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Gail Tang, El Turkey Houssein, Cilli-Turner Emily* (emilyct@uw.edu), **Milos Savic, Gulden Karakok** and **David Plaxco**. *Inquiry as an Access Point to Equity*.

Many policy documents and statements from several organizations (e.g., NCTM, CBMS, MAA, PCAST) have issued calls to improve STEM education through the use of active learning practices to provide learning opportunities for all students in STEM fields. Existing research indicates that such teaching practices support greater learning gains for historically underrepresented students in STEM, while not harming others (e.g., Kogan & Laursen, 2014). In this presentation, we will explore the theoretical ways in which inquiry teaching practices (e.g., Inquiry-Based Learning (IBL) or Inquiry-Oriented Learning (IOL)) could potentially support equity in the classroom. Specifically, we will merge characteristics of inquiry (Student Ownership, Knowledge Building, Peer-Involvement, Doing Mathematics, Student-Instructor Relationship, and Student Success) put forth by Cook, Murphy, and Fukawa-Connelly (2016) with the Four Dimensions of Equity (Access, Achievement, Identity, and Power) proposed by Gutiérrez (2009). Finally, we will discuss how engaging in practices of IBL/IOL could provide opportunities for instructors to implement more equitable practices. (Received September 20, 2016)