generally lags,... Same with discrimination — for the moment there is nothing in place to support that uni cares.

- ▶ Not enough support and care to our unique problems.

- ▶ It is disheartening to note that the University often failed to take meaningful action to address these issues. Despite the clear existence of such challenges related to language privilege and the need for individuals from diverse backgrounds to prove themselves in unique ways, the University's response was frequently inadequate. Many felt that their concerns were overlooked or dismissed, leaving them without the necessary support to overcome these obstacles.

- ▶ This lack of proactive measures not only perpetuated a hostile environment for international and diverse students but also allowed the “cash cows” joke to persist, further undermining the sense of belonging and respect these students deserved. In order to foster a more inclusive and equitable learning environment, it is crucial for institutions to actively acknowledge and address these issues rather than letting them persist unaddressed.

- ▶ I am not an international student per se but am an immigrant citizen so I can empathise with what many of them must be going through.

▶ I have no special feelings because the University provides fewer events for international students. I don't particularly know how the University treats international students.

▶ Classes move fast, there's a lot to absorb and record. I'm Australian and keeping up with the conversation is difficult, especially whilst note taking. How international students cope I'm not sure. Moreover, I found part-time study for Law made learning and enjoying the experience much better for my health and aims. How international students juggle the full time study load of law and survive is amazing; but they've absolutely no choice.

▶ Many scholarships are not applicable to international students, different deadlines for scholarship/course applications, fees are significantly higher, potential opportunities for internships etc. are not available for international students, among many reasons – but these are the more pertinent ones in my opinion

▶ I feel like all these talk of being inclusive is all lip service. We don't see it in action. Yes the University is nice to East Asians. But honestly, brown people like me feel unwelcomed.

▶ School doesn't pay attention to international students.

▶ 1. Tuition
2. A lot of the materials are not designed with international students from different backgrounds in mind

▶ Different fees.

▶ As an international student, I don't feel enough support for my mental health and academic skills. Outside of that, I have a brilliant friend, and international student who studied, and now conducts sessional lectures at UoM. She mightn't admit it; but it looks like international students are somewhat exploited in their UoM journeys. She was push to breaking point and it could've gone beyond, had I not have called her to offer and ear/support (after seeing a very distressing Instagram post online).

UniMelb's 'assistance' offerings fell well short of what would be deemed acceptable in an advanced nation here. Some rigid time bar on counselling access for temporary/casual teachers was the nonsense she faced. This poor girls suicidal, still a UoM teacher – but the incident and reporting date were too far apart for UoM, sorry lady :0

She's lucky the Victorian Police had to get involved. Anyway, she's a great asset to Australia, UoM, our Construction Industry and as an ambassador/representative of her China.

Pretty clear that the University cares more about sucking every last dollar they can out of University students more than they do about their welfare.

There's a reason that suicide rates of UniMelb students are one too many — and there's a reason 100% of those suicides are international students.

- ▶ I think the University/school is doing okay, but I feel uncomfortable with and am concerned with the white Australian students. These people are the ones that make me feel uncomfortable. I sometimes feel I have been isolated from their discussions and social circles.

- ▶ I don't have many interaction with international students so not aware.

- ▶ Because the University does not consider taking internationals' health conditions sufficiently enough.

- ▶ Sky high tuition fee for international students while we're not seeing more supports tailored for us. Most scholarships and University sourced internships are not applicable for us. The grade/WAM cut for applying for masters and phd degree is sometimes higher for international students comparing to that for domestic.

- ▶ I feel like they always discounted international students feeling based on this stereotype of "they have money". they dehumanised it, especially the one that are well-dressed. the international students that aren't well-dressed treated more poorly and less favourable which is a very real issue with poc needing to be presentable for us to be treated with respect. It is not necessarily obvious but it's micro racism here and there that if anyone brought it up, they'll just be gaslighted.

- ▶ They do not deserve to pay that much for the quality of education most of them are getting and that money is just going into the bureaucracy's vanity projects.

- ▶ The University just treats them as cash cows. I don't think it's based on race though. I think it's just to do with the moneygrubbing attitudes the University administration has. Much harder for International students to study with cost of living and lack of flexibility from the MLS.

- ▶ I can feel the implicit discrimination. For example, local students don't want to do group work with us.

- ▶ Rescuers available to international students are not as much as domestic students. e.g. internship opportunities.

- ▶ Unreasonably high fees.

- ▶ Far less financial opportunities.

▶ They see international students as cash cows, they are not respected as human beings who can also know things. Perhaps this is based on language, and the institution's idea of the perfect student being an anglophone monolingualist. Why is knowledge only respected if it is in English?

▶ Charges a lot for poor quality of education. Doesn't attempt to foster new connections in isolated communities

▶ International students are more vulnerable than others. It's also hard to find support when the people in power that you have to go to are white and dismissive of your concerns.

▶ I feel my course has a fine balance between domestic and international students and we get along fine.

▶ International student are paying much more higher fees.

▶ Tutorials don't do enough to make international students and domestic students interact, so they're often sticking to their own groups and it feels hard to talk to them.

▶ I feel like it's likely there are more issues and I have heard horror stories but they seem to be more related to the government than the Uni.

▶ International tuition fee are ridiculous.

▶ They pay WAY TO MUCH SCHOOL FEES.

▶ International students have to pay more fees, yet have fewer opportunities. In the medical faculty, international students cannot go for rural placements, and if they do, the uni cannot subsidize accommodations. While some of this is due to government restrictions, the uni doesn't even engage in any advocacy to change this or endeavor to make things more equitable. When topics such as inequality come up, the inequalities that international students (and immigrants more broadly) face are seldom acknowledge.

▶ I think we're never given same opportunities in studies, research, internships and jobs. On one occasion I was forced to leave a conference without any reasons being ascribed and despite having valid tickets and pass. I was told it was a conference only for white Australians.

▶ Pretty clear that the University cares more about sucking every last dollar they can out of University students more than they do about their welfare. There's a reason that suicide rates of UniMelb students are one too many – and there's a reason 100% of those suicides are international students.

- ▶ In my previous experiences with Monash [University] who worked through Kaplan — most students were Asians and the lecturers were Asian too so we could sometimes relate to their experiences and we didn't feel intimidated to voice out as English was all of our second language. But I feel here it challenges us to be better and this is why I suppose the University is better.

- ▶ No embrace for multiculturalism.

- ▶ I don't think enough is done to make international students feel welcome and cater to their potentially different capabilities.

- ▶ I feel that in some occasions, comments or reasoning about problematics are diminished as are not Australian context . Although we should do a great effort to understand language there is less effort from others to understand us.

- ▶ The University does consider international students and hosts events for them. The University could do better though because there is a lot of costs involved with relocating to another country. The DVM program is very expensive and throughout the course could be way more supportive of costs towards housing and accommodation for both international and domestic students. Not all students in the DVM have loads of money.

- ▶ They are cash cows.

- ▶ Had no contact with University international students.

- ▶ The University had traditionally treated international students as just that "international students" rather than just students. I grew up here in Australia and I'm still asked where I'm from frequently at the University. There are so many programmes at the University for diversity at the moment but they are generally focused on sex rather than what seems to be the bigger problem of race.

- ▶ For a University of which I've graduate frequently from, im still yet to have a grad ceremony where my name has been pronounced correctly.

- ▶ The foundations of the institution is predicated on white supremacy. No band aid solutions like this survey will resolve things overnight.

- ▶ I don't know if they do.

- ▶ At the beginning of the pandemic the University (faculty of business and economics) put up posters that told people not to wear masks, as it's not necessary and cause panic. At the time most people wear masks were Chinese student. And wearing a masks turned out to be the right thing to do. The University/ faulty should never coerce students to make choices regarding students' own health, and should apologise for those posters.

- ▶ We're nothing more than cash cows and they make that known.

- ▶ There are many of us to make up the money and talent pool and so we are tolerated. Programs are introduced for us etc. but it's an overall feeling of Providing a survival package of how to navigate Melbourne. A toolkit with important information about who to contact and support.

- ▶ The writing logic from different language are a bit different, certain professor always love her own way of expression, and undermining the credibility of other kinds of writing logics, and refuse to pay enough attention to understand what the student was talking about; when I doubt about the grade, the official answer is "the assignment with a fail grade had already been graded twice" without justification. I strongly doubt that the grading was fair because it was graded by another English-as-second-language professor, and yet she used her own power from the academic hierarchy to shut my mouth.

- ▶ After observing how the University works, the students are always on "equal" footing in both education and resources.

- ▶ I feel like I am yet to personally witness bouts of racism so I cannot make a solid comment.

- ▶ I've yet to find evidence of the contrary.

- ▶ Not about the staff members, but some white students will avoid to have eye contact with you or talk to you, and prefer to talk or communicate with other white students.

- ▶ More difficult to access some services and significantly higher fees not belonging.

- ▶ The money we pay is extremely high but there's no support from the University to help students who can't afford

- ▶ I haven't seen special event for them.

- ▶ Students aren't interested or want to make group with Browns! They have fat mentality for non white humans.

- ▶ As someone who isn't an international student, it seems like there's a lot of support for them, however, since I don't personally experience what it's like and I don't have any friends who are an international student, I'm not aware of any deeper upsetting experiences they may have.

- ▶ International students have to pay a relatively hefty tuition fee compared to domestic students. I wish this wasn't the case.

- ▶ No.

- ▶ No. Just not impressed or unimpressed with that the uni does.

- ▶ Apart from the existing issues of representation and higher fees for international students, the University has less scholarships for international graduate researchers as compared to domestic ones. The application process discriminates on the basis of differential English language requirements by nationality. As an Indian applicant, I was forced to risk my health during Covid-19 and pay a significant amount of money just to get a TOEFL certification.

I have spent most of my life speaking the language and studying in it. I have published reports for the UNDP in English as well as various academic papers in the language. I was in the 97th percentile in English language for the GRE. Yet, I was asked to pay more money to private agencies to certify that I could speak the language because of my nationality. While applying for ethics approval, I was made to jump through various hoops because the ethics committee were not familiar with India and based their questions on a number of stereotypes about safety.

Furthermore, a University employee asked me if I spoke “Indian” which is not a language. This is despite the University as well as Melbourne having a large Indian population.

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- ▶ I feel like as someone who know some international students, it seem that there should be more opportunities for accessing education at the University. Aside from the fees, which maybe explained as government policy, there are some degrees international students cannot access. Further, some opportunities are only offered for domestic students, or maybe events that do not take into account the experiences of international students. Hopefully, despite the government policies there could be more opportunities and considerations for international students.
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- ▶ Not overly relevant and not entirely the uni’s fault but international students are forced to study 4 subjects a semester regardless of the discipline they study, their cultural, financial, etc. backgrounds, as well as their individual capabilities to study and take on the workload. It is extremely unfair for all international students.
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- ▶ International students pay much more than domestic student, and we tried to complete our studies in another language, but all we got was a ‘your English is poor’ comment from tutor without any substantive advice, and used that as an excuse not to read through the essay and give a sloppy evaluation.
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We are made to pay roughly 5x the fee in comparison to domestic students, for the exact same (and often lacking) service. I don't know a single friend (domestic or international) who believes that the University treats international students fairly. We are seen as cash cows, and once they have gotten enough money from us, we are thrown away.

I have witnessed and experienced the struggle of international students over and over and it breaks my heart that we all come to Australia with the hopes of leading a better life than in our home countries (which are usually developing and very conservative), but are met with so much negativity.

- ▶ I feel I experienced several racism from both teachers and student. When I suffer from this, this damages my mental wellbeing. I actively seek help from Stop 1 and CAPS. But, no one there helps as they are pushing responsibilities to each other. When I immediately need curings and help from them, they are so cold and do not care about you. So, the University really needs to work on this to enhance sincere and effective support for students who are suffering originates from racism. Not pushing duties to each other.eg. Go to stop 1 for help and they ask you to go to CAPs. Go to CAPs in Uni and they say they can not deal with racism issues from teacher and students without providing evidence of showing you are in high anxiety. Eventhough they see you are crying with tears and high level of anxiety. Just feel so powerless and helpless when I suffer from these issues and no one is willing to help you out.

- ▶ Tuition fees are way higher. Many international students, including myself, come from developing countries and need to work for many years to afford the steep tuition fees. Despite our financial difficulties, we are unable to receive loan assistance at the University of Melbourne like local students.

- ▶ Some tutors are not polite to international students.

- ▶ Students to be fit into one model, treated like mere profitable goods, then kicked out of this country after forced to complete their degrees as fast as possible so the next batch of students can come here and generate more profit. This is particularly problematic when the teaching quality and learning outcome of some subjects are not on par considering the enormous economic contributions international students bring to the uni and this country. This is arguably slightly relevant to this survey as it is profiting from international students but ignoring their backgrounds and the fact that they are far away from home without the support of family.

- ▶ University considers international students as cash cows, and never listens to any of our mental concerns (including the sort of discrimination we face).

- ▶ I agree that the University should provide pedagogy suitable for local Australians, but I wish some classes has content that was more diverse. Some subjects tend to be very euro-centric, or do not delve into significant contributions of historically marginalised communities. That said, other subjects are quite culturally sensitive and provide a medium of deep ethical discussions.

- ▶ The tutors are polite.

- ▶ For the most parts the tutors and lecturers are fine however there is an obvious discourse between Asian and non Asian students which causes a division.

- ▶ There isn't a good enough orientation experience which integrates domestic with international students.

- ▶ Many University processes are unnecessarily bureaucratic and I imagine difficult to navigate for international students.

- ▶ There is a clear separation between International and Local students. Starting with the fact that our tuition fees are around 3 times that of the local students, but the resources available for us do not compensate the financial gap. There are no clear efforts from UniMelb to integrate international students into the local community, so most of us end up living in a community bubble, socialising mostly with other international students and missing all aspects of the Australian experience. We do not travel to Australia only to complete our degrees, but also to learn about Australian culture. I have friends studying in Canada and the US who have fully integrated into the local University community and while these are very multicultural places, just like Australia, there is no clear division between international and local students, as it should be.

- ▶ A few of the international students I've met have expressed how hard it can be for them to integrate into the University culture.

- ▶ International students pay exorbitant amounts of money to be here, but it is hard for them to feel integrated into the Uni culture with domestic students. Lots of international students tend to stick together.

- ▶ I wouldn't know how they treat them since I haven't talked to international students about their experiences yet.

- ▶ The staff's tolerance of their unfamiliarity with procedures, campus etc is quite upsetting

- ▶ Bad effects in my mental health and family and students.

- ▶ I am not familiar with the treatment of international students at the University of Melbourne.

- ▶ The lecturers and students have given me a thoroughly comfortable and welcoming community in Melbourne.

- ▶ I have quite literally no personal complaints, however I have witnessed those that are much more obviously indigenous or international receive unfair treatment from the University — most egregiously being that of Student Services, at least to the extent of orientation. Many of my fellow international students consider me an apologist for trying to convince them to give the University a second chance after the abysmal orientation programs — especially during the Covid era. They have warmed up to Melbourne after a second chance, but the dissatisfactory first impressions that they receive is unacceptable.

- ▶ I understand that I am extremely privileged and lucky to have a pleasant and generally welcoming environment in Melbourne, but I am unable to turn a blind eye to the mild unfairness given to my fellow international students.

- ▶ Most of the time, this kind of discrimination is invisible. On the surface, nothing happens, but in reality, it limits us to an invisible threshold for a long time.

- ▶ International students pay 3x more for the exact same degree. They also get less support from the govt. For example, as a citizen I get youth allowance, health care card, and cheaper myki alongside a much cheaper degree.

- ▶ International students are cash cows.

- ▶ Not much support being advocated; it's a different experience for international students and the uni nerd to understand that.

- ▶ I have had so many international students tell me about how they have been discriminated against by tutors/other students due to their race.

- ▶ International uni fee lol

- ▶ I've witnessed people's ideas get dismissed or rejected by tutors because English is not their first language and they didn't know the right words to explain / express themselves, and tutors offering in-depth feedback to the white students but not to the Asian students for an assignment (after comparing grades + feedback with some classmates), but that is fortunately not a common situation. On the other hand, I know people who have alerted tutors of racist classmates, and the University took action and handled the situations very swiftly while prioritizing my friends' feelings and needs, and that is highly appreciated.

- ▶ It is clear they only see international students for profit. Social work department has yet to catch up with the rising rates of international students. International students are heavily disadvantaged during placement and they have to jump through so much additional loopholes with limited support.

▶ There are so many barriers that prevent international students from getting the same accommodations and resources that domestic students get, and not enough is done to help with the language barrier. In my department, I know many international students are scared to speak up about discrimination or mistreatment because they think it will put their degree or visa in jeopardy.

▶ This is due to race, ethnicity and the current academic culture of the course.

▶ There is not enough support system to help students adjust! The assumption is that we are less than, and that translates into whatever support is made available.

▶ They're made to pay a fuckton of money for a subpar experience where White students and educators treat them like they don't deserve to be there without being academically stellar.

▶ I feel in most respects international students are treated equally compared to their domestic counterparts, and are sometimes afforded a little more assistance from the University, but I think the fees they pay are extortionary but that is just my opinion on the University fees in general (my subjects do not feel like they are worth upwards of \$1000 each).

▶ Often I witness people making jokes/commenting about tutors and students who speak English in a non-western accent/without perfect grammar. This is very upsetting as usually they are effectively communicating their point and people are making it a point to act like it is a major inconvenience.

▶ Finding jobs and internships are much harder.

▶ Speaking to many of my international friends they are under much greater pressure than domestic students while feeling less supported and being subject to racism.

▶ The uni sees international students as financial gain. They get exploited as the fees are ridiculous.

▶ During covid the uni didn't care at all about the struggles international students were experiencing.

▶ Lots of outlets for international students to connect but I think it could integrate international and domestic students more instead of keeping committees and activities more separate. I find that cliques form more exclusively around people who speak the same language and it can be hard to mingle with others.

▶ Purely based on the fact that they ask for an English name when it is not given. They don't make the effort.

- ▶ I feel like the University does not fully acknowledge the difference in advantage between domestic and international students - not really due to racism but mostly due to ignorance and lack of knowledge. But maybe it's because not many international students have spoken up? Or maybe the uni doesn't listen to them? I'm not too sure, but that's how I feel. A lot of my domestic peers and Uni staff are under the notion that I have a lot of resources here and that I am on the same footing as domestic students, but that's simply not true — it's way more complex than that.

- ▶ I think UniMelb has been doing a great job in its stance on racism and equality. But sometimes it just happens on the ground for a multitude of reasons, and honestly we can't control a lot of these instances of racism

- ▶ The University in general has put guidelines on anti-discrimination behaviours. However, some perpetrators may still prevalent across the campus especially the local people who oftentimes stereotyping minority groups.

- ▶ A lot language workshop and events for internationals.

- ▶ Sometimes, it's subtle and goes over most people heads or racism is only expressed in situations that make it hard to prove without seeming like it's being conjured.

- ▶ I feel like there is very little to no support for international students at the University. It feels like these students get very little to no help, financially, socially, mentally, emotionally and academically. I feel as if the University treats International students the same as domestic students when International students require more support than a domestic student.

- ▶ My international student friends have said they have had good experiences. Their problems are external to the way the uni treats them.

- ▶ Theres like this undertone I've notice from teachers and staff that undermine internationals as theres this idea that they are incompetent.

- ▶ I feel like "white" counterparts are more favoured during class discussions.

- ▶ Tuition fee: I feel the University treats international students as "cash cows".

- ▶ Don't worry about the international students it's the Indigenous Australian students that deserve some level of attention. Murrup Barak can only do so much, staff have to start taking responsibility and standing up for ATSI students.

- ▶ The University treats them as a commodity, only caring about their contribution to the bottom line.

There are so many barriers that prevent international students from getting the same accommodations and resources that domestic students get, and not enough is done to help with the language barrier.

In my department, I know many international students are scared to speak up about discrimination or mistreatment because they think it will put their degree or visa in jeopardy.

- ▶ International students pay an exorbitant amount of tuition fees, but they rarely get the support they need in order to properly thrive and flourish in academia. The University often gets defensive and states that they HAVE academic support, but there's not enough support for the number of international students that are admitted into the University.

- ▶ Lower our tuitions.

- ▶ Fee discrepancy.

- ▶ The students studying on scholarship are looked down upon by some in the administration.

- ▶ They do pay a lot and at times if they are stuck overseas (as due to COVID) they were not getting a good experience. I think it would be good given the number of international students if more effort was made to encourage domestic students to make friends with and support international students. I do think some new international students don't quite have the English levels that facilitate new friendships however.

- ▶ International students could use more support in transitioning to studying abroad; especially those who may have language difficulties

- ▶ Charging high costs.

- ▶ The University doesn't make them interact with domestic students.

- ▶ All the course design and program mainly design by assume that most of the student are the same.

- ▶ Limited scholarship opportunities, complaints about racist tutors are ignored or just let off with a warning, increase in tuition fees when the quality of education is stagnant.

- ▶ The uni uses international students as cash cows.

- ▶ We are cash cows mostly. I don't feel like I get the best service for my money.

- ▶ As a disabled international student, there are accommodations that I don't have access to, especially with requirements to make classes offline again and 80% attendance as hurdle requirements, which adds immense pressure to my studying workload. Also the lack of closed captions for lectures makes class content a lot less accessible to both disabled and international students.

- ▶ One of my Media classes is a large majority of international students and the lack of patience or respect that is demonstrated towards them is disgusting.

- ▶ Scholarships for international few, fees are 4x domestic but with no support for things like housing (options provided incredibly expensive), jobs for international students also very few and I wish uni gave more help in that regard.

- ▶ The standard for international students are different, socially, academically and in tutorial participation.

- ▶ I am not an international student, but I've heard a lot of bullshit about being an international student from my int student friends. It seems like the University devalues int students as part of the student body.

- ▶ From prices to small interactions with other University students and staff, they seemed to have this image of us international students already, and some not willing/excited to talk to us compared to our Australian peers. At this point it becomes noticable with how we are supposed to be engaging in class. Teachers are more likely to open a discussion with students with "perceived" better English like Australians rather than international students.

- ▶ I think we should be treated equally or have more resources available to us considering how much we pay to the University.

- ▶ Cash cows and othered the community is very divided.

- ▶ Not much scholarship or financial assistance to international students. Student fee for international students is too expensive.

- ▶ They are treated as cash cows and then neglected.

- ▶ Yes, tutors do not treat me as special although I am an international student which I like. But I came across a tutor who used a theme for discussion which was difficult for non-domestic students to engage themselves. I felt I was excluded.

- ▶ The international fees, the lack of accessible support (how should you know how to get support when you're already struggling to navigate a foreign system?), unfair policies towards international students, lack of inclusion among students, lack of mixing.

- ▶ Internationals have to always pay thrice the amount domestic students pay for their course, even though it is the same degree and same subject. And for travel concessions domestic students have to pay only 10 dollars to get a concession but for international students the process is different. Internationals do not get a digital form but a code to sign up for pvt, and have to pay 900 dollars for a concession.

- ▶ They always put international students together, which didn't provide opportunities for us to meet locals students. Their tuition is so much more expensive than domestic students, yet we all are in the exact same classes. Everything is very English-centric, so it is difficult for people who speak English as an additional language to efficiently access information and resources.

- ▶ They are treated more than fairly. The University has a lot of support for international students and makes a lot of accomodations for them.

- ▶ At career fairs and such all cater mainly to domestic student and opportunities for them. When asked about opportunities for international students they rarely have anything. Also like the tuition is like 3–4 times a domestic student.

- ▶ I do feel like people of different cultural background do tend to hang out only within their circle but thats not an issue.

- ▶ I don't actually talk much with international students so I'm actually completely ignorant of the experience. I'm jaded so I'd bet they don't.

- ▶ We are made to pay roughly 5x the fee in comparison to domestic students, for the exact same (and often lacking) service. I don't know a single friend (domestic or international) who believes that the University treats international students fairly. We are seen as cash cows, and once they have gotten enough money from us, we are thrown away.
I have witnessed and experienced the struggle of international students over and over and it breaks my heart that we all come to Australia with the hopes of leading a better life than in our home countries (which are usually developing and very conservative), but are met with so much negativity.

CONTENT WARNING

The following responses may be racist or problematic in nature. We have endeavored to include all feedback, including comments that are sensitive and challenging, which has been included to illustrate the lived experience of people of colour. This report is committed to transforming these insights into actions that contribute to an equitable and inclusive campus for all.

- ▶ Allows them to bypass uni through group assignments where local students who speak really good English can carry their weight of the assignment while they slack and are incompetent.

Q. What do you think the University should be doing to support international students better?

- ▶ The University should promote more multiculturalism by various ways, not just festivals, but from everyday uni life.

- ▶ Organise more workshops to help them integrate into the Australian environment, understand Australian culture and guide them on how to get along with Australians.

- ▶ Very first thing, all international students should be given training about how to identify discrimination, what is meant by discrimination etc, and this training needs to be an annual training mandatory for all students... Second there should be group/committee similar to other committees we have... Many/most of international students are very young, lonely and first time living in a foreign country. They are unaware of what's it, how to identify, what's meant by words, expressions, whom to speak to etc... For the moment its disappointing that uni does not have any of the ecosystem, uni is failing to pay attention and caring about its international students, and students are facing issue of equal opportunity.

- ▶ Hire more POC in the dental school. Have a third-culture officers that they can come talk to that is also accessible. Not those one that literally took months to get to because they are so overworked.

- ▶ While I don't think that many of the jokes I've heard are terrible, there are a few people who I have heard comments from which are mildly disturbing. While I wouldn't police mild humour, I would try to make services more readily accessible, and confidential, for students or staff who have been on the receiving end of more archaic views.

- ▶ Simply offer the same treatment as local students (regarding scholarships/other opportunities), address the high fees etc.

- ▶ Treat them as really students, rather than a source of income.

- ▶ Opportunities... Make spaces less exclusive to white people. We just don't feel like we belong at all. Hire more lecturers who are people of colour.

- ▶ Familiarising students with their rights and encouraging them to stand up for themselves.

- ▶ Reduce tuition fees.

- ▶ I think it's very important for University to raise white students' awareness on showing respect and understanding towards international students. International students come here with big dreams, hopes, desires and ENORMOUS family pressure to achieve. When they then become Teachers, increased support should be given (mentally and physical) to enhance the experience for them, and their students. It's reciprocal quality control advancement right. Student becomes Teacher, except on an Int level, it assists Int Students to learn better via Int teachers. Regardless, the prestige of a 'UoM Teacher/tutor' on ones LinkedIn page (to make family back home proud), shouldn't permit UoM (or any institution) to exploit Internationals who are in precarious visa/life/work/family relationships due to the dynamics of their chosen path. Our Australia thrives because everyone is given the opportunity to get ahead no matter where we've all come from. I often reflect on our nation, via the lens of bushfire season. In a disaster we Aussies are all mates, our existence depends on it. We shouldn't need a disaster to be reminded that in this nation we are one.

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| <ul style="list-style-type: none"> ▶ Having more consultants on campus to help with students' mental health. <hr/> <ul style="list-style-type: none"> ▶ Allow more online access/recording of classes. Can be difficult to keep up with lecturers. <hr/> <ul style="list-style-type: none"> ▶ Being able to assign cost free social workers to help internationals manage life/health difficulties better. <hr/> <ul style="list-style-type: none"> ▶ 1. Provide more language learning support
2. More events for international students <hr/> <ul style="list-style-type: none"> ▶ Take more care of international students looking for jobs in Australia. <hr/> <ul style="list-style-type: none"> ▶ Don't treat international students like your gold mine. We're here for quality education, just like domestic students are. <hr/> <ul style="list-style-type: none"> ▶ Promoting more services to get them accustomed to Australian services e.g. MYKI <hr/> | <ul style="list-style-type: none"> ▶ Reduce the cost of social events. The high cost ensures international students (who most often work or are already paying exorbitant fees) are unable to participate and are left out. <hr/> <ul style="list-style-type: none"> ▶ Make it a bit cheaper and also make services more accessible to students whose English isn't great. I see people in my philosophy class who just a live translation app running all of the time and it makes class much harder for them. <hr/> <ul style="list-style-type: none"> ▶ Provide internship placement support. Most job opportunities/placements are only open to domestic students as having a PR is preferred. Helping internationals to connect with jobs would be a great support. <hr/> <ul style="list-style-type: none"> ▶ More flexible class times and online modes. <hr/> <ul style="list-style-type: none"> ▶ Greater language support. <hr/> |
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▶ More extracurricular activities, more free sports events, provide high quality education.

▶ Better (human, not auto-generated) subtitles in more languages for lectures.

▶ It would need to entirely reconstruct itself. It cannot merely tweak a few things and pretend that it solved racism.

▶ Increasing social events and participation, especially in person.

▶ Be more sensitive, have more POC in power, have equal representation. Actually have POCs on diversity committees. Not exactly a diversity committee if it's full of white people.

▶ Ensure international students have the same opportunities as domestic students. Engage in advocacy to change government policies which discriminate against international students. Combat assumptions held by the community that "international students are going to leave the country, so it is not worthwhile engaging with them".

▶ Publicly condemn and create awareness on the issues and bystander education.

▶ More education campaigns to promote cultural awareness and understanding. Students and lecturers should be graded for cultural sensitivity in class besides their academic performance.

▶ LOWER THE PRICE OF SCHOOL FEES U GREEDY PEOPLE

▶ This question seems to assume that discrimination is targeting international students only. I am Australian but I am not a native English speaker.

▶ Suggestion include: make halal food available in cafeteria in MBS, dictate (and audit) that all detailed scores are published (not just the final overall score) and focus less on alcohol related examples.

▶ I think we need to be given better opportunity for internships and research related work.

▶ Maybe actually give a shit about more than just their pockets idk

▶ Perhaps some sort of education for students and teaching staff about diversity.

▶ I think is important to support or create special programs where intellectual creation can be created, recognized and valued hand by hand with Australian and international students. Colleagues and professors should be more aware about the challenges and difficulties we face in reading, writing and talking in other language and encourage and support the efforts without biases. University can create spaces where Australian colleagues who really want to know and learnt from other cultures can be engaged in activities and cultural experiences.

- ▶ Better accommodation support.

- ▶ Cultural support services to ease initial cultural shock, social isolation etc. A mentoring system of senior international students or tutors of CALD background supporting newly arrived students

- ▶ There needs to be particular attention given to life sciences phd students as these students generally come and do their work in the departments but have the least support given to them. In my experience they are rarely celebrate as “stars” of the department and have minimal opportunities granted to them. It’s these students that have the toughest time finding a job afterwards in Australia.

- ▶ The University needs to invest in emotional support programs focused on people with colour and the micro aggression that they face on a daily basis.

- ▶ They need to bring hope to these students by having people in senior leadership in the universities. Students want to see people in faculty that look like them. There has been a huge push for diversity in hiring but this appears to be focused on women. While this is important this reflects only a small part of the larger problem around diversity. This brings in a diversity of thought and experience allowing students to feel like their experiences can be fully understood by leadership.

- ▶ Have subsidized housing.

- ▶ Have more multicultural events.

- ▶ Allow students to make their own decisions!

- ▶ They haven’t done anything all this time, they wont do anything more.

- ▶ Educate locals to be more inclusive.

- ▶ Financial aids more for international students in food science field.

- ▶ Arrange special support, training or others.

- ▶ They should organize events, and faculties should create assignment group, which have diversify student background and culture.

- ▶ Just be as objective as possible and avoid things that are not quantifiable, especially for the science major.

- ▶ Even if you are not directly making a decision based on the student’s race, you still can use a proxy like language to base your decision.

- ▶ Such as having individual reflection as a graded assignment, “easily understandable” as marking criteria, etc.

- ▶ Providing opportunities for mentorship and support among the cohorts.

- ▶ Indeed, otherwise I don’t see no justification that international students paying extra money to study at UniMelb while suffering from a “pre-set” academic value that is not fair enough.

- ▶ Reinforce the resources available for mental health support, education support, community involvement etc because those systems may be foreign to international students. Especially since mental health support in certain cultures is taboo

- ▶ More scholarships. Diversity quotas to hire non-white international talent in all faculties. Sensitisation and informational programs for administrators. STOPPING discrimination based on nationality when considering English proficiency.

- ▶ Opportunity, scholarships, addressing racial inequalities.

- ▶ Consider what international students may face, for example difficulty with English, unfamiliarity with Australian culture (related to types of events organized — many are hard for non-locals to enjoy) and better support with regards to assignments.

- ▶ Make service more inclusive and accessible.

- ▶ Should have a department to intervene different matters and ask international students to speak up. And listen to our voice and help us out.

- ▶ Setting more strict rules on controlling racism.

- ▶ Increase international staff to help them.

- ▶ Making a cultural sensitivity module mandatory like the sexual harassment one.

- ▶ Is that really meaningful? University can't change other people's thoughts, and actually all the rules only protect the more entitled ones, and the opportunity for victims to appeal doesn't change anything.

- ▶ Listen to every student! PLEASE.

- ▶ Ensure diversity in classroom settings to promote inclusivity.

- ▶ English practice.

- ▶ Encourage table discussion or partner discussions in class.

- ▶ The University should ensure equal merit based opportunities for teaching and research work for post-graduates and PhD students.

- ▶ 1. Same tuition fee and same support;
2. Establishing an immediate reporting portal for racial discrimination.

- ▶ Have posters and brochures hang around the schools designed with symbols/images/patterns from other cultures.

- ▶ Do not treat students differently and give feedback to each student.

- ▶ A greater quantity of resources and a more efficient directory system for international students to access such resources.

- ▶ Facilitate cultural talking circles where it is safe to talk about the cultural background international and domestic students are from. To share their experience with each other so everyone is better informed.

- ▶ Making processes and assistance more easily accessible.

- ▶ The University should focus on providing students with the opportunity to socialise and create a support network.

- ▶ Reduce fees cost as compared to domestic students.

- ▶ In my opinion, I think that more research needs to be done to gain insight about it, like this survey!

- ▶ More tolerance in the staff and also patience can be increased by making sure services are not understaffed.

- ▶ Honestly, they're doing an adequate job — but not enough to be welcoming. I may have a biased perspective due to my generally excellent experiences as an international student, but I wish for the treatment of international students to improve for the sake of general student welfare overall.

- ▶ Having more POC at Stop 1.

- ▶ Have more tools to answer different questions including when you are going to come.

- ▶ Providing outside of class support and counselling. I want to be able to go to somewhere about my experience and talk about different options. It's hard because some students feel like if they report some of these things, their education is at risk.

- ▶ Nominalise and popularise various forms of equality, rather than emphasising specialisation.

- ▶ More scholarships for people who genuinely can't afford University — not just academic merit.

- ▶ Ask them to remove the pneumonia advertisement on the top of Castro kiosk opposite to architecture building. The reason is the kid displayed in that poster is from colour background. One way of implying directly that the colour kids are getting pneumonia!!!

- ▶ More resources to help them especially with placements, advocacy around fair treatment and transparency on their limits. Also make bureaucratic processes easier.

- ▶ Create better opportunities for international students but also provide cultural sensitivity training to each tutor and professor.

- ▶ More flexibility in terms of delivery of classes/tutorials, mental health support.

- ▶ Educate the staff about racism. Show them all the comments from these surveys. Tell them how unfair it is. Make them understand and CHANGE.

- ▶ We need a committee to protect the rights of international students and more awareness of our rights and responsibilities.

- ▶ Hours, cost and more support.

- ▶ Actually listening and doing something when they report about their negative experiences on and off campus.

- ▶ Financial support, especially to those who have lived in Australia prior to University (received an ATAR and are not eligible for disadvantage scholarships).

- ▶ Be able to report specific people for racist behavior and call a meeting to discuss with a superior and actually feel supported rather than dismissed about these serious concerns.

- ▶ Improve the job boards.

- ▶ Be able to call out people with English as first language when they see any jokes or possible back talk (e.g laughing at English accents or grammar errors) .

- ▶ I think the uni should listen to international students' voices better, or make an effort in amplifying our voices so we can be more heard. That's already one step in the right direction.

- ▶ Maybe raising awareness of the beauty of different native languages, but emphasising that there is an extra level of cognitive load for international students with a non-English native language. It would be good to sensitively frame it as a strength rather than weakness. A bad example of raising awareness as a weakness would be "slow down the content so we have time to process and understand the content at a manageable pace."

- ▶ Training all staff to conform with the current guidelines and spreading awareness to all University staff and students regarding racism.

- ▶ Mix the group in a more diverse way.

- ▶ Creating support services (financial, emotional, mental, academic) specifically aimed at International students. The University could also create spaces where international students can embrace their cultures. IF THE University ALREADY HAS THESE — IT IS NOT CLEAR.

- ▶ The Uni needs to help domestic students learn how to engage with their international classmates better. It can be really frustrating trying to engage with classmates about course content when theres a significant language barrier between you, which I've often seen resulting in international students getting left out of classroom conversations.

- ▶ To educate domestic students on inclusivity. Bring about awareness of the difficulty of being an international student. But also, to help foster Chinese language learning between students as well in terms of having inclusive classes. Maybe deliberately allowing international students to work in tutorials taught in Chinese but then having the deliverables in English maybe? Or fostering a greater team work attitude between domestic and international/having consequences for students who do not work as hard which is a common complaint for many domestic students regarding some international students that turns this stereotype into a racist one. Helping their transition more, be more inclusive, not leaving them to fend for themselves.

- ▶ Provide mechanisms for students to provide anonymous feedback for tutors or lecturers.

- ▶ Lower tuition fee.

- ▶ I feel the University should ensure they are educated about Indigenous contexts and supported in studying while recognising their home obligations.

- ▶ I think the University should better outline resources and share information relevant to international students.

- ▶ Increasing academic/English support in order to ensure that the international students are thriving in UniMelb's academic environment.

- ▶ More support services. Greater recognition that they are actually quite vulnerable (incl. financially sometimes) and not just the wealthy cash cows they are stereotyped to be.

- ▶ Always listen to students voice. And always make sure they treated well. Surveys like this would have been better. Because most of the students do not want to make any other disturbance to their studies. So they may raise their voice when it is anonymous. IMHO.

- ▶ Work on their staff.

- ▶ More English language support.

- ▶ More connection with other domestic students.

- ▶ More work could be done to expose domestic students to other cultures and more welcoming towards international students.

- ▶ Creating more specialised support services for international students from people of colour.

- ▶ Providing more opportunities for integration and learning how to adjust to living in a new country.

- ▶ Provide enough resources for English and those changing degrees resources to have baseline knowledge about pre-requisites, Scholarships, International Representatives or committee in each course to help the people out and voice their opinion.

- ▶ Put more emphatic and really see what our pain points is. Don't make an assumption based on their own understanding.

- ▶ Actually listen and do something when international students voice out.

- ▶ Educate local students that everyone is the same no matter your nationality! Why they supposed international students are all one type? Why we should do more to show that we are good enough to work with you.

- ▶ Give us more support in finding affordable food and accommodation options. And teach staffs like my bigoted tutor to be more respectful and open to different views.

- ▶ There needs to be more protocols and training around diversity. Along with this there needs to be proper implementation as I know that the practice of having diverse training isn't always done correctly.

- ▶ More accessibility options for students sitting exams/completing assignments in different languages to what they are used to. Engage with us more, make sure group works especially are inclusive or mixed.

- ▶ There's many areas to focus on but on the aspect of racism, something more tangible than modules and seminars that actually have an effect.

- ▶ Integrate international students into the community.

- ▶ Making it so that we are proficient in English (with English classes), so we can use University resources. It is often difficult to read or understand the website or class material. Give us extra time to read materials.

- ▶ Not separate international and domestic students in a way that creates us/them thinking, or that categorises students. International students should be a strength to the University community, so allowing them to thrive in a way that benefits both domestic and international

- ▶ Stop taking unnecessary costs from international students and let them pay the same fees domestic students pay. When it comes to necessary processes such as getting a myki concession try not to distinguish between internationals and domestic students, or at least support internationals financially. Allow us to group up with locals, so we can talk more.

- ▶ Try to do more small groups or even just pair up, so we have more chance to express ourselves and contribute to a discussion, moreover, allow us to know more about locals

- ▶ Sometimes locals get more information than us, as they live in Australia for a long time, they got more friends from different faculty and know where to retrieve information, but we don't.

- ▶ Not sure if this is already happening in some capacity, but I think it would be good to have website resources and workshops in languages other than English.

- ▶ Financial aid/incentives etc., and more opportunities for international students.

- ▶ Do not group people into different groups base on their background.

- ▶ Try to make them understand each other more.

- ▶ More scholarship or bursary.

- ▶ More discount.

- ▶ Reduce school fee

- ▶ Reduce the fees for international students. Scholarships do not matter if most international students are made to pay exorbitant amounts. Increase opportunities for international students to work. Educate staff on proper procedures. You assume people will know better, but some don't understand that they can't say or do certain things.

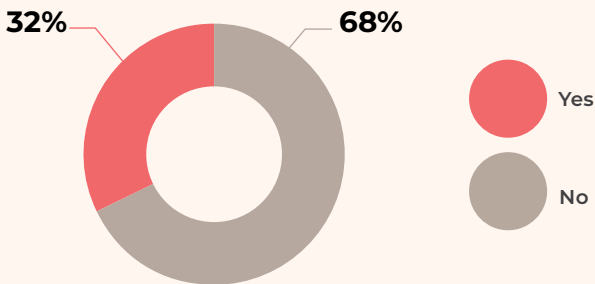
**More support services.
Greater recognition that
they are actually quite
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5. Overt Racism

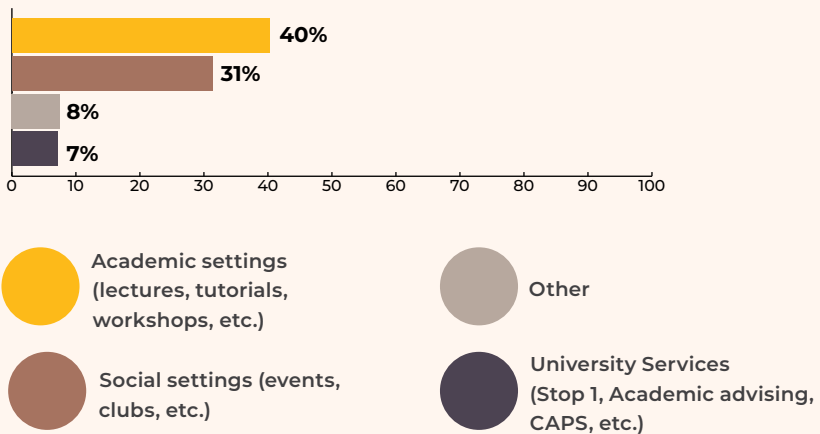
This section was used to capture anecdotes of students experiencing overt racism at the University of Melbourne in all types of environments. This may include but is not limited to name-calling, use of offensive/derogatory language, racial slurs, refused services or inclusion, hateful remarks, jokes about historical events, stereotyping, mocking because of accents or physical features, harassment or unfair treatment.

This is usually the first thing that comes to our minds when thinking about racist behaviour.

Have you experienced any form of overt racism at the University?



Where do you mostly experience overt racism?



Other settings where students have reported to experience racism:

- ▶ Between classes (on campus)
- ▶ it is interlinked with sexism, and ageism often. Racism can be a bundle deal
- ▶ Daily routines
- ▶ Casual post tutorial, casual meet scheduled for lecture and students, its always in a more intimate place
- ▶ On campus
- ▶ Not at uni, but in the streets
- ▶ Out and about — work recruitment situations
- ▶ University posters
- ▶ Out of the school for example on the bus to school
- ▶ In public, around University spaces
- ▶ Work
- ▶ Randomly on the streets
- ▶ I have been catcalled and harassed for wearing a hijab
- ▶ Public places like when our shopping and medical settings
- ▶ Administration

This is what students had to say:

- ▶ I've been at MLS 3 years, and for as long as I've been here there's been, what could amount to racist/sexist graffiti (depending on your sensitivities). I was born in an era where we were the first coloured folks in our area, so I've been called everything under the sun. Anyway, we were told the old 'sticks and stones' rhyme and on we went. That email, resulted in an immediate response to rectify the problem, and thank me for reporting it. That's great I suppose; Yeah. But that also means the quality control of facilities/bathrooms/amenities are not checked for this regularly by any powers that be.

Moreover, that staff/student facilities are separated. More alarmingly, is that the immense cleaning crews that keep this behemoth of a University operating i) don't know to report obscene and abhorrent messages, and ii) have to see/absorb these messages in the routine of their everyday jobs. They're obviously casuals with low work stability, and so raising issue might 'rock the boat' and so nothing is said. Anyway, great that turnaround to rectify it is quick, surprised its been there all this time waiting for actioning.

- ▶ I have heard some anti-Semitic terms thrown around.

- ▶ I shared with my schools 'student society' Pres last week. Only because of this recent racism discourse.

- ▶ My accent or comments expressing literally: "the context where I came from"

- ▶ Another incident was with CAPS. The counsellor wasn't listening to me at all, to him, all anxiety experienced by an international student could only be caused by "cultural shock", nothing else."

- ▶ Someone called me a slur as a joke once, but to be honest it didn't really affect me.

- ▶ "Where are you from? Where are you actually from?"

- ▶ I was told by a staff person through tears that she feels threatened by me because I was questioning the overtly colonised curriculum.

- ▶ The lecturer of a subject sets the marking standard the way that no one in class could ever get an HI. When I asked her how I could improve my grade, she simply told me that it's impossible for non-native speakers to get HI in the subject. It is worth noting that this subject is for non-native international students ONLY.

- ▶ I was walking behind my Vietnamese friend at that time. When my friend passed a lady, she treated my friend like a thief. She quickly covered her bag and glared at my friend. I think she's a member of staff at the University because she's wearing a working card.

- ▶ By not being included during group meetings by my peers.

- ▶ Student (of stated Chinese descent) made racist caricature of accent towards student of (implied) Indian descent. Occurred in social situation, both students long-time friends

Another student mixed up a name (East/South East Asian sounding) with another 'stereotypical' name, and proceeded to laugh and list more 'stereotypical' names as "the same thing". Occurred in class.

- ▶ My assignment was graded under the circumstance that the grader never paid enough attention to what I am writing about. The comment from my grading shown that my instructor had NEVER paid enough attention to understand the sophistication of ideology discussion.

- ▶ I am often excluded by Asian students due to not being Asian. If I need to work in a group settings, students will often speak a language other than English with each other, further excluding me.

- ▶ White students referring to Asian students by calling them the C-slur, expressing how the “Chinese are taking over Melbourne”, how international students should “go back to their home country”, unwillingness to work with a classmate just because the student wasn’t Australian, a group of tutors in the law building casually talking about how they immediately dislike having American students in their class and suggesting they won’t give them fair marks because of their bias against Americans.

- ▶ Lecturer was shifting around people on various tables saying that “locals drive the discussion”, he based his decisions of who sat where based on appearance or who he thought looked like the stereotypical local student (ie Caucasian).

- ▶ My tutor grabbed my braids in class in front of my peers. She yanked my braid and my head had pulled back. She just smiled when I stared at her in shock.

- ▶ Some students refused to have group discussions with me because of my poor English speaking skills, but this was a discussion that the teacher required and had to be completed.

- ▶ A couple of occasions where tutor was not tolerating the accent or not being patient to understand on online webinars.

- ▶ I have on occasion been objectified because of my appearance, but usually the comments relate to the stereotype of what I represent in the viewer’s mind; this includes the rejection of any possibility of me having a queer identity. Furthermore, when I critique whiteness I usually get an overtly racist comment in reply because the white people get defensive. When we comment on how knowledge production, such as theories in criminology, have historically been used for productive power (such as sharpening the knife of targeted policy against non-white migrant people), they immediately fire back at you and your background. It is as if when I say their settler-colonial government is deliberately pursuing racist policy I have said ‘I hate white people’, and they feel the need to defend their government by comments like ‘Well, why don’t you go back to where you came from if it’s so racist here!’

- ▶ I was given good comments for my assignments but very poor grades which was an implicit way of denial as I could not get internship opportunities or get to do research related work. I was forcibly made to leave a Conference without any reason being ascribed despite having valid tickets and pass for the Conference.

- ▶ Un-appreciation of cultural heritage.

- ▶ Racial jokes and comments.

My tutor grabbed my braids
in class in front of my peers.
She yanked my braid and
my head had pulled back.
She just smiled when I
stared at her in shock.

- ▶ Comments made about Asian education as being less superior to western education by stereotyping stress, tuition classes and the competitiveness of students as well as parents as causes of the system. While these are evident in some Asian countries, they are also evident in some parts of western societies where it is in the nature of the society to have such phenomenon when population demographics and density are high. However, it is always being implied by the westerners that Asians are bad in some way because of their competitive and aggressive nature which stereotypes everyone who is Asian looking.

- ▶ The only overt racism I have personally witnessed is that I have seen white supremacy/nazi stickers and graffiti in and around campus on occasion.

- ▶ Even though I am neither an Aboriginal nor a Torres Strait Island individual and even though I have been born in Europe I have been called an Abo. Further more it has been suggested to me to change my last name (which is only five letters long) in order to make it easier to pronounce (easier for who?).

- ▶ I was told multiple times my English was very good.

- ▶ Just like anything the Ag. regional students came out with.

- ▶ The tutor assumed I was an international student since I'm Asian and low-key 'threatened' me by telling me the consequence of plagiarism is to be expelled and have my visa cancelled. After I told him I'm a domestic student, his face turned red.

- ▶ Students from Asian countries are regarded as people who bring virus to Australia.

- ▶ During one of my tutorials, we all shared with the class which country we come from as part of an ice-breaker activity. When I shared where I am from, my tutor asked me "if I'm from the nice side of [insert country] or the not so nice side of [insert country]". I didn't know how to respond. It was so awkward and pretty offensive.

- ▶ Referring to Aboriginal people as hard work, have bad health. Making it an effort to acknowledge traditional custodians.

- ▶ The mispronunciation of names intentionally, asking for 'English' or nicknames.

- ▶ I haven't personally but a fellow student did. She was discriminated against because of her ideas about embedding Indigenous knowledges. She is an Aboriginal woman.

- ▶ I won't say racism per say but i will say there's a strong prevalence of anti-Semitism at the University that is supported by umsU as shown by their bds policy last year.

- ▶ This happened during UMSU's Bla(c)k collective in semester 1. A staff member barged in during collective and talked to us in the most rude and condescending way about having food in the space, which was the activity room in student pavilion.

We were so confused about what the problem was as many clubs and events hold their events here with food, I explained that we have gone through all the uni paperwork to have this event in the activity rooms and that I don't understand where they're coming from, they said in a threatening tone that they will speak to their supervisor and 'get it fixed' basically. Next week they come in again barging in and says they spoke to [REDACTED] and got the policy changed so external catering isn't allowed here, I proceeded to explain that this wasn't external catering since it's food from the University on campus outlets, they ask where we're we planning to throw the waste, we said ... the bins? And then they said "our bins? We can't allow that" with honestly the most rude and evil face I've ever seen, I didn't even say anything back because of how shocked I was, I didn't know we suddenly have to get our trash be approved by them, the same trash bins that every student uses? Are we all suddenly not students?

[REDACTED]
[REDACTED]
[REDACTED]

"what entity are you with" I say [REDACTED], they say okay ill bring you trash bag with food, but this is the last time you guys can stay here. "There are so many ways they could've handled this situation better, they could've talked to me 1 on 1 and figure this out instead of barging in and yelling for two weeks in a row, I find it hard to believe that if it wasn't a bunch of Black students they would've talked to us this way, later i confirmed that's they're anti-black because other POC who host their events there that they are actually 'sweet' to them and never yelled or anything.

-
- ▶ My course is very small and tight-knit so its a safe place for me. However the uni as a whole is not like this. People are so racist that stereotyping and racial slurs are becoming the norm.
 - ▶ The typical white self entities stuff you read in the comments section of voice trolling the voice.
 - ▶ Biasness and grading for projects.
 - ▶ Socially excluded from groups in tutorial/practical classes because of my Asian features despite being a domestic student who's first language is English. Derogatory commentary when cultural subject matters are mentioned in particular subjects or courses. Complaints and insensitivity to acknowledgements.
 - ▶ When professors are pronouncing names some people will laugh.

- ▶ During a class exercise a Australian lady kept making assumptions about Muslim populations and how their “men” and “imams” are oppressive to Muslim woman where we had to draw representatives she said “Draw some men with beards” when talking about decision makers “referencing imams” to be the sole decision makers in Muslim societies this is all derogatory connotations and assumptions made towards people they think they know but they don’t.

- ▶ The teacher said that we had poor language skills, and forced us to read articles that insulted our country and race as homework. She emphasised throughout that we were from a dictatorship with no human rights and no democracy in mini-lecture and announcement. I think, regardless of the facts, it is disrespectful and racist that treat us as non-human beings for her to make such biased speeches in front of us.

- ▶ There were religious based derogatory writing left up on all the whiteboards before one of my Indigenous studies classes in protest against the voice, it included phrases like “repent sinners” which was pretty shit to walk in on at 10am. Also generally I’ve found international students are not educated on what are slurs to Australian Indigenous peoples so there can be hurtful confusion that could be avoided if the University created info packets for them.

- ▶ Not sure if this really counts as racist, but I am Indian and through the mentoring program at MLS, I was paired with an older white man who, in our first meeting, was quite adamant that the British invasion and colonisation of India was a good thing and benefited Indians as a whole. It was quite disturbing that he could say that to my face and think that was okay, and at the time I was too stunned to say anything about it. I never met with him after that and gave feedback to the program at the end of the semester, but never heard anything back. I feel like they should have addressed the issue but they didn’t take any actions or even reach out to me.

- ▶ Lots of name calling and being told I’m not Indigenous or being told that I’m stupid because of the way I talk. Also, that I am beneath other students for not wearing branded clothing or not being able to talk the way they do. Being told by staff that I can’t have a job/caring commitments/sick relatives because it takes away from their subjects, not having a job takes away my roof and not looking after people my humanity. Phrase such as “it happened hundreds of years ago so, get over it”, “you’re not black enough to be Indigenous” or “you didn’t earn you place hear the government is paying for you”.

- ▶ Speaking objectively about Aboriginal people as if negative stereotypes are true.

▶ I sometimes feel excluded in social events at clubs because of race. Ironically, this is not only by white people but mostly east Asians. Hence, this is more of a “hate for brown people specifically” situation. Sometimes in social events from clubs and societies most East Asians do not approach me or ignore my existence but would be really friendly and talk with my friend who is east Asian. I’ve noticed this a lot among most east Asian students. They don’t want to talk to you or ignore you unless you are east Asian like them. Another instance is where white people would only talk to a specific group of Asians. If you’re south Asian they’d rarely talk to you, but they would approach east Asians.

▶ In a practical class last term when we discussed the measurement of intelligence using IQ Tests. I raised a point about the origin of the test itself which was created to serve middle-class white societies. Through those lenses, the marginalized population were deemed unintelligent because they didn’t perform the test as well as their counterparts. I went on to elaborate that many things we came to know about in psychological science, we have those white University students (predominantly males) to thank for, on the same token, it also cast dark shadows over people who looked, spoke, or thought differently. Then a person in my class raised the point that they were so tired of hearing the excuse on dead white men (who were the participants in 70–80% of psychology research since the early 20th centuries). I don’t remember the tutor did much of mediating the situation and I had to defend what I was saying. I didn’t realise that it was actually a form of racism until I read the latest racism report you put out.

▶ A lot of domestic students making irrelevant comments about international students or teachers with accents. Insensitive comments about people of colour or talking over them. Being unaware of struggles of an international student and making obnoxious comments.

▶ The way and the eyes they look at us. It makes me lose my confidence.

▶ In the tutorial of Economies of cities, one guy used google translation and played the meaning of shut up in Chinese. Although I am not Chinese, it was still pretty impolite for everyone.

▶ The general dismissal and rude treatment from tutors. They feel like they have the ability to be racist and go under the radar with it.

▶ I have a fellow resident at The Lofts at Melbourne Connect who has openly made it clear that they do not want to be roommates with Indians or Chinese students. They have requested this to the management at The Lofts.

▶ People will just stay away from us because we are Asian.

▶ A tutor gave an Asian student a very low grade.

I was told by a staff person through tears that she feels threatened by me because I was questioning the overtly colonised curriculum.

- ▶ Racism toward my teacher [REDACTED] from both students and other teachers at the University. He came to our first lecture and it was organised he would talk to us and acknowledge country, however, the lecturer said we ran out of time. I also find singing Indigenous songs in Music Class to be quite disrespectful and have shared these grievances with many of my classmates. Being taught by a predominately white teaching staff Indigenous language songs and being encouraged to utilise these on placement is inappropriate. MGSE has a severe lack of Indigenous staff and although the First Nations subject is compulsory for all students, I see it to be a tokenistic stance by the University to save face. Although the subject is fantastic run and the content is hugely impeccable, just teaching the subject to those who would like to engage is not enough.

- ▶ Example I gave previously of use of the 'nigger in the woodpile' phrase. More so than the use of this phrase was that no one else seemed concerned. It wasn't a slip of the tongue that was immediately rectified but a confident statement.

- ▶ Referring to international Asian students in a derogatory way.

- ▶ I have heard people using racist innuendos about Chinese people while in class, and smirking while Chinese people were speaking about their country and culture.

- ▶ Called my friends "Ching chong dog munchers".

- ▶ In a Politics subject, one student said that slavery (in US context) was a choice and that slaves could have 'left' or 'stopped working' if they wanted to. Another student agreed. White students saying that African, Asian, and Australian Indigenous cultures are lesser and that their people pre-colonisation were primitive and less developed than European 'counterparts'.

- ▶ Holocaust jokes, racist talking about the vote yes vote, general racist jokes.

- ▶ Australians leaving Asians out of conversation. Assuming all are the same. Groups of students going out of their way to make others feel uncomfortable during lectures.

- ▶ Law schools treatment of Dr Eddie Cubillo.

- ▶ I saw a student using his fingers to make his eyes look more slanted, in order to tease another student from Vietnam.

- ▶ I came across a radical mainland Chinese. He excluded me by speaking Mandarin to other people and in his language, he started to mention war stuff. I am from Japan and what he did was very impolite and never seemed he tried to keep the peace, but triggering conflict.

- ▶ Have overheard 'jokes' saying that Hitler was a good person.

- ▶ Can't really speak much about the social life and overt racism at UniMelb because I'm not that involved in UniMelb, though in first year when I was trying to be a little involved someone looked me up and down and asked me if I got through on an Access Scholarship which was great. But not that bad all overt racism considered. Academic settings I could give you an entire essay of times where stuff like this has happened, there was a lecture. I vividly remember about Aboriginal Art which was incredibly filled with racial stereotyping, hurtful descriptions, slurs and white fantasy. This was in my first year so I had no idea how to report it, to be honest I still don't know how to report this stuff. I'm not certain if readings count in this but I have been given readings (as academic fact not examples of racism) that have been packed to the brim with slurs and racism.

- ▶ Buildings named after racists and eugenicists (Peter Singer, Peter Hall, Richard Berry, John Medley, Frank Tate); Being asked questions about 'Where you're really from'; Antisemitism; Lack of diverse subject matter and staff expertise in history department; Belittling of student's historical subject field on account of their non-white, non-western orientation; Assumptions that students of history with non-white, non-western backgrounds are authorities on their identity, rather than their chosen historical period.

- ▶ The teachers don't ask for my and my POC peers for opinions and discussion as often as Australian peers. Some of the local students also seem to avoid being in a group with international students.

- ▶ Buildings named after eugenicists. Extremely offensive stuff said about Indigenous people. Antisemitism in the classroom setting. A extreme lack of diverse subjects within the history curriculum and a dire lack of specialists on non-Western, white history.

- ▶ On campus, some teachers will ignore you or give you low grades because you are Asian. When you walk on campus, you will be laughed at by the locals for your poor English.

- ▶ Distain for a certain race in a library space if there is a large group of a international students in one area speaking another language. This was directly targeted to a large group of Indian students, where I witnessed a conversation of a group of people making fun of and saying slurs/stereotypes out loud about the certain group.

- ▶ I am not Chinese. Once I was in a class, there was Chinese student ask me in Mandarin. I said I could not speak mandarin, could you speak English. Then she asked me again in English, and for a while she was sitting beside me. But after her friend had arrived, she just moved without saying anything. I thought it was also racism act.

- ▶ The one instance I remember most clearly was walking into a classroom and reading what the language teachers were teaching international students of a second language. It made me so uncomfortable to read how they told them to talk in a subservient manner, being overly apologetic and using language that allowed their needs to be dismissed very easily.

I wish I had actually taken a photo of the board to show someone, but I didn't know who to show so I didn't. In other cases, I notice a lot of international students who prefer to sit amongst themselves in tutorials and I think that's because of Australia's casual racism.

- ▶ A student in our cohort was being rude to an Asian lecturer. She has never done that to other lecturers. There are a couple of students in the bachelor of music who I have heard make offensive comments about Indigenous people. I have heard them say that many Indigenous people including an Aboriginal student had skin that was too light to be Indigenous, and they were doubting 'how Indigenous' these students were based in their skin colour.

They have also made comments about Aboriginal people getting 'too much' support from the government. I also saw a girl say that an Asian student's name 'wasn't a name, it was just a sound' which was incredibly offensive to that student. She was called out by other students for being racist, but laughed it off and refused to accept the comment.

Another student made racist commentary when I asked how her weekend had been, commenting about some people with a south Asian background that she saw at a pool, making fun of the way they parented their children because their child got into an altercation with a white child. She made a comment about how "Indians shouldn't be so rude to white people."

- | | |
|---|---|
| <ul style="list-style-type: none">▶ Umsu itself is racist <hr/> <ul style="list-style-type: none">▶ When forming groups for assignments, some students avoiding poc. And complaining about being grouped with international students. <hr/> | <ul style="list-style-type: none">▶ There is also a male student who often makes racist comments to an Asian student, who has expressed that he feels uncomfortable with the comments. This same student has also said hurtful things about immigration. There are many other instances of racism I have witnessed against many of my friends, I just can't remember the specifics. It is a constant problem within the University. <hr/> |
| <ul style="list-style-type: none">▶ Antisemitic graffiti in toilets on campus. <hr/> <ul style="list-style-type: none">▶ Academic staff singling out minority groups for certain behaviours. <hr/> | |

- ▶ I believe one of my lecturers and the corresponding tutor last year was overtly racist towards a fellow student who was zooming in from overseas. The dual delivery system should have included him but instead he was met with snappy remarks to genuine questions; frankly rude commands to be quiet and listen as well as a general exclusion from most class activities.

One of my peers stood up for herself in a class and asked her tutor why they could not recall her name despite knowing everyone else's names and she speaks in class quite frequently (this was nearing the end of sem). They responded by directly saying that it's too hard to remember her name because her and her Asian peers 'all look the same'. This was reported to the uni and the teacher isn't taking any of our cohorts classes this semester. Unclear if this is a result of their actions or if they are teaching the other cohort instead.

- ▶ In 2021, in my final year, a speaker, who was a [REDACTED], put forth his theory in one of our lectures that cyclists in Melbourne are "segregated" and discriminated against just like black African Americans are in the US. This was delivered to us as an academic and legitimate standpoint to make. Many in the class were extremely uncomfortable. I have also heard of Indigenous professors feeling like "token" staff in the anthropology department, and so disrespected that they end up moving to other universities or departments.

Additionally, in the Age of Empires we were discussing colonial statues. One student said that those opposed to the statues "need to just get over it. It was ages ago and they're being disrespectful to white history by removing it". Many students in the students were arguing back. Although I think it's good to have those sort of debates, I feel the tutor should have stepped in and reminded the student of how and why what he said is hurtful.

- ▶ Some of the white/domestic students I tutored did not want to work with Asian/international students as they assumed they would perform worse during group assignments.
 - ▶ A rich Bangladeshi student said that he liked Chinese people as his family thinks they are great for his factory. He had not even heard the name of the Chinese student yet.
 - ▶ Two of my close friends, who are visibly Jewish, were walking through the South Lawn last year. There happened to be a pro-Palestinian / anti-Israel protest at the time. They were walking past minding their own business. Six of the protestors left the group, ran up to my friends and starting shouting antisemitic and anti-Israel slurs at them.
 - ▶ Institutionalised antisemitism, mostly perpetrated by UMSU
-

- ▶ The BDS motion on campus vilified Jewish people's beliefs as a major part of our religion. Many Jewish rituals and practices CANNOT be performed outside the land of Palestine/Israel, and UMSU did a not given proper understanding nor attempt to understand, and often people conflate Judaism incorrectly with Pro Zionist movement or Israel's actions. It would be like me conflating the prince of Saudi Arabia atrocities such as murdering that journalist in the Consulate in Turkey and then blaming all muslims.

Jewish functions do not receive the same amount of funding as islamic and other functions. There should be equal or parity. Plus not everyone from Israel is white, in fact most Israelis are NOT WHITE. That is irregardless of religion or creed, including Jews, Bedium, Druze, Bahai, Christians and Muslims. The Union caters to Hala functions but not kosher functions in the same way.

Muslims and everyone can eat Kosher food, Jews cannot eat non-Kosher of they are observant. In addition, I have experienced overt attacks and outright racism by three fellow students in a lecture and I filed a complaint with the lecturer who stood by and allowed it to happen and did nothing and never apologised and complained to the faculty and [REDACTED].

They pushed it under the rug and absolved one of the main offenders because he cried and apologised not for the event or to me but to the faculty. NOT GOOD ENOUGH and I am not White.

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- ▶ I am often grouped with other White Australian students, even though I am from Belgium and have little cultural similarities. This often led to people not taking into account any difficulties I had as an international student (financial, mental health etc.)

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- ▶ Lecturers ignoring contributions from Asian international students , giving preference to white students. A white Australian student argued with me for an hour when I said it was racist to say you wouldn't date other races (even if they were born and raised in Australia). He argued that culturally it could never work. When I said that I, as a White international student, feel more at home with other (White or non-White) international students I was mocked.

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- ▶ I was involved in a discussion with someone that brought up 'statistics' about how different races have different IQ levels with the aim of legitimising racial categories. This was not even as a joke (not that this would make it okay).

-
- ▶ Systemic and institutional oppression of my nationality and racial heritage.

-
- ▶ At the moment to use a room for study, there was a woman asking for where I am.
-

The tutor assumed I was an international student since I'm Asian and low-key 'threatened' me by telling me the consequence of plagiarism is to be expelled and have my visa cancelled.

After I told him I'm a domestic student, his face turned red.

CONTENT WARNING

The following responses may be racist or problematic in nature. We have endeavored to include all feedback, including comments that are sensitive and challenging, which has been included to illustrate the lived experience of people of colour. This report is committed to transforming these insights into actions that contribute to an equitable and inclusive campus for all.

- ▶ Surveys like this keeps victimising racial minorities — stop trying to paint white students/staff as racists.
- ▶ The POC Department excluding 'white' students and lumping all white people together as some kind of homogenous monolith.
- ▶ From this survey as a white Australian.
- ▶ As a white non queer person, I feel excluded from University social activities. I would to participate in social events however many events promoted by UMSU specifically prohibit the attendance of those who are not of colour or are not queer. I feel that there is a strong and clear bias against domestic white students by UMSU. This bias is exemplified in the wording of this survey, particularly in section 2, where it can be reasonably inferred from the wording of the questions that only racism against people of colour is racism and that white people are only ever perpetrators of racism.
- ▶ I've experienced segregation. I know it's disgusting! I can tell you who did it as well! It's the student Union and their "people of colour" room.
- ▶ Derogatory mockery of people who are white, through subtle taunting remarks about 'old white men' in certain tutorial groups under the guise of serious discussion
- ▶ I made fun of black guy. It was hilarious. He's my best friend. He then made fun of me for being white.
- ▶ In most of my class i am the only white person and when put into groups to discuss content, often i will be the only one in the group who can only speak english however my group members will choose to not speak english which means i'm left out for the entire group discussion. while it's impacting on my education it's also extremely isolating as it's happened numerous times
- ▶ A lot of anti white and British messaging.
- ▶ People making me feel guilty about being white despite doing nothing wrong and simply holding different views to the norm.
- ▶ Saw someone getting made fun of for eating a sandwich because it's "bland".

CONTENT WARNING

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- ▶ I've witnessed verbal mistakes made between students from different Asian countries. This racism has been specifically directed towards Chinese students.

- ▶ While I am not a Person of Colour, it often feels like none-the-less, my nationality makes me a target and that, due exclusively to being white, I am treated as though I have somehow committed a wrongdoing. This is especially prevalent in anti-racism workshops where it is routinely called out how horrible white people are and how they have no culture of their own and so have to steal it from others. Especially with baffling remarks that redefine white to be anyone in a position of power. E.g. Italians and Greeks weren't white, but now that they are part of the EU they are and so are now bad.

- ▶ I have been on the receiving end of comments by peers that my opinion ought to be discounted because I am a "white male."

- ▶ Repeated references with statements to the effect of 'white men are the problem'.

- ▶ I am very aware this is likely not what you expected, but it is my firm belief that turning racism the other way is not a solution and only continues the cycle of hate. I would love for these events to focus more on understanding other perspectives and cultures. I believe that remaining silent about this only allows this type of thing to continue and that causes more division than it remedies.

- ▶ I've also witnessed the backlash of our neoliberal correctism, some students have directly called out straight white male students as being "privileged" and "part of the patriarchy." The student's being called out were not acting in any way that entitled these responses. While yes, acknowledging privilege and patriarchy are important to forward more progressive thinking I believe there are far too many instances where these conceptual issues are being applied literally towards students who may fall into these categories, which is not really fair to them. We need to find a way to be inclusive and not direct our frustration at the people sitting directly next to us.

CONTENT WARNING

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- ▶ I was told I wasn't welcome because I was white.

- ▶ I have experienced and witnessed many times shutting down opinions of white people, especially white men just because of their skin colour. This group seems to be vilified. This was also happening to migrants from Eastern Europe like myself — who not only have nothing to do with colonialism in Australia — we were colonised ourselves.

- ▶ Saw someone getting criticised and getting called an "ignorant idiot" and was told they are "perpetuating racism" just because they were white. This person wouldn't hurt a fly.

- ▶ People of European decent are spoken about in a negative manner constantly, have their views dismissed and as a European who grew up in Africa after family moved there recently i have been accused of terrible things and not allowed to make a view about Africa heard even though that is my citizenship and I speak the language

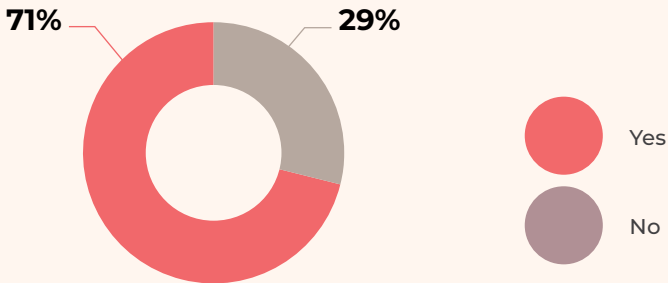
- ▶ Within a break out session the first comment from another student was 'this article shows how stupid all Americans are'. As an American not only an I offended but also feel the University needs to do more to promote understanding that bias and racism are not issues only affecting 'persons of colour' . While at uni I have experienced people making fun of the way I pronounce words and people suggesting that I — a child of the foster system, rape survivor, single mother, adoptee, public school system graduate — am privileged. That has even been the underlying subject matter of a course activity where we played a board game given an identity (i.e. Aboriginal woman, white man from private school, etc...)...These assertions are racist in their own right, making assumptions of privilege or hardship based solely on colour and country of birth.

6. Casual Racism

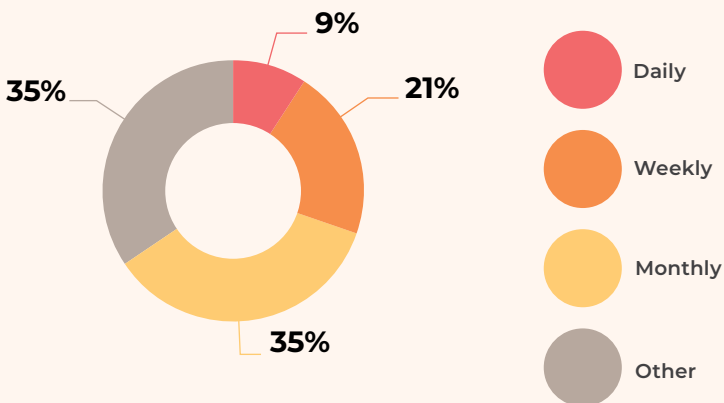
In this section, we asked students of any experiences of casual racism and microaggressions at the University. This may include but is not limited to microaggressions such as assumptions about academic ability, comments about their accent/looks, asking ‘where are you really from’, their race or ethnicity being the butt of the joke, or denying the existence of racism.

Casual racism is often more difficult to recognize, its subtle yet can still make students feel excluded from others and it can have a heavy impact on students’ mental health. Most students don’t raise it as an issue because it feels too insignificant to report or act on.

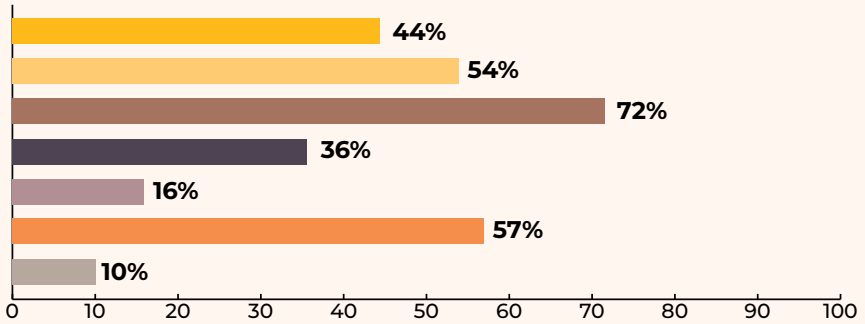
Have you experienced or witnessed any form of casual racism/ microaggressions at the University?



How often do you think you experience casual racism?

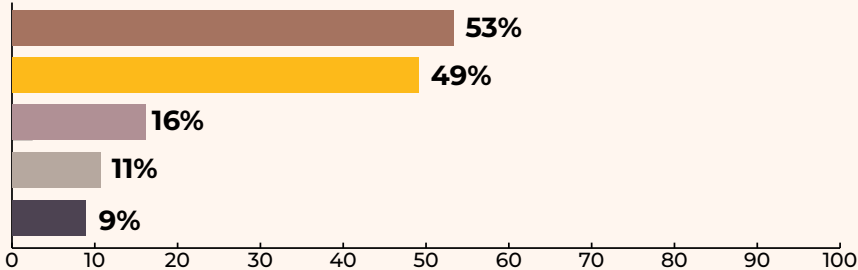



Breakdown of the type of microaggressions




-  Making jokes or comments based on stereotypes
-  Assuming your academic ability just because of your race
-  Making assumptions about your ethnicity or nationality by looks or mannerisms
-  Not caring to pronounce your name correctly after they've been corrected
-  Inappropriate comments or touching your body or physical features
-  Comments about how 'good' your English is
-  Other


Where do you mostly experience casual racism/microaggressions?




 Social settings (events, clubs, etc.)

 Other

 Academic settings (lectures, tutorials, workshops, etc.)

 University Services (Stop 1, Academic advising, CAPS, etc.)

 None of the above

Other places where students experienced casual racism:

- ▶ Just asking where I am really from.

- ▶ That 'Where are you really from'... heard too many times.

- ▶ Not getting good grades, not getting internship or job opportunities.

- ▶ Making comments about my accent. Always wanting to know where I am from.

- ▶ Ignoring you just like you are not setting beside them.

- ▶ Comments about my accent. Just because I am brown someone assumed I was indigenous Australian. Some people when asking how to pronounce my name tend to ask it in a sermonising way, makes me feel like something is wrong with my name.

- ▶ Feeling excluded.

- ▶ Making jokes and comments based on religion.

- ▶ Assumptions about identity/treated differently after identifying.

- ▶ Tutor seemed to be impatient with my accent, not understanding or pretending to not understand. Usually people have no problem of understanding my spoken English.

- ▶ People not sitting next to me during lectures. Like basically my whole row is empty. That really hurts.

- ▶ Academic ability due to race.

- ▶ Using fetishising language.

- ▶ Getting my ethnicity mixed up even after stating it before previously, asking about my ethnicity in a way that could come off as fetishising.

- ▶ Condescension, when my views don't align with theirs I am often condescended to as if my group is a homogenous blob and I can't possibly know what is best for me or my community.

This is what students had to say:

- ▶ I'm Chinese, but many times people will ask me if I am from Malaysia, Japan or other places, which made me constantly explain my ethnicity.

- ▶ I've had white people comment on how good my English is and how eloquent I speak from someone from my country, it's so demeaning.

- ▶ I've had people touch my hair and call it like sheep's wool... then they proceed to tell me how my hair is much better than most black people.

- ▶ I always experience people making assumptions that I'm from x country AFTER I tell them where I'm from, it's fine for the first time but when they keep saying to people who I know or who I've just met, 'wow doesn't he look so x nationality' over and over like it makes me so uncomfortable because it feels like they're trying to enforce what they think on me and invalidate my identity.

- ▶ People can't usually guess (completely) what my ethnic background is, and as such I have been on the receiving end of many comments of people who think I'm trying to pull a fast one when I actually tell them. (Though at this point, I'm REALLY used to it, and it's much better than how people have reacted to the news in the past).

- ▶ **SEXUAL HARASSMENT EXPERIENCED BY ASIAN. ASIAN FETISH.**

- ▶ Some personal experiences:
 1. I am good at maths because I am Chinese;
 2. I must eat dogs, because I am Chinese;
 3. I don't look like Chinese;
 4. I am too western

- ▶ People usually ask where my origins are, which I am not bothered by.

- ▶ During orientation when different issues were being discussed by the 'safe community', racism was never mentioned as something they would be able to support students through or even as a potential issue.

- ▶ I have had many official complaint that have never resulted in action, so I do not feel safe sharing in this survey.

- ▶ Others assuming things because I am an Australian student and then forcing me to do all the work that involves essay writing. Also then teaming up with all the other international Chinese students and talking behind people's backs who are of other races and then isolating them from group work.

- ▶ I've always seems as of I don't work as hard from the way I dressed because I'm an international student. Discounted my personal/familial struggles because "oh xyz who's poc from similar place has experienced that and xyz was okay and thriving."

- ▶ I've heard students make jokes about Chinese people eating dogs, having small eyes and other typical Asian jokes like that. Though to be honest, I don't really care, and most other Asian Australians I know don't either.

- ▶ I've never had people comment on my English ability because I was raised here so I have a slight Australian accent. But I hear comments like this made to my friends, especially my Singaporean and Malaysian friends, quite a bit. "

- ▶ I'm domestic as I moved here around six years ago. As a result, my English is considered very fluent and even "local" so sometimes I do get remarks and comments about that after I disclose my background.

- ▶ Assuming Sri Lankan people are Indian 'by default'.

- ▶ People tend to assume I'm international (and all the stereotypes that come with it) until I speak and they hear I have an Aussie accent from being born here and living here my whole life.

- ▶ There is an assumption that international global south people has less knowledge or a bias perspective of what Australian and other northern countries have caused historically. Usually comments are not taken seriously, are diminished or not considered at all

- ▶ Being told my colour, name and ethnicity doesn't match".

- ▶ When we do not perform the mask given to us by the white institutions and white knowledge-producers, we are quickly and sharply reminded that we are making THEM uncomfortable. This includes comments on how special we are, how EXTRA-ordinary we are, how we are unusual. No, it is not that we are unusual, it is that you lack imagination and you expected me to be a model minority. I apologise if I disappointed you, but I have no interest in acting like a perfect victim for the white saviours to fawn over and rush to 'save.'

- ▶ People (both white and non-white & POC) commonly ask where are you from. Normally it's not a big deal if I just tell them "I'm from Australia/Melbourne", but sometimes they persist and try to challenge my response, and to me this is really rude and not acceptable. Some people seem to feel entitled to know about another person's racial ancestry.

- ▶ In other cases, lecturers were witnessed talking down to international students. In my opinion, this was because the international students were vulnerable in that situation. In one case, during a lecture on [REDACTED], a lecturer was rude to an international student who recently arrived and didn't know about some of the context behind certain things related to indigenous health.

▶ It's basically impossible to get around or meet new people without being asked "where I am *from* from". I was born and raised here, and I say this, and when they ask where my parents are from, they keep asking where I am "actually" from, even though I tell them both were born here as well. I know it's usually out of curiosity or desire to connect, but if you ask any other white kid the same question, they too likely have parents from Italy, Greece, all sorts of places, so it feels very targeted purely based on who isn't "white".

▶ I'm Chinese, but born in New Zealand so my main language is English. I find if I don't actively speak up or try to engage with (most) white students, they will avoid me and assume I don't speak English. They do this to international students as well, anyone who looks Asian. And I've fully gotten "oh your English is so good" comments when it's my first language...

▶ Personally, I don't experience it much because I grew up in a western society and choose to be assertive about this topics, but people who outwardly identify as Asian are more overtly targeted.

▶ Being told I don't act like my race at all, yeah no worries I've had to white wash myself to fit in. I even stopped using my actual name and just use a typical white name when introducing myself to people, this way I save the billions of questions about to be asked.

▶ I have explained (countless times) that I was born in Europe and raised in the United States, Canada, and Australia. However, yes, I have been asked the question "Where are you really from?" and have been told "Your accent is really hard to place. You sound American and Canadian but are you really Turkish, Arabic, Pakistani, Iraqi, Greek?" many, many times (as if something is wrong with belonging to a particular ethnic or cultural group and not belonging to some other). When I say that I was born in the heart of Europe am none of those things and that my parents do not come from the middle east most individuals find it hard to believe. I have been told by students and sadly senior staff (often in a polite manner) that I look too dark to be of that particular type of European and that I should check my DNA.

▶ Particularly on how one should behave based on ethnicity, it's perpetuating because perhaps there's an assumption that Asians are shy, and thus they are excluded which makes us keep to ourselves even more.

▶ I feel like my opinion or argument weighs less than others, and I feel like people are less willing to hear what I am saying because of the way I speak.

▶ When I give out my comment, my classmates tend to believe what assumed they instead of listening to my opinion.

I am white passing Indigenous. This means that people assume I'm smart until they learn I'm Indigenous, then they assume I got into uni due to diversity quotas.

I've heard students makes statements that Indigenous people only want to "hunt and gather".

I've heard lecturers in the art history department say that Aboriginal art is easier to make than european art, etc.

- ▶ I'm gonna be completely honest I'm not sure if this counts, but someone didn't believe I lived in Australia all my life just because of my accent. I'm not even sure about my accent? English is the only language I can speak :pp My family is Filipino though. And like, this happened for like the first few tutorials I had last sem before the kid disappeared for the rest of the sem, and he made sure to make a point out of it everytime. No harm no foul from me though I guess — I thought it was their way of tryna be friendly or something but it did irk me that it kept coming up.

- ▶ I had tutors ask me did I take the class before or heard someone say that before when I had spoken up in class discussion. I had peers question how did I know the answer to problems or understand the material. I had people question my ability to perform academically when in the course.

- ▶ I am white passing Indigenous. This means that people assume I'm smart until they learn I'm Indigenous, then they assume I got into uni due to diversity quotas. I've heard students makes statements that Indigenous people only want to "hunt and gather". I've heard lecturers in the art history department say that Aboriginal art is easier to make than european art, etc.

- ▶ People tend to assume I am an international student.

- ▶ I'm not an international student. I'm not white either, but I was born in Australia. I've always encountered differences about my skin colour. To be honest, that is not abnormal — I don't expect white people to relate fully to me, in the same way a man cannot relate fully to a woman. Instead of worrying about microaggressions, which I couldn't care less about, how about you start treating the Indigenous faculty with some respect. Everyone knows how the law faculty has constructed such a negative space for Indigenous. What an absolute joke that Australia's top law school is also one of its most racist. If I were a higher-up at the University, I wouldn't worry so much about internationals or non-white domestics (speaking as one myself). I would be focused on Aboriginal welfare, the people native to this country and the people who are deprived the most.

- ▶ Occasionally there are some insensitive jokes, particularly about what one is good or not good at (for example I was described as good at maths because of my ethnicity, whilst heard others being told they are not good at some things due to ethnicity) and occasionally, political views (perhaps due to the politics of my country or what "we" likely think about something, especially if it is not considered mainstream in Australia)

- ▶ I feel comfortable and confident to study in UniMelb.

▶ It makes me uncomfortable when our teachers say that the language level of our race is not sufficient to complete our studies, that a free academic atmosphere does not exist in our country, and that it is not safe to do academics in our country, which I think is a stereotypical racism.

▶ Students will ask about my ethnicity or culture in an 'Othering,' way. It's the kind of thing that passes as innocent curiosity but it's usually because of an existing assumption. It's also worth noting that I present as a woman, so there's a specific kind of racism I deal with in that regard.

▶ Mostly incidents around how to pronounce my name. I'm genuinely sick of hearing the same joke every time say my name to a white man. Just because it's English pronunciation sounds similar to a food item doesn't mean you have to tell me.

▶ I generally have constant 'compliments' on my English proficiency despite my Chinese ethnicity. This is then quickly replaced by a 'no wonder' moment when I mention that I am a Singaporean with a Western education, though this may be far less severe than what my other international friends have experienced.

▶ Not really a race thing, but religion. I wear a headscarf and I have very rarely felt excluded. As if people didn't want to interact with me

because of it. They warmed up after I interacted and talked. Maybe I assumed wrong but it has happened a few times.

▶ It was clear the tutor signaled me out because of my race as they didn't talk to my white friend the same, and we both noticed it, but the tutor assumed I took social work because I didn't have enough marks for psychology and laughed at me. They were also drunk (this was during orientation where they provided drinks, but still...), which is super inappropriate and unprofessional.

▶ Another student also told me that they attended a meeting at uni where an academic implied that people from other backgrounds are not as good at doing research as native English speakers."Most of them relate to my best friend. Repeatedly people get their name quite wrong and don't address the issue. Even with corrections, working side by side them and having their name visible over internet correspondence; they get all sorts of incorrect names assigned to them rather than their actual name.

▶ Another incident that still happened to this friend was the assumption they were an international student based on their appearance. Despite being corrected; this lecturer continued to address my friend based on the assumption they were international rather than domestic.

- ▶ I don't look like a stereotypical Indian. A lot of times I have been told that they are surprised that I am an Indian. Which to be honest is extremely racist but I never speak against it or correct them because of the fear and how everyone just makes a joke out of it.

- ▶ Told by an esteemed academic that he was surprised by how good my English was... English is my first language... And I'm definitely more articulate than majority of my white classmates.

- ▶ A couple of students have assumed that I'm from India when I'm not. They're like "Hey, where are you from? [Before I can respond:] You're Indian right?" Or when I say where I'm really from, they're surprised I'm not from India. It's basically the equivalent of assuming all Asian students are from China. It's really offensive.

- ▶ I have seen and heard of native English speakers/white people laughing behind someone's back when presenting in grammatically incorrect English. I have been asked "What flavour of Asian" I am which although might just be ignorant seems a little fetishising.

- ▶ I've had people say that I'm not like other Aboriginal people they know, that I'm very well spoken and that I'm very smart for being an Aboriginal.

- ▶ Being what is generally referred to as "white passing", I'm often told I can't be Aboriginal. Amongst other Mob, I was told I'm inferior for not having a proof of Aboriginality.

- ▶ I don't experience this but I see a lot of just microaggressions towards non-English speaking international students, whereby English speaking students critique their use of chatGPT to "get through" their degree or their language translators or assume they don't work hard because they are international.

- ▶ Assuming we were on scholarship so the uni could meet minority quota, being asked to prove my identity from non Indigenous people touching my hair.

- ▶ Little Hall accommodation staff and RAs made several comments denying my identity or even just jokes in poor taste.

- ▶ People struggle to pronounce my name even though it is not hard to pronounce.

- ▶ Alienating comments about my appearance. Something that comes to mind, a colleague commenting about how exotic my hair is. As if I were a fruit or a plant.

- ▶ People touching my hair, strange looks as if surprised to see you existing in the University. It's always people asking where I'm "really" from. People assuming I'm one race due to my English abilities. Jokes are often made not directly towards me (because I fight back), but I'll hear them said to other people.

- ▶ Domestic students saying it sucks to be international students because they can't understand English properly or not wanting to do group projects with them.

- ▶ Some classmates assumed my nationality is Chinese and ask me some questions related to China, but I am not!!!! Moreover, some Chinese people said Chinese to me directly when they first met me, however, I am not! Why people did not ask at first and just assume!

- ▶ A lot of people seemed to be very impressed with my intelligence "even though" I am Filipino.

- ▶ My name is a big one I've corrected tutors and they just don't bother to pronounce it correctly. I don't understand why it is so hard, if you can pronounce Tchaikovsky you can pronounce my name.

- ▶ There are so many instances of this I can't even describe. From study spots on campus to classroom setting micro-aggressions underline all my experiences on campus. At this point I've chalked it up to the UniMelb experience!

- ▶ As an international student with an American/"international" accent, people either assume that I'm local or I'm from a Western country (I'm not either). People would also assume that I can't speak English if I don't respond immediately after they speak to me (I have hearing issues). Often times people either underestimate or overestimate my abilities because of my language proficiency and my nationality; they either think that "my English is very good for a second-language speaker" or they would point out minute mistakes that aren't likely to happen to a native speaker but I make them because English is still ultimately not my first language despite my proficiency and my degree as an English major. Although it seems pretty trivial, these assumptions all make me feel excluded, self-conscious, and lesser than.

- ▶ Most of the time I've been compared to the Indian culture even though I am Sri Lankan. A lot of the times the first question for the start of the conversation would be "Are you from India?" or (if they are Indian) they'd simply start speaking to you in Hindi before asking. I find it uncomfortable when people would just assume your race by skin colour and proceed to compare cultures. I find it respectful if in doubt to asked where I am from first or "Are you from Victoria?" before proceeding to assume.

- ▶ Assuming one's ethnicity/nationality based on how they sound/their accent is something very common here for some reason.

- ▶ I've never witnessed any of these.

- ▶ I encountered students who were dismissive of Indigenous perspectives being included in course content. The same student made a number of comments dismissing Indigenous law and jurisprudence.

- ▶ One tutor assumed the nationality of a student in the class as Indian and she had to correct the teacher and state she was of Sri Lankan heritage.

- ▶ I have noticed that, at least among certain members of the community, the stereotype that all Asians must be excellent academically is alive and well and witnessed occasional jabs being taken at them over it. Separately, it saddens me to see that many Asian students feel the need to introduce themselves by a second name to non-Asians while still using their name around other Asian students. From what I understand it is a general unwillingness/inability to learn their names by others that has caused this.

- ▶ Aboriginal healing video was removed. This left the degree with NO indigenous healing practices.

- ▶ Not pronouncing names correctly is incredibly common in academia.

- ▶ I've covered most of this in my last reply. One student used the phrase "Chinglish." There has been a lot of frustration directed at one specific white male in our class, while there are several others, but one seems to take the brunt of the "privilege" and "patriarchy" comments – the more frustrating aspect of this is that he has never done or said anything to hurt anyone else and often just takes these comments in stride, sometimes even agreeing with the students who say them. I don't understand how this is ok.

- ▶ Often with Asian students, others assume they won't be good teachers because of their English proficiency, even though they've already made it 75% through the course.

- ▶ Inappropriate touching refers to not respecting others' culture. I'm unsure whether patting another's head is okay in Australian culture. One of my classmates patted my head many times. They were not softly patting. A student in our cohort asked one of our international classmates whether she has an accent... I'm always mistaken as Chinese-speaking person.

- ▶ People asking me where I'm from, just straight up asking if I'm Jewish by looking at me. Assuming that I am smart just because I am Jewish or assuming I will just want to study Jewish history/be an authority in Jewish history just because of my ethnicity.

- ▶ One instance was that of attending an academic skills workshop on critical thinking and the presenter drawing an explicit line how critical thinking skills are not encouraged apart from in 'western' academia. Upon asking what was meant by or what was the point of making that distinction (because there must be SOME good critical thinking skills that admitted all the 'non-white/non-western/eal' students in UniMelb right?. Also pointedly asked if there could be any other way to frame the point the 'white' presenter was making in the workshop. But they failed to see the point and instead responded by directing a question at a Chinese student (assuming they were from China because of their physical attributes as the presenter did not ask) that doesn't your education focus on rote learning and not question or thinking critically?

It was quite ridiculous tbh and seriously fumed me. The peers sitting around me shared my views as well.

- ▶ Lecturers showing no interest in accommodating students with non-Christian holidays. Despite there being so many international students at UniMelb, a lot of Australian students still seem to have strong prejudice/xenophobia against them. I think it's so rampant because they don't seem to understand that what they're saying — "there's too many Chinese here" "I hate when they speak Chinese in the library, we're in Australia" "there's too many internationals here" — is racist and xenophobic. They think it's just their 'opinion'. Also, I've noticed this particularly with American international/exchange students: if the American isn't white, then other students refuse to believe that they're really American. "No, but where are you really from?" "Ok but you're not like *really* American, where are your parents from?"
-

- ▶ The second incident I speak of occurred in my administrative law class. We were discussing some particularly harrowing migration law cases where it was clear that the state and the courts had totally inadequate understanding of the social and cultural contexts of the plaintiffs seeking approval of their Australian visas, resulting in their visas being denied. One white-presenting student spoke up and essentially (I am trying to summarise) said that race was irrelevant to discussions of state power and oppression, and it is only class that matters. I know that students of colour in this class found this very upsetting and an invalidation of their experiences.
-

- ▶ People touching other peoples hair, hijab etc. People asking me about Israel as soon as they find out I'm Jewish.
-

- ▶ Lots of weird racialised comments as a teaching assistant from my supervisor about international students with poor/limited English who submit low quality work.
-

- ▶ We were talking about the nature of science in a science communication class, and several of my classmates started saying that science was a purely “western” invention. I don’t think they intended to say that only white people can be scientists. They were talking about how pseudoscience had been used to justify racism in the past, but they genuinely seemed to think that Europeans invented science for European purposes, and they just erased all of the contributions made to science by everybody else from the rest of the world. People from many different cultures contributed to early science (eg chemistry in China, maths in India and the middle east, astronomy in North Africa).

Today, people from all over the world practice science and make valuable scientific contributions. Some really groundbreaking contributions that are changing the way we think about our place in the world are from indigenous scientists, and are informed by indigenous knowledge. Science has always been a discipline that was shared among many cultures. We wouldn’t have modern science without contributions from non-Western cultures. I thought this assertion that science was only “western” was really ignorant and belittling.

It felt like they were othering all of the scientists who weren’t/aren’t European, as if it’s not really their discipline and they’re just copying Europeans. It feels like an offshoot of the idea that Europeans invented all this great culture in isolation somehow and then “civilised” other people. It’s not true. It was never true. Even European culture itself includes many ideas and practices that were adopted from other continents. Knowledge is not one-way

-
- ▶ I attended a workshop about racism in which a senior academic suggested that POC at the University may not be smart enough to know the difference between general rudeness and actual racism (implying that they don’t actual experience racism at uni).
 - ▶ Comments about how I don’t look Jewish, Comments about Jews and money — from both white people and POC. I have also heard comments about the good English ability of students of colour.
 - ▶ Calling Indigenous art ‘primitive’ in relation to further European art development — It was meant to indicate the time the Indigenous art was made was primitive, but since the style is still used today, it created the assertion that current Indigenous art styles are primitive. Lecturers and tutors mispronouncing Middle Eastern and East Asian names once they’ve been corrected.
 - ▶ My academic ability has been assumed since I was a child because of my appearance.
 - ▶ Lecturers and students need to be trained about cultural awareness and need to be reported/punished.
-

- ▶ The incident I speak of in “other” occurred when I was in a meeting with Indigenous and non Indigenous students and staff, discussing an education project we planned to implement around the Voice to Parliament.

I felt some non Indigenous folks in the room were taking up all the space, and at one stage a non Indigenous staff member suggested the cultural safety aspect of the project would come after the content was developed, and implied that the Indigenous staff member and students would take the lead on this aspect.

It was a pretty uncomfortable meeting as it seems bizarre to suggest that content could be developed around an issue that First Nations people know most about, and only be checked for ‘cultural safety’ afterwards. This meeting has been spoken about and I believe that those in question recognise that this was the wrong approach, however I know it was very upsetting for the First Nations folks in the room.

Along with the above selected, I have also witnessed people denying that white privilege exists. Again mostly from students in tutorials, and workshops. Once also from a tutor in a creative class that dismissed a student incorporating a second language and gave advice that was ignorant of the other culture

CONTENT WARNING

The following responses may be racist or problematic in nature. We have endeavored to include all feedback, including comments that are sensitive and challenging, which has been included to illustrate the lived experience of people of colour. This report is committed to transforming these insights into actions that contribute to an equitable and inclusive campus for all.

- ▶ In surveys like this.
-

I feel like my opinion or argument weighs less than others, and I feel like people are less willing to hear what I am saying because of the way I speak.

7. Opinions on the University of Melbourne's responsibility towards racism

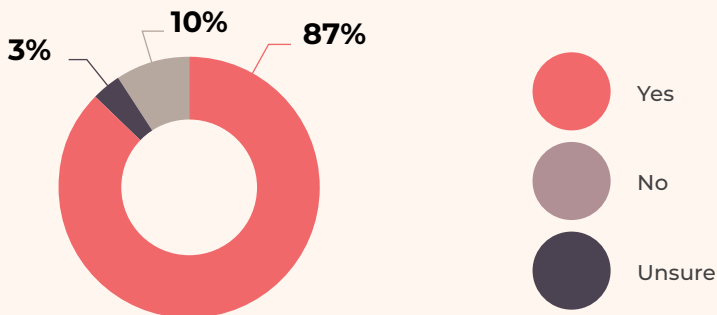
Students were asked about their opinions on the University's role and responsibility towards racism, whether the University has responded to racism appropriately and effectively. Part of this includes the accessibility of UniMelb's support services.

In 2021 and 2022 the People of Colour Department wrote the first two reports that document experiences of racism on campus, based on which, it generated 11 recommendations to the University and 4 to UMSU to tackle racism.

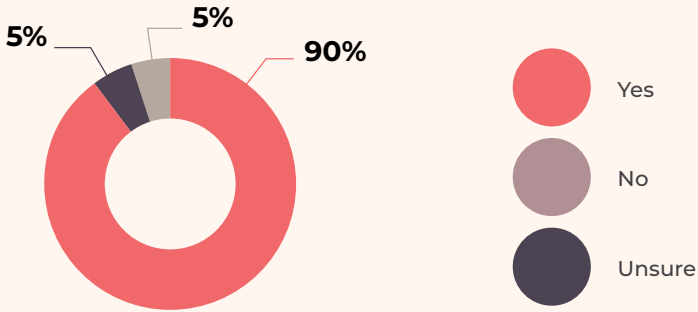
These are student opinions towards the core recommendations **directly**, effectively telling us whether these initiatives are steps that are acceptable by students toward a safe and accessible education for students of different backgrounds.

Overall, students have responded extremely positively to the initiatives suggested to the University of Melbourne with overwhelmingly being in supportive. The key message is that academic staff should receive comprehensive anti-racism training as they have a responsibility to intervene when racism occurs, the University should implement clear and public anti-racism policy and should develop a module for students to learn about how racism occurs and how to intervene. Students rate the importance of having student representatives in the implementation of these initiatives as 84/100 in the importance scale.

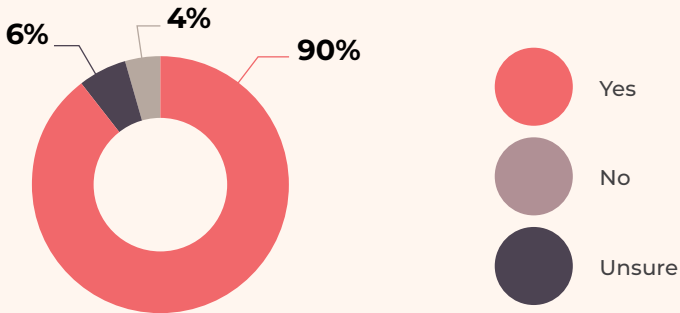
I think that academic staff have a responsibility to intervene when instances of discrimination occur within their classes.



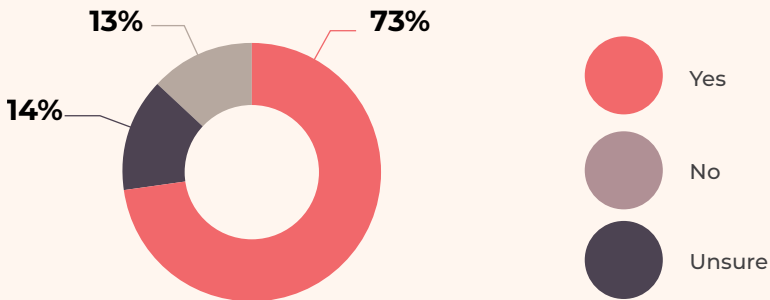
I think that the University should have and implement a clear and public anti-racism policy.



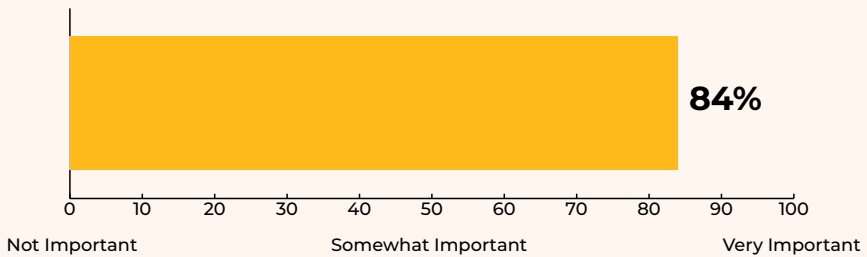
I think the University should provide staff with anti-racism training, including how to intervene and support students who experience racism.



I think the University should provide students with an online module to spread awareness on racism, how to prevent it and intervene when it happens to other students



How important do you think that elected student representatives are included in the process of designing and implementing any of the above initiatives by the University?

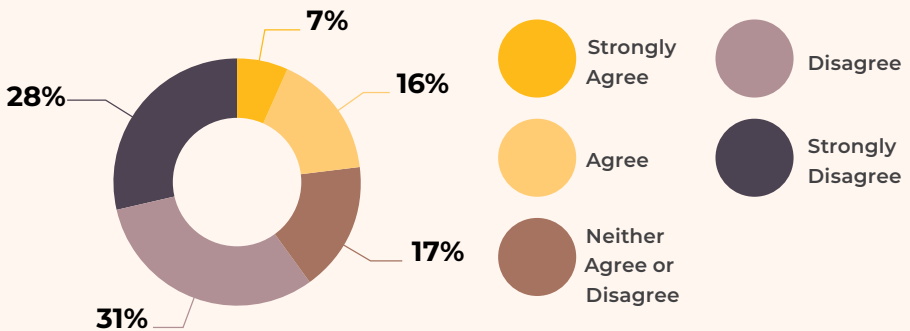


8. The barriers towards reporting racism

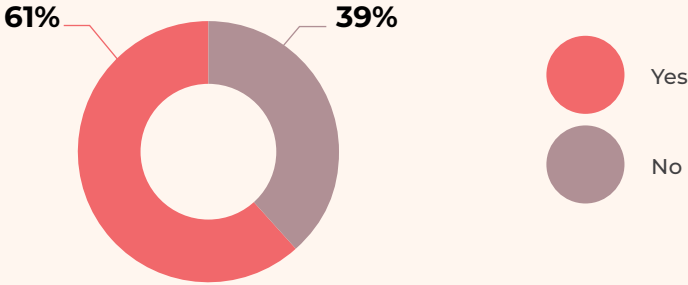
This section was aimed to understand what are the main barriers that students have towards racism, the findings of this section are key to understanding how UMSU can improve its reporting systems and the University of Melbourne if it begins implementing a formal reporting system **specifically** for racism.

A list of common reasons to not report racism were placed as options for students and this were the responses:

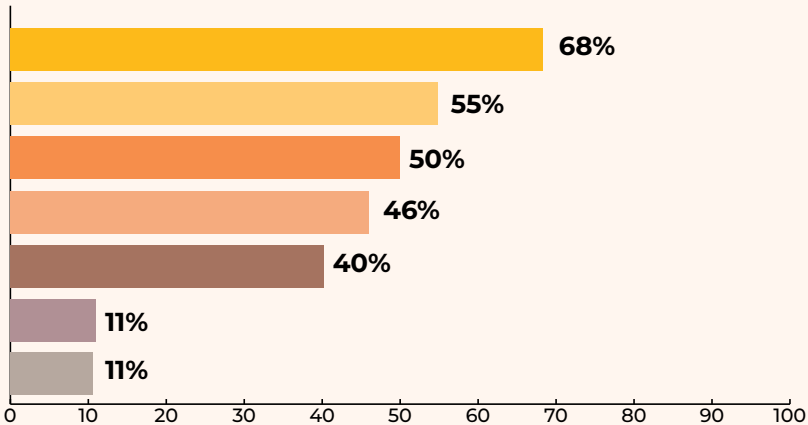
As a student, I know where to go to report discrimination and racism.



If you have or were to experience an incident of racism, would you report it?



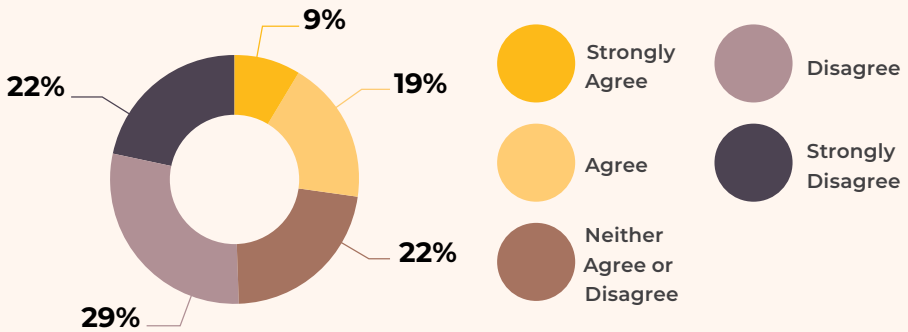
If you wouldn't report or would be hesitant to, what would the main reasons be? Select all that apply from the list below



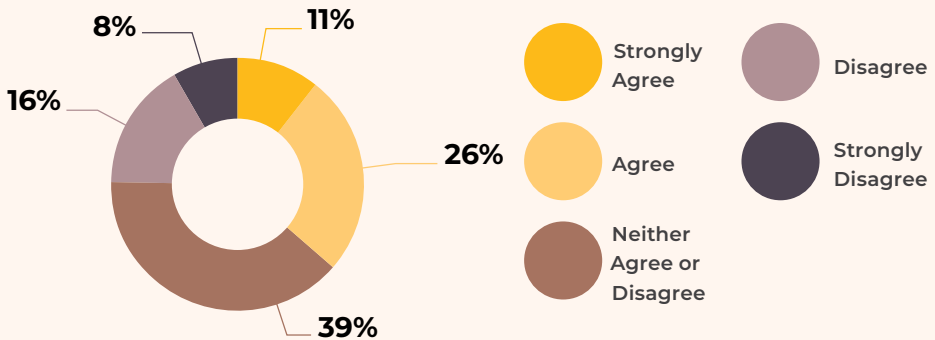
- Nothing will be done so what's the point
- I felt that I couldn't prove it was racism or wanted to explain why it was
- I felt the incident was not serious enough to report
- Reporting is too difficult or takes too much effort
- Fear of potential consequences
- I feel that my English isn't good enough to report
- Other

9.1 Students attitudes towards UMSU and the University of Melbourne

I feel comfortable speaking to the University about experiences of racism



I feel comfortable speaking to UMSU about experiences of racism.



This is what students said towards reporting to the University of Melbourne:

- ▶ I feel my teacher don't wanna hear these.

- ▶ I'm unsure if the staff will support me, so I'd rather remain silent.

- ▶ They will take no action and put me in a position where I have to defend myself for reporting, realistically it's useless and painful.

- ▶ Whom do we speak to or report to...

- ▶ It's apparent from previous few questions that uni is in primitive stage, knows it but still thinking about to do something, there is no evidence of uni commitment to address it.... In last century lots of people died because of inadequate cancer diagnosis, same way students are experiencing it without knowing what it is, how's it happening, what is the impact etc...."

- ▶ It's quite personal, and unless I'm in imminent danger I would be more comfortable in holding my ground. (Though if its anyone else, unless they specifically request it(and they're not in danger), I would make a report).

- ▶ I wouldn't feel comfortable talking to someone who wasn't a person of colour herself.

- ▶ Don't have rapport and trust.

- ▶ Not sure if it is okay to speak of University staff about things that are not academic related

- ▶ I feel it is my own problem and not the University's.

- ▶ Firstly, from what I know, I don't think many international students know where to report when they are confronted with racism because the University does not teach/tell us specifically. Second, many of my international friends told me that they have experienced racism from academic staff (e.g. tutors and lecturers).

- ▶ I feel like they have more important things to deal with.

- ▶ Because the institution IS racist.

- ▶ Systematic racism/nothing gets resolved .

- ▶ I had reported it and it was brushed under the rug by both the faculty and the uni and Academic Secretary's office and the lecturer to date never apologised nor was asked to by the faculty.

- ▶ I have never seen any information on racism at the uni or anything to suggest the University is anti-racist.

- ▶ I don't feel safe at the University.

- ▶ I don't trust the University will be on my side if I report racism. It's especially the case when the lecturer or someone in a more powerful position is the racist in the incident.

- ▶ Feel as though staff would not be accommodating especially when it relates to racism and discrimination from international Chinese students against other races. Feel as though they should do assessments differently where it does not group most of the Chinese international students together and then force minority local students to pull their weight whilst not communicating or respecting them.

- ▶ Apart from the Indigenous Unit I wouldn't know where to go.

- ▶ Because dental school are quite oppressive and there's a limited number of international students. the staffs are also really close to each other so anonymous feedback from racism aren't going stay anonymous for long and if it does you'd know who it was and I'm almost a 100% you will be treated differently after.

- ▶ It's difficult when it comes to subtle racism as there's no clear evidence and people may think I am overreacting.

- ▶ It's just a bit cringe. I feel like they aren't our carers, we are all adults so we should be able to handle it by ourselves.

- ▶ They usually look at me very strangely when I do this.

- ▶ Fear of dismissing my feels or invalidation, coining my experience as "just a comment or overthinking".

- ▶ Not sure whether it is racist or discrimination or unintentional behaviour. I feel people may think I'm over-reacting

- ▶ University staff seem to be 'hands-off' and discouraged from making any level of personal connection with their students; I have tried talking more personally to a tutor, once (unrelated to racism), and was shut down — it would have been 'special treatment'.

- ▶ White institutions which are built on racist policy and racist frameworks which enable racist behaviours are not built to handle complaints about the very essence and soul of itself. I have no interest in telling my torturer that the waterboarding is suffocating me and that I wish he would let me breathe a little more in-between rounds. There is no where that is run by this institution that I feel has anywhere near the adequate amount of power or authority to actual combat racism, because the institution has no interest in dealing with this. They are happy to delegate the complaint process to a stripped down and powerless body of volunteer students who they hope will move on when their term/degrees end. Then, in some years, the University will pretend to be shocked when the reports indict them as having done nothing to combat racism.

Reporting racism is very difficult. Unless it's clear and there are other witnesses who are willing to speak up for you, in my experience it is really put down to "sensitivities" rather than the actual lived experiences of the person. Most of the time in the University setting racism is a micro aggression or the withholding of opportunities — it's the favouritism of a particular group of people over others rather than overt racism.

I know of one particular report at a University department where a report of racism was made and the perpetrator was "supported" and retained. In my experience it's the perpetrator that is given the most amount of support as they are typically the ones in the senior position.

- ▶ Would not feel it would change things, would also not like to be singled out as a troublemaker.

- ▶ The platform of reporting racism is not clear/students are not aware.

- ▶ No reason. I just feel so embarrassed when talking about my racism experience to others. It feels like I'm too emotional and vulnerable and not like normal people.

- ▶ In some faculties there are channels for reporting this, but not in the medical faculty, which lacks transparency. It is difficult to know who to report to, and the faculty has a history of disregarding University policy, so there is no guarantee that your complaint will be handled appropriately.

- ▶ Lack of anonymous reporting options and prompt actions on reported racism .

- ▶ Staff may not fully understand cultural differences and sensitivity.

- ▶ Like, it's not been made explicitly clear, but I don't think it'd be hard to find.

- ▶ Benefits less than potential consequences.

- ▶ It's not difficult to report it.

- ▶ I have not been given an opportunity to talk or discuss about my experiences with anyone, so far.

- ▶ A small number of staff have made comments about my appearance and have assumed that I have a very limited command of the English language because of my appearance. Furthermore, because of my appearance, they have assumed that I hold a particular set of ideologies and beliefs.

- ▶ What for? What can the teachers do anyway?

- ▶ The teaching staff for my subjects are usually very understanding and inclusive, so I would feel comfortable with talking to them if needed.

- ▶ I haven't had to before and even though I'm sure staff would be supportive, it's a sensitive issue and might be difficult to raise

- ▶ Don't know the right person/place to report. I think staff can only provide more help if the racism is coming from uni staff. However, if the racism is from another student or people not from UniMelb, reporting to staff at UniMelb is not helpful. In addition, I'm more comfortable to report anonymously, but don't know how to

- ▶ I feel I will be taken as problematic.

- ▶ I have a good rapport with my Director in the course program.

- ▶ I'm not sure if they would be receptive.

- ▶ You want me to go tell a white person about my experiences of racism?

- ▶ Reporting racism is very difficult. Unless it's clear and there are other witnesses who are willing to speak up for you, in my experience it is really put down to "sensitivities" rather than the actual lived experiences of the person. Most of the time in the University setting racism is a micro aggression or the withholding of opportunities — it's the favouritism of a particular group of people over others rather than overt racism. I know of one particular report at a University department where a report of racism was made and the perpetrator was "supported" and retained. In my experience it's the perpetrator that is given the most amount of support as they are typically the ones in the senior position.

- ▶ Don't have many staff who are POC to talk to.

- ▶ Staff are mainly local and white too.

- ▶ I doubt that the relevant people would refuse to hear it but it may be hard to care about other people's problems.

- ▶ Because it will help us better to get service with out discrimination based on race!

- ▶ Because I can deal with it myself and all staff that I directly engage with are white people.

- ▶ I am not comfortable to tell either.

- ▶ It's not something I really considered much in my position to be completely honest — I personally haven't experienced something so bad that I've considered it, but I assumed it'd be UMSU or STOP 1 — but again I'm not entirely sure.

- ▶ I told the staff that they were wrong to touch my hair without permission. I would call anyone out on racist behavior.

- ▶ The hierarchy of power determined that if I report and fight back, I would experience even more difficulties and result in a bad grade due to authority that I hardly can find any evidence to fight back.

- ▶ Sometimes I gaslight myself thinking that maybe i am wrong and the person didn't mean it. But having a module to spread awareness among the students and the staff is essential especially because Australia is multicultural and diverse and its high time to acknowledge that.

- ▶ Because most of their jobs are to teach, not solve adult students' conflicts.

- ▶ I don't know them or know how they will help or how there take will get in the way of help.

- ▶ I've never reported racism before. I've only read accounts online about instances of racism, particularly in relation to Assistant Dean Eddie Cubillo.

- ▶ I have not really experienced much racism, and besides staff has mostly been supportive of me so I am not concerned to raise issues.

- ▶ Casual racism are hard to tell, the staff cannot help. So most of the time I will just ignore the casual racism action and pretend nothing happens.

- ▶ When my spoken English is not particularly good, I will talk to them a little timid.

- ▶ Our well-being coordinator is lovely and very helpful.

- ▶ Well, besides the fact that I've yet to experience any racism, I wouldn't even know where to go. I know there's the counselling sessions, but I'm not aware if that's for general problems or specifically towards racism issues.

- ▶ Power imbalance.

- ▶ It's meaningless, staff will only protect their colleagues.

- ▶ No actions taken for any concerns, hence fear that this will be unheard too.

- ▶ I do not think that many teaching staff care. I have always felt comfortable speaking with Indigenous staff but given many instances of my undergrad racism was perpetuated by staff or formal reporting would have made the situation worse.

- ▶ 1. I suppose that talking to them about experiencing racism may contribute nothing to the solution of problem, based on my experiences of reporting other issues.
2. After being offended by some of them, I'm not sure if others are also racist.

- ▶ Staff are open and encouraging to speak up!

- ▶ Because racism is a thing I don't want to mention, I'm often very reluctant to admit that I do suffer from racial discrimination.

- ▶ Frankly, since I've never experienced it, I can't really imagine what I would do until I actually feel it.

- ▶ The racial discrimination of many staff members is implicit. They only give high-sounding advice but actually look down on people.

- ▶ Talking about these experiences makes me memorize the unhappy feelings and may hurt myself more than meeting them.

- ▶ I would only speak about racism to poc University staff.

- ▶ My lecturers and tutors in Indigenous students have explicitly told us to contact them and campus police about racism on campus and they've created a safe space for us.

- ▶ One tutor in a classroom isn't going to notice let alone say anything about it. I also feel that it's something I have to deal with on my own.

- ▶ It feels like they may think I'm complaining about nothing too important, like they may belittle me and my experiences. However, I don't have any experience of this actually happening because I've never spoken to anyone about it.

- ▶ Most staff members I see have been white and so that makes me more hesitant to approach them about the issues.

- ▶ I've never really thought about it.

- ▶ Not familiar with the staff, therefore I am not comfortable with expressing it.

- ▶ There isn't really an immediate outlet of where to speak out on racism, actually. I personally never needed to, but if I did, I wouldn't actually know where to go for help.

- ▶ I feel if I do speak up my education is at risk .

- ▶ I have been treated unfairly from one of my tutors themselves so I feel uncomfortable talking about this issue along with its impact on my mental health with my subject coordinators.

- ▶ Social work department is too white. They hire token indigenous staff but that's it. I don't trust a bunch of white people caring about this. Also they are the white saviour type of people so I don't want to deal with that manipulativeness, and it will impact my marks and placement.

- ▶ Absolutely hate talking about race or racial experiences with anyone who is white I don't have the time to deal with white saviors especially if I'm dealing with something like that.

- ▶ They will always take the University staff's side not the students.

- ▶ They wouldn't understand because they're white.

- ▶ I feel like professors and academics will have a different view of me if I report racism.

- ▶ Many University staff are white, and I feel hesitant to speak to them about it as I feel they might have racist feelings towards me.

- ▶ It depends on the staff. Some staff in my department I would be comfortable approaching, whereas others I am worried they would brush it off.

- ▶ It is the academic staff that are the culprits for the racism, not students. Where do we go or reach out to when it is the staff who are responsible? And if we were to raise our concerns it is met with haste, resistance and a blind eye is take.

- ▶ I'm a non-confrontational, but if I was regularly being bothered by someone in a class room I would feel comfortable talking about it with the present staff member.

- ▶ Feel it will not be taken seriously. I don't want to be seem as always complaining.

- ▶ There is fear of invalidation or minimisation.

- ▶ University should not be too overly encroach students' lives.

- ▶ Most staff at the uni are white. They don't care nor do they know how it feels to personally experience racism. The uni would also never stand with the students or defend us.

- ▶ I'm not sure who I would talk to about it.

- ▶ There is little to no resources advertised by the uni that guide students on how to report and handle racism on campus.

- ▶ I think the academic staff in my subjects have been really supportive and respectful of everyone regardless of race, and I'm really lucky for this! I'm glad I haven't personally experienced racism throughout my studies.

- ▶ If it's a racism issue, I find it difficult to share with a professor who may not understand completely how it feels like.

- ▶ They are not open to talk on such matters.

- ▶ The University is inherently racist, systematic change is unlikely.

- ▶ It is a must that everyone get treated equally and have the same opportunities.

- ▶ It does not feel as if staff are trained in that field.

- ▶ I would go to Murrup Barak, I wouldn't feel comfortable talking to someone who can't/ might not empathise with my experience.

- ▶ I would rather report it anonymously.

- ▶ Circling back to my observation that "white" people are more favored and engaged, my report might just be invalidated.

- ▶ Cause I don't have self esteem issues .

- ▶ I don't really have any reservations against speaking out.

- ▶ With only one Indigenous staff member (identifying) I have no one speak to on faculty who would understand these experiences.

- ▶ Over the past 2 years the Indigenous justice hub know about our incidents and provided zero support..

- ▶ I would only speak to staff at Murrup Barak, absolutely no where else at the University.

- ▶ I'm unsure if they would understand.

- ▶ Depends on the staff member because it's very spoken about the fear of how they respond and at times there are no evidences.

It feels minimised and something you should just have to accept or deal with as part of everyday life experiences, a sort of “it is what it is” attitude and an acceptance that racism is the normal whether overt or casual. They will maybe offer some nice words but not much will be done or can be changed.

I’m disillusioned with the University actually doing something meaningful to change it beyond performative activism and a few posters on toilet stalls.

- ▶ Don't want to be seen as a trouble maker or 'playing the race card'. Because most admin staffs are white, there's already a presumption that racism isn't treated as important as other issues.

- ▶ Not enough information about how, where and the protocol of reporting racism incidents on campus.

- ▶ There is a hierarchy.

- ▶ Just a fear. And think that they not gonna do anything about it.

- ▶ Little to no action is taken by the school, the same tutors are still teaching despite multiple complaints.

- ▶ Last year I would like to report the racism and I searched on the UniMelb website which shows the only way was to fill in a survey, but I did not have access to the survey.

- ▶ As a black women in this space I've always been told to just tolerate my experiences and that I should just be lucky that I'm here. It's never been a safe space to discuss or report my racist experiences. Often the staff I'd feel comfortable speaking with likely are poc who experiences similar problems and hence talking to them feels like adding to their problems whereas talking to a white staff, they don't understand...

- ▶ Across my arts degree, every single tutor I have had has been white. At this point, I don't trust even the most well-meaning and well-educated ones to properly and robustly respond to racism when it happens.

- ▶ Didn't feel like it was my place because it might have been my fault or misunderstanding.

- ▶ I don't think they should do anything to help.

- ▶ It feels minimised and something you should just have to accept or deal with as part of everyday life experiences, a sort of "it is what it is" attitude and an acceptance that racism is the normal whether overt or casual. They will maybe offer some nice words but not much will be done or can be changed. I'm disillusioned with the University actually doing something meaningful to change it beyond performative activism and a few posters on toilet stalls.

- ▶ Most of the racism I have experienced is from the academic staff so I kinda don't trust this University when it comes to things like this.

- ▶ It depends on the staff. Most of my lecturers and tutors are very friendly and do not judge you for your race. But at the same time like the librarian I mentioned previously, there are staff members who make you feel uncomfortable because of my race.

- ▶ A lot of my lecturers and tutors are white, and therefore they don't quite understand and would even dismiss these feelings. I have once told my lecturer about how I felt about a clip and subsequent discussion we had in class, in which the clip was one of Sarah Silverman making a joke on TV where the punchline was her saying a slur against Chinese people.

The group I was assigned in had mostly white people, and the one other person of colour in the group was silent throughout and left mid-discussion, so I was the only person of colour at the table by the end of the discussion. The discussion revolved around the construction of the joke (Silverman was going to say the n-word in the original construction of the joke), and we were arguing on whether the joke was inherently racist.

In that discussion, I felt very unsupported as I was the only person of colour and I had to defend myself on what I thought was an obvious case of linguistic violence. I also felt the need to say the c-slur explicitly over and over again in that discussion to make my point and as a desperate attempt to inflict upon my white counterparts the discomfort I was experiencing while they maintain their positions that the joke didn't come from a place of malice.

I later wrote to my professor detailing my experience within that discussion. They were sympathetic, but mentioned that there were other students of colour who also emailed them after who thought the discussion was necessary. After that experience, I didn't feel like there was any use speaking to white University staff about racism. The staff might be racist too.

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- ▶ I don't believe that all staff have the cultural competency to deal with racism.
 - ▶ I think they will think that's a minor issue to report.
 - ▶ No one really cares when the racist is not white.
 - ▶ Since I am part of UMSU INTL, I know what and how to report cases and will not feel uncomfortable doing it.
-

CONTENT WARNING

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- ▶ There is a clear anti-white culture within the faculty. Any suggestion that white people could be discriminated against in class is dismissed.

- ▶ University telling me I'm white and therefore less important.

- ▶ I have witnessed microaggressions and racism, particularly towards the University's international students. That said, I have also witnessed (in written and spoken form) casual racism towards the "power elite" (Caucasians) within the University.

- ▶ This stuff happens but usually delivered in light way it at most is momentarily jarring. It's the pitting of one group against another (expressly as I mentioned earlier in this survey that divides).

- ▶ Repeated references in lecture materials to the effect 'white men are the problem'. Actively supported by lecturers comments praise to the effect of 'the powerful insight'.

- ▶ The student groups were racist against white Australians.

- ▶ Saw a person of a western background get excluded from group discussions.

- ▶ I've noticed these questions seem to encourage and even solicit complaints of racism against people of colour, but not so much complaints concerning racism against white people. I would like to see the interests of white people also represented in these survey questions.

UMSU is a volunteer-run body of students who the University hopes will one day just move on. The difference between UMSU and the institution is that the institution is comprised of full-time professional bureaucrats who are paid far more than any of us ever will to simply delay, ignore, minimise, scrutinise, and gaslight.

We are here for what, three or four years? They can stay here for decades. They have helped me many times before. So I feel like they understand me.

This is what students said towards reporting to UMSU:

- ▶ There's only so much UMSU can do, it's student led and they shouldn't have to bear the brunt of this.
- ▶ Because I don't remember, I do recognised it happening but don't take it...
- ▶ I've never talked to the UMSU.
- ▶ No rapport.
- ▶ Concerned about anonymity.
- ▶ Because UMSU is the problem!!
- ▶ Refer to the above. UMSU is a volunteer-run body of students who the University hopes will one day just move on. The difference between UMSU and the institution is that the institution is comprised of full-time professional bureaucrats who are paid far more than any of us ever will to simply delay, ignore, minimise, scrutinise, and gaslight. We are here for what, three or four years? They can stay here for decades. They have helped me many times before. So I feel like they understand me.
- ▶ I do not engage with UMSU.
- ▶ A lot representatives are people of colour or from another minority group themselves.
- ▶ Feel like it is a more supportive and understanding environment but may not understand the extent of the issue.
- ▶ I don't think it's appropriate and needs much higher levels of authority within the University.
- ▶ I am on my last year and would not want to risk it.
- ▶ Similar reasons to staff.
- ▶ Friendly. Feel like they actually care about us. Camaraderie.
- ▶ They seem like a faceless society.
- ▶ My main experience of racism was with UMSU but I know they're not all like that
- ▶ I can't see the differences between UMSU and other organisations.
- ▶ Overt racism would be easy to spot and report but Im not fully sure if microaggressions are just in my head so i wouldn't feel comfortable sharing.
- ▶ Don't really trust UMSU in this regard. Don't know they can help or not. It depends on the specific person. The office bearers at UMSU change so often that it is impossible to know whether something you report will get actioned before the person leaves.
- ▶ UMSU is not adequate to address the issue.
- ▶ Don't know anyone in the union and also generally I think the union is a very non-Indigenous coded place.

- ▶ As I don't know if there is a forum where I can discuss about my experiences.

- ▶ There is less representation of my country in University spaces.

- ▶ Not being aware of what support is available.

- ▶ Don't have regular contact with staff.

- ▶ Not personal, a response often feels tokenistic.

- ▶ I don't know anyone in UMSU but if I needed to would have no qualms seeking them out.

- ▶ Unless it's very apparent and aggressive, racism is hard to prove.

- ▶ I'd rather tell someone closer to me — it feels a bit impersonal with UMSU.

- ▶ I refuse to be silent about such an important issue that impacts the ability to study safely.

- ▶ Multi races representatives makes me feel I can trust them about what I can tell them.

- ▶ I don't trust UMSU with my personal life experiences.

- ▶ I'm sure to USMU are empathetic. I've just never interacted with them about this.

- ▶ Depends on who I was talking to and if they were receptive to what I had to say.

- ▶ Easy to report racism.

- ▶ It's not face to face, and this is a survey that asked students to talk about the true experiences.

- ▶ Have not spoken to UMSU

- ▶ Same reason — I am in a position where I have to defend other international students, so I should be able to defend myself and those close to me as well.

- ▶ I don't any people I would talk to, I may find it easy to open up, I may not.

- ▶ Don't feel like they can do anything to change things.

- ▶ Not sure.

- ▶ UMSU are always super helpful and community oriented.

- ▶ Because racism is a thing I don't want to mention, I'm often very reluctant to admit that I do suffer from racial discrimination.

- ▶ The racial discrimination of many staff members is implicit, and if discussed openly, it will lead to more serious discrimination.

- ▶ Same reason. Talking about these experiences makes me memorize the unhappy feelings and may hurt myself more than meeting them.

- ▶ BECAUSE UMSU IS ALL ABOUT MONEY. NO ONE CARES.

- ▶ You're always short staffed and giving food when there is other help we need.

- ▶ It feels a bit dramatic to go to student reps that I've never met before to talk about it.

- ▶ Lack a direct point of contact. Not sure who to go to.

- ▶ Not familiar with the staff, therefore am not comfortable with expressing it.

- ▶ I trust the UMSU to have the student's general interests in mind over that of the others, to be honest.

- ▶ I didn't know we could

- ▶ They have students I feel comfortable speaking too as well as services which don't align with the University.

- ▶ UMSU has a diverse range of students from many backgrounds. I also know and believe UMSU is supportive of issues like these.

- ▶ I am graduating soon and do not have the time luxury.

- ▶ Too many white people.

- ▶ They are a union.

- ▶ Sometimes I feel like UMSU can be incredibly performative and neo-liberal about their "support" for marginalised groups.

- ▶ UMSU Seems more approachable than staff.

- ▶ Rather report anonymously.

- ▶ I have not tried talking to UMSU.

- ▶ umsu be kind.

- ▶ UMSU is publicly vocal on measures to ensure diversity and safety is perpetuated at uni. They have various resources that can be found through emails and the umsu website.

- ▶ UMSU fosters a really supportive and welcoming environment which makes me feel space to open up about my experiences.

- ▶ UMSU is more open to discussing on the matter.

- ▶ umsu wants best for students.

- ▶ I don't know who to approach.

- ▶ I don't really have any reservations against speaking out.

- ▶ Grad students are treated/seem to be different.

- ▶ They're not blak.

- ▶ I do not feel as if UMSU are trained in that field.

- ▶ I just don't really engage with UMSU tbh.

- ▶ Sometimes I feel like UMSU can be incredibly performative and neo-liberal about their "support" for marginalised groups.

- ▶ UMSU in general just has more people of colour, and therefore I feel that even if nothing could be done at least I was heard.

▶ It is alleged that after I left a friend’s flat with their roommates (all UniMelb students), they were making microaggressions against people from my ethnic background (although the targeted group of people are not from the same country as I am). this hurt a lot even though it might not have been directed at me. One of them has successfully gotten into UMSU. I understand that this is controversial and everything is alleged, however it has made me apprehensive of UMSU as a whole and the true intentions of people running for elections and what they actually want to gain out of it. I also think that the University heavily emphasises how white people can be anti racism but constantly forget the racism that goes on within POC. These alleged microaggressions were made by POC, and I have experienced the most casual racism from POC and not white people. The focus should be on making everyone accountable for their actions and not just white people to POC.

▶ Again would probably worsen the situation and most of these occurrences are he said, she said. Also, if I spent my time reporting all of these I would lose a lot of time and it wouldn't amount to anything. There are many instances particularly those relating to staff being sexist, raciest or homophobic for nothing to happen. So I fail to see how talking about it to UMSU will improve those outcomes.

▶ I rarely interact with UMSU and I don't know how much power UMSU has to elect change.

about student concerns quickly. This issue makes me not want to approach umsu at the same time.

▶ I appreciate how diverse UMSU’s elected body is.

▶ I know people in UMSU so I would feel comfortable approaching them.

▶ Murrup Barak is incredible but UMSU Indigenous are adequate at best.

▶ I know some people in UMSU, and I would trust them and the recommendations they have on certain colleagues. Not all of UMSU though — I've heard about some pretty racist stuff going on there as well.

▶ There are certain factions of UMSU that I do not support.

▶ All of your campaigns represent students.

▶ I am a part of the umsu department so I know that they will take my claims seriously.

▶ Never really reached out to anyone. Feels a little unapproachable.

▶ I'm glad umsu is doing this survey and has a diverse group of student representatives. It makes me feel comfortable to talk to them, but at the same time umsu does not attend to email or instagram dm inquiries

▶ In all fairness, I just have a general distrust towards everything in this University now. You guys haven't really done anything wrong, I already have a layer of distrust.

CONTENT WARNING

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- ▶ UMSU is only here to keep whining about "widespread" racial issue.

- ▶ UMSU is too left leaning and any racism I witnessed (against white people) are not considered as a bad thing.

- ▶ UMSU pushes a victim mentality and supports segregated events.

- ▶ I don't feel that my experience of anti-White behaviour would be taken seriously.

- ▶ UMSU has a clear and disturbing bias against straight white domestic students.

CONTENT WARNING

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- ▶ Depends on the person with which I communicate. It seems to me that certain individuals find it hard to believe that we live in the twenty first century and that many people can speak, read, and write three or four or more languages fluently. Furthermore, certain individuals seem to find it hard to believe that some people have been brought up in a number of countries and that as a result they are not interested in identifying as citizens of any particular country or region.

This is about issues that are much more complicated than the stand alone words racism, nationalism, and class may suggest. Generally speaking, people everywhere prefer to stereotype, pigeonhole, classify, etc. whatever they perceive (other people, animals, and objects) as different. It is an instinct based response. It is outside of their conscious control. People stereotype not because they are bad but because it provides them with a sense of security and it enables them to protect their resources and interests and it enables them to align with those who they think share the same interests. Unfortunately, it is a false sense of security. It is an unconscious behavior that only the individuals themselves (those who engage in it) can expose, accept, and change. Stereotypes, classes, and all forms of division are destroying all of us. Such divisions prevent us from preserving and expanding the things that really matter: water, air, soil, nature.

So some kind of meta narrative or meta program is needed to address this problem. Talking about racism, ethnicity, etc. is not the solution because ALL PEOPLE EVERYWHERE engage in racism, classism, etc. It is necessary to EDUCATE people about the fact that only THEY THEMSELVES can educate and change themselves. Furthermore, and PLEASE DO NOTE THIS FACT, the people of Colour are NOT the minority! They are the majority! The vast majority of the world population is NOT white! The word minority must be erased. Once again, the point is, we all create and perpetuate stereotypes because we believe they will help us. This is an inaccurate unconscious act that cannot be changed via institutions policies and regulations because you cannot teach people what they don't want to know. The only thing that we can and must do, is to SHOW people why they don't want to know what they don't want to know. *(cont.)*

Furthermore, when low level workers engage in racism, classism, discrimination, stereotype perpetuation, it is because it occurs at the most senior level. When the most senior individuals do not engage in such behaviors they will sniff it out during interviews and meetings and so on and will never allow any individuals who find such behaviors acceptable and funny anywhere near their institution. Do not start the education programs at the bottom start them at the top and you start them at the top by selecting the leaders who do not need to be told and taught about racism and divisions, etc. because they 'live' the true and the good values. In short: rather than demanding the right policies, regulations, law, and education program, we need to find the right individuals.

9. Focus Groups – Results and Analysis

To get a more in depth view from students about racism on campus, 4 focus groups were conducted in person, with a total of 15 students attending. The participants were asked the following questions in order to guide the discussions into covering three main themes: How racism manifests at the University, the challenges to reporting racism and initiatives to tackle racism and improve reporting. Each focus group ran between 30 minutes – 1 hour, each participant was offered a \$30 gift card for their time.

The recordings were transcribed and common themes across all focus groups were determined. The subject of challenges to reporting has dominated the discussion and those challenges were outlined in better depth in the analysis.

Key Themes

Language and Terminology

Participants discuss how academic policies and guidelines are often not translated or available in languages accessible to students from diverse backgrounds, particularly international students. This lack of accessibility creates barriers for understanding University policies. Participants highlight issues with assessment methods that rely heavily on jargon and terminology not covered in lectures. They feel that this approach is exclusionary and doesn't accurately assess their understanding of the content.

Representation and Tokenism

Participants express concerns about the lack of representation in the curriculum and the teaching staff, particularly when it comes to topics related to colonialism and intersectionality. They feel that these topics are not treated with care and that there is a tokenistic approach to diversity. The participants express difficulty in finding spaces where they see people who look like them, leading to a sense of not truly belonging. They emphasise the importance of representation in making students of colour feel more comfortable.

Sense of Belonging and Inclusion

Participants describe how these issues affect their sense of belonging and inclusion within the University community. They feel marginalized and excluded, especially when pursuing topics related to race, colonialism, and intersectionality. Participants discuss how the University community can be divided into isolated groups that don't interact with each other. This division occurs along various lines, including cultural, social, and even within academic faculties. They point out that this isolation leads to a lack of communication and awareness of issues faced by different student groups.

Some participants describe feeling excluded when they are in predominantly white spaces. They mention that in such situations, they often feel belittled or that their opinions are not valued as much as those of white students. Participants note that some tutors or professors appear to treat white students more favorably or value their opinions more highly, while dismissing or shutting down the contributions of students of colour. Instances where instructors make insensitive comments about students' backgrounds or countries of origin can contribute to feelings of marginalization and discomfort in the classroom.

In the second focus group, a participant mentions feeling that the University of Melbourne is the worst University they have attended in terms of experiencing racism.

Challenges in Addressing Racism

Participants suggest that one of the main challenges in addressing racism effectively on campus is the perception that racism is no longer a significant issue in the University. This perception can lead to resistance when these issues are raised. The conversation also highlights "white fragility" and how some individuals react defensively when confronted with discussions about race and racism. The participants express frustration with this phenomenon.

They highlight the presence of microaggressions and subtleties of racism, which can be harder to address due to their less direct nature. The groups discuss the challenges in discussing racism on campus, some participants mention that faculty and staff may be hesitant to address racism due to fear of backlash or saying the wrong thing. Participants emphasise the need for critical conversations about the racial composition of academic spaces and mentorship opportunities. They call for a more profound examination of who is allowed into academic spaces and who is represented.

Accessibility and Communication

Participants highlight the lack of accessibility when it comes to reporting issues, navigating University websites, and finding resources. They mention that many students, especially international ones, may feel like they have no voice due to these barriers.

The participant notes that despite studying in a program that promotes social justice and discussions about racism, the University's approach often feels performative.

University Response to Racism

The conversation begins with a discussion of the University's response to reports of racism. The participant expresses concern about the lack of action taken by the University and suggests that specific actions should be taken, particularly in cases related to course content. They highlight the challenge of addressing subtle forms of racism and microaggressions. There is a perception among some participants that the University's efforts to address racism may feel insincere and motivated by obligation rather than a genuine desire to create an inclusive environment.

First Nations Knowledge & Cultural competency

Participants share concerns about how Indigenous knowledge is taught and treated within the University. They mention instances where Indigenous knowledge is dismissed as primitive, and they express frustration with how some non-Indigenous students react to discussions of racism and Indigenous issues. A participant discusses a shocking incident where a First Nations student was forced to participate in an extremely culturally unsafe assignment, details on this will be kept private out of respect for the student.

The conversation delves into the idea that some individuals, particularly white people, may engage in actions that are socially acceptable within their peer groups but lack substantial efforts beyond symbolic gestures. They highlight the importance of listening to Indigenous voices and perspectives, especially regarding issues like the "Yes" vote and the path toward a treaty. They emphasise the need for Indigenous-led initiatives and solutions.

UMSU's Role

UMSU was seen as playing a valuable role in creating awareness, advocating for students, and providing spaces for discussion and support. It was acknowledged that while students take on advocacy roles, it shouldn't solely be the responsibility of students to address these issues. The University should also take a proactive role in addressing racism.

Challenges and Barriers to Reporting Racism

Recognition of Microaggressions

Participants express difficulty in recognizing microaggressions and subtle forms of racism. Coming from different backgrounds, they may not always be aware of what constitutes racism in their new environment. This lack of clarity can discourage reporting.

Lack of Guidance and Education

Participants highlight the absence of guidance and education on recognizing and reporting racism. They emphasise the need for resources that provide clear information on what constitutes racism and how to report it effectively. Participants express difficulties in reporting incidents of racism due to the ambiguity in identifying racism and self-doubt

Fear of Not Being Taken Seriously

There is a concern that their reports may not be treated seriously by University or that the severity of their experiences may be downplayed or dismissed. There is also the consensus of a 'nothing will be done so what's the point' viewpoint, there is an inherent distrust towards the University due to how it handles student safety.

Cultural Differences

Cultural differences in communication and expression may create barriers to reporting. Participants may hesitate to report incidents due to cultural norms or language barriers. Participants express reluctance to report incidents of racism due to concerns about anonymity and the bureaucracy involved in the reporting process. They perceive the reporting process as potentially weaponized and bureaucratic, leading to mistrust in the University's ability to address racism effectively.

Awareness and Protection

Participants highlight that the University doesn't provide information about the protections in place for those who report incidents. There is also no clear communication about the consequences for individuals engaging in racism and no other support available to those who report. Participants emphasise the importance of ensuring anonymity in the reporting process. They believe that providing anonymity can encourage more students to report incidents without fear of retaliation. The power dynamics between students and University staff can create uncomfortable situations, making it difficult for students to speak up about their experiences.

Participant feedback and solutions

Unity and Community Building

Participants suggest that the University should focus on creating a sense of unity and community among students. This involves breaking down barriers between different groups, both culturally and academically, to foster a more inclusive environment.

Streamlining Processes

Participants highlight the need for simplifying University processes, such as event registration and access to resources. They emphasise that complicated and bureaucratic procedures can be especially challenging for non-native speakers and international students.

Victim Support

Participants express the need for a support system beyond reporting mechanisms. It's clear that participants are looking for improved academic and mental health support services. These services should be made more accessible and easier to navigate.

This can include developing a network of staff and faculty who are trained to support students through the reporting process, ensuring they have a trusted person to turn to. These staff members should offer support to students who report incidents, both emotionally and practically, to ensure they feel heard and safe throughout the process and avoid pressuring reporting students into taking a stand or advocating for themselves if they are uncomfortable with doing so.

The University should also provide students with access to counselling and individuals they can talk to in person, specifically about experiences of marginalization, creating a more personal and immediate support system. The participant emphasises the importance of creating awareness about safe spaces on campus and making students aware of where to seek support. They believe that having someone to talk to or peer support, plays a significant role in building confidence to report racism.

Clear Education and Awareness

The University should provide clear education and awareness campaigns on recognizing different forms of racism, including microaggressions. This education can help students identify and report incidents more confidently and encourage students to report even minor incidents of racism.

University's Public Responsibility

The participants view that the University, as an institution, has an important role in publicly addressing racism on campus. They suggest that the University implements anti-racism initiatives on campus that address systemic issues and promote a culture of inclusivity and diversity and regularly communicate the progress and outcomes of these initiatives to the University community to demonstrate a commitment to addressing racism.

The University should publish anonymous statistics or reports on reported racism incidents and the outcomes of investigations to show how committed they are to addressing racism on campus and whether their methods are effective.

Participants emphasised the importance of transparency in building institutional trust. They believe that the University should publicize its actions and show concrete steps taken to address racism on campus. Public awareness and accountability were seen as crucial, they acknowledge the significance of public statements by the University about the existence of racism on campus but expresses some mistrust in their authenticity.

They mention the prevalence of white staff and tokenism in some departments and suggest addressing the hiring practices at the University to increase diversity among staff members. The participants highlight the need to review and change the content of some programs and courses that may perpetuate racist content or stereotypes.

Concerns about Confidentiality and Repercussions

Students should be assured that their reports will be handled with utmost confidentiality, and their identities will be protected to the extent permitted by law. The University should establish clear and public guidelines on how to handle reports in a way that minimises any potential retaliation or negative consequences for the reporting student. Participants express concerns about the fear of consequences, such as affecting grades or how teachers perceive students, which may deter students from speaking up about racism.

10. Revised Recommendations & Closing Remarks

In 2021, I produced the first racism at UniMelb report because I decided to try to speak in a language they understand: reports, experiences, and numbers. Even though I disliked the idea of “proving” the existence of racism at the University, I had to try to use my position and resources to document students’ experiences, so that they’re not filed away or forgotten and to confront the University about the ways that students are racially marginalized under their watch.

I ended my term thinking that a constructive relationship will begin where Hiba, my successor and current president would be able to implement my recommendations and create a more anti-racist campus, only for her to be met with silence, ghosting and delays.

To the University of Melbourne, how do you think it looks on you when you meet topic of anti-racism like this? How do you think BIPOC students perceive their importance to you when you essentially say and do nothing about racism on campus? Are we just here to make you look good, so you claim diversity points? I made this statement below two years ago and it still stands:

“We recognize that change cannot come overnight, however, we believe that with a good implementation of these recommendations by a constructive relationship between the POC department and the University is an adequate start, at the end of the day we want to help students access education in a safe manner for them.”

It is important to acknowledge that unfortunately not much if anything has changed. The University has released a 4-part anti-racism action commitment, which outlines very general objectives that University wants to aspire to, however, we haven’t seen much progress in moving towards these objectives since their release in March 2023.

Through the survey and focus groups, I have learnt a lot more from students directly about what the University can do beyond the initial recommendations, and so we’ve **expanded and updated** the recommendations to the University of Melbourne.

The approach to anti-racism in an institution as big as the University of Melbourne has to be a top-down approach, if the executive and heads of faculties are not genuine in addressing racism on campus then this is a losing battle, nothing will change. We as BIPOC students cannot continue this fight on our own.

1. Publicly acknowledge the existence of racism at the University and the experiences of students at the University of Melbourne in this report and the past two ones. The University should commit to timelines and share with the community how it plans to implement its “anti-racism action plan” with set goals and timelines.
2. Adopt an explicit and firm anti-racism policy at UniMelb, for all staff and students, with their input incorporated into the policies.
3. Create accessible reporting mechanisms explicitly for racism with the option of the complaint to be anonymized, this should be available to students across all faculties. The reporting mechanisms should be in multiple forms (in person, online, phone) depending on students’ comfort levels and students should be assured that confidentiality is maintained and repercussions will not be faced.
4. Establish a formal procedure to be used across the University when instances of racism are reported, including transparency of how reported incidents are dealt with and maintain constant and clear communication with students throughout the process.
5. Employ an anti-racism specialist to implement any recommendations mentioned in this report and manage anti-racism initiatives on campus.
6. Launch a review of subjects offered at the University to decentre western styles of teaching and knowledge and give students a more global lens to their degrees, instead of a Eurocentric one.
7. Create a framework for academic staff that ensures that students’ knowledge of their own culture and resources is appreciated rather than penalized in assessments and in class discussions.
8. Implementing and delivering adequate response and intervention training for academic staff to understand how racism can manifest in classrooms and intervention procedure for when these incidents occur.
9. Develop support resources for BIPOC students to help students process and heal from experiences of racism, this could be counselling services specifically for victims of racism to developing a faculty-based network that students can rely on. Those who interact with students must be culturally competent.

10. Delivering anti-racism training for academic staff, with a focus on unconscious bias and microaggressions delivered by external anti-racism specialists. This training should be guided by students' experiences of racism mentioned in this report and future ones.
11. Create an online module similar to consent matters to be mandatory to all students at the University that teaches students about what racism looks like and how to be an active bystander. It should also include First Nations cultural safety as well as Australia's and the University's colonial foundations.
12. The University should report on statistics of students experiencing racism on campus and on their progress on anti-racism initiatives to improve transparency with students and the community.
13. Convene regular meetings with the POC and Indigenous officers at UMSU to incorporate student representatives in issues and policies that affect BIPOC students.
14. Invite the POC and Indigenous officers to the Diversity & Inclusion committee meetings to understand which stage the committee is at in terms of anti-racism plan implementation, and how can the department contribute.

To UMSU

Since the 2021 report UMSU has made strides towards accountability and ensuring that the report is reflected upon. The following has been implemented:

1. An organization-wide anti-racism working group has been started by the People of Colour Department that aims to address the recommendations that were put forward by the 2021 report.
2. UMSU Advocacy & Legal services use the Translation and Interpreting Service (TIS) with students who need services delivered in languages other than English when using UMSU services. Additionally, a survey will be run to gauge the need for interpreted materials on the UMSU website.
3. As of 2023 UMSU has finalized an audit focused on diversity and inclusion, aiming to enhance its organizational culture by fostering greater inclusivity, accessibility, and diversity.

The following recommendations pending:

1. Create a more accessible method to report racism and escalate matters, sending students back and forth to different places in UMSU, the mechanism of reporting should be very accessible rather bureaucratic.
2. To conduct anti-racism and sensitivity training for all officers and councillors, this training should also cover ways to include and centre BIPOC students in the departments' work where this is relevant.
3. UMSU should implement all the recommendations from the audit that impact hiring practices, policy work, regulatory changes etc.
4. UMSU should make the racism reporting form more public to students, this could come in the form of attaching a 'resource hub' to the weekly newsletter as well as physical promotions during orientation.
5. Similar surveys should be conducted in residential colleges and through the GSA as well, and work with the relevant bodies to do so.

The struggle against racism is not one that can be won overnight; it needs persistent dedication, collaboration, and activism.

As a union, we will use our resources to demand and push for change.

Education should be a fundamental right for all, and it should be provided in a safe and inclusive environment, free from discrimination and racism.

We cannot give up.

REPORT RACISM



To report racism at the University of Melbourne scan the QR code, or visit: umsu.UniMelb.edu.au/communities/poc/report-racism

RESOURCES

UMSU Advocacy

Graduate, undergraduate, domestic and international students are welcome to use this free and confidential advocacy service.

Visit: umsu.UniMelb.edu.au/support/advocacy

Multicultural Futures

MHAS's person centred, and holistic approach has the capacity to provide support to people from CALD backgrounds. on 08 9336 8282.

Visit: multiculturalfutures.org.au/services/mental-health-wellbeing

Headspace

Headspace is a dedicated mental health support resource for young people aged 18-25. You can chat with a counsellor for free on 1800 650 890 or connect with them via online chat and email.

Visit: headspace.org.au

Beyond Blue

Offers 24/7 telephone support and specialising in issues such as depression, anxiety and suicide. Visit: beyondblue.org.au

Lifeline

Mental health and wellbeing. Lifeline offer free counselling via phone call on 13 11 14, or via text and online chat. Visit: lifeline.org.au

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Written by Mohamed Hadi Omer

UMSU People of Colour Officer (2023)

