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In this paper we discuss a series of loosely connected initiatives to improve the inclusiveness in a large department, and in the large enrollment courses we teach. We make the case that there is a synergy arising from department members' overlapping engagement in interrelated efforts to increase awareness of issues of inclusion, incorporate themes of inclusiveness in instructor training, and take concrete steps to make courses more welcoming of under-represented groups. We describe a number of these efforts, including development of a learning community on inclusive teaching (engaging faculty, post-doctoral and graduate student instructors), instructor training and support for inclusive teaching, and concrete programmatic changes we are making in the assessment and administrative structure of our large enrollment courses to improve their inclusiveness. In our discussion a primary focus is on how these efforts may be applicable in other departments, and highlight concrete outcomes that have improved our courses and instruction. (Received September 17, 2019)