

INDEX

- Academia.edu, 52
- Academic development, 13
- Academic Professional
 - Apprenticeship, 40–43
- Academic transcript, 48
- Accreditation standards, 102
- Action Heritage, 68
- Active citizenship, 29
- Adaptability in adaptive mentoring, 32
- Adaptive mentoring, 32
 - dual professionals, 27–28
 - importance of voice and affirmation, 30–31
 - meeting academics in transition, 32–34
 - mentoring dialogue, 21–27
 - need for ongoing mentoring, 31–32
 - positioning professional expertise from sectors in academic contexts, 28–29
- Affirmation, importance of, 30–31
- Amrita’s letter to Elizabeth and Jessica, 121–125
- Angolan Women Voice
 - Association, UK, 67–68
- Artificial intelligence (AI), 53
 - in coaching and mentoring, 53
- Assessment
 - adjustments, 108
 - anxiety, 108
 - authentic, 106–107
 - co-design of, 105–106
 - digital tools, 105–106, 109
 - feedback, 108
 - formative, 106
 - inclusive, 104
 - impact of outside a university, 106, 111
 - leadership, 106
 - summative, 106
 - sustainable, 106
- Authentic assessment, 107
 - transformative nature of, 107–108
- Authentic mentoring, 58–59
- Belonging, 60, 71, 109
- Better Mental Health (2022)
 - project, 62, 64, 67–68
- Black students, 20
- Both/and* logic, 28–29
- Boundary objects, 86–87
- ‘Breadcrumbs in the forest’, 89–90
- Carbon footprint, 109
- Carrington St. Scheme, 61
- Chartered accountant, 18
- Civic responsibility, 48–49
- Client brief for students, 85
- Climate action, 110–111
- Climate anxiety, 110–111
- Climate awareness journey, 112
- Climate change, 100, 108
- Climate leadership, 106
- Climate-oriented coaching and mentoring, 110–112
- Climate solutions, 106
- Closure in mentoring relationships, 125–128
- CLT-ECOS, 109–110

- Co-design of climate solutions, 105
- Co-learning, 70, 125, 127–128
- Co-mentoring, 82
- Coaching, 11–13, 110–112
- Cognitive challenge, 107
- Collaborative autoethnographic project, 9
- Collaborative entanglements, 80–81
- Collaborative self-reflection, 80–81
- Collaborative writing, 10
- Collective memory work, 10
- Community, 30
- Community engagement, 63–64
- Community impact, 90
- Community-led workshops, 60
- Competencies for sustainability, 108–109
- Constructive alignment, 106
- Contracting in mentoring relationships, 125–128
- Convergence of ideas, 83–84
- Coproduction, 79
- Council on Higher Education (CHE), 19–20
- Course diversity data, 45–46
- Covid-19, 82
- Creative writing techniques, 10
- Creativity, 123
- Cross-disciplinarity, 3–5
- Cross-functional mentoring, benefits of, 72
- Cross-functional network development, 10, 52, 127–128
- Cross-gender mentoring, 91–92
- Curriculum, hidden, 73
- Curriculum, taught, 73
- Degree awarding gaps, 45
- Delphi study, 48
- Demonstrating, 32
- Department of Higher Education and Training (DHET), 19–20
- Design thinking, 83–84
- Developmental networks, 87–88
- Digital citizenship, 109
- Digital marketing, 105
- Digital tools, 109
- Directing, 32
- Divergence of ideas, 83–84
- Diversity and inclusion strategy, 91–92
- Double diamond concept, 83–84
- Dual professionals, 27–28
- Eco-cycle, 111–112
- Economic growth, 49
- EDI, 60
- Education Development Unit (EDU), 21
- Elizabeth's reflective commentary on SDG4, 119–120
- Engagement, 30
- Entrepreneur College Taicang, 123–124
- Entrepreneur mentors, 124
- Entrepreneurial education, 123
- Entrepreneurial mentoring, 124
- Equitable access to HE, 53–54
- Equity, 3–4, 20, 42, 45, 48–49
- Established academics, 31–32
- Everyday heritage, 67–68
- Extended reality, 52–53
- External engagement, 45
- External examiner report, 45
- Feedback in mentoring, 18–19, 25, 33, 91–92, 103, 118–119
- Fiction, 10
- Formal mentoring, 11–12, 20–21, 52, 64, 125–126
- Fourth Industrial Revolution (4IR), 129
- FutureLearn, 43
- Guiding, 32

- Guilt, 103
- Heaping, 83–85
- Heritage Lincolnshire, UK, 78–79
- Hierarchy in mentoring relationships, 11–12
- Holistic mentoring, 22, 34, 64
- Hope, 11, 19, 111
- Identity, 30
- Identity development, 107
- Inclusion, 4
- Inclusive heritage, 59, 65, 67
- Inclusive pedagogies, 59
- Inclusivity, 100, 104, 108
- Informal mentoring, 13, 51, 59, 70, 83, 125–126
- Intangible heritage, 67–68
- Interpretation strategy, 79
- Invisible transitions, 22
- Jessica’s reflective commentary on SDG4, 120–121
- Knowledge brokering, 80, 82
- Knowledge exchange (KE), 79
- Knowledge Exchange Framework (KEF), 92–93
- Leadership, 19–21, 33, 93, 105
- Leadership of climate action, 110–111
- Leading Learning and Teaching in Higher Education*, 125
- Learning outcomes, 43, 53, 106–107, 124
- Legacy, 1–2, 69, 72, 87
- Legacy of apartheid, 27
- Legitimacy, 30
- Lifelong learning, 8, 41, 53–54, 109, 120, 125
- Life-wide learning, 112
- LinkedIn, 41, 43, 52
- Live briefs, 91
- Mapping, 86
- Mapping Nottingham’s Identity project (2016–19), 60
- Massification, 20, 34
- Mental health, 60
- Mentoring, 1–3, 58
 - books on, 11–13
 - and coaching, 11–12, 100
 - collaborative, 79–80
 - as collaborative learning, 61
 - cross-functional, 128
 - definition of, 2
 - and ethnic diversity, 72
 - fluid, 64
 - and friendship, 61, 64, 74
 - and gender, 13, 71, 91–92, 124
 - multidirectional, 80
 - personal note on, 13
 - scheme, 20, 32, 52, 123
 - space, 128
- Metaverse, 52–53
- Micro-credentials
 - barriers to implementation, 41
 - benefits for stakeholders, 41
 - case studies, 49–50
 - cost, 48–49
 - definition, 48
 - digital infrastructure, 47–48
 - evidence of learning, 47–48
 - pedagogy, 49–50
 - policy guidelines and regulations, 47–48
 - potential benefits, 41
 - verifying, 46
- Millennium Development Goals (MDGs), 3
- Miner2Major, 79
- New Economics Foundation (NEF), 66–67
- Nottingham Girls’ Academy, 6, 8, 118–119
- Nottinghamshire Heritage Forum, 79
- Online meeting platform, 42
- Online mentoring relationships, 51

- Organization for Economic Cooperation and Development (OECD), 123
- Origami, 103, 105
- Outreach to Ownership O2O (2022) project, 60, 62, 64–65, 67–68
- Pandemic, 1, 2, 8, 45, 51, 79, 83–84, 125
- Participatory Action Research (PAR), 58, 61
- ‘Pause and reflect’ questions, 8, 14, 128–129
- Paying learning forward, 46
- Pedagogic innovation, 41–42, 125
- Pedagogy, 18, 48–49, 102, 110–111
- Peer mentoring, 33, 124
- Person Oriented Design (2019) project, 62
- PhD, 20–21
- Power, 20, 30
- Pracademia, 28–29
- Practice-informed learning, 29
- Professional Regulatory and Statutory Body (PSRB), 43
- Psychology-focused research, 51–52
- Quality assurance, 19–20, 42, 50–51
- Quality Assurance Agency (QAA), The, 47, 49–51
- Quality (higher) education, 20, 29, 42, 118–120, 123
- R&D time, 85
- Realism, 107
- Reciprocal mentoring, 30, 33, 70, 127–128
- ResearchGate, 52
- Resilience, 65–66
- Resilient communities, 65–67
- Self-efficacy, 50–51, 71
- Sense of humour, 103
- Settings for mentoring meetings, 50–53
- Seven Games of Leadership, The*, 128
- Showing, 32
- Silence in mentoring conversations, 43, 45, 50–51
- Social capital, 93
- Social networks, 52
- Social prescribing, 66
- Social prescribing approach to intangible heritage, 67–68
- Solutions-focused assessment, 104
- Staffing South Africa’s Universities Framework (SSAUF), 19–20
- Student development, 21
- Student evaluations, 18
- Student wellbeing, 102
- Student-staff co-creation, 108
- Students as Partners philosophy (SaP philosophy), 64–65, 118–119
- Support dimension in adaptive mentoring, 32
- Sustainable assessment, 108–109
- Sustainable Development Goals (SDGs)
- SDG3, 4, 58
 - SDG4, 3
 - SDG5, 3
 - SDG7, 78
 - SDG8, 78
 - SDG11, 4, 58
 - SDG13, 4, 100
 - SDG15, 4, 78
 - SDG17, 3–4
- Sustainable learning, 3–5
- Sustainable procurement, 106, 110–111
- Synchronization in adaptive mentoring, 33
- Systemic approaches, 3–5
- Systemic response to climate change, 110

- Task dimension in adaptive mentoring, 32
- Teaching, 18, 30–31
- The Saville Foundation (TSF), 21, 25
- Three-level mentoring model, 124
- Transitions, 11–12, 21, 27–28, 124
- Trust in mentoring relationships, 23, 43, 50–51, 53, 61, 64, 67–68, 70, 83, 93–94, 123, 127
- Uneven climate change impact, 112
- University Mental Health Charter* (Student Minds, UK), 108
- University of Cape Town (UCT), 20–21
- Validation, 63
- Voice, importance of, 23, 28–31, 71, 129
- Walled Remembrance Space, 41, 44
- Well-being, 4, 59, 65–67, 108
- Women's voices, 129
- Work-like experience for students, 91
- World Health Organization (WHO), 66
- Writing methodology, 8–11
- Xi'an Jiaotong-Liverpool University (XJTLU), 123