

1163-A1-1039

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Finding and creating communities of like-minded colleagues is easier said than done. Instructional and philosophical change, around the practice of inquiry, is complex and therefore, having access to quality resources, expertise and a supportive network can make a big difference. Especially during a global pandemic and sociopolitical unrest, leveraging existing and emerging networks of faculty working jointly on ideas and developing solutions can be advantageous. During this session, participants will hear about the inaugural year of a federally funded network of regional inquiry-based learning communities. Topics covered will include the network's mission and goals, key infrastructure and implementation elements, and preliminary findings pertaining to participants' engagement in their regional inquiry-based learning community and the broader network (adapted from a value framework developed by Wenger, Traynor, & DeLaat, 2014). Additionally, we will share insights on how regional communities address important issues in mathematics teaching and learning in terms of access, inclusivity, idea exchange, and innovation during times of change (www.iblcommunities.org). (Received September 14, 2020)