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Brian E. Moore* (brian.moore@ucf.edu), FL, and **Erin Saitta, Michele Gill, Jacquelyn J. Chini, Melissa Dagley and Xin Li.** *Active Learning in College Calculus: Supporting Instructors and Targeting Cultural Change.*

An interdisciplinary team of faculty from education, mathematics, chemistry, and physics, at a large public research university, devised and implemented a program to support mathematics faculty as they adapted unfamiliar active learning techniques to their calculus classrooms. The program supported two cohorts of three faculty and five graduate teaching assistants as they selected, designed, implemented, examined, and revised active learning strategies over the course of a year. Altogether, the autonomy that was given to the faculty who participated, along with the expertise of faculty from other departments and the overall plan for course and faculty development, provided an excellent environment for promoting faculty growth. Data collected through surveys, interviews, and observations reveal some persistent and sustainable changes in calculus instruction, especially among the faculty who participated in the program, but the broader culture of the department appears more resistant to change. (Received September 17, 2019)