
GAVIN LAROSE, University of Michigan
Systemic Strategies for Increasing Inclusive Teaching

The implementation of teaching strategies in a large department with many students and instructors requires the development of support structures that provide resources and instructional training that are able to establish that the baseline for instruction is inclusive. The manners in which this occurs may be classroom focused, by implementing strategies that encourage and support students from groups traditionally underrepresented in mathematics; course focused, by using more inclusive assessment and curricula; and instructor focused, by building instructors' awareness, understanding, and skills to teach in a more inclusive manner. In this talk we describe the work that we are doing at the University of Michigan to build and sustain inclusive teaching through active-learning classrooms and instructor training, to change our assessment and curriculum to include more mastery assessment and a focus on diversity, and to build a community of instructors in the Department with the background and knowledge to effectively teach inclusively.