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*Embedding Equity, Diversity, and Inclusion in University Mathematics Courses: Past Strategies and Future Directions*

Equity, Diversity, and Inclusion (EDI) are essential to fostering a supportive and accessible learning environment in postsecondary mathematics education. However, implementing EDI principles in traditionally structured, especially heavily coordinated, math courses poses unique challenges. In this talk, I will share practical strategies I have adopted to embed EDI into the design and delivery of undergraduate math courses. Drawing on examples from my own courses, I will discuss initiatives such as flexible assessment structures, inclusive content design, proactive student support systems, and tools for reducing math anxiety. I will also talk about the use of anonymous feedback, differentiated instruction, and community-building practices. Finally, I will outline future plans that aim to strengthen these efforts, including the integration of learning analytics to identify and close performance gaps and the development of targeted mental performance coaching to support student confidence and resilience in mathematical learning.