WHAT IS CLASSROOM INCLUSIVITY?

As an institution dedicated to developing future leaders and managers who are socially

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TOP FOUR GUIDELINES

The four guidelines below give an overview of ways an inclusive educational environment may be encouraged. The rest of the document lays out detailed suggestions for each of these guidelines, as per the relevant page numbers.

1. Work with Diverse Content (p.4)

Use resources, examples and content from diverse sources and academics, such as those from Aboriginal and Torres Strait Islander, culturally and linguistically diverse, and lesbian, gay, bisexual, transgender, intersex, and queer+ (LGBTIQ+) backgrounds and, whenever possible, with a view to presenting gender balance.

2. Enable Accessibility (p.4)

Aim to make your course as accessible as possible, both physically and virtually. Highlight that: (a) students with disabilities, including mental health issues, (b) students who are carers, and (c) students experiencing other factors that are detrimental to their studies may be eligible for registration with Equitable Learning Services (ELS). Ensure reasonable adjustments for individual students (re ected in ELS documentation) are addressed. Know your obligations under the Disability Discrimination Act 1992 by familiarising yourself with the Disability Standards for Education.

3. Use Inclusive Language (p.8)

Recognise that, intentional or unintentional, racist, classist, homophobic, ableist, ill-informed and/or disparaging comments or content can be harmful or damaging to students. Use inclusive, person-centred language and avoid stereotyping. Similarly, avoid making assumptions about student's identities. It is not your role to query a student's identity, circumstances, background, or provisions.

Refer to Detailed Guidelines below for the use of inclusive language regarding:
(a) Disability
(b) Preferred pronouns and names
(c) Gender and sexuality
(d) Cultural background
(e) Aboriginal and Torres Strait Islander Peoples

4. Promote Social Justice (p.12)

Social justice education involves more than examining difference or diversity. It pays careful attention to the "systems of power and privilege that give rise to social inequality" (Hackman 2005). It also points out that different approaches are not better or worse than the accepted norm; rather, they are just not as well-known or as accepted. The UNSW Business School is a signatory to the United Nations' Principles for Responsible Management Education (UN PRME) organisation, whose purpose is to "...develop the capabilities of students to be future generators of sustainable value

DETAILED GUIDELINES

Using diverse content, where appropriate, in examples, assigned readings, and cases in course resources can assist in providing a vibrant and inclusive study environment. For example, consider:

- Adding Indigenous role models and researchers in your courses and seeking advice as to how to incorporate Indigenous knowledge (regardless of whether you have Indigenous students in your class or not).

- Inviting guest lecturers/speakers from diverse backgrounds.

- Whether a balanced portfolio of diverse teaching materials including, but not limited to, gender, culture, and sexual orientation is appropriate in the context of the course.

Refer to Appendix B for information on diverse case materials. To seek further advice on how to search for diverse teaching resources, , contact the Outreach Librarian for UNSW Business School and/or Davina Delesclefs (Manager, Education Design Services). See also Appendix C for Faculty staff who have conducted Indigenous research and websites that feature Indigenous epistemologies.

Academic staff should highlight to students prior to the start of each term the role of Equitable Learning Services (ELS) at UNSW. Students with a disability (including mental health issues) can register with ELS and may be offered reasonable adjustments throughout their study. Students who are carers (e.g., of young children, elderly parents, siblings with disabilities) may also be able to register with ELS even if they, or their dependant, do not have a disability. Students from low socio-economic status (SES) background may be able to register with ELS is they are experiencing other factors that are detrimental to their studies.

Contact Equitable Learning Services.

Digital Accessibility

In the Business School, the Business Education Design and Delivery (EDD) team is available to help you on all aspects of digital education, including assessment re-design, accessible digital content formats, online class activities, lecture delivery, tools, and training. The team has prepared helpful resources to support you to take learning and assessment online. If you need guidance teaching online, contact the EDD team.

UNSW has introduced inclusive technology and initiatives to enhance the learning and teaching experience. The Educational Technology Support (ETS) team offer one on one consultation services for staff who would like assistance with educational technology tools such as theBox, Moodle, Echo 360, Turnitin and Collaborate Ultra. Contact ETS Support.

Additional resources and support for digital accessibility are available in Appendix D.

General Course Delivery Factors to Consider:

- Take a student-centric perspective to course design, development, and delivery.

- Use learning tools that help students to interact with content. Content should be diverse and presented in varied formats to support student engagement and inclusivity.

- Build learning communities that enable students to interact with each other, with consideration for   embilitn and cultural difference (e.g., time oones, asnnchronous interaction, etc.).

- Consider the online learning/assessment environment of students, including matters relating to student access, inclusion, and equity.

- Explicitly ask students to contact you if they require special accommodation J ith online resources (e.g., captioning, font sioe); emplain that then do not need to provide a reason if they prefer not to say.

- Be mindful of font sioe and colour J hen sharing apps and/or screens.

- Con rm J ith students that then have online access. If a student informs nou that they do not have online access, please put them in touch with the <u>UNSW Student Support Advisors</u>.

- Keep things simple to ensure that all students have access. For example, some students may have limited bandwidth which may have implications when using video presentation.

- At times, there will be technical problems — when this occurs, be understanding and sympathetic with students.

- Consider reaching out virtually and for a general check in with your students once or twice a Term, to support those students feeling isolated.

See also <u>Appendix D</u> for additional resources to support inclusive teaching for online classrooms.

Students may experience a range of disabilities and health conditions. Disabilities include physical, intellectual, psychological, psychiatric, sensory, neurological, medical conditions, learning disabilities and carer responsibilities. They may be visible or invisible, permanent, or temporary, chronic, or episodic. It is important to recognise that living with disability does not negate a student's agency.

UNSW Business School has an Academic Disability Advisor (ADA), <u>Helen Kang</u>. The role of the ADA is to act as a link between the <u>Equitable Learning Services</u> (ELS) and the Faculty, to provide advice in relation to individual students and policy issues, as well as to promote the development of inclusive teaching and assessment best practices in the Faculty.

Familiarise yourself with the <u>Disability Standards for Education 2005</u> to ensure students with a disability can access education and training "on the same basis" as students without a disability. UNSW offers training via the <u>Staff Learning Portal</u> on how to avoid Unlawful Discrimination.

Disability Accessibility Considerations:

- Use a microphone in presentations, as many students with disability rely on the amplification of your voice, as well as recordings. Speak slowly and clearly into a microphone to reduce background noise. Please also ensure that your guest

The following is a good starting point for developing an inclusive classroom for all:

- Recognise that there are tacit expectations inherent in university practices that are catered to by a sociocultural subset (i.e., upper SES). Unless we explicitly recognise these expectations, university practices often exclude students from low SES who are not familiar with the norms and discourses of universities.

- Understand while all are time poor (e.g., due to work commitments), under-represented students such as those from low SES background may experience additional time constraints due to additional responsibilities (e.g., carers' and financial responsibilities at home). This man also affect a students ability to access Work Integrated Learning (WIL) opportunities.

- Reflect on nour assessment practices can the range of assessments be Jidened to improve learning, without compromising standards? <u>Special consideration</u> for assessment should be considered where appropriate.

- Make expectations clear to ensure students understand your expectations of them and what is required to be a successful student.

UNSW and Business School also provide the following support/resources:

- Scholarships
  – <u>UNSW Equity Scholarships</u>
  – <u>UNSW Business School Scholarships</u>

- Financial Support and Centrelink information: _____

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The use of inclusive language in an educational setting creates welcoming and safe learning environments that enable student wellbeing and success.

The broadest advice we can provide is to avoid making assumptions regarding a student's identity. In all cases, interact in a manner that is respectful of the diverse identities (Including gender) and backgrounds of your students. When it is relevant to confirm a student's identity, ask respectfully.

In the case that a student 'calls out' your use of non-inclusive language, avoid being defensive. Acknowledge it in the moment and reflect on how you might be more inclusive in the future. Consider discussing the matter with the student privately, or discuss it with your School's <u>EDI representative</u>.

In the case that a student in your classroom uses non-inclusive language, address their comments swiftly and calmly to build trust and create a culturally safe classroom for all. An appropriate response in this situation could be "That is a common misconception or stereotype about X and can be hurtful. I'd prefer that we didn't use that language/those assumptions in this classroom please." Students can also be referred to the <u>UNSW Student Code of Conduct</u> and <u>UNSW's Be A Better Human campaign</u>.

Use <u>Person First language</u> when referring to individuals with disabilities. Person First language puts the person first, and the impairment second (Australian Network on Disability).

|	
Disabled person	Person with disability
Non-disabled or able-bodied	Person without disability
Confined to a wheelchair	Wheelchair user
Disabled toilet	Accessible toilet
Men or Women	Everyone

- Avoid referring to individuals with disability as "special" and individuals without disability as "normal".

- In circumstances where a person with a disability is accompanied by an assistant, speak directly to the person (not the assistant).

- Avoid using language referring to mental health in colloquial phrases (e.g. "this weather is schizophrenic", "my computer is being a retard"). These types of expressions undermine inclusivity of people with lived experience of mental illness.

First Peoples Disability Network Australia Resources

- <u>Ten priorities to address disability inequity</u>

- <u>Community Driven Research</u>

- Invite students to share with you (if they wish) the pronouns and name they prefer to use, on the first day of Term. Where a student indicates a preferred name or pronouns, use those throughout the term.

- Understand that preferred names and pronouns can stem from a variety of wishes on the part of the student. It is not your role to query why a student might have a preferred name or pronouns that differ from the university record. Instead, note their preference and make all attempts to use their pronouns and name.

- If you make a mistake with a student's preferred name or pronouns, simply apologise, and correct yourself.

- If a student you have known previously by a different gender has now transitioned, ensure that you use the name and pronouns they request. Note, UNSW allows for use of preferred names, however formal name changes require documentary evidence. If a student needs support in undertaking this process, refer them to the Student Support Advisor.

- Use gender neutral terms and phrases.
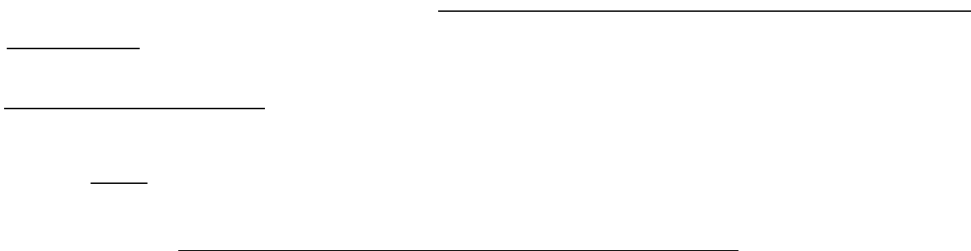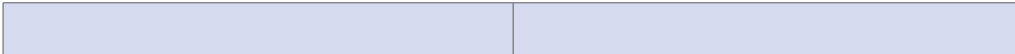
- Avoid assuming someone else's cultural background. If it is necessary to know, ask in a respectful manner. Do not respond to someone telling you where they are from with "Where are you really from?".

- Do not assume that students will know about Australian companies and/or "Australian business culture". Ask instead whether they are aware of current issues in business in Australia and, if required, let them know that they should be aware of these issues.

- Avoid stereotyping individuals based on group stereotypes, including positive stereotyping "You would never know you're from X, your English is so good!" "You'll find this easy, since you're X.

- Acknowledge that individual differences may exist amongst those with seemingly similar cultural backgrounds.

- Do not call upon an individual student to speak to their culture (e.g., "X, tell us about what people from your culture might say about this"). Not only is this an unreasonable request, given that one person can only represent their own views, but it puts the student in an uncomfortable situation. Ask instead, "Would anyone like to share their experience or understanding of this?", or "Has anyone had a different experience?". This gives students an opportunity to participate without putting them on the spot.

- When classes are constituted by students from diverse language backgrounds, it is reasonable to require students to use English language in their discussions and activities. While some students may find it easier to use their first language (i.e., a language other than English) in group activities, let them know that this may exclude other students who do not speak that language.

The UNSW Business School's Tutor Training Program has a Cultural Competency Online Module that addresses issues related to teaching in multicultural classrooms. Contact Davina Delesclefs (Manager, Education Design Services) for further details.

UNSW PVC Indigenous takes a holistic approach to nurture academic excellence in First Nations staff and students. Nura Gili is the Indigenous Programs Unit at UNSW which provides pathways to learning opportunities that embrace First Nation knowledge, culture, and histories. Nura Gili strives for excellence in educational services and works towards assuring participation and access to all the programs it offers.

Inclusion

-

Student empowerment, the equitable distribution of resources and social responsibility, and a student-centred learning environment, encourage full and equal participation of all groups in the classroom.

For example, social justice education is not only about understanding differences or diversity; it is also about paying attention to systems of power and privilege that

give rise to social inequality (Hackman, 2005). Academics staff and students should critically examine oppression on institutional, cultural, and individual levels in search of opportunities for social action/change.

Understanding how socioeconomic status impacts multicultural group dynamics of the classroom between students and staff is also essential. The make-up of a class is

APPENDICES

Appendix A: Glossary

Appendix B: Teaching Resources — Diverse Cases

Appendix C: Indigenous Teaching Resources & Faculty Indigenous Business Research

Appendix D: Digital Accessibility

Appendix E: Additional Resources Related to Mental Health/Well-Being

REFERENCES

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Smith, D. (2015). Diversity's Promise for Higher Education. Baltimore, Maryland: John Hopkins Press.

United Nation's Principles of Responsible Management Education (UN PRME). 2019. https://www.unprme.org/what-we-do

UNSW 2025 Strategy. https://www.2025.unsw.edu.au/

GLOSSARY

A person of Aboriginal or Torres Strait Islander ancestry, identifies themselves as an Aboriginal person or Torres Strait Islander, and is accepted as an Indigenous person by members of the Indigenous community.

Accessibility refers to the design of products, devices, services, or environments for people who experience disabilities. The concept of accessible design and practice of accessible development ensures both "direct access" (i.e. unassisted) and "indirect access" meaning compatibility with a person's assistive technology (for example, computer screen readers). (NSW Health)

Typically considered a verb, one must act in allyship to be an ally. Allies disrupt and educate in oppressive spaces. Allies must constantly work to educate themselves about communities to which they are acting in allyship. (UConn Rainbow Dictionary)

Assistive devices and technologies are those whose primary purpose is to maintain or improve an individual's functioning and independence to facilitate participation and to enhance overall well-being. (World Health Organisation)

May refer to the physical infrastructure, the online platform, as well as other learning environments, where the learning takes place for undergraduate, postgraduate and research students.

May refer to someone born overseas, from a non-majority cultural background and/or a non-English speaking background.

People who were born overseas, have a parent born overseas or speak a variety of languages are collectively known as culturally and linguistically diverse (CALD) populations. (Australian Institute of Health and Welfare)

The Disability Discrimination Act 1992 (Cth) defines disability as:

- total or partial loss of the person's bodily or mental functions
- total or partial loss of a part of the body
- the presence in the body of organisms causing disease or illness
- the malfunction, malformation, or disfigurement of a part of the persons body
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction

- a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions, or judgment, or that results in disturbed behaviour;
- and includes disability that:
- presently exists
- previously existed but no longer exists
- may exist in the future
- is imputed to a person (meaning it is thought or implied that the person has disability but does not)

(Australian Network on Disability

Gender affirmation and/or Gender affirming/transition

The personal process or processes a trans or gender diverse person determines is right for them to live as their defined gender and so that society recognises this. Gender affirmation may involve social, medical, and/or legal steps that affirm a persons gender. Affirming gender does not mean 'changing gender', having a sex change or 'becoming a man or a woman', and transition is not the same as being trans. A trans or gender diverse person who has not medically or legally affirmed their gender is no less the man, woman, or non-binary person they have always been.

Gender identity, and related appearance or mannerisms or other gender related characteristics of a person. This includes the way people express or present their gender. It recognises that a person may identify as a man, woman, both, neither or otherwise. (Pride in Diversity)

Someone with a gender identity other than man or woman; there are a diverse range of non-binary gender identities. Some intersex people and some trans people have non-binary gender identities. (Pride in Diversity)

Occurs when a diversity of people (e.g., of different ages, cultural backgrounds, genders, perspectives) feel respected and connected, and can contribute their perspectives and talents to improve their organisation and have access to opportunities and resources. (Diversity Council Australia)

Indigenous communities, peoples and nations are those which, having a historical continuity with pre-invasion and pre-colonial societies that developed on their territories, consider themselves distinct from other sectors of the societies now prevailing in those territories, or parts of them. (United Nations)

A simple and least stigmatising term for a broad range of congenital physical traits or variations that lie between stereotypical ideals of male and female. Intersex people are born with physical, hormonal, or genetic features that are neither wholly female nor wholly male, or a combination of female and male. (Pride in Diversity)

Lesbian, gay, bisexual, transgender/gender diverse, intersex and queer.
(Diversity Council Australia)

An umbrella term for a wide range of non-conforming gender identities and sexual orientations. The term "Queer" although now widely adopted, particularly with a

A person's sexual orientation towards persons of the same sex, persons of a different sex, persons of the same sex and persons of a different sex, or persons of neither sex. (<u>Pride in Diversity</u>)

A person J ho identi es their gender as different to J hat J as assumed at birth man consider themselves transgender or trans. A trans person might identify as male

TEACHING RESOURCES – DIVERSE CASES

- The Enterprise License Agreement (ELA) with Harvard Business Publishing (HBP) allows UNSW Business School academic staff to 'purchase' and distribute to their students anything from the entire HBP suite of products. These costs are covered by the license.

- As a UNSW Business School academic, you already have the full access to all products for personal review if you have registered on the site as an 'Educator Premium'. Register for a Harvard account

- Details regarding how to purchase and distribute cases to students are available on Connect.

Cases with Female Protagonists complied by the Harvard Business School (HBS) Gender Initiatives

- The case for female protagonists: Bridging the gender gap in business education
  https://hbsp.harvard.edu/the-case-for-female-protagonists/

- Cases with female protagonists by discipline
  https://hbsp.harvard.edu/female-protagonists/

- Academic staff can also contact the Business Outreach Librarian or book a research consultation with UNSW library for an in-depth review of the resource options available.

- Contact Davina Delesclefs (Manager, Education Design Services).

INDIGENOUS TEACHING RESOURCES
& FACULTY ACADEMICS

Who have conducted Research in the area of Indigenous Business

- UNSW Teaching Toolkit: Indigenous Terminology
- Bringing Aboriginal and Torres Strait Islander perspectives into the classroom: Why and how
- Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS)
- United Nations Declaration on the Rights of Indigenous Peoples
- The Australian Business Guide to Implementing the UN Declaration on the Rights of Indigenous Peoples
- A Business Reference Guide. United Nations Declaration on the Rights of Indigenous Peoples.
- The Uluru Statement
    - The Uluru Statement from the Heart
    - Toolkit

* This list is not comprehensive. It is a living document and welcomes suggestions to best re ect the breadth of individuals contributing to Business at present. Our Faculty point of contact for Indigenous Business Education is Rebecca Harcourt. If you have a suggestion for someone who should be added to this list or have noted an error, please email BUSEDI@unsw.edu.au.

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2015	Conference Paper	Van Der Meer, S., Smith, S., & Pang, V. (2015). The Use of ICT to preserve Australian Indigenous Culture and Language a Preliminarily Proposal Using the Activity Theory Framework. In Proceedings of the 26th Australasian Conference on Information Systems (ACIS 2015) (pp. 14 pages). Adelaide, SA, Australia.	Vincent Pang
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2017	Journal article	Martin, F. A. (2017). Compensation for Emtinguishment of Native Title: Gri ths v The Northern Territory represents a major step forward for native title holders. Indigenous Law Bulletin, 8(27), 8-11	Fiona Martin

INCLUSIVE TEACHING FOR ONLINE CLASSROOMS

Considering recent events surrounding COVID, the PVCE Portfolio has also developed this site to assist UNSW teaching staff with resources and guides to support them in teaching remotely.

The Business Education Support team has prepared several helpful resources to support you during COVID times. Visit their TEACH Bulletin Special Edition 2020 — Taking Learning and Assessment Outline. You can subscribe to the UNSW Business Education TEACH Bulletin here.

Specific instructions on how to set up online lecture recordings are available here: BB Collaborate, Zoom and MS Teams.

- Guidelines for accessible blended and online courses
- Business education technology catalogue. The education technology catalogue is a simple index of the platforms and technologies supported by the University and Faculty. The catalogue contains brief descriptions, links, and contact details.
- Education solutions pack. Concise, one-page solution packs containing templates, examples, how to guides and recommendations to support you in designing and delivering online activities and digital assessments.
- Guidelines for accessible blended and online courses. These guidelines have been written to support you in designing and developing accessible online content. They are mapped to the international Web Content Accessibility Guidelines (WCAG) 2.0, which specify three levels of conformance: A (lowest), AA, and AAA (highest).
- Principles and universal design for learning (UDL). A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL guides the creation of learning outcomes, resources and assessments that work for everyone.

- National Centre for Student Equity in Higher Education (NCSEHE) provides open access to COVID-19 related resources for the higher education sector.
- TEQSA has established an extensive suite of online learning good practice resources for providers in collaboration with sector experts, including Student experience. The repository is updated regularly with new contributions, and in response to feedback from providers.
- Harvard Business Publishing Education — Building Inclusive Virtual Classrooms. Use the Four Cs Model to Encourage Tough Yet Necessary Discussions Among Students.

ADDITIONAL RESOURCES RELATED TO HEALTH AND WELLBEING

Please be aware that your students man experience times of difficultn or distress. If you are aware of any distress with your students, please refer them to any of the resources below.

Campus security   9385 6666
for emergencies or safety issues

University Health Service   9385 5425
Quadrangle Building, Ground Floor, East Wing

Counselling and Psychological Services: 9385 5418
Quadrangle Building, Level 2, East Wing

Student Support Advisors, Student Support & Success   8374 9201
Goodsell Building

Equitable Learning Services   8374 9201

Nura Gili   9385 3805
Electrical Engineering Building

International Student Support Advisors

Academic Skills Support

UNSW Students Wellbeing, Health

Mind Smart Self-help Videos

Students Minds
(Outreach program driven by students providing
student voice on mental health)

LGBTIQ+ Support

Sexual Misconduct

Sexual Misconduct Reporting Portal

UNSW First Responders