Inclusive Communities

Anti-Racism Taskforce

Recommendations Report

August 2023

Australian National University

University Experience Division

The Taskforce would like to acknowledge and thank those who participated in the consultation process and shared their lived experience of racism and discrimination. We also thank the voices of the many student advocates and their commitment to supporting the University to continually make our campus a safe and welcoming place for students to live and learn.

Contents

Background

ANU is committed to promoting a culture of respect, collaboration, and inclusiveness by adopting 'safety and wellbeing' and 'inclusion, equity and diversity' as two of its core values in all aspects of the university.

Following the Racism Report 2021 and 2022 prepared by the ANUSA BIPOC (Bla(c)k, Indigenous and People of Colour) Department, and the University's support and signing of the Australia Human Rights Commission campaign 'Racism. It Stops With Me' in 2022 the IDEA Governance Committee (IGC) commissioned the creation of the Anti-Racism Taskforce (ARTF), led by Professor Sujatha Raman, to provide recommendations for future actions to be taken by the University in relation to the prevention and response to racism and racial discrimination in University spaces.

The Taskforce was asked to:

a. Explore current topics and themes in higher education in relation to anti-racism activities, identifying best-practise, and other guidance available.

b. Source and evaluate relevant information pertaining to racism in the University's context, such as work currently underway in relation to this topic, the ANU BIPOC (Bla(c)k, Indigenous and People of Colour) Department's Racism Reports 2021 and 2022, and the Australian Human Rights Commission resources.

c. Consult with key business areas as appropriate.

d. Evaluate potential actions that could be undertaken by the IGC in support of anti-racism efforts for staff and students, and as well as opportunities to amplify current work underway where appropriate.

e. Evaluate the Racism Report Recommendations and suggest responses to the IGC.

f. Prepare and present a draft action plan report on the recommendations for future work to the IGC.

The Taskforce recognises the complexity of racism and discrimination experienced by people due to a range of attributes including race, skin colour, culture, religion/faith and ethnicity. The Taskforce also acknowledges that racism can adapt and changes over time and can impact different communities in different ways.

This report contains a series of recommendations for the IGC's consideration, in relation and limited to the Terms of Reference of the Taskforce. Implementation by the University will be pending the IGC's final determination of which recommendations will be adopted.

The Taskforce recommends that the proposed actions are regularly reviewed and adapted according to new manifestations of racism and the impact these may have on the ANU student and staff community.

Methodology

The Anti-Racism Taskforce, supported by the Inclusive Communities Team (formerly the Equity and Belonging Team), conducted two targeted consultations to gather insights and feedback from the ANU community:

- A preliminary consultation during April and May 2023, which consisted of one-on-one interviews with a group of stakeholders within the university community selected by the Taskforce members. These stakeholders were selected due to their professional expertise and/or life experience or are in relevant leadership positions. The feedback received from this consultation assisted the ARTF to identify a draft list of potential actions which could be taken by the university in support of anti-racism efforts.
- Open call for feedback and ideas from the wider staff and student community via the staff and student On-Campus publication on the 18 April 2023.
- A secondary evaluation consultation during the months of May and June 2023. It consisted of face-to-face, Teams/zoom or electronic communications with Lead area(s) identified after the first round of consultations. The aim of this consultation was to conduct a preliminary assessment of the viability and opportunities of the potential anti-racism actions that will help inform the Taskforce's decision on the final list of proposed actions for the IGC to consider. After this consultation some of the proposed actions have been re-evaluated and adjusted to reflect the Leads' feedback and scale of the proposed activity.

Recommendation timeframes

Although the implementation of all these activities is equally important and no single intervention or approach will create deep or long-lasting change, the Taskforce suggest that due to the scale and magnitude of work necessary some actions may require several interventions that engage at different levels of racism depending on whether these are cultural, organisational or interpersonal. Recommendations have been organised in three phases according to:

- Feasible timeframe for implementation
- Feedback received
- Potential resourcing

The Taskforce would like to note that the recommended Phases 2 and 3 will require the commitment of resources (time, human and financial) that the IGC needs to consider as part of the implementation process. The Taskforce acknowledges that the nomination of a responsible officer(s) to oversee the work of Phases 2 and 3 is required in order to coordinate the activities and maintain accountability. Finally, the Taskforce strongly recommends the involvement of the student voice, relevant academic and professional staff with expertise in anti-racism and relevant community organisations (i.e. Human Rights Commission), in the implementation of any of the recommendations in this report.

Phase 1

Immediate implementation and action

Actions can be completed by the end of 2023 for implementation prior to semester 1 2024.

Actions can be completed by the nominated Leads within existing business as usual activities and resourcing.

Phase 2

Building the foundation for growth

Actions need to be further developed throughout 2024 and may require further consultation and resourcing outside business as usual activities and resources.

The IGC is asked to consider the development of an implementation plan by the end of semester 1 2024.

Phase 3

Cementing the University's actions and commitment

Complex interventions requiring extensive consultation and stakeholder engagement. Resourcing outside business as usual activities likely to be required

The IGC is asked to consider the development of an implementation plan by the end of 2024

Phase 1

Recommendation 1.1

Develop an ANU web page for those experiencing racism on campus (either directly or as a by-stander) which directs them to the appropriate resources and support.

Lead	Other key stakeholders
• University Experience • ANU Communications & Engagement • People and Culture Division	TBD

Estimated time required to achieve

Work is already under way within the University Experience Division about the development of a webpage where students can navigate different disrespectful behaviours that can impact on their health and wellbeing. Further consultation will be required to ensure the page is easily found by both staff and students. Current aim of University Experience to deliver this page is by the start of semester 1 2024.

Notes

A single 'safety' landing page should be generated for disrespectful behaviours i.e., bullying, harassment, racism with easy access to policies, a disclosure tool, and support options for staff and students. The purpose of having a one stop web presence is to help guide anyone witnessing or experiencing racism on campus easily access information about disclosure and reporting options as well as support.

Feedback from consultation included examples such as the University of Melbourne "Safer Communities" page.

This approach will allow students and staff with the opportunity to make confidential and de-identified disclosures and ensure students and staff can be connected to appropriate support.

Recommendation 1.2

Develop and implement an online disclosure tool for incidents of racism on campus impacting on staff and students combined with efforts to ensure the availability of culturally diverse / trained staff to support such disclosures.

Lead	Other key stakeholders
· University Experience · People and Culture Division	· Planning & Service Performance Division (as disclosure tool is managed through Qualtrics)

Estimated time required to achieve

There would be minimal additional resourcing in repurposing the existing Sexual Misconduct Disclosure Tool. An updated disclosure tool can be put in place by November 2023.

Notes

staff and students. The ANU is working to establish a system that allows for a range of options, from anonymous disclosures to full reports (complaints). The aim of this system is to increase accountability and ensure victims feel heard, rather than relying solely on discipline-based methods.

Second, an improved disclosure process will need to be accompanied by the provision of a timely support and information system for those who disclose incidents of racism, whether they choose to make a formal report or not.

The University will need to ensure those employed to support disclosures (i.e. Student Safety and Wellbeing Case Managers and People and Culture's Anti-Discrimination Contact Officers) have the skills and are appropriately trained to be able to respond in a person-centred and trauma-informed way and are aware of the impact that racism and discrimination has on the wellbeing of individuals.

The University also recognises the importance of data collection in regards to the disclosure and reports of racist incidents. Accurate and comprehensive data is crucial in understanding the depth and scale of the problem, and to help inform any necessary changes to policy or action.

Another goal is to keep the local areas informed about such incidents to improve the university's overall response.

The website should include information on formal reporting with clear pathways for staff and students wishing to undertake a formal process. In particular, a separate reporting avenue for staff that operates independently from Disclosure tool has been recognised. This recognition stems from the understanding that staff disclosures often require different avenues due to the differing procedures compared to students.

Phase 2

Recommendation 2.1

Improving data availability and collection

This Recommendation is composed of three integral parts:

1. Initiate the process of gathering de-identified ethnicity data from both ANU staff and students, an endeavour which can potentially be strengthened by leveraging existing research work at ANU. This would not only enrich the University's management reporting ability, but also create more transparency and awareness. However, data collection will need to be part of a larger trustworthy infrastructure where the purpose and value of collecting such data is made apparent, and where any concerns regarding data-handling practices are anticipated and addressed early on through appropriate procedures.

2. Create a more inclusive environment at ANU by introducing an 'unacceptable behaviour' survey for all staff and students. This step aims to identify and eliminate any prejudiced or discriminatory practices on campus.

3. Establish the staff and student wellbeing data framework as suggested by PSP through the Personal Wellbeing Index being developed. This initiative is in discussion as part of the MHSR (Mental Health Strategy Review) project and is an extension of the ACT Wellbeing Framework.

Lead	Other key stakeholders
• Planning and Service Performance Division	• People and Culture Division • Student Administration Division • PVC Education and Digital

Estimated time required to achieve

Each of the three parts could start at the same time, building on each other as they progress:

Part 1) could be developed in 1 year and implemented in the following

Part 2) Could be developed in 1 year and implemented in the following

Part 3) expected to be a 5 year project

In the context of comprehensive research, one of the key aspects under review is the collection of data on ethnicity. However, a question arises -does this data need to be tied up to an individual? The implications of this question are significant, impacting the way data is gathered and subsequently used.

The collection of such data could serve as a valuable tool for informing other analyses. In particular, this information could be beneficial in the context of the Student Evaluation of Learning and Teaching (SELT). The SELT provides a platform for student feedback, offering insightful perspectives on the effectiveness of various learning and teaching activities.

Direct student feedback can often reveal facets of the learning process that may be overlooked by quantitative data alone. Therefore, integrating a detailed examination of these comments into the research process is recommended.

This can provide a deeper understanding of student perspectives, adding depth to the research. By analysing the qualitative data, researchers can aim to identify common issues that students face.

Recognizing such patterns could provide invaluable insights into potential areas for improvement in teaching and learning methodologies. However, as noted, any new system for data collection will need to be part of a broader infrastructure attentive to purpose, stewardship and ethical practices for data.

Recommendation 2.2

Develop and implement cultural awareness and inclusion training for staff and students that brings meaningful cultural change

Lead	Other key stakeholders
• People and Culture Division • University Experience Division • Residential Experience Division	• Student Administration Division • ANU Colleges

Estimated time required to achieve

Potentially end of 2024.

Estimated scale of resourcing required

Staff: If the design of the training is outsourced there is an estimated cost of 50K (for something somewhat minimal, an E-learn package for disability awareness costs 25K).

Students: A pilot project could be run with 2FTE over 12 months.

This would involve a selection of residential halls and colleges.

Notes

The Taskforce acknowledges that the issue of mandatory training for staff and students is complex with multiple competing needs currently exploring the inclusion of training as part of action plans.

It is important to note that ANU does not currently have mandatory training for students and People and Culture are reviewing all mandatory training for staff. While implementing a compulsory course can potentially lead to a certain level of resentment among staff and students, it is vital to ensure that targeted training in discrimination and racism is investigated and any training developed is engaging and enriching. Training should add value to student graduate attributes and enhance their CVs, as well as formal recognition for staff training, thus serving as a motivator.

Any training developed for students and staff should provide options for face-to-face interactions, facilitating meaningful discussions and active engagement. Skilled and expert facilitators can play a significant role in such settings. The Ally training and the Aboriginal Cultural Awareness training serve as good examples.

Education in cultural awareness should also extend to all new members of the ANU community upon joining ANU: students, professional, and academic staff at all levels. The initiatives by NECTAR in this space are worth noting.

Residential setting

There is a particular focus on tailoring training to suit the needs of students living in ANU Residence Halls and Lodges. While some progress has been made in this area already, for example, a Post-Doc Research Fellow from the Research School of Psychology has developed a workshop for the ANU Residential Hall leaders, there is a need for more sustained effort. The Psychology-led workshop aims to guide leaders on how to build cohesive communities and reduce intergroup conflict.

The Taskforce recommends exploring the implementation of a pilot program in this area for 2024 for designated Residences/Lodges. The training should target key positions within the Residences including – the Head of Residence, Wellbeing Coordinators, Community Coordinators (where applicable), Senior Residents and other students in leadership positions (such as those in residential committees)

The training could focus on the delivery of cultural awareness and inclusion training courses. These courses should have a strong focus on prevention tactics and handling incidents, integrating these teachings throughout the university at all levels for staff and students. The main outcome of this training should be on supporting the Residences to implement trauma-informed anti-racism initiatives to cultivate a supportive and inclusive living environment.

Recommendation 2.3

Review the University's policies and procedures related to discrimination and racism, even if out of schedule, ensuring that the process and procedures are clear and appropriate, and enable different levels of reporting.

Lead	Other key stakeholders
• People and Culture Division • Student Administration Division • Corporate Governance & Risk Office	• ANU Colleges

Estimated time required to achieve

A plan is already in motion to update ANU policies after a new Enterprise Agreement is confirmed. Proactive hiring methods for diversity are ongoing. Policy evaluation alongside business needs is crucial. The whole process is scheduled for completion by the end of 2024.

Estimated scale of resourcing required

These changes can be incorporated into existing frameworks.

Notes

It has been stressed among stakeholders that existing governance policies and procedures needs to ensure consistency of anti-racism actions, codes of conduct for staff and students, and academic freedom principles.

It is recommended that university policy development and legal provisions are framed around equality, inclusive and anti-discrimination principles to avoid any unintentional barriers for students and staff who have experienced racism.

In developing these policies, the University should ensure that they draw from the significant local, national, and international expertise that exists in scholarship on racial and ethnic studies. Off-the-cuff definitions can do more harm than intended. While it can be agreed that racism is unacceptable, there are different interpretations of what racism is and it varies across contexts. The unintended consequences could be the use of policies contradicting one another resulting in an inconsistent understanding across the University community. Effort invested to draw on the academic field of expertise in this domain can also pay off in terms of contributing to implementation of other Recommendations in Phases 2 and 3.

Policies and procedures should, where relevant, have a focus on resolution options rather than just disciplinary actions for greater dispute resolution and restorative justice. The result would be that the individuals concerned are heard and are assisted in finding a way forward.

Finally, we need to create an appropriate governance framework. For example, racist incidents amongst students handled through the Registrar as breaches of code of conduct and similarly for staff through the relevant reporting line.

Recommendation 2.4

Develop a broad respectful relationships/culture at ANU communication plan to include racism, discrimination and other harmful behaviours.

Scope annual communications activities and communication milestones on anti-racism. This could include an annual University-wide 'showcase window' to focus attention on anti-racism research and commitment. A period to share anti-racism initiatives that are occurring and promote more broadly what is taking place in this space externally. These initiatives should be seen as part of the university educational activities that encourage culture change towards inclusivity and belonging.

Lead	Other key stakeholders
• ANU Communications & Engagement • University Experience • People and Culture Division	• ANUSA • ANU Collections

Estimated time required to achieve

This is pending on an outline of proposed projects.

Estimated scale of resourcing required

This is pending on an outline of proposed projects.

Notes

The university is encouraged to establish a comprehensive communication strategy that emphasises prevention, education, and support initiatives. Coupled with this, there should be an increase in strong and unambiguous messaging from the ANU leadership.

Promoting cultural understanding and appreciation can be facilitated by increasing the display of artwork and artefacts across the campus. Alongside, clarity should be provided regarding the relevant governance mechanisms such as committees and their roles.

Dialogue and discussion can be fostered by organizing ANU events, such as a discourse on 'Equity Vs Equality'. A university-wide annual showcase or learning network can also be initiated to share and promote anti-racism initiatives and other significant activities.

The ANU Collections should be leveraged as a valuable resource for inducing cultural change, best coordinated and structured through learning networks within and between colleges.

Events celebrating cultural diversity should be designed and delivered, with significant leadership involvement, and should extend engagement opportunities to other Canberra community groups and Embassies.

The university should build on the work of ARISE to develop a community of practice, engaging with other universities and ACT/National external organizations. Additionally, the university should consider developing or joining a similar community of practice with other ACT external organisations.

Phase 3

Recommendation 3.1

Embed decolonising perspectives and knowledge-systems into curricula and curriculum related strategies and policies.

The Taskforce supports the University's existing plans for curriculum reform, including the Teaching and Learning Strategy, Undergraduate Curriculum Framework and Graduate Attributes, which include the following graduate attributes

1. Insight into Aboriginal and Torres Strait Islander Peoples' Knowledges and Indigenous Peoples' Perspectives

2. Capability to Employ Discipline-based Knowledge in Transdisciplinary Problem Solving

3. Expertise for Critical Thinking

The Taskforce also suggests a progressive and phased approached to continuing to build decolonising perspectives and knowledges in the curriculum from 2025 to 2030, deepening the focus on diversified and inclusive educational content.

Lead	Other key stakeholders
• Pro VIce-Chancellor (Learning & Teaching)	• Dean Academic Quality • ANU Colleges (ADEs) • First Nations Portfolio • Centre for Learning and Teaching

Estimated time required to achieve

In progress-2025-2030.

Estimated scale of resourcing required

Ongoing.

Notes

There is already significant work planned and underway that aligns with the intent of the proposed recommendation, focusing in particular on Indigenous knowledge-systems. The longer-term decolonial frameworks proposed here would draw from similarly extensive histories and scholarship on knowledge-systems from different parts of the world including the global South, the relationship between what we now seen as 'Western' innovations and their pre-histories, and so on. Again, there is a lot of expertise in these domains in global scholarship that ANU should be looking to draw from in this Phase 3.

Recommendation 3.2

Develop a recruitment strategy to widen the employment of people from diverse background, including staff from racial, ethnic, religious and cultural diverse backgrounds.

Lead	Other key stakeholders
• People and Culture Division	TBD

Estimated time required to achieve

A strategy is already in place to revisit and revise policies and procedures, particularly following the approval of a new Enterprise Agreement. People and Culture also have ongoing recruitment strategies aimed at promoting diversity within the University. People and Culture aim to continually evaluate employment requirements in conjunction with these policies. This comprehensive review and implementation is projected to be completed by the end of 2024.

Estimated scale of resourcing required

This is to be built in existing resources.

Notes

During the duration of the Anti-Racism Taskforce, the ANU Clinical Services (Counselling) successfully increased their diverse staff counsellor count. The university is actively pursuing a more diverse representation at the Senior Manager level by aiming to include Indigenous and BIPOC individuals.

Efforts are underway to employ a varied staff base, considering potential incentives for particular roles. Additionally, staff with lived experiences have been appointed to guide students and other staff through challenges and provide efficient reporting mechanisms.

The university remains committed to recruiting more diverse staff in key student facing roles and endorsing flexible work setups.

Recommendation 3.3

Widening the participation of students from diverse backgrounds, including students from racial, ethnic, religious and cultural diverse backgrounds, particular in degrees that can meet areas of community need.

Lead	Other key stakeholders
• Future Students Division	• CHM
	• Advancement

Estimated time required to achieve

Consultation in progress.

Estimated scale of resourcing required

Consultation in progress

Notes

Identified areas of community need could include psychology and other front-line support roles.

Recommendation could increase labour pipeline.

Reporting and accountability

The Taskforce recommends for the IGC to establish a mechanism for regular reporting of actions taken to prevent and address racism at ANU. A dashboard would assist to track the status of each Action, regular updates of completed milestones should be clearly communicated to students and staff to continue to build a culture of trust and transparency,

Appendices

Anti-Racism Taskforce full Terms of Reference

Objective

1. ANU is committed to investing in student and staff wellbeing and building an inclusive community characterised by respect, collaboration, equity, and diversity. Following the ANU BIPOC (Bla(c)k, Indigenous and People of Colour) Department's Racism Report 2021, and the University's support and signing of the Australia Human Rights Commission's 'Racism. It Stops With Me" campaign, the objective of the Taskforce is to explore and consider potential actions and projects that could be undertaken by the IDEA Governance Committee (IGC) in support of anti-racism efforts.

Roles and Responsibilities of the Group

2. The Taskforce responsibilities are to:

   a. Explore current topics and themes in higher education in relation to anti-racism activities, identifying best-practise, and other guidance available.

   b. Source and evaluate relevant information pertaining to racism in the University's context, such as work currently underway in relation to this topic, the ANU BIPOC (Bla(c)k, Indigenous and People of Colour) Department's Racism Reports 2021 and 2022, and the Australian Human Rights Commission resources.

   c. Consult with key business areas as appropriate

   d. Evaluate potential actions that could be undertaken by the IGC in support of anti-racism efforts for staff and students, and well as opportunities to amplify current work underway where appropriate.

   e. Evaluate the Racism Report Recommendations and suggest responses to the IGC.

   f. Prepare and present a draft action plan report on the recommendations for future work to the IGC by July 2023.

3. The Chair is authorised, where necessary, to take executive action on behalf of the Taskforce between meetings and must report to the Taskforce as soon as practicable on any executive action taken.

Authority

4. The IGC, through the authority of the DVC(Academic), authorises the Taskforce, within the scope of its role and responsibilities, to:

   a. obtain any information it needs from any ANU employee and/or external party (subject to their legal obligation to protect information);

   b. request the attendance of any ANU staff at meetings;

   c. discuss any matters with external parties (subject to confidentiality considerations); and

   d. obtain external professional advice, as considered necessary to meet its responsibilities, at the University's expense.

Composition and Tenure

5.   The Taskforce will consist of:

   a.   One senior member of staff (Chair)-**Professor Sujatha Raman (CPAS, CoS)**

   b.   Head, Equity and Belonging (or nominee)-**Margaret Murphy**

   c.   Director, University Experience (or nominee)-Nominee-**Larissa Siliezear Mendoza**

   d.   One Associate Dean IDEA-**Associate Professor Pierre Portal (Mathematical Sciences Institute, CoS)**

   e.   Chief People Officer (or nominee)-**Kate Witenden**

   f.   The ANU BIPOC Department Officer-**Paria Najafzadeh**

   g.   The ANU International Students Department Officer-**Pranavi Jamwalj**

   h.   The ANU Indigenous Department Officer-**Aleisha Knack**

   i.   One postgraduate student with professional and/or lived experience relevant to anti-racism work-**Chantelle De La Cruz , Master of Public Policy (MPP) Student, Crawford School of Public Policy**

   j.   One staff member with professional and/or lived experience relevant to anti-racism work-**Dr Karo Moret Miranda, Associate Lecturer at ANU CASS**

6.   The Chair will be responsible for reporting to the IGC on behalf of the Taskforce.

7.   Taskforce members will be appointed until July 2023, after which point the Taskforce will cease.

8.   An appointed member may resign from the Taskforce in writing to the Chair.

9.   The DVC (Academic) will have regard to the University's objectives relating to the short timeline for the development of this work in filling any vacant positions on the Taskforce.

Responsibilities of Members

10.   Members of the Taskforce are expected to understand and observe the legal requirements of the Australian National University Act 1991, the Public Governance, Performance and Accountability Act 2013 and University legislation.

11.   Members are also expected to:

   a.   act in the interests of the collective ANU community (staff and students), and University as a whole;

   b.   contribute the time needed to study and understand the papers provided;

   c.   contribute to the research and writing required to achieve the necessary outputs by the deadline, and

   d.   apply good analytical skills, objectivity, and good judgment, always abiding by all relevant ANU policies, procedures, and codes of conduct.

Reporting

12.   The Taskforce, with leadership from the Chair, will provide updates to the IDEA Governance Committee (IGC) on its operation and activities as relevant.

Administrative Arrangements

Meetings and Planning

13. The Taskforce will meet monthly on dates determined by the Chair.

14. The Chair convenes and presides at all meetings of the Taskforce at which they are present.

15. The Taskforce operates on a consensus basis and where a vote is necessary, this will be facilitated by the Chair. Where a deciding vote is necessary this will be undertaken by the Chair.

16. The procedure at meetings of the Taskforce is determined by the person presiding over the meeting, taking account of the advice of the Taskforce members.

Attendance at Meetings and Quorums

17. A quorum consists of at least 50 per cent of Taskforce members.

18. Meetings are held either in person or online, at the discretion of the Chair. Hybrid participation will be facilitated where appropriate.

19. Members who cannot attend a meeting cannot send an alternate as their membership is specific to their experience and background.

20. The Chair may request any other ANU employee and/or external party to attend Taskforce meetings or participate in certain agenda items.

21. Observer status will be facilitated where appropriate.

Secretariat

22. Secretariat support will be provided by the Equity and Belonging Team.

23. The Taskforce Secretary will ensure the outcomes of the meetings are recorded and circulated when they are approved by the Chair.

24. Meetings will not be minuted due to the short turnaround times between meetings and the action focus of the Taskforce.

Preliminary Taskforce consultation summary

Purpose: to gather views and suggestions from members of the ANU community about racism and discrimination behaviours at ANU.

Method: one-on-one interviews with a group of stakeholders selected by the Taskforce members for their professional expertise and and/or life experience AND an open call for feedback from staff and students via OnCampus.

Key Feedback Themes

Awareness and Engagement

Most had heard of incidents of discrimination and racism on campus, these are often subtle, subversive and hidden and mainly manifested through unconscious bias, harmful assumptions and discriminatory behaviours.

Students also noted cases of overt racist behaviours, particularly against international students - most obvious in on-campus accommodation.

Most were not aware of specific initiatives on anti-racism at ANU. Those that were known were mostly in research.

Suggestions included:
- Develop and implement a clear communications plan to facilitate ongoing conversation and engagement with anti-racism.
- Design & deliver events that celebrate cultural diversity with involvement from leadership, engage with other Canberra Community Groups and Embassies.

Policy, Reporting and Systems

All agreed that the current policies and processes for identifying and addressing incidents of discrimination and racism are complex, difficult to navigate and in need of review.

All agreed that ANU needs to improve reporting options for staff and students, by providing a range of reporting avenues, that focus on being heard rather than punitive measures.

Suggestions included:
- Establish a disclosure tool for staff and students.
- Ensure there is range of reporting options, from anonymous to full complaint.
- Immediately review relevant policies and procedures to ensure appropriateness and consistency of anti-racism approach and code of conduct for staff and students.

Curriculum

Most felt more work was needed in decolonising the curriculum, which is currently seen as dominated by western Eurocentric views.

Most highlighted the value of increasing academic representation from BIPOC backgrounds to strengthen our community and culture for staff and students.

Suggestions included:
- De-colonising the curriculum needs prioritisation and investment. Academics need support in this.
- Create a 'Global South Fellowship' program that brings international researchers from different backgrounds to deliver lectures, public forums and promote engagement with staff and students.

Culture

Most thought that there should be a leadership push towards re-affirming a commitment to anti-racism.

Most felt that cultural change was needed at the local level – that of College/Schools and Residential Services.

All felt that ANU is behind other global universities in offering rigorous, diverse cultural training.

Suggestions included:
- Develop an 'education plan' to promote cultural diversity through training and other forms of learning opportunities for staff and students.
- Create new academic organisational unit that helps develop alliances, strengthen partnerships and promote under represented regions and cultures.

Contact us

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