In this talk, we present narratives of change at three university mathematics departments in response to administrative insistence on improvements in the face of pressure from engineering colleges. Specifically, these three departments were faced with the prospect of losing calculus teaching to another unit on campus and reacted to prevent that outcome. All three departments initiated change efforts related to calculus revision, including the appointing new leaders to oversee improvements, and all have successfully maintained control of calculus because of perceived program improvements. Drawing on sociological perspectives, we discuss the ways in which change was navigated and negotiated at each site. We found common characterizations of change leadership limited these descriptions of complex change processes, suggesting a need to refine such characterizations in ways that capture more nuanced situations. Implications for future change initiatives in other contexts are discussed. (Received September 17, 2019)