

EDITOR COMMENTARY

Sustaining Mentoring Communities of Practice

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The 2025 themed issue of the Chronicle of Mentoring and Coaching titled “Sustaining Mentoring Communities of Practice” presents eight research-focused articles with interconnected themes related to mentoring and coaching communities of practice (CoPs). Authors’ diverse articles are based on their ongoing research, project and program development, and theory generation. Authors were invited to submit their full manuscripts, which are found within this issue.

According to Lave and Wenger (1991) individuals in a CoP share their passions and expertise through social interactions. Individually and in groups, professionals exchange their successful evidence-based practices related to their common interest in a practice with the intention of affecting change (McDonald & Viehbeck, 2007). CoP members engage to build collective capacities, capabilities, and confidence (Wenger & Snyder, 2000) that often go beyond disciplinary boundaries (James-McAlpine et al., 2023).

In articles contributed to the CMC quarterly summer journal, authors present the collaborative works of their CoPs related to a variety of practices to promote recruitment, retention, and flourishing of individuals across sectors. Authors passionately impart their research results and findings related to programs, models, and theories, to underscore the importance of mentoring and coaching. Articles contained within this journal contribute to a broader understanding about the importance of mutual engagement, joint enterprise, and a shared repertoire (see Pyrko et al., 2016). This issue of the CMC brings examples of current and ongoing programs that encourage continuous reflection by their members about their practices and program outcomes. Individuals within the institutions and organizations described by authors, attend to timely issues as they strive for excellence in practice, leadership, and service to their institutions, communities, and beyond.

Eight Articles

Articles contained in this 2025 Quarterly Summer CMC Volume 9, Issue 2 address topics that are current across sectors and intersect with institutions of higher education. Authors

offer examples of ways individuals champion organizational missions and uphold ethical practices of access, equity, and inclusion. Some author-researchers provide leadership and mentorship or coaching within faculty collaboratives from single or consortiums of universities. Several of the articles demonstrate engaged scholarship by their outreach to local, national, and international entities, as well as through the scholarship of teaching and learning to support students, faculty, and communities. Two articles describe mentoring initiatives for individuals during their early careers. Among themes reflected in these articles are mentoring in developmental networks, the recruitment and retention of diverse students and faculty, professional learning opportunities for students and faculty, the wellbeing of student and faculty leaders, and the success and professional development of individuals entering careers. Although all author-researchers are affiliated with universities of higher learning in the United States, they are engaged with CoPs in research, education, industry, and professional associations.

This issue begins with Carol A. Mullen’s presentation of the SACE Model of Mentoring, which has application in all arenas. Three articles related to science, technology, engineering, math, and medical mentoring follow. A STEM mentoring program for community college students is contributed by author-researchers Anita Balaraman, LaVonne Slaton, Sarah Maokosy, Rafael Cardona, and Peter Maokosy. An article outlining mentoring in the context of leadership training through various avenues for undergraduates in STEM fields is contributed by Mary Jo Parker. A STEM doctoral mentorship practices article, written by Dilara Yaya-Bryson and Lisa R. Merriweather, provides examples of doctoral programs designed for student support. Mentoring practices related to educator preparation are highlighted in three different articles. Vicki S. Collet presents the Gradual Increase of Responsibility Model for teacher candidates; Clementine Msengi and Dionne Clabaugh present their research describing the influence of mentoring on the professional growth and resilience of foreign-born female faculty members in a college of education.

Susan Brondyk and Sara Hoeve highlighting the continuation of faculty-supervisor mentoring for teacher education graduates during their induction years. Researcher-authors Julie C. Weitlauf, Mark J. Hager, Susie Hsieh, Ruth Cronkite, and Janet Ekstrom contribute their article promoting career development of researchers during the Covid era.

Carol A. Mullen, author-researcher of the first article, "Wellbeing and the SACE Model of Mentoring," suggests the "need to incorporate wellbeing into mentoring initiatives" as an interconnected system of wellbeing, mentoring, and policy. Mullen presents the SACE four-component framework of "support, accessibility, collaboration, and equity," which was derived from mentoring research. In the article, Mullen describes the SACE model and her fieldwork in schools and districts, which she "designed for program, leadership, and relational development in professional and academic settings and for policymaking." The benefits of the SACE Model of Mentoring include a positive community where individuals feel supported, connected, empowered, confident (see Wenger & Snyder, 2000), and hopeful, which represent components of a strong community of practice that lead to engagement, performance, and effectiveness.

STEM/STEMM Mentoring Communities of Practice

Programs associated with leadership development for undergraduate students prior to entering their career spaces are discussed by Mary Jo Parker, author-researcher of "Training Undergraduates to Assume Leadership Positions," the second article. Parker describes the Scholars Academy at the University of Houston-Downtown, which offers undergraduates a year-long leadership training program that includes a retreat with challenge course elements focused on team-building and individual challenges. Students attend monthly meetings, and active learning experiences with mentees. Face-to-face and virtual Peer Led Team Learning (PLTL) training session last 15 weeks or one semester. As Parker explains, during the more recent years, the "PLTL training has become foundational to scaling up the leadership training across the Scholars Academy program and the university."

Researchers and authors Anita Balaraman, LaVonne Slaton, Sarah Maokosy, Rafael Cardona, and Peter Maokosy from California Community Colleges, have provided a "playbook" for implementing mentoring into a core aspect of STEMM instruction in their manuscript entitled "California Community Colleges: Mentoring for Equitable Social Capital and Student Self-Efficacy." Working together on a National Science Foundation funded study, these researchers evaluated a mentoring and technology programs at five California community colleges, targeting first-generation and underrepresented students. Their work, discussed in this third article,

engages faculty in teaching, advocating, and fostering their students' development of social capital, regardless of the course format. Faculty at the five different campus communities have embedded near-peer mentoring with technology within courses to boost completion rates and enhance both academic and non-academic outcomes of self-efficacy and occupational identity.

In the fourth article, Dilara Yaya-Bryson and Lisa R. Merriweather from the University of North Carolina at Charlotte present a meta-analysis of nine different qualitative studies on STEM doctoral programs and their disconnectedness from racially and ethnically minoritized (REM) populations. By exploring multiple embedded case studies, student and faculty perspectives related to the dynamics of cross-cultural doctoral mentorship practices in STEM fields are revealed. As the second article, "The Role of Culture in STEM Doctoral Mentoring Relationships: A Qualitative Meta-Analysis of Student and Faculty Dyad," authors reveal the three main themes of their research: "clashing expectations," "representation issues as the crux of the STEM culture," and "repowering cross-cultural STEM doctoral mentoring." Researchers stress that faculty development programs fostering "culturally liberative mentoring" practices are needed to support STEM doctoral students.

Teacher & Faculty Mentoring Communities of Practice

Author-researcher Vicki S. Collet presents the research-developed Gradual Increase of Responsibility (GIR) Model in the fifth article, "Mentoring Student-teaching Residents with the Gradual Increase of Responsibility Model." Collet discusses the importance of taking an adaptive role in scaffolding learning to move student-teachers toward independence. The GIR conferencing guides illustrated in the article were tools used to analyze the mentoring practices. Collet revealed that "during each of the placements, mentors moved gradually from more-supportive moves (modelling, recommending) to less-supportive moves (questioning, affirming, and praising). Mentors used the tool to include recommendations and questions. Collet suggests that the GIR model has potential for instructional coaches and leaders beyond as a "means of enhancing sustainable communities of practice within schools." Sufficient details about coding were included so that the study could be replicated.

Clementine Msengi and Dionne Clabaugh present their research on "The Influence of Mentoring on Four Foreign-born Women Faculty Members' Resilience in Education: A Case Study" to describe the influence of mentoring on the professional growth and resilience of foreign-born female faculty members in colleges of education. These author-researchers followed a case study approach to dive deeply into

four faculty members' experiences with career mentoring for professional advancement and psychosocial development. Their findings suggest that mentoring provides personal and professional support and guidance that address faculty challenges as well as enhancing their problem-solving skills, networking strategies, and opening new service opportunities. Researchers found mentoring to meet career and personal development goals also strengthened mentees' resilience described as increased competency, confidence, connections, character, contributions, coping, and control.

Career Development Mentoring & Coaching Communities of Practice

Susan Brondyk and Sara Hoeve from the Department of Teacher Education at Hope College contribute the seventh article, which presents the benefits of extending support for teacher graduates through their induction year in their article "Trusted Professionals: How Induction Mentors Help Beginning Teachers Learn to Problem Solve." Their multi-case study described in this journal Brondyk and Hoeve discuss the power of mentor continuity in supporting 65 first-year teachers. A total of 12 college supervisors supported new teachers as they became independent problem-solvers. These faculty supervisor-mentors were able to leverage the trust they gained during novice teachers' student teaching experiences to maintain the novice teachers' growth trajectories.

Researcher-authors Julie C. Weitlauf, Mark J. Hager, Susie Hsieh, Ruth Cronkite, and Janet Ekstrom contribute their article on The Department of Veterans Affairs (VA) Health Services Research Career Development Award Enhancement Initiative (CDAei). Their research highlights how a long-standing tele-training platform addressed the professional developmental needs of early career researchers beginning in the Covid 19 era. Authors bring information about the use of CDAei in mentoring to foster strong developmental networks that helped researchers hone their critical professional skills that included presenting their work and promoting their research. Authors discuss their present work by describing CDAei's "participation in the development, implementation, and evaluation of a virtual research meeting" that promoted professional socialization and career development despite the restrictions on in-person gatherings during the Covid era.

Summary

Articles in this CMC Quarterly Summer Journal are based on the ongoing research, project or program development, or theory generation by authors related to mentoring and coaching CoPs in the education sector. All eight articles found in this issue are an extension of or an elaboration on previous publications and presentations at an annual conference held by the Mentoring

Institute at UNM. Individual authors or those who are members of writing teams that have penned these articles have been presenters of workshops, information sessions, panels, and/or plenary sessions or as keynote speakers. Each was invited to build the knowledge and skills of mentors and coaches related to their practice. They deepen our understanding about the diverse field and the impact of mentoring and coaching practice and identities of our CoP. As previous Mentoring Institute presenters and CMC contributors, members from each writing team also participated in the peer review process for this journal. The philosophy of the Mentoring Institute is to include authors in the peer review process, because we believe that all writers, researchers, and presenters, who mentor, coach, and lead others are collective contributors to the mentoring literature in their disciplines and fields. Thus, each of us belongs to a CoP comprised of mentor scholars and practitioners. Authors as peer reviewers provide an additional avenue for members in this community of scholars to mentor through their expertise by engaging, developing, sponsoring, and empowering others. Each work adds meaning to the catchy phrase "thrive in 2025."

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