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Improving college mathematics student learning outcomes is an ongoing area of focus in Institutions of Higher Education (IHE). This reform includes challenging, changing, and adapting both teaching practices and the learning environment. Communities of practice (CoP) can support faculty in making these shifts. In this paper, we investigate a network of regional communities of practice composed mainly of mathematics faculty from IHE. We share information about the COMMIT (COMmunity for Mathematics Inquiry in Teaching) Network along with year one findings about the types of value participants found engaging in network activities since 2019. In this qualitative study, we use the value framework developed by Wenger et al., (2011, 2014) to dissect the variety of ways and reasons faculty engage and find value in their CoP participation. Faculty participants expressed that CoP participation created unique layers of value in helping them to identify resources to support teaching with inquiry especially during a pandemic, shift their beliefs about teaching, and engage with a network of peers about mathematics and teaching. We discuss how implications of this study might inform other CoPs and networks of STEM stakeholders interested in large-scale instructional reform. (Received July 23, 2021)