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In this session, we discuss our work developing, implementing and nurturing a community of both full-time and part-time mathematics faculty who regularly teach College Algebra with a focus on improving their instruction in the course. Thirteen faculty members participated in a summer workshop where we explored the eight mathematical teaching practices described in the NCTM publication Principles to Action and their implications for our teaching freshman-level mathematics. In addition, we developed a collection of rich mathematical tasks to be performed collaboratively by students in the College Algebra classroom. Participants then spent the academic year integrating these activities into their instructional plan and sharing their experiences with all community of practice members. Using an observation tool designed for inquiry-based teaching, participants observed each other's teaching and provided valuable feedback. This project was supported by the UHD Center for Teaching and Learning Excellence which provided stipends for the participants. We have begun to collect data on faculty members' experiences and other measures of success. Preliminary findings will be shared. (Received September 08, 2016)