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Mentoring From Within: Developing a Virtual Mentoring Curriculum for a Network of Culturally Diverse Women Faculty

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Nine women faculty, who are members of a global mentoring network, collaboratively designed a professional development project to explore their mentoring relationships and practices. Using a Learning Management System (LMS), they designed six modules with supplementary learning activities. Project findings highlight the need for a mentoring curriculum that: (a) helps members meet research and publication expectations; (b) addresses network tensions; (c) creates stronger network ties; (d) values each other's cultural histories and identities; and (e) recognizes their humanity as women academics who must balance life challenges and work expectations.

Introduction

WITHIN THE ACADEMY, THERE is a broad range of formal faculty mentoring programs encouraging success in teaching (Bair et al., 2019; Dimitrov & Haque, 2016), promotion and tenure (Boykin et al., 2003; Otieno et al., 2010), and navigating chilly institutional climates (Zambrana et al., 2015). Despite claims of programmatic success (Bean et al., 2014; Brown et al., 2020; Tracy et al., 2004), the nature of formal institutional programs has also been described as impersonal and ineffective for women and women of color in particular (Espino & Zambrana, 2019). Moreover, the literature is bereft of the ways faculty informally develop mentoring programs for themselves and members within their network.

For this research, we embarked on a curriculum-based project centered on issues of inclusivity and mentoring as a sub-group within a professional development network called Curve-y-Friends (C-y-F). C-y-F was formed organically in 2011 when members of Curve (a group of Afro-Caribbean women faculty) met members of FRiENDS (an ethnically diverse group of STEM women faculty) at an educational research conference. The "Y" (Spanish term for "and") represented individual women faculty who showed interest in participating in the network. As a brand-new joint venture, the women decided to collaborate efforts that resulted in a global mentoring network focused on mentorship support for women faculty at various stages in the academic trajectory. Since then, the network (with sub-groups) has grown in number (about 22) and geographic distribution across the United States and the Caribbean. To date, C-y-F has served as a support system for members who have been tenured and promoted through the ranks from assistant to full professor. Network members have also authored books (De Four-Babb et al., 2015; Esnard & Cobbs-Roberts, 2018; Guzman-Johannessen, 2016), journal publications (Nganga et al., 2021; Pegg et al., 2014; Thorsos et al., 2016), and handbook chapters (Cobbs-Roberts et al., 2017) on mentoring and their mentoring praxis. Their level of productivity and continued engagement was supported by the ongoing use of new telecommunication applications and various virtual platforms as they became available. While the COVID-19 pandemic required many to completely shift to online systems for teaching and mentoring, members of C-y-F were skilled and fluent, having been networking virtually for over a decade conducting research and co-authoring presentation proposals and publications. Each year, we convened and re-distributed among ourselves new research topics. The project presented in this paper is the collaborative work of the nine authors.

For this project, we (the authors and sub-group of C-y-F) sought to formalize and document the

mentoring processes we employed and found to be beneficial across our ethno-racially diverse group of women academics. We used a cross-cultural mentoring approach to address two central questions: How can a group of culturally diverse women faculty develop an inclusive curriculum that enhances the professional trajectories and interests of the C-y-F mentoring network? And, how can the curriculum address different interests within the group? In this work, we also focus on why each module in the curriculum was developed and the lead developer's thinking, organization, and curricular design.

Virtual Mentoring

With the accessibility of social media (i.e., Facebook), phone apps (i.e., WhatsApp), and Learning Management Systems (LMS) (i.e., Canvas or Blackboard), virtual mentoring, also called e-mentoring or cyber mentoring (Akin & Hilbun, 2007; Jeyaraj & Haran, 2019; Rowland, 2012), has emerged as a third space functioning mentoring network (Knouse, 2001). The uniqueness of this approach provides individuals with "flexibility and freedom from place and time constraints, and both the openness and reflection that electronic communication affords" (Akin & Hilbun, 2007, p. 3). While researchers are still exploring the most effective mentoring techniques (Hart, 2016), there are trends on the increased use of new digital applications and technology software for contemporary communications (Bland et al., 2008). However, even with the emergence of such trends, it is necessary to explore cross-cultural mentoring networks and frameworks occurring within virtual spaces.

Addressing the Tensions within C-y-F Network Purpose

In previous research, the authors noted the tensions that existed within the C-y-F network (Esnard et al., 2015). The first tension centered on members' perceptions of the network. Some wanted to develop close mentoring friendships, while others wanted to utilize group membership to increase co-authored publications and presentations at national and international conferences. To address this tension, the current project offered members the opportunity to develop a mentoring curriculum that was beneficial and supportive of their varied pursuits as academic scholars. The second tension centered on building social ties. Research conducted

by Esnard et al. (2015) revealed the weak and superficial relationship ties across the C-y-F network, and the ways some members felt uncomfortable asking for mentoring advice. To address this tension and build on the strengths of small mentoring groups, the current project asked members who did not have strong relationship ties to work together on a curriculum module. The purpose was to create a space for building relationships while also providing opportunities for members to connect and engage in dialogue about concerns related to their personal and professional lives. The final tension revealed weaknesses in the virtual structure of the network. Specifically, the limitations centered on some group members carrying much of the academic and intellectual workload while others contributed less to research projects. To address this tension, each dyad and triad group worked together to negotiate, set, and meet deadlines that worked within their schedules. We also used this method to help members hold each other accountable for completing their curriculum modules.

It was our hope that the mentoring curriculum would address the network's tensions and provide a virtual space for members to share critical feedback, challenges, and frustrations while interacting and strengthening network ties. As such, we directed our efforts toward two types of support typical of developmental networks: career (e.g., sponsorship, exposure and visibility, coaching, protection, and challenging assignments) and psychosocial (e.g., counseling, role modeling, acceptance, and confirmation, and friendship) (Jeyaraj & Haran, 2019; Kember, et al., 1997; Kram, 1985). The modules sought to provide varying amounts (e.g., high vs. low) and types (e.g., career and psychosocial) of support activities from which we could all learn due to exchanging roles as developers and/or participants throughout the project (Dobrow et al., 2011). The virtual exchanges among members also offered significant cross-cultural, cross-racial, and cross-career pathway connections and relationships for the women engaged in this network. This dynamic has been an intentional practice for building culturally responsive collaborative mentoring and care to deepen the alliances and support among the network.

Methods

Over the course of six months, from September 2014 to February 2015, the authors developed a curriculum that (a) intentionally addressed the productive tensions within the C-y-F network and (b) provided greater mentoring support for members. We extended our research on mentoring for professional advancement to include formalized activities that can be delivered on a virtual platform.

Development of the Curriculum

A Professional Development Curriculum Template (See Appendix A) and a Curriculum Matrix (See Appendix B) were developed to help members create the curriculum. Both documents were intended to provide a structure and format for the curriculum modules as well as help members align lessons to the group's tensions. The lesson plan template provided spaces for members to document the purpose or objectives of the module, activities, resources for engagement, a learning assessment, and final reflection on the development of their module.

The Curriculum Matrix (Appendix B) was developed to inform the lessons and doubled as a guide for members to think through how each activity advanced the career and psychosocial support, mentoring, cultural responsiveness, and professional learning of group members. The Curriculum Matrix was also used as a guide to inform how each module supported network tensions. With the aid of both documents, members were asked to develop a mentoring module that sought to support members through reflection, inquiry, and dialogue.

Members/Developers Roles

Nine C-y-F members formed the group for this project. They are a subgroup within the larger C-y-F network whose interests are centered on mentoring as it relates to race, ethnicity, gender, and institutional structural change. As such, they are members of the "multicultural group" given their research focus. All members of the "multicultural" subgroup volunteered to participate in this study. In this project, this subgroup are called 'developers' because they worked in dyad and triad teams to develop a curriculum module. Table 1 provides an overview of their ethnic backgrounds and academic rank at the time the research was conducted. They represent women from various racial and ethnic origins and academic career pathways.

Dyad and triad groups were established in the beginning to allow for smooth transitions from month to month for developers. An 'experienced developer' was part of each team. Their role was to communicate their learnings, challenges, and ideas for an improved experience to the next group of developers. This use of a distributive leadership approach further provided each team with the sup-

Table 1. Members/Developers

Author	Ethnic Identity	Discipline	Location	Rank During Data Collection
Author 1	African American & Afro-Caribbean	Social Foundations	New York	Research Associate
Author 2	African	Ed Leadership	South Dakota	Assistant
Author 3	Caucasian	Learning Specialist	Arizona	Independent Researcher
Author 4	Mexicana/ Chicana/Latina	Social Justice	Colorado	Associate
Author 5	Afro-Caribbean	Sociology	Trinidad and Tobago	Lecturer
Author 6	African American	Social Foundations	Florida	Associate
Author 7	African American & Mexican American	Ed Leadership	Florida	Associate
Author 8	Montenegrin	Ed Leadership	Florida	Associate
Author 9	Asian	Mathematics	Montana	Associate

port needed to navigate the learning management system and share strategies for developing an online module. This approach also allowed each developer group to bring their pedagogical style and constructed knowledge to the curriculum project. This way, each module would reflect the wisdom, interests, and understanding of each sub-team collectively. As a final step in the curriculum process, each developer met online to reflect on interpretations of content or potential bias. Through an email exchange, the group discussed how to further improve all six modules within the curriculum.

To initiate the process, three members took the lead as project developers to set up and enroll everyone into the Canvas platform. The remaining six members were invited to post a photo and short bio to meet and learn who would be participating. Leadership was distributed when dyad and triad groups each took the lead to design and facilitate module topics. This rotation along with the use of the guiding lesson plan template and curriculum matrix provided the network link for continuity in communications on sequencing content and building knowledge for the curriculum (Laboskey, 2004; Samaras, 2011; Samaras & Freese, 2006).

Learning Management System

All data, including curriculum modules and calendar schedule of participant shifting roles, were 'housed' virtually on the LMS Canvas by Instructure. This course management system served as a digital tool to accommodate a shared working space for developers. It also offered a secure site with creative options for posting activities, uploading articles, organizing files, posting announcements, and engaging members in discussion board prompts. The LMS stored all data generated from the six learning modules. However, our analysis of developers' self-reflective narratives (which served as our data source) occurred in Google Docs. This technospace (Knouse, 2001) allowed the lead authors to simultaneously conduct a thematic analysis of the data with better ease than the LMS. We used line by line coding to identify patterns in the data and developed thematic tables with each code in Google Docs. The aim of this process was to develop thematic categories across each participant's narrative to better understand the similarities and nuances in each story. At the end, the lead authors held a video conference online to finalize the data

themes. Throughout this iterative process, all members offered clarification on personal narratives and provided feedback on the analysis and writing process of the final document.

Women's Ways of Mentoring Curriculum Modules

This project resulted in the development of a mentoring curriculum that fostered a bridging and bonding within the virtual mentoring network. A description of the curriculum below provides the objectives, activities, and rationale members used for developing each module.

Module 1.

Title: Shine Like a Diamond Developers – Vonzell, Annie, and Makini
This module addresses ways women in academia portray and showcase their professional identities. Women tend to be more restrained and generic than men in their portrayal of who they are, what they do, and how they negotiate their advancements. *Activity*: Members were asked to upload professional biographies and pictures. We gave feedback and critiqued each other's bios to strengthen the voice and language of how we brand ourselves as professional academics. *Rationale*: This activity helps participants develop a basis for using the LMS, and provides a space for supportive feedback on each other's professional bios. These short statements show up in various career capacities, including professional websites, publications, presentations, and social networking, to name a few.

Academic bios are short paragraphs that highlight our scholarly and professional identities and include critical details about one's field of study and scholarly accomplishments. While reflecting on the impetus for this module, the lead developer wrote:

> I searched the bios of men and women posted somewhere and noticed that men rarely wrote about teaching, and if they did, it was not how they started their bios. Recently a woman on the market was not having luck and was confused by a male colleague who told her to "man-up". I took it to mean that socialization is different depending on gender. I was able to mention the question about how women represent themselves in their bios or 'shine bright like a diamond'. Thus, these ideas entered my conversation in a mentoring moment.

Recognizing that women, in general, focus their bios on their teaching experiences while men showcased their research and publication accomplishments, the developers designed a module that would help the group write (and get feedback on)

their academic bios that included a healthy balance of teaching and scholarship that simultaneously showcased their strongest academic attributes.

Module 2.

> **Title: From Bio to Cover Letter**
> Developers – Zorka, Vonzell, and Deirdre
>
> The presentation of self in the job search is critical to advancing our professional careers. The cover letter is often the first formal document a search committee views during the candidate selection process. This letter serves as an articulation of skills, experiences and expertise that matches the job description. In other words, it is not a restatement of a Bio but a description of one's intellectual contribution to the institution.
>
> *Activity:* We submitted cover letters for a position in a geographic region of our choice in our area of expertise. We then provided critical feedback to each cover letter.
>
> *Rationale*: The goal is to help members identify types of positions suitable for their expertise and experience. The activity also seeks to increase members' confidence in their skills and expertise to pursue their dream position.

The developers for module two, *From Bio to Cover Letter*, are tenured faculty. They created the module to support members who were seeking new positions in the academy. The objective was for participants to post a cover letter for a new position or "dream job," that they had envisioned for themselves and get feedback from tenured faculty who had read countless cover letters and served on multiple academic search teams at their institutions. The goal of the activity was to support women's career choices by helping them to be competitive in the job market. One participant wrote:

> I thought the PD curriculum helped me to get a fresh perspective. When we did the professional bio, I learned through discussions with my partner that it lacked more in-depth descriptors that gave necessary insight into my professional background. This was also the case for the second activity [from bio to cover letter]. This (experience) was quite useful in knowing and using other professional practices to improve my professional profile.

This module sought out to support the career, professional development, and advancement of women in the network, and succeeded in these aims.

Module 3.

> **Title: Making Tensions Productive (in a network)**
> Developers – Talia, Annie, and Christine
>
> There were many tensions found among members within the network. The goal of this module is to intentionally address those tensions in order to improve the inner working of the network, making them productive, not destructive, tensions.
>
> *Activity*: Members were asked to respond to the following questions using the matrix of tensions:
> 1. In your review of the relational tensions across themes, how would you suggest addressing these tensions productively?
> 2. What is needed to facilitate a higher capacity for the nuances of relational experiences across the network—i.e., career, psychosocial support, mentoring, cultural or developing tech-savvy?
> 3. What do you see as the value of intentional relationship building in an informal peer mentoring network like C-y-F?
>
> *Rationale*: This activity sought to develop deeper meanings through conversations recognizing tensions among group members. Thus, we believe relationships are a conduit to making tensions productive.

The lead developer for this module sought to address the challenges within our mentoring network. She used her prior lead-author research (Esnard et al., 2015) to develop a module to improve the interpersonal and professional workings of our network. A main concern for this developer was to address the lack of dialogue among members, and particularly those who were hesitant to state their gripes and concerns for fear of creating conflict and upsetting others. In a reflection note, the lead developer for this module wrote:

> This exercise provided an opportunity for us to work through the process and directly confront some of the key issues that would lead to tensions for networks. Questions 2 and 3 however provided opportunities to move beyond the discomfort that may arise from the process, while opening the door for strategies to overcome this.

This module sought to encourage members to share their thoughts, challenges, and mentoring expectations with the hopes of improving communication and honest relationship building.

Module 4.

Title: Intersectional Identities Influencing Our Careers Developers – Makini and Antonette
As we engage in mentorship within this social network of women, we inquire how our intersectional identities (i.e., gender, race, class) influence our culturally responsive approaches both personally and professionally. Our intersecting identities influence research choices, and our pedagogical techniques deeply embed culturally responsive approaches. However, even when institutions value equity, diversity, and inclusion, there are challenges to women who present epistemological differences within their personal and professional praxis of teaching and research bound in cultural relevance. It is essential to reflect upon how our teaching and research is valued within our institution. *Activity*: Members posted a narrative in the discussion board on how their intersectional identities influence or impact them personally or professionally. They also discussed how their institutions viewed their culturally responsive teaching and research areas. *Rationale*: This PD engaged in mentoring discussions on identity, teaching, and research explorations and shared mentoring on these experiences.

The lead developer for this module identifies as a first-generation Chicana/Latina/Mexicana woman. She purposefully opened opportunities for members to share intersectional identities to strengthen the network and learn about each other's histories and cultural identities. Modeling her own reflexive narrative, she shared her story:

> I sat in the classroom completely engaged as I listened to the professor explain his syllabus to the class … As a Chicana, I felt immediately connected to him since he identified as Mexican. I had never had a professor pronounce his identity … [Frank] grew up in Colorado and his parents were Spanish speakers yet his Spanish was broken. I too had experienced something similar because my parents always reminded me that they didn't want me to be punished for having an accent or speaking Spanish. I wondered if I could become a strong speaker and teach others in the way that he taught us. I learned from Frank and discovered I had a passion for understanding class content regarding the complex racialized legal system. This was the beginning of my PhD journey and researching critical issues of race and multicultural education related to Latinas.

This module provided room for deeper personal connections. Often, virtual spaces are impersonal yet we can become a closer-knit network through intersectional reflexivity. Knowing each other's background provided sisterly community and familiarity, which was further strengthened during our annual face-to-face professional conference meetings. This approach assisted in creating deeper bonds between our group of diverse women.

Module 5.

Title: The Challenges of Research Developers – Makini and Ke
"Research" is a critical component of a career in academia that can be exciting yet challenging. For most, it is attached to tenure and promotion processes. *Activity*: Members reflected on and wrote about their research processes. A prompt for reflection included topics on research background/interests; strengths and weaknesses; what works and what does not work; and developing a research agenda. Members read each other's reflections and gave feedback/suggestions. *Rationale*: This PD offers a space for members to offer strategies for navigating research challenges. These are the benefits of a cross-career and cross-experience group. The goal identified others' areas of research given the cross-disciplinary interests and potential opportunities in research collaboration within the network.

The goal for this module was to help members connect with others who shared similar research interests and find alternative methodologies and solutions for their research inquiries. In a reflection, one developer wrote:

> I struggle with efficiently managing my time between research, teaching, service, and my personal life. I always feel that [there] is not enough time … I also struggle with writing and submitting project proposals that take a LOT of time. I would like to connect with others to explore how indigenous people used/use mathematics in their lives and community and how this knowledge could be transited into a place-based math curriculum.

This module supported a collaborative mentoring space for members to share their knowledge and ideas for new research topics as well as provide opportunities for members to identify partners for future collaborations.

Module 6.

Title: Navigating Personal and Professional Turns & PD Evaluation Developers – Annie and Makini
Professional pathways are filled with personal and professional turns (unexpected or otherwise) that require rethinking, re-prioritizing, and reevaluating our investments to maintain our professional lives. *Activity*: Members were asked to reflect on the professional turns they encountered during the year, and how these turns have influenced their involvement in the project. *Rationale*: This module invited women to share their personal stories, as well as critique the curriculum PD and offer insights or new knowledge gained from our work together.

This module was a direct reflection of the lead author's personal and tumultuous professional experiences. Embracing the unexpected turns that occur in our professional lives, the lead developer wrote a personal reflection and encouraged members to also reflect:

> This has been a time of multiple and unanticipated turns, professionally. Certainly, bittersweet while both holding the shadow side of professional life and while being human. Quite honestly, it's hard to make sense of a professional life in the midst of all of this. What I can say is that these turns left me with writer's block. Not a good thing when cover letters, applications and contributions to research are underway. It meant, and means that my process is both untangling myself from others' defining me and continuing to reconnect to confidence in my abilities. What I weathered through professionally was added to personally when my 88-year-old Dad needed great care given his dementia. He passed away in early fall as I relocated nearby and as I began rebuilding a professional career.

This developer wanted to honor the ways women wrestle with competing home and career obligations. In the midst of our academic work, life distractions may threaten our motivation and productivity. For this developer, moving to another city to care for an elderly parent caused many upsets in her work productivity. For other members, it was battling a divorce, caring for newborn twins, or experiencing multiple miscarriages. This mentoring module was designed to recognize each other's humanity as women academics, and provided mentoring support where needed.

In this section, we illustrate the virtual mentoring curriculum that nine members of the C-y-F network developed, and the reasoning behind the creation of each module. The outcome of this work highlights our need to develop a more supportive mentoring network that (a) helps members to meet the research and publication expectations of the academy (noted in modules 1, 2, and 5); (b) addresses the tensions experienced by group members (noted in module 3); (c) values each other's cultural histories and identities as a means to create stronger network ties (noted in module 4); and (d) recognizes our humanity as women academics who must balance life challenges and work expectations (noted in module 6).

Discussion

Faculty mentoring programs seek to help faculty accumulate the social capital needed to succeed and thrive in academia (Brown et al., 2020; Esnard et al., 2015; Esnard & Cobbs-Roberts, 2018; Pegg et al., 2014). These programs often aim to transfer knowledge of the norms and expectations of the academy, and seek to assist diverse faculty to navigate the sometimes oblique and political structures of predominantly white institutions (Aragon, 2020; Espino and Zambina, 2019; Kent et al., 2013; Tillman, 2001). However, women faculty in C-y-F seek more from their mentoring experiences beyond climbing the academic ladder towards full professorship. In fact, as our work points out, faculty also seek opportunities to engage in holistic mentoring and networking experiences that take into account their historical, social and cultural backgrounds, life's challenges, and the ways we are expected to navigate the unspoken oppressive, predominantly white, heteropatriarchal, masculine academic culture that can sometimes be isolating, uninviting, and dismissive of our humanity, research needs, and interests (Aragon, 2020; Hill, 2019; Tillman, 2011). For these reasons, what diverse women in the academy need (sometimes more than additional tools for navigating hostile academic departments) is sisterhood, trust, loyalty, community, and deeper bonds and network ties with other women faculty. These bonds became more evident especially during the global pandemic.

Limitations and Recommendations for Further Research

Some limitations within this research are centered around providing members with ample opportunities to meet face-to-face. Digital applications like Skype or Zoom help to improve network connections and communications. However, given that trust and communication are central to the inner workings of an online community, members of this study now see the importance of including opportunities for network members to engage in informal face-to-face gatherings whether it be at a conference or a writing retreat. These meaningful interactions, along with the virtual mentoring curriculum could help better maintain on-going reciprocity of mentoring interactions.

Additionally, further research may focus upon intersectionality (Crenshaw, 1993; Hill Collins & Bilge, 2016) and critical feminist frameworks (Beck et. al., 2021; Stevens & Martell, 2018) to foster fruitful and deeper meaning-making of women's multiple identities. Research that utilizes foundational intersectional and critical lenses may provide opportunities for exploring how women of color use virtual networks to discuss and unpack how they navigate and negotiate power relations in academic spaces.

Finally, implementation of the professional development mentoring modules might be useful for university administrators or larger mentoring networks who seek to improve faculty members' career and psychosocial needs. The research of this network prompts opportunities for others to develop and implement additional modules. Thus, extending this work can further the research on how to build virtual mentoring networks that support women through professional development learning experiences.

Conclusion

Although this research preceded the COVID-19 pandemic, our developed sisterhood and mentoring bonds from this work in virtual spaces allowed us to sustain each other through the storm of heightened job expectations, the loss of loved ones and family members, and reduced retirement benefits—all while needing to fulfill academic work expectations. Our mentoring network remained constant, like running bamboo, interconnected under the surface to support each other (Agosto et al., 2016), through a global pandemic of unprecedented times. We share this work to encourage others to develop similar virtual mentoring networks that are often non-existent for diverse women academics like ourselves. The curriculum modules developed are also intended to help mentoring program developers include a healthy balance of career trajectory and psychosocial support when establishing a virtual mentoring program for diverse women faculty.

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Appendix A

PD Curriculum Lesson Plan Template

MODULE #1
Implementation Month:

Co-Planner(s):

Transition Planner:

Planning Dates and Format (online, calls):
Launch with email linking to CANVAS; Phone Conference

Unit and Lesson Planning and Reflection	Title:
Purpose/Aims/Goals or Objectives	**Statement:**
Q1: How will we develop mentoring capacity that includes psychosocial and career support?	**A1:**
Q2: How will we address tensions, and culture, technological savvy?	**A2:**
Activities and/or Resources	**Resources:**
•Guiding Statements for Participants:	
•Data that will be generated and archived:	
Assessment: How will we find out and document what participants found beneficial (*what helped, what area was developed, to what degree*)?	**Discussion board prompt:**
Developers' Reflection: What career and psychosocial support and development did you experience as a planner and facilitator?	
Mentoring/debrief Activity:	How?
Notes to Support Transition	

Appendix B

An Organizing Tool for Developing PD Curriculum Pre-Planning

Developer groups provide brief summary and rationale for activity that addresses tensions
◦ How does the curriculum touch on the tensions and curriculum across the framework?

Developer Groups: (Color code rationale font to align with Group#)

     Group 1: Developers (Names)
     Group 2: Developers (Names) Mentor from prior group (Name)
     Group 3: Developers (Names) Mentor from prior group (Name)
     Group 4: Developers (Names) Mentor from prior group (Name)
     Group 5: Developers (Names) Mentor from prior group (Name)
     Group 6: Developers (Names)/Final module/ Mentor from prior group (Name)

Development Across (Does curriculum (activity) meet these criteria that frame the theme? How can you build these criteria into the PD curriculum?) **Tensions Below**	**Career Support**	**Psychosocial Support**	**Mentoring**	**Culturally Responsive**	**Tech Savvy**
PURPOSES: (Priority: Produce or Mentor)					
STRUCTURE: 1) Could vary participation and intensity; 2) Technology was a barrier to and medium for intimacy; It buffered and exacerbated impatience—intolerance; 3) Alternating leadership and restructuring into dyads or triads strengthened ties and came with learning curves and unfamiliarity personally and professionally.					
INTERACTIONS: Repression of needs and frustrations protected group but jeopardized individual expression. Group pressure to keep moving forward.					
TIES: Common Ground: Women wanting to give/receive support and interested in culture/cultural diversity. Ties jeopardized by demands that are internal and external.					