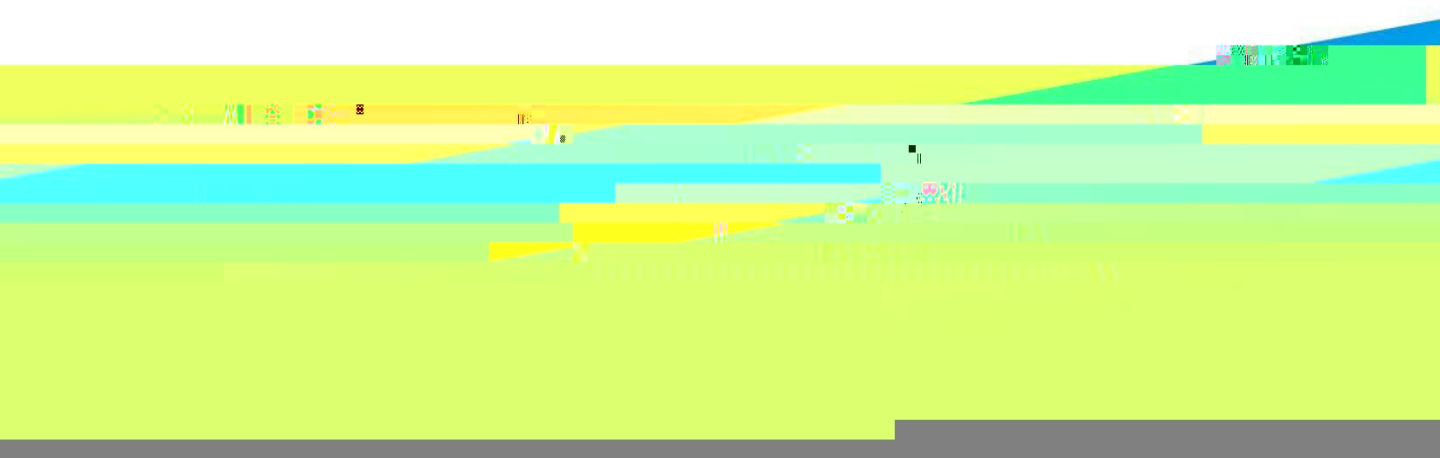


UNSW Faculty of Science

CLASSROOM INCLUSIVITY



WHY HAVE CLASSROOM INCLUSIVITY GUIDELINES?

Inclusion is when “a diversity of people (e.g. of different ages, cultural backgrounds, genders) feel valued and respected, have access to opportunities and resources, and can contribute their perspectives and talents to improve their organisation”.

Creating an inclusive classroom environment enables students to feel supported and a strong sense of belonging, regardless of identity or background. UNSW has numerous resources to assist with this, including:

[UNSW Ally](#), [Psychology and Wellness](#), [Equitable Learning Services](#), [International Student Support](#), [Student Support Advisors](#), [Academic Skills](#), [Nura Gili](#), [Pregnancy and Parenting Support](#) , [Diversity Champions](#).

Research indicates that many students are more likely to flourish academically and personally in academic settings that acknowledge and respect students’ personal experiences, identities and backgrounds. Ensuring that our learning environments are inclusive is crucial to realising UNSW Science’s EDI vision.

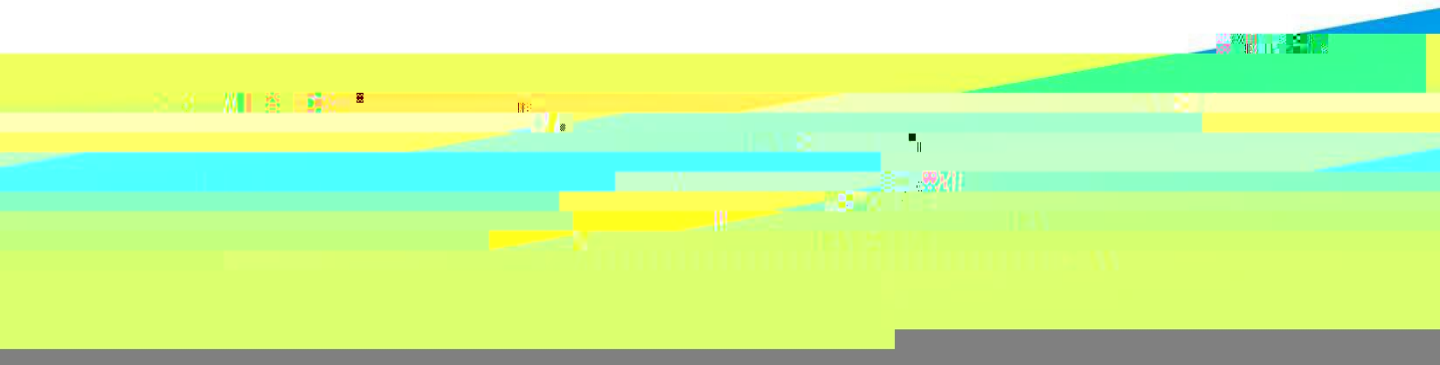
UNSW FACULTY OF SCIENCE EDI VISION

The UNSW Faculty of Science aims to provide an equitable place of work and study that will stimulate innovation, productivity, and progress and will enable staff and students to realise their potential regardless of background.

We hold that diversity is required to foster an environment that produces robust, credible and pioneering science of global impact and trains the next generation of scientists.

UNSW Science commits to reducing barriers that impede equity, diversity, and inclusion via implementation of initiatives and practices that will benefit staff and students alike.

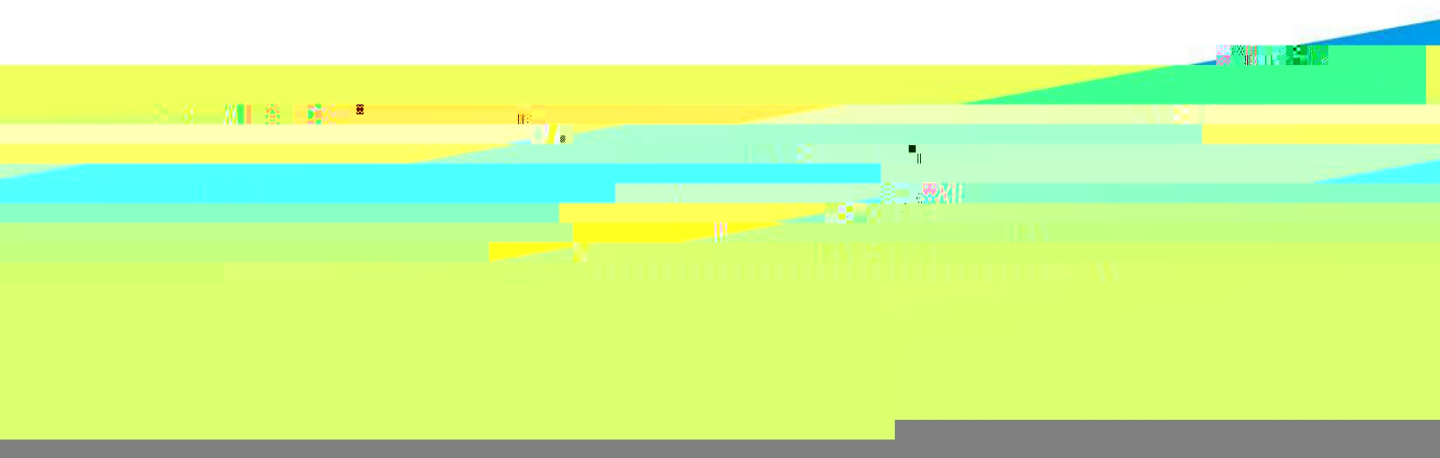
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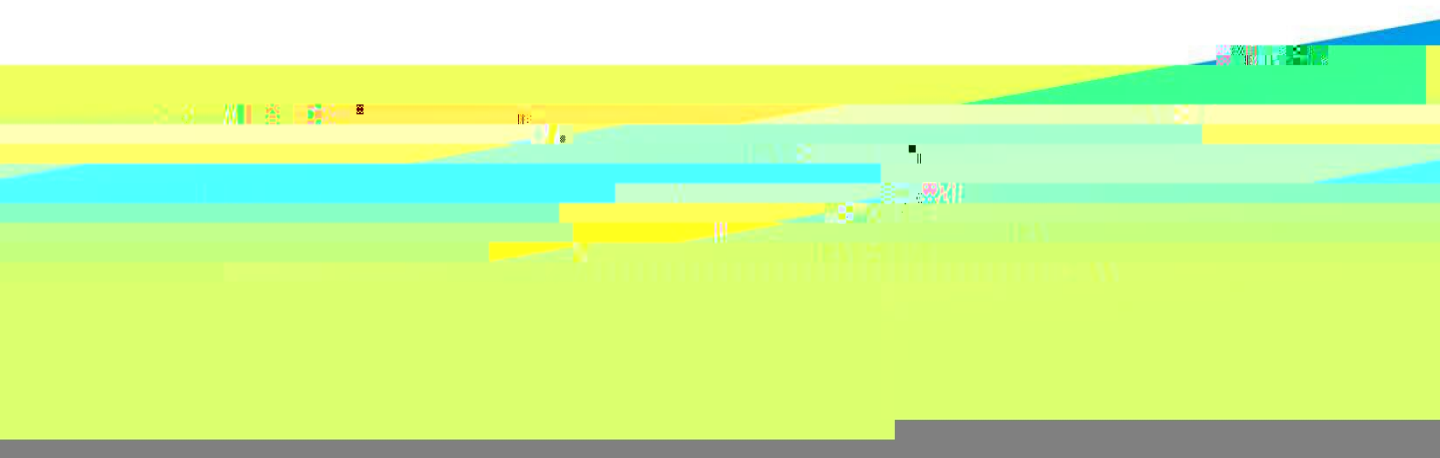
DETAILED GUIDELINES

I. Inclusive Language

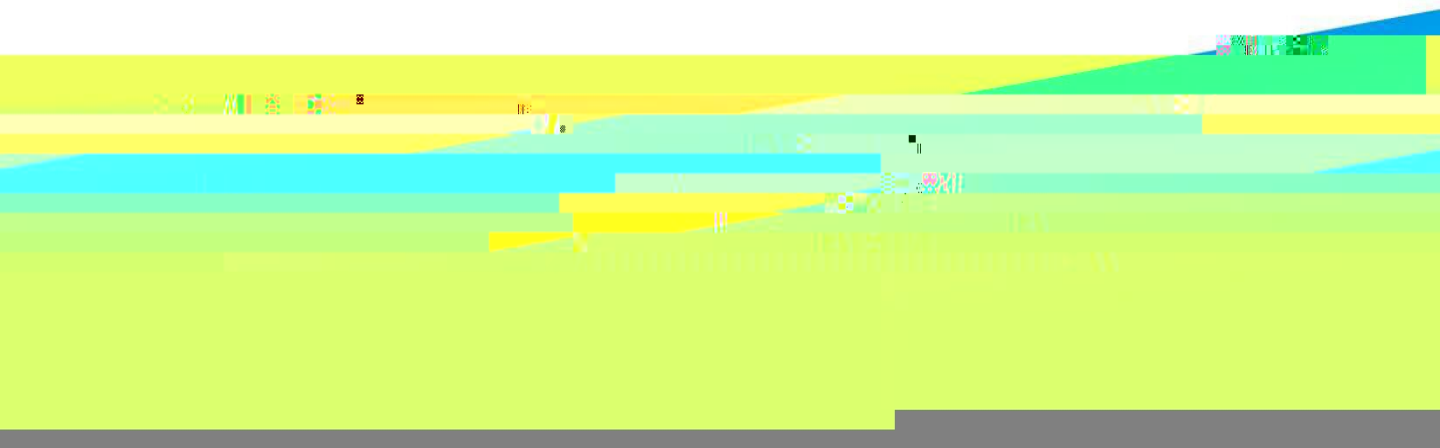
The use of inclusive language in an educational setting creates affirming, welcoming and safe learning environments that enable student wellbeing and success.

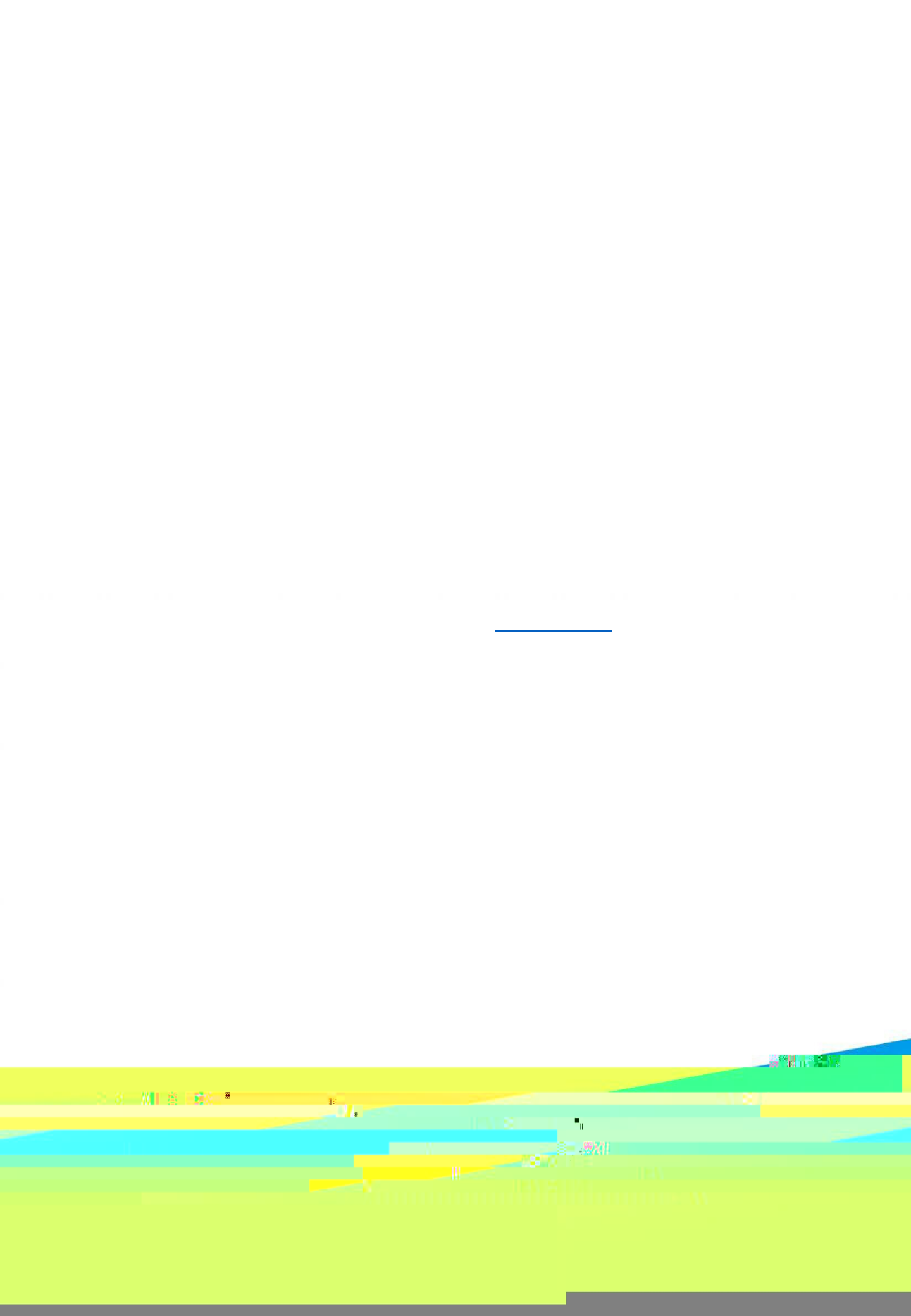


- Understand that preferred names and pronouns can stem from a variety of wishes on the part of the student. Some students with non-Western names opt to adopt a Western name at university. Students are not obligated to do so, therefore efforts should be made to correctly pronounce non-Western names if that is the student's preference. Other students may be gender non-conforming, non-binary, or transgender. It is not your role to query why a student might have a preferred name or pronouns that differ from the official university record. Instead, note their preference and make all attempts to use their pronouns and name from that point forward.
- 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 an



- When referring to the





APPENDICES

[Appendix A: Glossary](#)

[Appendix B: Indigenous STEM](#)

[Appendix C: Digital](#)

