The small grant project, Chapter Seed Grants for the MAP Mentoring Program, is proceeding as planned, meeting all relevant benchmarks laid out in the Project Timeline and Evaluation Plan.

In accord with the Project Timeline, by April of 2022, a call for proposals was published through the Minorities and Philosophy International Slack page, the Minorities and Philosophy International Facebook page, the Minorities and Philosophy International Listserv, the Philos-L Listserv, the Teaching Philosophy Facebook Group, the Philosophy Graduate Student Network Facebook Group, and PhilJobs.org. In response to this call, we received applications from graduate students at 6 potential partner institutions, selecting the following graduate students to create mentoring programs at their home institutions based on their potential for running sustainable chapters of the MAP Mentoring program well into the future:

- Rachel Keith, University of Southern California
- Lesley Walker and Gabby Zhang, Washington University in St. Louis
- Heather Brant, University of South Florida

In July 2022, four training sessions were held via Zoom for these selected applicants, providing training on establishing and managing a mentoring program for diverse undergraduates. Then, in August 2022, the selected universities recruited graduate student mentors and undergraduate mentees, training graduate student mentors using our provided best practices mentoring guide. This month, September 2022, partner institutions are conducting the first meeting between mentors and mentees and stipends for the selected applicants are currently being processed and disbursed.

These activities have moved us towards completion of several of our project goals. Our overall goal to establish three seed chapters of the MAP mentoring program is well under way. In selecting the University of Southern California, Washington University, and the University of South Florida, we chose graduate students that demonstrated a strong need for a chapter of the MAP mentoring program, an ongoing commitment to serving underrepresented students, and the long-term sustainability of their potential programs. Fulfilling another one of our goals, we have created a mentor training manual, including researched best practices, that incorporates insights from the APA's Mentoring Toolkit and the Elements of Effective Practice for Mentoring, 4th Edition. We look forward to updating the APA with survey data from both our program directors and mentees at the completion of the academic year.