

# Racism at the University of Melbourne Report

Written by Mohamed Hadi, UMSU People of Colour Officer (2021)



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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 center 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

ANUSA – Australian National University Student Association

## **3. Content Warning**

This report goes into details on experiences of racism, white supremacy, Nazism, mentions of stolen generations, eugenics, colonization, anti-bla(c)kness, bullying and Asian hate. Please take care when reading the incidents section in this report

#### **4. Officer's Statement**

The UMSU People of Colour department was established in 2016 with its first officers in 2017, it is the youngest department in UMSU with its 5th birthday being this year. It rose from the POC collective under the welfare department because BIPOC students needed a space to exist, and representatives to advocate for them. In just 5 years, the department exploded in its activities, it now hosts 5 regular collectives, and holds anti-racism workshops, campaigns with the university, a grants program for BIPOC innovators, and hold special events to recognize and celebrate the BIPOC community.

As an officer, we bear the weight of being the place where students can come to when their education and university life is impacted by racist experiences, but the reality is that we don't have the resources or contacts to do much about it, its above our pay grade and job description advocate for students' individual concerns and reports. There are no set structures in place that students can get the focused advice, help and support they need to gain closure and justice.

It's a lot to deal with as a 20-year-old student who is continuously exposed to racist experiences from my peers, friends and those in my community. I feel powerless most of the time. Despite the campaigns, the achievements, and the right steps, it's never enough. It's a constant uphill battle, one I share with BIPOC student union officers across the country.

This report aims to center students' voices and experiences at various settings at the university of Melbourne and its student union, I don't want students to become a statistic or just a number to report on, I would like readers to feel the pain, the exhaustion, the effect of these experiences on their wellbeing is which forms the basis of my recommendations to the University of Melbourne and UMSU, I highly encourage readers to read through every incident before diving into the numbers, to understand how racism manifests on our campus and how Unimelb and UMSU, as institutions, fail our BIPOC community.

Finally, I'd like to thank the members of the People of Color committee for their help and support during the entire process of creating the survey and writing the report, and throughout this year for supporting my visions for the department. I would like to extend my thanks and solidarity to all BIPOC officers, committee members and councilors at UMSU, for supporting the department and its work this year. A lot has been achieved, but we have a long way to go. I thank the ANUSA BIPOC officer, Chino Nyakuengama for inspiring me to undertake this survey and write this report

My heart and solidarity go to all BIPOC students, those who were able to share their experiences and those who couldn't.

Mohamed Hadi (he/him)

## 5. The Incidents

**Disclaimer:** These incidents and experiences reported by students are taken to be 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 traumatize and bring significant burden on students' and the officer's mental health, which is not the objective of this report.

The experiences on this report have been collected from a survey ran between 26th of October to the 2nd of November 2021. These incidents have been put in as they were submitted, at various stages of the survey students were asked specific questions about their experiences in academic settings, events, etc. these will be indicated by a subheading before each submission.

No edits have been made to any submission unless it's a spelling/grammatical error or one that is identifying of the author. There were 51 responses altogether.

### 5.1. When students were asked about any experiences of discrimination in academic settings, this is what they had to say:

1. “I have experienced that many a times, in some tutes I have to put forward my points and arguments in a discussion more loudly and assertively than is required, while the nonchalant white boy even mumbling something is heard and acknowledged with more enthusiasm.”
2. “I spoke about a suggestion to troubleshoot someone's experiment, but my suggestion wasn't taken as seriously as the white student's suggestion, even though I have spent more time using the said technique compared to them and the technique is more central to my work than theirs. This experience was more because of my white supervisor's preference to listen to them rather than me.”
3. “I've had a couple of breakout room experiences where when everyone else is a white student, they do not seem to include me or seem annoyed/uninterested when I try to contribute. (Of course, this doesn't apply to all breakout rooms with white students, just personally all the times I've experienced this is with white students.)”
4. “I think maybe because I'm often not nearly as recognizable as my Pakistani heritage or South Asian in general by some people (I wouldn't so far as to say I'm passing white) but with my accent being more cosmopolitan and myself not appearing to be nearly as Asian (more Arab, which is what unsolicited guesses from people over my race I get). I think in trying to fit in my entire life and afraid of being stereotyped and singled out, I've

always adopted a demeanor so as to seem gentle because of my race or towering size (owing to large stature, weight and height). I could go on and on about my struggle to fit in and my experiences”

5. “In my undergraduate degree, I studied a concurrent Diploma of Languages (German). I was one of a small handful of PoC students in my first-year class. My tutor, who was white, often excluded me from class discussions in favor of other white students. When I was chosen to speak, my contributions were minimally acknowledged or dismissed. She would often choose to speak English to me when she spoke German to my fellow students, despite it being an advanced class (German 7) and achieving similar, if not better grades than my peers.”
6. “Well, there was an exercise in class where 2 students were meant to represent 2 south Asian nation, and like the class just chose the only 2 POC individuals in class to do it! Like I was happy to but come on...we aren't even doing a cultural issue just a theoretical one...just felt weird!”
7. “Students speaking about the marginalization of Muslims and how it affects them while not giving me a chance to speak “
8. “I attempted to correct a tutor on an issue regarding First Nations people and was spoken over. The request was not to generalize First Nations people because it promoted racist stereotypes.”
9. “I think it was an Aboriginalities class but for an assignment I spoke in terms that signified I'm an Indigenous person and I got marked down for it because it was supposed to be “objective” but it was literally about something that I identify as? It was very white centered.”
10. “Felt as if my (white) tutor was looking down on me or felt threatened by the fact that I had a visibly BIPOC name and still knew so much about the subject content (classical Greek tragedies).”
11. “I was explaining relations between Indigenous Australian countries in rebuttal to an argument made of diplomacy being a western, renaissance-era phenomena, and was told that Indigenous countries were not real or valid examples due to their presumed pre-historic, primitive nature. I transferred classes immediately after this tutorial because I

was now concerned that I would face penalization for expressing my different viewpoints in assessments, as well as feeling incredibly condescended to."

**5.2. When students were asked if they experienced lecturers, tutors, or other students making insensitive comments or jokes at their expense:**

1. "I WAS TOLD ONE OF THE FIGURES IN MY PAINTED LOOKED APE LIKE"
2. "I had a lecturer give an example of history's great leaders during WW2. It felt extremely uncomfortable for me to listen to my lecturer praise a historical figure who was responsible for severe war time colonial practices that caused a man-made famine in my home country. Please note that this was not for a History subject."
3. "Sometimes students make fun of my accent, ability to comprehend the Australian English, white students or local staff members will tell me about my own culture and feel comfortable and confident voicing the worst stereotypes. **It's painful.**"
4. "I think some students have often denigrated the experiences of other students or minimized them based on the fact that they haven't experienced it themselves. "
5. "Have had tutorials (art history class) on the topic of cultural appropriation, felt a lot of stress and anxiety having to speak on it because I was the only POC in the tute - wanted to share a non-white perspective but also didn't want to misrepresent experiences of other POC - also felt super vulnerable sharing my thoughts to a room of all white people. Even though the students and tutor were understanding/respectful, I think the situation could have gone worse with different people and that it could have been managed better - maybe with videos/interviews to guide the conversation rather than class discussion alone. Also have had many subjects with reading lists/course content only including content by white people."
6. "People **have said to me that all lives matter** not black lives, and that racism doesn't exist because they haven't seen it "
7. "Mostly I was asked on the spot to speak Korean when I wasn't comfortable doing so and when I did, they were like "sorry I have a boyfriend" when what I said was nothing to do with that topic at all. It felt like this person did this to **"break the ice" at my expense.** "
8. "I had a tutor imitate the voice and mannerisms of a Chinese GP. **And even pulled his eyes back into a slant during his racist performance.**"

9. “In the same class the lecturer got an Indigenous guest lecturer and told everyone unprompted in front of the whole lecture room about how they got drunk the week before. I think that was the worst one.”
10. “Tutor “accidentally” using the n-word”

**5.3. Students were asked if they have had any experiences of microaggressions in academic setting or while using university services, this is what they had to say:**

1. “Receiving feedback about how my English/speaking skills are when presenting instead of about what I presented. People not talking to me to ask questions or give suggestions after my presentation but instead referred them to my white supervisor and another white student.”
2. “At counselling services, had to spend my time and energy explaining my racial experience to white counsellor - **I shouldn't have to teach during my session**, but there's a lack of POC counsellors.”
3. “In a class I felt like that Indigenous students were pushed to explain what they were teaching in regard to Indigenous history and such even when we were learning about stuff for the first time.”
4. “I had been in the class 3 times prior where the tutor had butchered my name, but still tried their best, I guess. in the 4th class, **they referred to me as “the one whose name I can't pronounce”**. didn't even at least try respectfully so they could be corrected (which at this point at the 4th class is embarrassing for them) and did it publicly in front of everyone else in the class. tutor had another name in week 1 they had to learn to pronounce (Gaelic name) and by second class they had learnt it ://”
5. “Not sure if this is discrimination, but I've always felt like I've been treated differently (negatively) from my white peers by some white lecturers. I don't think this incident is isolated to me either, **their mood/tone changes dramatically** (for the worse) when a non-white student asks a question or brings up a point in class (not an isolated incident. I've seen this happen many times with the same lecturer). (I've experienced this in level 1 biology and chemistry classes)”
6. “First of all, it has been a primarily great experience to study at unimelb. And I think I am fine with being told that my English is good for nonwhite students. It feels so

insignificant compared to other subtle and complicated racist things... Also, maybe out of genuine curiosity, for some cases...

However, I have one occasion that I cannot forget. While I was in Melbourne, I studied and worked at the same time. IF you work as a waitress in melb (well actually just living in melb), it's inevitable to meet horrible people from time to time and mostly those people's racist behavior is v "elegant" in their way. I think most racist acts are done very subtle way, except for kids or drunk people.

Anyway, in the tutorial, one day, I spoke something as a response to the tutor's question, and the tutor asks me to repeat what I said exactly 7 times. Still, I remember the word, "set." Even, one student tried to help me, but she kept asking me to repeat what I said. And I just did as she wanted. And, on that day, I literally cried a lot for quite a long time on the ground floor of the Arts West building.

Fortunately, there has been no such scene in other classes or events. Before that happened, maybe a few weeks before that day, I had a similar experience while working at the takeaway shop. One day, one middle-aged white lady asked me to repeat what I said exactly 12 times. It was "do you need a receipt?" or sth. at that time, obviously, I had no problem speaking such phrases, I worked as a waitress for more than one and half years and at that time, even I was working as a sort of manager (like probationer) at that branch. Even I remained close to some local regulars anyway my point is that I really don't think she didn't understand me.

Anyway, in the tutorial, that thing she asked me to repeat what I said 7 times was exactly the same thing that the old lady did to me. she mostly picked someone to answer something so maybe I pissed off her (in that I wasn't someone she expected; btw it was an open question) or just she was not in a good mood on that day. whatever the reason, it was really horrible. I literally tried my best not to have her class after this and I succeeded.

She is very friendly in person like when greeting or sth. So, some people might be shocked that she did that. but what I learn is mostly racist people are very friendly (actually v v friendly) on the face and their racist act or saying is very subtle. (only some kids or drunk people do some violent thing like screaming or saying racist remarks..)

coincidentally, she is one of two tutors who always put some comments on English. I

found it quite funny.

Anyway, I think I was often too afraid of walking on the street or talking to someone while studying in Melbourne. but I admit that I was also a bit obsessed with the idea that I am "Asian", and always put myself on the defense after several direct and indirect incidents.

Also, this was the first time that my Asianness become visible so... anyway, maybe I think there is no point to talking about this now, it happened in 2019 second semester, which was my first semester. And, after this, fortunately, I met many fun and great people at the uni, and I feel so grateful for it.

Idk it's my last semester, now all the memory in Melbourne feels so old that I couldn't be there for such a long time...I just happened to see this survey and I just wanted to talk about this. I've never talked about this to anyone but one best friend in my home country while I cried out at the Arts West like a loser... ha...

For the anti-racist action plan, I just wanted to emphasize that most racist things happen in a very subtle way..."

7. "This happened last semester, but I didn't get a chance to report it due to family emergency. I experienced racism from the lecturer, [Redacted] (managing for value creation). My group has requested a meeting with the lecturer to go through the second assignment for some feedback. We received 75% but some of us believed we could have received a higher mark.

Throughout the meeting, [Redacted] made the comment about the wording as very bad, and he said, "I don't blame you guys, writing can be hard for those with English as a second language." some of us found it offensive since some of us are Asians raised in Australia/New Zealand. He even said our assignment was really bad that he should have gave us a 70% instead.

This is not acceptable **putting us into stereotypes**, assuming English is our second language and criticizing the English abilities of people with English as a second language. I was very disappointed with this; I have never experienced racism in New Zealand from my university. I don't expect an apology but I want this issue to be addressed by the department and so he knows what is appropriate to say."

8. "I was a student in master of education secondary, I had submitted a deferral due to discrimination in class, my tutor [Redacted] was discriminated against my race as a Chinese and told me I will be failing my subject educational foundations due to my 13

mins lateness to class, I was not enrolled in this subject for the first two weeks due to system error, so she said I had exceed the 80% minimum attendance, I was not the last person who walked into the class, and the other non-Asian students who were late to class just signed off their attendance and left the classroom, however, I was stopped by her and told me I will fail this subject due to my lateness today, I feel it was really unfair and injustice, because she wasn't being equal to everyone, when she said I can speak to my international student support teachers about this, I told her I am a domestic student, she was shocked for a second, and that was the time I felt she was discriminated against international students, or even all Asian students.,

I really love Melbourne uni, I feel I belong to here until that Wednesday, this was the first time that racism has ever happened to me and I was disappointed in this, and really disappointed in this school. I thought Melbourne uni is an international school that welcome every student from each race, but what [Redacted] has done ruined my trust in this university.

I am worried that such thing will happen to me again when I come back to university next year, and I will be discriminated again because of my appearance, fail my subject because how I was born as, it is partially my fault for not enroll in this class, however, I do not think it is the reason for her to be so injustice in between Asian and non-Asian students,

I believe those non-Asian students who walked in the class after me will not get a fail immediately like I did, and I do not even think she marked them as being late to class as she was so mean at me, in the end, **I had to submit a deferral, and my plan for the future cannot go as I wished, this thing really affected me a lot mentally and physically**, I do think the school needs to take this serious for university's reputation and the trust of people, thank you.”

#### **5.4. When students were asked whether International students are treated fairly, this is what they had to say:**

1. “Firstly, we don't have access to the same types of resources, like libraries and peer groups, and as such there might be a difference in preparedness, which is not accounted for by the University in its provisions. international students in general have it a lot tougher than domestic students in terms of fees, uni services, etc.”
2. “I spoke to a friend who is an international student about under loading next semester. She mentioned she would like to do the same but didn't want to go

through the whole process and I was surprised to learn that she needed a reason to legitimate underload (as opposed to making the decision on her own and withdrawing from a subject like I did).”

3. "Abhorrent fees, for one Slower response time for international students in general (admin related)"
4. “While I can't say that anyone in the classroom has been treated differently based on their citizenship status considering citizenship is a topic never brought up by lecturers in my experience - but in the larger picture, International students have had it harder returning to Australia during Covid and not had the same support had they been present in Melbourne/Australia.”
5. “I think the lack of support and understanding for international students, especially offshore ones is appalling. The university does not seem to care about students returning and they barely make an effort to urge the government for our return. The "support systems" they provide is also barely accessible and honestly pretty useless since there's not much tangible things that they can do.”
6. “International students pay over 3x the amount of domestic students yet are constantly ignored and segregated. White students especially separate themselves from international students in physical classes. Tutors must work harder to make students of different backgrounds interact rather than enable this obvious racism”
7. “International students pay a much higher fee and especially during COVID times, we haven't been represented equally as we pay the same rate as if we were on campus but the amount of resources, we have available to us is drastically less since we are stuck overseas. Labs and in person classes seem to get more attention and effort while students attending via zoom were left hanging most of the time.”
8. “Academics has always been fair. Admin wise is a bit less fair (can't do part-time, fee), but that's more of a law issue and has nothing to do with my Asian race. International students already have some limitations in the system such as fees, study options, etc.”
9. “The atrociously high fees say it all.”
10. “There is so much that they cannot access/do not have the ability to claim (i.e., student concession mykis) despite the fact that their education is priced higher.”

**5.5. When students were asked if they would feel comfortable talking to UMSU about racist incidents, this is what they had to say:**

1. “I guess I feel like if I spoke out about my experiences in any way it may be **held against me in the future.**”
2. “UMSU has never been under the thumb of the university and have always been able to stand with their viewpoints no matter how controversial (in view of the university) they were: namely the Stop Menzies Campaign - UMSU has stood hard against it even if it could have hurt the university (but that's far from the point - the University should never be supporting (far-)right institutions in the first place. “
3. “I feel it is **a lot easier to speak to other students** as I feel like they are much more similar to me and I can connect and relate to them more. Making the student union a place I'd rather go to ask for help.”
4. “We need to spread more awareness of the university not tolerating racism. Especially international students need to know that this is not something they have to deal with just for being international. We assume this is just what we're meant to deal with.”
5. “I am part of UMSU, and I would do anything to help my fellow students with any issues they have. “
6. “Racism is a real issue, but **I don't trust UMSU in taking over my story**”
7. “I have reported my concerns and **they were filed away in 2019.**”
8. “UMSU are the only people apart from Murrup Barrak that I trust because of the people there and how they have similar experiences.”
9. “I feel like **UMSU is white dominated space** and I don't familiar with other BIPOC clubs and affiliations. “
10. “A lot of these services require rounds of persistence and **are difficult to get through** to. This **becomes even worse with any language barriers.**”

**5.6 Students were asked if they had any experience raising issues with Unimelb/UMSU:**

1. “I spoke to Safer Community and they were helpful in giving information but was

told they **don't have clear guidelines on how to deal with microaggressions”**

2. “I see more diverse people at UMSU events and that **makes me gravitate towards them.**”
3. “Ever since I learnt **the university has buildings names after eugenists** whose research informed Nazi Germany and the Stolen Generation. I have never felt comfortable at the university.”
4. “UMSU are again just more inviting and diverse while unimelb I see as a white institution which automatically makes me on guard.”
5. “I feel that if I experienced racism at UMSU or university events, I would not always feel comfortable or safe in reporting it through both of their **bureaucratic structures.**”
6. “I did not leave any further details because I do not want to put labour into speaking about traumatic hurtful events over the span of my academic life, which is over a decade, it’s too painful to do so.”
7. “It’s easier to feel included and part of the community when I see more minorities around me and I’m not the only minority around.”

### **5.7 The presence of white supremacist organizations on campus:**

Spotted in the basement bathroom of Melbourne School of Design, stickers belonging to the national socialist network, a far-right Nazi organization actively trying to recruit students on campus, we have received reports that these stickers were found in union house as well.



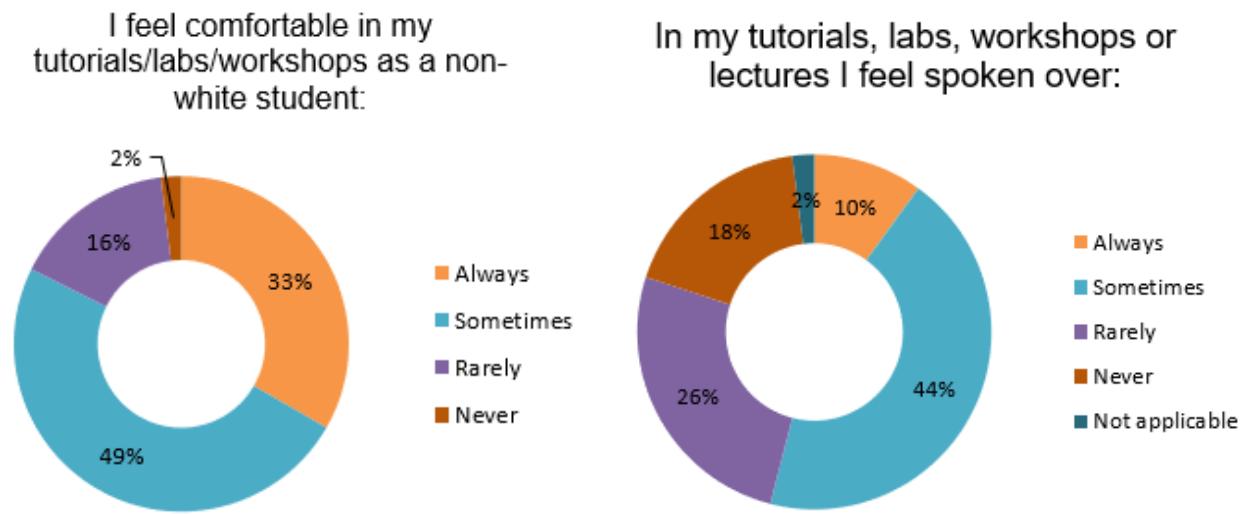
## 6. The Figures

*Disclaimer:* some question results were excluded due to either insufficient responses or they did not inform any useful information.

The survey had 51 respondents in total, with 68% being undergraduate students and 32% being graduate students. Out of the 51 respondents 64% were domestic students and 34% international students.

The survey contained a series of questions to where students respond based on personal experiences on a scale of Always to never and strongly agree to strongly disagree. In addition, students have been asked if they had specific experiences of microaggressions, firstly ones that are academic centered and secondly, general microaggressions.

**Question:** I feel comfortable in my classes as a non-white student (*51 respondents*), In my classes, I feel spoken over (*50 respondents*):

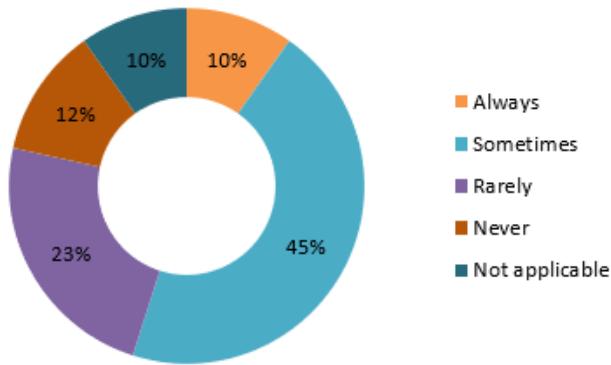


A: Always 33 % Sometimes 49% Rarely 16% Never 2%

B: Always 10% Sometimes 44% Rarely 26% Never 18% Not applicable 2%

**Question:** In my classes, the subject content caters to people of different cultures (*51 respondents*)

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

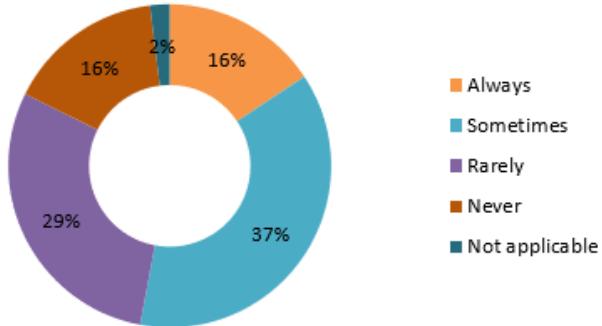


**Results:** Always 10%, Sometimes 45%, Rarely 24%, Never 12% Not applicable 10%.

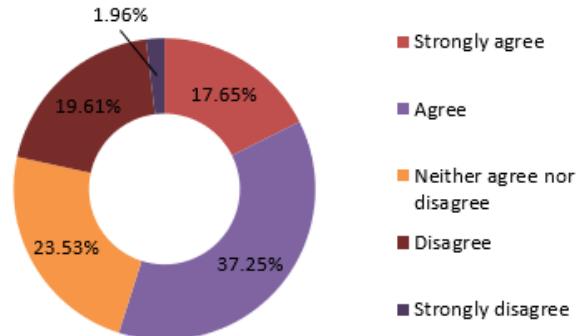
Subject content diversity refers to reading lists, resources and course syllabus covering relevant aspects of different cultures. This is especially relevant in the Faculty of Arts, for example, an Art History subject should cover art from different cultures and not just focus on European art history

**Question:** I've felt like I'm treated differently due to my ethnicity/race (*51 respondents*), I feel confident using university services as a non-white student (*51 responses*)

I have felt that I am treated differently to my white counterparts at university due to my racial/ethnic background:



I feel confident using university services\* as a non-white student:  
\*University services refers to Stop 1, Counselling and Psychological services, Academic services etc.



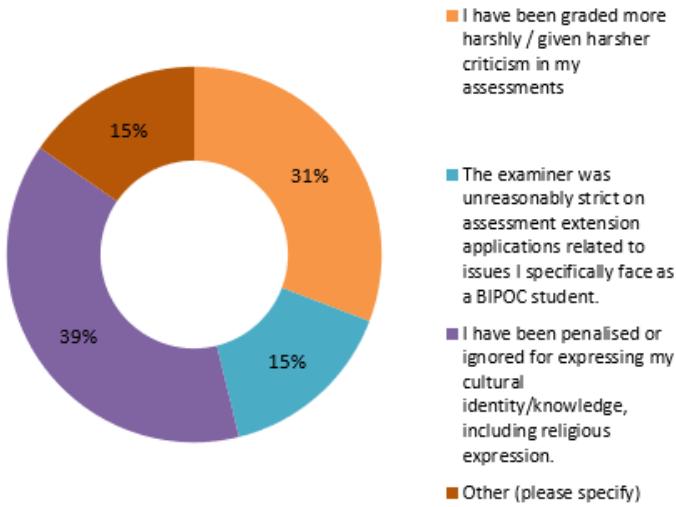
A: Always 15.69%, Sometimes 37%, Rarely 29%, Never 16%, Not applicable 2%

B: Strongly agree 17%, Agree 37%, Neutral 23%, Disagree 20%, Strongly disagree 2%

The results here are split with 53% of students sometimes or always being treated differently due to their racial backgrounds while the rest say rarely or never. More promisingly, 54.5% of

respondents are confident in using university services as BIPOC students, while 21% don't, the rest remain neutral (24%). However, while this seems positive, the experiences of those who have disagreed with the statement shouldn't be ignored, there areas to be improved upon to push students' confidence in university services.

**Question:** Please tick all that apply (*21 responses*)



**Results:**

I have been graded more harshly / given harsher criticism in my assessments. - 38%

The examiner was unreasonably strict on assessment extension applications related to issues I specifically face as a BIPOC student. - 19%

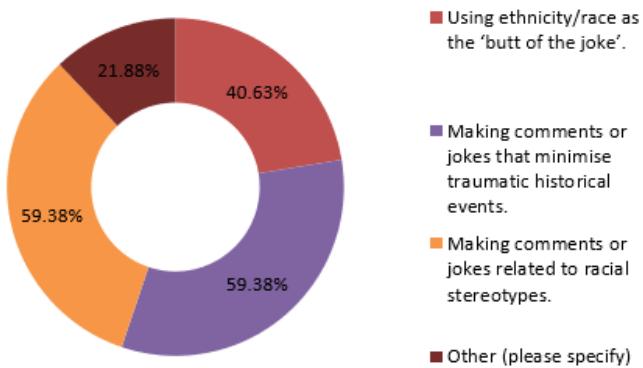
I have been penalized or ignored for expressing my cultural identity/knowledge, including religious expression - 47%

Other - 19%

The majority of respondents share the experiences of being penalized for using their cultural knowledge in classes and have been graded more harshly because of their identity.

**Question:** I have experienced lecturers, tutors or other students making insensitive comments or jokes at the expense of non-white students (*32 responses*)

I have experienced lecturers, tutors, or other students making insensitive comments or jokes at the expense of non-white students?



Using ethnicity/race as the 'butt of the joke' - 40%

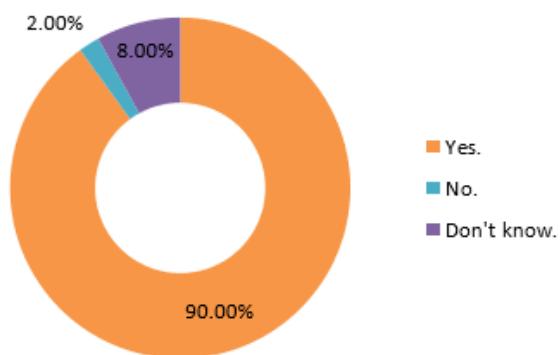
Making comments or jokes that minimize traumatic historical events. - 59%

Making comments or jokes related to racial stereotypes. - 59%

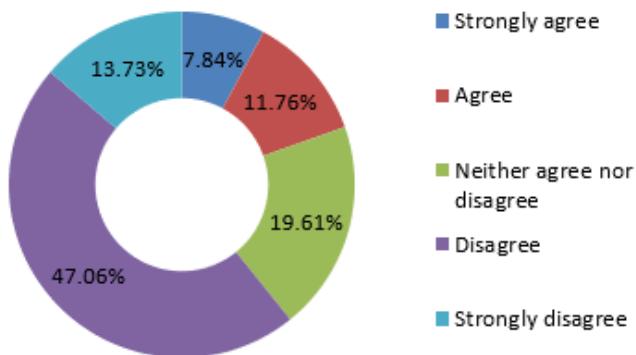
Other - 22%

**Questions:** Do academic staff have a responsibility to intervene when instances of racism happen (*50 respondents*), As a student, I know where to go to report racism (*51 responses*)

Do academic staff have a responsibility to intervene when instances of discrimination occur within their classes?



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



A: 90% Yes, 8% Don't know, and 2% no

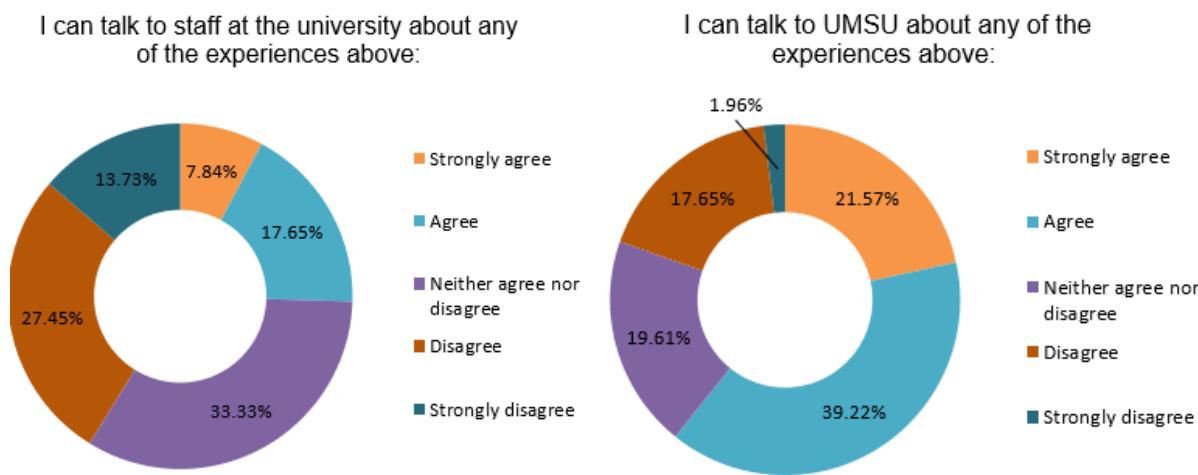
B: Strongly agree 8% Agree 12%, Neutral 19%, Disagree 47 %, Strongly disagree 14 %

**Question:** Have you experienced any of the following microaggressions in academic settings (lectures, tutorials, workshops etc.) (*46 respondents*).

|  |      |
|--|------|
| Comments about your English being “good” as a non-white student  | 50%  |
| Comments about your race/ethnicity being “exotic” / sexualization  | 28%  |
| Backhanded compliments: You’re pretty for a ____ person  | 20%  |
| Felt excluded from events/tutorials/university services because of your ethnicity                              | 45%  |
| Inappropriate touching or comments of physical body parts/features   | 22%  |
| Received comments or been made fun of because of stereotypes based on your race/ethnicity                      | 24%  |
| Failed to pronounce or mispronounced your name after they’ve been corrected                                    | 50 % |
| Felt like you’ve been forced to speak on behalf of your entire ethnic/racial group                             | 65 % |
| Being ignored or dismissed as ‘emotional’, ‘aggressive’ etc., after speaking up on any of the mentioned issues | 26%  |
| Being asked intrusive questions regarding your racial/ethnic background  | 32%  |
| Other students attempting to ‘guess’ your racial identity or ethnicity   | 30%  |
| Been called/heard racial slurs   | 22%  |
| Other  | 4%   |

The most common 3 experiences are comments about their English level, others failing to pronounce their names after they've been corrected and feeling forced to speak on behalf of their entire ethnic/racial group. Students are experiencing this during their tutorials, lectures, workshops etc.

**Questions:** I can talk to university staff about any of these experiences (*50 respondents*), I can talk to UMSU about any of the experiences above (*51 responses*)



In general, students find that UMSU is a more trusted venue to talk about experiences of discrimination, but that shouldn't overshadow that there is a big portion of students who don't feel comfortable talking to the university about their experiences of discrimination

## 7. Recommendations

We recognize that change cannot come overnight, however, we believe that with a good implementation of these recommendations as well as a constructive relationship between the POC department and the university, at the end of the day we want to help students access education in a safe manner for them.

1. Adopt an explicit and firm anti-racism policy at unimelb, for all staff and students, with their input incorporated into the policies
2. Create an accessible reporting form on the safer community program page explicitly for instances of racism with the option of the complaint to be anonymised, this should be available to students across all faculties.
3. Establish a formal procedure to be used across the university when instances of racism are reported, including an acknowledgment that the report has been received.
4. Employ an anti-racism specialist to implement any recommendations mentioned in this report and respond to reported instances of racism on campus.
5. Launch a review of subjects offered at the university, especially in the Faculty of Arts, to create content and syllabus that caters to different cultures and gives students a more global lens to their degrees, instead of a Eurocentric one.
6. Create a framework for academic staff that ensures that students' knowledge of their own culture is appreciated rather than penalised in assessments and in class discussions.
7. Implementing and delivering adequate response and intervention training for academic staff to understand how subtle racism can manifest in classrooms and intervention procedure for when these incidents occur
8. Delivering a specialized counselling service for BIPOC students, as part of the Counselling and Psychological services, these counsellors can help students who experienced racism or provide tailored advice for students who share the cultural understanding.
9. 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.
10. Convene regular meetings with the POC and Indigenous officers at UMSU to incorporate student representatives in issues and policies that affect BIPOC students.
11. Invite the POC and Indigenous officers to the Diversity & Inclusion committee meetings or distribute the meeting minutes of the diversity and inclusion committee with the officers to understand which stage the committee is at in terms of anti-racism plan implementation, and how can the department contribute.

To UMSU

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. Increase the languages where UMSU services are available in, importantly, the advocacy service with translated resources and utilizing translators where needed.
3. 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.
4. Commit to increase the cultural diversity of staff at UMSU, which includes the CME departments,
5. Conduct the racism at unimelb survey either annually or per semester (to the discretion of the officers) and utilize UMSU resources fully to promote the survey.
6. Similar surveys should be conducted in residential colleges and through the GSA as well, and work with the relevant bodies to do so.