

Program Objectives

As a result of participating in this course, participants will be able to:

- **Examine** diversity, equity and inclusion in higher education, especially around identity, power privilege, and positionality, in their departmental context (e.g., classroom, laboratory, research group), as well as institutional and national contexts.
- **Reflect** on their own and their students' identities and experiences, the intersectionality of identities, and the impact those identities have on their teaching practice and on their students' sense of belonging and learning.
- **Question** their assumptions about all aspects of instruction (e.g., course materials, learning objectives, teaching methods, learning spaces, assessments), as well as conceptions of diversity, equity and inclusion, and what those assumptions might mean for their practice and student learning.
- **Identify and implement** learner-centered structures and strategies that remove common barriers to learning in STEM courses and enhance learning for all students
- **Apply** principles of evidence-based inclusive teaching to their course design and learning environments in higher education.
- **Use** their student learning data and feedback to inform pedagogical and curricular choices in higher education.

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COLLEGE EXCELLENCE PROGRAM