Supporting and Sustaining Scholarly Mathematics Teaching (S3MT) is a three-year multi-institutional project supported by the National Science Foundation (IUSE 1725952). This project seeks to develop a cadre of scholarly teachers who implement research-based instructional strategies, with an emphasis on active learning, and who are committed to studying the effectiveness of these pedagogical innovations. More specifically, we aim to: (1) create a multi-institutional network comprised of math faculty interested in becoming scholarly teachers who conduct and publish the Scholarship of Teaching and Learning (SoTL) on their teaching and their students’ learning, and (2) to identify the challenges, opportunities, and structures necessary for supporting mathematics faculty who are at different stages of implementing SoTL. Ultimately, we want to develop an understanding of how to best leverage SoTL to support a more widespread adoption of engaged teaching and learning strategies. Beginning in 2018, 16 mathematics faculty from seven colleges and universities, with diverse student populations, have been participating in a faculty development program around conducting SoTL. In this session we will describe the professional development program and lessons learned during the past two years. (Received September 16, 2019)