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*Ready for Change - Institutional and departmental factors supporting active learning recitations*. Preliminary report.

In Fall of 2019, the math department at George Mason University initiated a series of systemic changes in order to implement active learning strategies in all Calculus I and II recitations. In addition to funding from an NSF IUSE grant, our initiative benefits from several institutional and departmental contextual factors which predated this change. We began departmental planning in January of 2019, which continued during the year and included conversations about the nature of calculus recitations and the data needed before making decisions. One early measure of success is that faculty seemed to be genuinely interested in the initiative and we received little-to-no resistance to enacting this sweeping change to the Calculus sequence. The main changes underway are: (1) recitations in classrooms with whiteboards on all 4 walls, led by teams of GTAs and Undergraduate Learning Assistants; (2) the adaptation of curricular materials from SDSU for these recitations; (3) an improved orientation for GTAs and more consistent follow-up during the term; (4) creation of a mathematics teaching and learning seminar; (5) data gathering on placement testing and student backgrounds; and (6) more consistent communication with Calculus I and II lecture faculty. (Received September 17, 2019)