



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■

**Inclusive Education
Eden Centre**

Academic Mentoring Learning Exchange Day: What we did we learn and future directions

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Executive summary

This report summarises the main contents of the Learning Exchange Day on Academic Mentoring organised by the LSE Eden Centre on April 25, 2024. The event brought together around 30 professional and faculty staff across LSE to review current academic mentoring practices, discuss challenges and potential solutions, and explore innovative approaches from other institutions.

The report highlights the diversity of academic mentoring offerings across LSE departments, as illustrated through case studies of the Law School, Economics, Management, and Sociology departments. Some of the key challenges discussed include student engagement, supporting student well-being, workload imbalances among mentors, and a lack of institutional support and recognition for mentors.

During that day, we had two keynote speakers. The first one introduced the “whole of institution” approach to academic mentoring adopted at Oxford Brookes University, and the second one presented the UCL model, which established clear governance, provided mentor training, and collaboratively shaped mentoring frameworks with input from departments and students.

The main takeaways emphasise the need for a more consistent, School-wide vision and approach to academic mentoring at LSE that balances research and teaching priorities. This could be achieved by formally recognising the value added by academic mentors to students’ experiences, ensuring that all academic mentors are well-equipped to perform the role, and promoting professional service roles to complement and enhance the work of academic mentors.

Overall, the report identifies opportunities for LSE to enrich its academic mentoring through increased collaboration and practice sharing between departments, standardisation of practices, and bolstering institutional support to make the practice of academic mentoring a distinguishing feature of LSE’s identity.



5 Academic Mentoring Learning Exchange Day

1 Introduction

On 25 April 2024, the Inclusive Education Team from the Eden Centre organised a learning exchange day on academic mentoring (AM). The aim of the learning exchange was to foster a culture of collaboration and knowledge-sharing on academic mentoring practices across different departments within the School. The four key aims of the day were to:

1. Facilitate a review of some of the strategies and approaches taken by various departments, highlighting their strengths and challenges.
2. Discuss the value and impact of academic mentoring on students and academic and professional staff.
3. Create a space for collective reflection and dialogue on overcoming the challenges associated with academic mentoring.
4. Explore and share innovative practices and resources to enhance and align the mentoring experience with students' evolving needs and demands.

The event gathered around 30 participants, including professional and faculty staff at LSE. The programme included presentations from various academic mentoring practitioners, such as academic mentors, student advisors, and researchers. An interactive workshop on challenges and possible solutions and two keynotes also took place.

The following section is a summary of the presentations made by Megha Krishnakumar from the Law School, Kasia Krajniewska from the Department of Economics, Paulette Annon from the Department of Management, Dr Suki Ali and Claire Tomlinson from the Department of Sociology. It also covers takeaways from group discussions that followed each presentation. Section three summarises conversations that took place during an interactive workshop on challenges and potential solutions. The fourth section of the report focuses on the experiences of two other institutions (Oxford Brookes and UCL) and concludes by looking at lessons from the learning exchange day.

To access the presentations and video from that day, please visit our website at <https://info.lse.ac.uk/staff/divisions/Eden-Centre/Inclusive-Education-at-LSE>

2 What is Academic Mentoring at LSE?

“Mentoring is a brain to pick, an ear to listen,
and a push in the right direction.”

– John Crosby

AM can be defined as the practice of building scholarly partnerships based on shared purpose and understanding. At LSE, academic mentors are expected to provide holistic support and guidance to students on both academic and personal matters during their studies.

In 2020, the Inclusive Education team formed an Academic Mentoring Community of Practice. One of the first outcomes of this group was the development of a set of key principles¹. These included, among other things, naming an academic mentor, scheduling regular meetings, establishing good communication, and setting expectations for both staff and students. Additionally, the role of academic mentors (AMs) is included in the Academic Code² as part of the School's commitment to enhancing students' experiences.

Given the multiplicity of experiences students have reported and the different approaches departments take to AM, the learning exchange day aimed to provide a space to share these practices and common understandings of the challenges of mentoring, as well as reflect on the value it adds to students, academics, and the School community as a whole.

¹ See Academic Mentoring: <https://info.lse.ac.uk/staff/divisions/Eden-Centre/Inclusive-Education-at-LSE/academic-mentoring>

² See LSE's Academic code: <https://info.lse.ac.uk/current-students/lse-academic-code>

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2.1 Case Studies of Academic Mentoring at LSE

This section examines the practice and experience of academic mentoring within LSE by synthesising the presentations and group discussions on AM in four different departments. Each subsection includes notes from the group discussion that followed the presentation.

2.2 Case 1: Law School

Megha Krishnakumar (Student Advisor) provided detailed information on the practices of AM at the Law School, which has around 550-600 undergraduate LLB students. The department usually allocates an academic mentor (full-time academics or research fellow) for each student. As a Student Advisor, Megha provides extra pastoral support and meets twice with each student, generally in Autumn and Winter terms. These meetings, which last around 10 to 15 minutes, enable the quality of the mentor-mentee relationship to be monitored and proactive action to be taken to ensure that students meet their mentors. In addition, Megha offers office hours to all undergraduate LLB students. Students are sometimes concerned with whether meetings with their mentor can harm their academic record. As a student advisor, Megha reassures them by actively encouraging them to use this resource to overcome challenges, such as workload and social isolation. Usually, the busiest times for these meetings are October and February.

In this case, the Student Advisor role operates as extra support for both students and AMs, highlighting the benefits of having a third party facilitate this relationship and following up on the School's commitments to students.

The Law School has allocated a team of AMs to support the needs of increasingly diversified incoming cohorts, particularly those from Widening and Participation (WP) Programme³.

Discussion

During the question period, the point of having dedicated staff to work with students from the WP programme was discussed at length. Some of the participants were particularly concerned about the unequal sharing of the workload, as it is common for some team members to invest more in mentoring than their colleagues. Megha confirmed that this is an ongoing discussion in the department. The idea of officially recognising actively involved mentors has been considered, but it remains unclear what form this recognition would take.

A second point discussed by participants was how the WP programme might impact students themselves and how the university structure might not be adapted for some students. There is an acknowledgement that the current structure can be improved as some students still fall between the cracks (e.g. mature students who are not 'flagged' actually, or students who went to private schools, carer students, etc.).

³ This initiative was not presented in full during the event, although is an action that other Departments have considered, and it offers academic mentors the option of having fewer mentees with the expectation that they will dedicate more time to support them throughout their studies.

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2.2 Case 2: Department of Economics

In her presentation, Kasia Krajniewska (Undergraduate Tutor) discussed the department-led training of academic mentors. This training has been designed by the Department of Economics and is not implemented across the School. The purpose is to equip new faculty members with the necessary tools to impart academic mentoring.

The department has a large variety of mentors, including research fellows and PhD students. Each mentor has between 5 – 20 mentees. The department usually holds a training session for all new mentors in September. This training (1-2hrs max) informs participants about the role of the mentor. For the Department of Economics, mentors act as 'bridges'; they 'push in the right direction' (see Crosby, nd) The training has two emphases: first, it must be more practical than theoretical, and second, it's department specific. This type of training is particularly beneficial for less experienced mentors, particularly PhD students within the department.

Some of the topics covered in the induction to the role include:

- Expectations of the role: What does academic mentoring involve?
- Common challenges faced by mentors.
- Common challenges faced by mentees.
- Contacts, Resources and Practicalities.
- Role play and discussion on how to approach academic mentoring.

Discussion

The discussion that followed the presentation highlighted participants' appreciation for 'in-house' training on AM. Usually, new mentors in other departments are only sent documentation, which might decrease their engagement with academic mentoring.

"The mentors [in the Department of Economics] are very proactive, the level of engagement increases...Mentors come back to us...What you want is to train people and support people so they are independent. And that's what we are trying to do", observed Kasia.

A participant expressed reservations about the role of PhD students in carrying out academic mentoring because of age proximity and other factors. In response to this question, Kasia stressed the quality of mentoring offered by PhD students in the Department and highlighted that they receive extra support when needed.

This is an ongoing discussion within the School about who will take on the role of academic mentoring. Once again, it shows the diverse approaches to mentoring and the type of support the departments offer to perform these tasks.

2.2 Case 3: Department of Management

Paulette Annon (Undergraduate Tutor) gave an account of the implementation of AM in the Department of Management, which has taken a different approach to AM for its undergraduate students than the work done in other departments.

Since 2019, the department has worked with two Undergraduate Tutors and two Academic Mentors to carry out all the mentoring work. Prior to this date, faculty members used to be academic advisers. However, the department opted for a new model to ensure consistency in the provision of mentoring throughout students' time at LSE. The model operates with two AM on teaching academic contracts who dedicate a significant amount of their time to support students during years two and three, whereas two roles within Professional Services provide support with any pastoral issues. Within this model, Paulette supports students throughout their first year of study.

The department has between 100-200 UG students, and they meet three times in the academic year (twice in the Autumn term and once in the Winter term) by one of two UG tutors overseeing AM in the Department. These sessions are usually thematic workshops offered to a group of students (e.g. setting expectations, exam preparations, etc.). Students are told that attending these workshops is mandatory to increase their participation rate. In addition, all first-year and exchange students participate in a competition called 'Meet Your Researcher'. This initiative allows students to acquire and develop their research skills and experience interacting with academics in the Department. Additionally, a workshop organised by Careers Alumni and the Department's Employer Relation teams is offered to students.

The two Undergraduate Tutors and two Academic Mentors provide pastoral and academic support to students by being the first point of general contact, referring students to other services, and working closely with UGs' attendance, course choice, and academic progress. The contact includes 1-2-1 meetings with mentors and thematic workshops run during the year. The Department has Moodle pages that introduce students to their mentors and provide resources.

Student Hub and Excel are used to monitor attendance. Collected data include attendance at group workshops, 1-2-1 meetings, concerns and referrals to other services and departments. This information is then used to inform the end of term reports provided to students. Furthermore, it allows tutors to provide references to students and flag any concerns to the programme team.

Discussion

Among the main topics discussed by participants was how to build up a sustainable and credible model. Some of the advice provided by panellists include (1) to give enough time to develop the programme; (2) to invite key academics to engage closely with the programme and its application; (3) to identify the department's needs and try to answer them; (4) to reach out to students; (5) training; and (6) have the support of the department.

2.2 Case 4: Department of Sociology

In their presentation, Dr Suki Ali (Associate Professor) and Claire Tomlinson (Service Delivery Manager, Taught Programmes) shed light on the history and experiences of academic mentoring at the Department of Sociology. Over the last few years, the department has worked on formalising the practice of AM in tandem with the changes introduced at the School level. In the Department of Sociology, academic mentoring is implemented exclusively by faculty members.

One of the changes reflecting this evolution is using the term 'academic mentor' instead of 'department tutor' or 'academic advisor', as it used to be the case. This choice is the fruit of students' demand for advice on a variety of subjects, not just academic work, and therefore, it expands the remit of the role. This shift has also come with challenges, such as the unequal workload distribution depending on how much time mentors dedicate to their mentees. Additionally, there is a lack of clarity and inefficient communication about the role, resulting in lower levels of engagement from students.

Motivated by improving students' and academics' experience with mentoring, the department designed a structured plan of meetings. It allocated more time and resources to enhance student and mentor communications. For students, academic mentoring is featured regularly in student newsletters. Academic mentors are reminded that mentoring is part of their teaching duties. The department has also experimented with various ways of mentoring, such as group and individual meetings. With time, the overall structure of the model has improved. It now has two streams: one for BSc students and the other one for MSc students.

In the first case, as for the Department of Management, BSc students in the Sociology Department have a formalised plan that includes thematic workshops in the two first years (e.g. introduction to the programme, expectations, reflections goals, dissertation, etc.). Students are still invited to book 1-2-1 appointments outside of these group sessions. In the third year, their dissertation supervisor becomes their academic mentor. On the other hand, the structure of MSc students is less formalised and focuses on individual meetings with their academic mentors. There is sometimes a crossover between the academic mentor and the dissertation supervisor.

Some of the challenges that need to be addressed to improve the model include some students having more meetings than others, an imbalance in workload, and variation in practice between academic mentors. In the future, the department plans to strengthen the role of Departmental Tutors and use LSE For You.

Discussion

Participants debated extensively about the workload for academic mentors, especially how students will go to staff they trust the most. This creates an imbalance between male and female AMs, whereas the latter are expected more from female students. The same observation can be made for staff from other minoritised groups, such as staff of colour. A participant also suggested that some departments, because of the topics they teach, are probably expected to do more than others (e.g. Sociology or Anthropology's curricula cover issues such as sexism, racism,

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colonialism, or inequalities, which might make AMs from those departments more ‘trustworthy’ with students from minoritised communities).

Participants also highlighted that academic mentors benefit from their relationship with their mentees. Moreover, as noted by Dr Ali, academic mentoring happens in the classroom. This means that the role of Graduate Teaching Assistants (GTAs) should be recognised and integrated into the School’s AM models. On this last point, a participant noted that the variety of models at LSE means a variation in performance and quality across departments. Initiatives like the learning exchange day could help achieve comparable quality and performance across the School. ‘We need space like this one’, he said.

The presentations from various departments brought to light the diverse approaches to academic mentoring within our School. This diversity consequently leads to varying experiences for students receiving this crucial support, a commitment set in our Academic Code. By establishing a set of minimum standards for academic mentoring and closely monitoring their implementation, our School can assure students that they will receive consistent and comprehensive support from their academic tutors. This support will not only strengthen their academic skills but also prioritise their overall well-being, fostering a holistic and enriching educational experience.

3 Institutional Challenges and Possible Solutions to Academic Mentoring

In addition to the presentations, participants participated in an interactive workshop on the value and challenges of academic mentoring. Each team picked a topic from the following list:

1. Students’ engagement with academic mentoring.
2. Mental and personal well-being and academic mentoring.
3. Workload and academic mentoring.
4. Institutional support and academic mentoring.
5. Academic development and academic mentoring.

Afterwards, participants were invited to identify challenges related to their topic, potential solutions, and facilitators and barriers to those solutions. We worked with three different groups, and they passed along the challenges for the next group to identify the solutions. One last time, they passed along their reflections to the next group to work on barriers and facilitators. The following tables show the answers provided by the participants who chose to work on two main themes: student engagement and mental and personal well-being.

3.1 Students' engagement with academic mentoring

Challenges	Solutions	Barriers and Facilitators
Getting them to come.	Check-in idea, they might not necessarily need to come. Initial group meetings on key issues.	Valuing the interaction with student & mentors (F). Flexibility (F)/Inflexibility(B). Email overload (B). Timetabling clashes (B).
Getting them to open up.	Show you're approachable and safe person. Capacity to listen. Use LFY.	What is "neutral"? Time to build trust, to be able to show patience.

3.2 Mental and personal well-being and academic mentoring

Challenges	Solutions	Barriers and Facilitators
How to open the conversation.	"How are you?" "How's the term going?" Personalise with your own experiences.	Codes, rules, etc., can be tricky to navigate (B).
Perceived inability to react/respond to pastoral needs.	Use active listening. Honesty when not knowing the answer(s). "Let's find the answers/options" (sign posting).	Some departments are better equipped (e.g. Gender, Anthropology, etc.) (F/B).
Lack of appropriate response in checking mental health situation.	Follow up email with actions for student and further meeting planned. Recognise lack of resources often contributing factor.	Lack of formal recognition (B). Inappropriate training (B). Lack of knowledge of resources (B).
Addressing your own well-being while helping your students.	Boundaries. Network of offloading & support.	Departmental debrief (F). Staff counselling (F). Time/Capacity (B).
Acknowledging students and your own feelings.	Guide/training.	Lack of institutional acknowledgement (B). Invisibility (B).
Handling the intensity without neglecting the average student.	Prioritise Signpost. Set boundaries.	



4 Institutional Strategies on Academic Mentoring from the Sector: Oxford Brookes and UCL

4.1 Oxford Brookes



Institutional committees, managers, staff and students have different interpretations of the role, and unless these dissonant discourses are exposed and examined, the contribution of personal tutoring to student experience within the institutional framework is unclear, and there will never be a Whole Institution Approach or a consistent student experience. ”

— Brown & Thomas in Lochtie et al., 2022

Dr Ben Walker, Senior Lecturer in Educational Development, discussed his work at Oxford Brookes⁴, which focuses on a ‘whole of institution’ approach⁵ to academic mentoring. Oxford Brookes adopted this approach following student survey results about Academic Advising, particularly during the pandemic. An internal consultation of students and staff also called for greater consistency and enhanced quality of provision. The above quotation from Brown and Thomas highlights the need to develop a consistent student experience that avoids ‘dissonant discourses’, which was a starting point in initiating the transition.

Three elements informed the strategy: approach, research and a model. First, the development of the model was guided by those tasked with its implementation, i.e., the bottom-up approach. Research also supplemented some insights on key elements such as what academic mentors want, some definitions and the benefits of AM. Finally, various case studies have helped to develop the model (see Lochtie, Stork & Waler, 2022). For Dr Walker, however, AM will still vary across disciplines and faculties. ‘There is no “one size fits all”’, he observed.

Currently, the strategy at Oxford Brookes is based on (1) clear governance; (2) effective organisational model, operations, and systems; (3) Professional development (CPD), guidance & support for academic mentors.

⁴ Oxford Brookes refer to Academic Mentoring as Academic Advising and Academic Mentors as Academic Advisors. However, to avoid any confusion, we have chosen to keep Academic Mentoring and Academic Mentors in this section.

⁵ A whole institution approach is defined by UNESCO as “the incorporation of sustainable development not only through the aspects of the curriculum, but also through an integrated management and governance of the institution, the application of a sustainability ethos, engagement of community and stakeholders, long-term planning, and sustainability monitoring and evaluation” (<https://unevoc.unesco.org>).

4.2 UCL

Professor Arne Hoffman (Director of Global Learning and Teaching, SOAS) introduced the 'freedom in framework' approach to AM at UCL⁶. This model is founded on a shared understanding of meanings and principles across the institution and collaborative shaping of the model by departments that oversee, guide, facilitate and assure quality. This development of the model included six steps. The first was about offering guidance (and not policy!) to departments on personal tutoring, skills training, departmental careers support, pastoral care, welfare, and mitigation. The second step was about departmental policy development and reporting. The Faculty Teaching Committee tasked departments with developing and codifying their Departmental Personal Tutoring and Academic Support Framework. Then, feedback was provided to every draft departmental Personal Tutoring and Academic Support statement from the Faculty Director of Education and the Arena⁷ Faculty Liaison. The fourth step was a compilation of all departmental frameworks. The 82-page document was then reduced to around seven pages, highlighting the best ideas from the departmental frameworks and mapping them into familiar categories. This became the 'good practice index'. The following year, departments were asked to review and revise their frameworks. This was informed by departmental practice iteration, student feedback and a 'good practice index'.

Among the achievements of this model, Prof Hoffman highlighted that there were more far good ideas through wide participation and that it contributed to best practice sharing. Moreover, students were also included in the process. However, this approach was not able to address the impacts of the mental health crisis. It was also unable to address the systemic question of the academic support model (pastoral care model vs tutorial model vs professional model).

4.3 Discussion

The group discussion that followed the two keynotes focused on the complex relationship between teaching and research in research-intensive universities. It emerged that there is indeed an imbalance between the two in some institutions, notably LSE, where one or the other takes precedence in certain departments. Prof Hoffman pointed out that the UCL model seems to have offered a better result on this point, in particular through the role played by a leadership that values a balance between teaching and research. Participants also discussed the 'good practice index'. Prof Hoffman confirmed that existing good practices in the departments informed those good practices. However, 'the ambition [of the framework] was that we shouldn't just build up on existing good practices. That was the whole idea [to feed the framework with] the student feedback and good practice guidance.' The UCL and Oxford Brookes models were also informed by the scientific literature on AM outside the UK.

⁶ This framework was designed based on the recommendations of the Connected Curriculum Personal Tutoring Working group at UCL in 2015. For more information, visit: https://www.ucl.ac.uk/teaching-learning/sites/teaching-learning/files/edcomm_personal_tutoring_guidance_and_support_for_ucl_students.doc

⁷ Equivalent to Eden Centre.

5 Conclusions and Feedback

This report summarises the learning exchange day on academic mentoring organised by the Inclusive Education team at the Eden Centre.

Based on the case studies, discussions, and external contributions, one of the key takeaways from the day is the variety of practices and experiences of academic mentoring at LSE and elsewhere. This points to one of the comments made by a participant, namely the difficulty of offering a uniform mentoring experience within the School. This may be due to several factors, including a lack of a standardised vision of AM across the institution and a leadership disconnected from the realities on the ground. Moreover, the UCL and Oxford Brookes models share an understanding of the need to include more voices and experiences (e.g., students, mentors, senior leadership, etc.) in shaping an academic mentoring model.

Among key concerns expressed throughout the day is the lack of recognition and support for AMs. The disparity in workload between academic mentors and the diversity of students' expectations of departments are also barriers to maintaining a coherent and successful academic mentoring experience at LSE.

The current mental health crisis in HE should also be taken seriously in the steps leading to a new vision for AM in the School. During the interactive workshop, participants mentioned offering counselling to staff as a possible solution to this challenge (see Section 3.1).

In conclusion, the learning exchange day confirmed a willingness and interest among stakeholders to invest in learning and collaborative spaces across LSE, such as the learning exchange day.

As for future actions to tackle the three main points raised during the day we propose the following:

1. **Develop a comprehensive map** outlining the various academic mentoring models currently available at LSE. This will enable a coherent understanding of the range of academic support and ensure that all students receive consistent mentoring, regardless of their department's individual approach. This is an essential step to move towards a whole institution approach to academic mentoring.
2. **Establish systems to monitor and evaluate academic mentoring**, drawing on feedback from both students and mentors. This will provide insight into how effectively mentoring is being delivered and allow for formal recognition of these efforts in annual assessments for both academic and professional staff, as well as at the departmental level.
3. **Ensure that all academic mentors receive thorough training, including an introductory session upon joining LSE and annual updates** on key areas such as mental health awareness, pastoral support, and academic guidance. Furthermore, pastoral support within departments should be strengthened by promoting coordination between departmental tutors, student advisors, and other professional roles to boost the support

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provided for students' well-being. Additionally, increasing the number of mental health first-aiders within departments could also be beneficial.

The implementation of these measures is expected to improve students' engagement by establishing a more transparent system and ensuring that both mentors and mentees are familiar with the mutual benefits of their relationship. Furthermore, it offers more comprehensive support to mentors and mentees concerning mental health issues, which is currently a pressing concern across the School. On the whole, it fosters a consistent model of academic mentoring whilst taking into account the specificities of each department and their respective needs.

Further research is required to better understand the most effective models for undergraduate (UG) and postgraduate (PG) students, considering that the role of mentoring can significantly vary between these two groups.


6 References

LSE. (n.d.a) Academic mentoring. <https://info.lse.ac.uk/staff/divisions/Eden-Centre/Inclusive-Education-at-LSE/academic-mentoring>

LSE. (n.d.b) LSE Academic Code. <https://info.lse.ac.uk/current-students/lse-academic-code>

Lochtie, D., Stork, A. and Walker B.W. (2022) *The Higher Education Personal Tutor's and Advisor's Companion: Translating theory into practice to improve student success*. St Albans: Critical Publishing. <https://www.ukat.uk/community/professional-development/he-tutors-companion/>

7 Appendix: Programme and presenters



THE LONDON SCHOOL
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Eden Centre – Inclusive Education

Academic Mentoring Learning Exchange Day

Thursday, 25th April
CBG 2.05 - LSE

PROGRAMME SCHEDULE

Registration and coffee	9:00 - 9:30 hrs
Introduction	9:30 - 10:00 hrs
Practices of academic mentoring with Megha Krishnakumar - Law School Kasia Krajniewska - Department of Economics Paulette Annon - Department of Management	10:00 - 11:15 hrs
Coffee break	11:15 - 11:30 hrs
Modelling Academic Mentoring at LSE Dr Suki Ali and Claire Tomlinson - Department of Sociology	11:30 - 13:00 hrs
Lunch	13:00 - 14:00 hrs
Workshop: The value and challenges of academic mentoring	14:00 - 15:15 hrs
Coffee break	15:15 - 15:30 hrs
Keynotes on Academic Mentoring: Dr Ben Walker (Oxford Brooks) and Professor Arne Hofmann (SOAS)	15:30 - 17:00 hrs
Closing remarks and drinks reception	17:00 - 17:30 hrs

If you would like to sign up for the event, please email
Daniela Pérez Aguilar at d.c.perez-aguilar@lse.ac.uk

Eden Centre – Inclusive Education



About the event

The Academic Mentoring Learning Exchange Day aims to foster a culture of collaboration and knowledge-sharing on academic mentoring practices across different departments within the School. By acknowledging the diverse models of academic mentoring, this event seeks to:

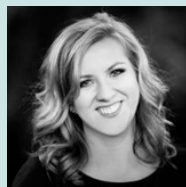
1. Facilitate a comprehensive review of the strategies and approaches employed by various departments, highlighting their strengths and challenges.
2. Discuss the value and impact of academic mentoring on students, academic staff, and professional development.
3. Create a platform for collective reflection and dialogue on overcoming the challenges associated with academic mentoring.
4. Explore and share innovative practices and resources that can enhance the mentoring experience, aligning it with the evolving needs and demands of students.

The event will feature a diverse array of presenters, including academic mentors, student advisors, and researchers in the sector, offering a wide range of perspectives on academic mentoring.

Our presenters



Megha Krishnakumar
Student Advisor
Law School LSE



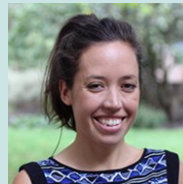
Kasia Krajniewska
Undergraduate Tutor
Department of Economics LSE



Paulette Annon
Undergraduate Tutor
Department of Management LSE



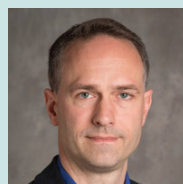
Dr Suki Ali
Associate Professor in Sociology and
Deputy Head of Department
Department of Sociology



Claire Tomlinson
Service Delivery Manager
(Taught Programmes)
Department of Sociology



Dr Ben Walker
Senior Lecturer in Educational
Development
Oxford Brookes University



Professor Arne Hofmann
Director of Global Learning
and Teaching
SOAS University of London



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