



FAIM Mentor Network Map

Faculty Advancing Inclusive Mentoring (FAIM) Practical Toolkit for Mentoring

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Attributions

NCFDD (2024). The NCFDD mentor map. <https://www.ncfdd.org/ncfddmentormap>

The Regents of the University of Michigan, Rackham Graduate School (2020). Graduate student mentoring guide: A guide for students. <https://rackham.umich.edu/downloads/student-mentoring-handbook.pdf>

Purpose

The purpose of this **FAIM Mentor Network Map** is to help mentees explore their mentoring needs and visualize their mentor network. It is a practical tool to help identify existing mentors and the roles they play within the mentee's network across various domains. It also helps identify areas of unmet mentoring needs. For these areas of unmet mentoring needs, a map can inform a mentee's plans to expand their existing mentor network and who and why they will seek to bring into their network.

Instructions

Step 1: Self-Reflect and Prioritize Areas for Mentorship

Mentees should review the mentor categories in the **FAIM Mentor Network Map**, self-reflect on their current academic and professional stage, and identify their immediate mentoring needs. Mentees should also consider the mentoring needs and wants likely to arise during the next stage of their academic and/or professional careers.

Mentees should circle or otherwise indicate the areas in which they *currently* need mentoring and support within each domain: **academic**, **professional**, and **well-being**.

Step 2: Identify Mentors Who Can Provide Appropriate Mentorship

Mentees should add names of *current* mentors in each of the areas that fall under the three primary domains of the **FAIM Mentor Network Map**. These should be individuals that the mentees identify as already providing forms of mentoring most relevant to the mentee's current stage in their academic or professional career(s). This includes formal mentors with whom there is an established mentoring relationship as well as informal mentors with whom there are more casual relationships and less structured mentoring.

Mentees should then add names of *prospective* mentors in those same areas. Mentees should especially identify prospective mentors in areas where they presently have little to no mentorship.

Step 3: Strategize & Look Forward

Mentees should self-reflect and identify their emerging mentoring needs. For example, a first-year graduate student mentee may prioritize identifying role models as they explore how they want to engage with a department's cultural norms. Mentors who can provide substantive and extensive feedback may be more appropriate for a doctoral candidate.

Because mentoring needs will change over time and context, mentees should routinely review and revise their **FAIM Mentor Network Map**. Examples of pivotal moments of when to revisit this map include when a mentee is preparing for or has met a significant academic milestone or when preparing to enter the job market.

FAIM Mentor Network Map

Academic Domain

Professional Domain

Your Name

Substantive
Feedback

Professional
Development

Sponsorship

Sponsorship

Intellectual
Community

Access to
Opportunities

Well-Being Domain

Role Models

Emotional
Support

Accountability
for what REALLY matters

Safe Space

On Campus

Off Campus

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

Department
Faculty

External Faculty

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

On Campus

Off Campus

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

Peers

- 1.
- 2.
- 3.

Friends &
Family

Peers

Faculty /
Other

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

Friends &
Family

Peers

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

Faculty / Other

- 1.
- 2.
- 3.

Friends &
Family

Peers

Faculty /
Other

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

Near-Peer
Colleagues

- 1.
- 2.
- 3.

Faculty (on or off
campus)

- 1.
- 2.
- 3.

Department
Faculty

- 1.
- 2.
- 3.

External Faculty

- 1.
- 2.
- 3.

Readers

- 1.
- 2.
- 3.

Thought
Partners

- 1.
- 2.
- 3.

Reviewers

- 1.
- 2.
- 3.

Collaborators

- 1.
- 2.
- 3.

Academic /
Professional

- 1.
- 2.
- 3.

Personal

- 1.
- 2.
- 3.

