

RESPONSIBILITY -- EDIB

Students who graduate from KCC will model ethical and professional behavior and cultivate an environment supportive of equity, diversity, inclusion, and belonging.



AM I TEACHING EDIB?

Classes where students are taught to communicate with diverse populations, to address issues of accessibility, to respect cultures outside their own, and to engage with alternative viewpoints may have EDIB as a General Education Objective.

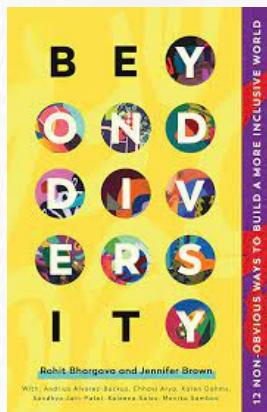
HOW TO ASSESS EDIB

Terminology - are your students using proper terms to refer to various identity groups?

Communication - can your students communicate effectively and respectfully with diverse populations?

Inclusion - can your students identify accessibility issues across identity groups? does your student make an active effort to include all individuals?

Respect - can your students identify, address, and respect alternative viewpoints and lived experiences?



Beyond Diversity - For the next two years, KCC will be using this text as our common read. Faculty are encouraged to adopt the text or use chapters from the text in their classes where appropriate. Copies are available in the library.

AT A GLANCE

EQUITY

Everyone has the same opportunity to succeed due to direct attention to varying needs and the intentional elimination of barriers.

DIVERSITY

Representation across all dimensions such as age, class, ethnicity, gender, health, physical and mental ability, race, sexual orientation, religion, physical size, education level, job and function, personality traits, and other human differences.

INCLUSION

When the experiences of all are respected and valued, and all identities are welcomed and supported.

BELONGING

When through equity, diversity, and inclusion efforts, each individual feels like an important and valued member of the larger community.

Diversity is a fact;
Inclusion is an act