

# Embedding inclusivity in business curricula

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Increasing workplace diversity, as well as requirements for committed and motivated workforces to operate within global markets, has brought renewed calls for fair inclusion and treatment of individuals. Business and education institutions are aware through anti-discrimination legislation that some practices in the workplace and classroom are unlawful because they directly or indirectly discriminate against some individuals or groups resulting in unfair treatment. The adoption of inclusive teaching and assessment practices offers one way of ensuring reasonable adjustment towards fair inclusive treatment. Further, an inclusive curriculum is recognised as encouraging an authentic learning process preparing individuals to lead and manage diverse workforces.

The development of an inclusive curriculum within an Australian business faculty, while encouraged at a policy level, is implemented through voluntary means and in different ways across disciplines. This indicates a potentially amorphous outcome. This project investigates the extent to which gender and cultural issues are embedded into curricula (including books, cases, exercises and recent research). Content analysis of individual unit documents, interviews with faculty coordinators and a survey of unit coordinators were undertaken. Findings show the inclusion of equity issues is reasonably comprehensive, though some variation across units was evident. Further, the decision to include equity issues was associated with specific unit topics, more than the personal preferences of the unit coordinator. In units where equity issues were limited, this was often justified as an issue of unit size, amount of material needing to be covered and/or the scope of the unit.

**Keywords:** Equity, inclusion, business, curriculum.