From 1989 -1994, Duke University was the recipient of one of the first large NSF funded projects to reform calculus, "Project CALC." In this presentation. I will discuss the efforts to maintain the changes made, as well as efforts to adapt the program to reflect changing faculty, technology and financial conditions. In particular, I will first, briefly, address the profound changes made to content and pedagogy by Project CALC and then discuss how those innovations in content and pedagogy have evolved over the last twenty years to reflect those changing conditions. Since graduate students do a significant amount of the teaching of calculus at Duke University, I will also address how the teacher training for graduate students has been an important factor in both influencing and impeding change. I will also discuss how changes in the Advance Placement Calculus program have influenced both the content and the level of courses we teach, the possible sources of resistance to change, and the challenges facing Duke’s calculus program in the near future. (Received September 19, 2010)