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Staying professionally alive in mathematics at two and four-year schools is a major challenge. These schools have always stressed the importance of good teaching and service to the students. However, in recent years they are expecting that faculty also engage in scholarly and creative activities. In short, two and four-year schools are embracing the teacher-scholar model for their faculty members. In this presentation we will report on a strategy adopted in 1994 by a consortium of some 30 two- and four-year colleges to meet this challenge. We will give a brief history of the consortium, report on the outcomes, discuss the strengths and weaknesses, and indicate future directions. Our model is based on the premise that innovations will persist if the participants play significant roles in the design and implementation of the strategies. We identified individuals on each campus that are committed to engage in mathematics reform and the professional development that is needed to carry out the reform. Such a group is much more likely to bring about change in instructional techniques than a few faculty on a single campus. With several grants from NSF we were able to bring consultants to a central location to assist us in course, curriculum, and faculty development. (Received September 12, 2000)