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Naneh Apkarian* (naneh.apkarian@gmail.com) and **Chris Rasmussen**. *Mathematics Instruction Leadership in Undergraduate Departments*.

Amid the myriad calls for improving post-secondary mathematics instruction, many universities are coordinating their introductory mathematics courses. Robust coordination systems consist of two major elements: uniform course elements (e.g., common text; exams) and regular instructor meetings - the latter of which can engender productive collaboration among faculty. Of particular importance are those who act as leaders (formally and/or informally) within these coordination systems, because they have the potential to influence instructional practice. This study uses social network data to investigate instructional leaders at five diverse institutions, considering both formal and informal coordination phenomena. Our results indicate that, in these successful programs, formal and informal leadership is in alignment and instructors are frequently involved in conversations about instruction. These results speak to the role of social interactions in mathematics departments and the potential of coordination systems to support and sustain change at the department level. (Received September 05, 2017)