1171-97-36 **Wendy M. Smith*** (wsmith5@unl.edu). *Departmental Transformation to Improve Student Success in First-Year Mathematics Courses.*

This talk will share information from the SEMINAL project: Student Engagement in Mathematics through an Institutional Network for Active Learning (National Science Foundation DUE-1624643). Since 2016, this collaborative research project has collected and analyzed mathematics department data from over 25 masters' and doctoral-granting universities in the United States, to understand how departments can systemically make active student engagement the norm, and thus improve student success. SEMINAL identified the following key change levers to initiate, implement and sustain departmental change: systemic approach; understanding institutional change; a focus on improved student engagement and equitable student outcomes; active learning; effective leadership; departmental and institutional culture that encourage educational improvements; course coordination; professional development; instructor communities of practice; resources; and use of local data. These change levers arise from the hundreds of interviews and thousands of surveys included in the SEMINAL research study. Understanding systemic change and what successful universities have done can help propel similar transformation initiatives in a variety of institutional contexts. (Received August 05, 2021)