



# Logia Global Mentoring Programme

Theological Anthropology, Fundamental Need and Human Flourishing: A Women Scholars Project



In partnership with Carey Baptist College Aotearoa, The John Templeton Foundation  
& The University of St Andrews

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Theological Anthropology, Fundamental Need and Human Flourishing: A Women Scholars Project

As part of the **Theological Anthropology, Fundamental Need and Human Flourishing: A Women Scholar's** Project, and in partnership with [Logia International](#), we aim to support women in the divinity disciplines through a year-long Logia Global Mentoring Programme.

Women continue to be under-represented in theology, biblical studies, and philosophy of religion such that finding a mentor in these disciplines who is also a woman can be difficult. Further, some women have too many mentoring responsibilities already on their plates, while others have more space to engage in this way. Thus, this mentorship programme aims to encourage women from the divinity disciplines to believe that they can “be what they want to see” by connecting emerging women scholars with established women scholars who have time to meet. The mentorship will consist, minimally, of meeting three times over a calendar year.





Beginning in 2022, we will request mentors and mentees fill out an online form through the SUMAC software that will then match mentors and mentees based on preferences and best fit. As soon as matches have been made, notification will be sent and the mentorships can commence. Mentees will be instructed to make arrangement for the digital meetings. The mentorship scheme will organize up to 30 worldwide mentoring relationships whereby established women scholars will meet digitally with emerging women scholars through The University of St. Andrews SUMAC mentorship matching database and these mentorships will last 12 months, meeting minimally three times over that time period.

Once this programme has concluded, women can stay in the programme to become mentors (if they were mentees) or to remain mentors and become paired with another mentee. Only if space allows (i.e. there are enough mentors) can a mentee continue in the second year of the mentoring programme. The second year of the programme will also be shortened, running from Feb 2023 to August 2023, meeting minimally twice over that time period.

## Mentor Expectations (Established Scholars)

These terms are fluid, and the primary criterion for an “established scholar” will be self-perception. If a woman feels that she is an established scholar based upon her academic experience, that is the most important aspect of being a mentor. However, for more concrete guidelines, we would hope that our established scholars have published an academic book, article, or chapter in a divinity discipline and/or taught in an accredited academic institution within a divinity discipline. This means that an established scholar could be, or has been, in a range of roles, from independent scholar, adjunct, fixed contract, tenured position, etc.

As part of the year-long Global Women Theologians Mentorship Scheme, up to 30 mentors could influence the broader theological guild by modelling the following values to emerging women scholars:

-  That our academic journeys are just as important as our academic outputs.
-  To listen to the mentee, especially as it relates to their academic journey.
-  To encourage the mentee, especially from personal experience.
-  To follow through with meeting arrangements made with your Mentee.

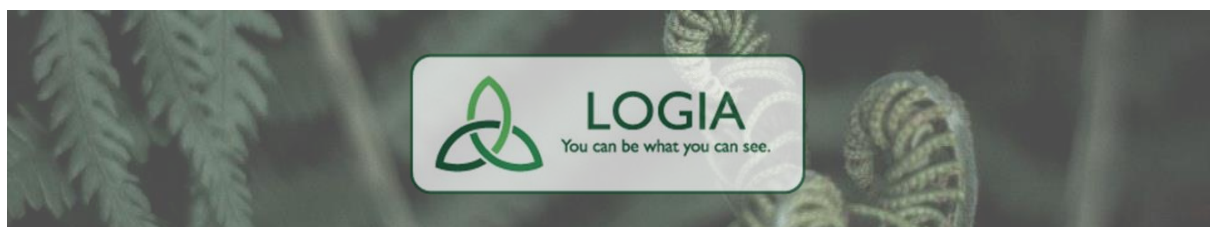


This mentorship scheme is designed to support the Mentor and the Mentee to both flourish through a mentorship relationship that is mutually beneficial, by ensuring that the Mentor is **not**:

- 🌀 A Counselor – The Mentor is not a therapist and should not offer support that extends beyond the boundaries of the Mentee’s achievement within the divinity disciplines.
- 🌀 An Academic Supervisor – This includes the Mentor taking on a co-supervisor, reader, or editing role.
- 🌀 A Referee—This is not meant to provide an academic or professional reference.

Examples of a Mentorship relationship that develops mutual flourishing may look like:

- 🌀 Semi-regular online meetings that the Mentee and Mentor curate to acknowledge the Mentees academic aspirations, their understandings of success, and their capabilities within the academic guild.
- 🌀 The Mentor sharing examples of their own experiences, successes, struggles, and work.
- 🌀 The Mentor offering open-ended advice (non-directive).
- 🌀 The Mentor asking good questions of the Mentee to help her discern her own answers to the challenges she may be facing.



## Mentee Expectations (Emerging Scholars)

As with the “established scholar” identifier, the terms “emerging scholar” are also fluid and based on self-perception. However, in saying that, the emerging scholar does need to be pursuing post-graduate study (beyond an undergraduate qualification) in a divinity discipline, or have completed post-graduate divinity education within five years of the start of the mentorship programme.

As part of the year-long Global Women Theologians Mentorship Scheme, up to 30 mentees could influence the broader theological guild by exemplifying the following values in relationship with established scholars:

- 🌿 That your academic journey is just as important as your academic outputs.
- 🌿 To share your interests and aspirations and questions, especially as it relates to your academic journey.
- 🌿 To initiate the meeting times and arrange the digital meeting links for the mentorship meetings.
- 🌿 To follow through with meeting arrangements made with your Mentor.

This mentorship scheme is designed to support the Mentor and the Mentee to both flourish through a mentorship relationship that is mutually beneficial, by ensuring that the Mentor is **not**:

- 🌿 A Counselor – The Mentor is not a therapist and should not offer support that extends beyond the boundaries of the Mentee’s achievement within the divinity disciplines.
- 🌿 An Academic Supervisor – This includes the Mentor taking on a co-supervisor, reader, or editing role.
- 🌿 A Referee—This is not meant to provide an academic or professional reference.

Examples of a Mentorship relationship that develops mutual flourishing may look like:

- 🌿 Semi-regular online meetings that the Mentee and Mentor curate to acknowledge the Mentees academic aspirations, their understandings of success, and their capabilities within the academic guild.
- 🌿 The Mentor sharing examples of their own experiences, successes, struggles, and work.
- 🌿 The Mentor offering open-ended advice (non-directive).
- 🌿 The Mentor asking good questions of the Mentee to help her discern her own answers to the challenges she may be facing.

If you are interested in taking on a Mentor or Mentee position within this Global Women Theologians Mentorship Scheme, please register through <https://sumac.ac.uk/account/carey-baptist-college/logia-global-mentoring-scheme>. If you have any further questions about the programme, please contact [careygradschool@carey.ac.nz](mailto:careygradschool@carey.ac.nz) and we will get back to you as soon as we can.

We welcome applicants from all over the world, who, like the team who are involved in this research project, long to see the result of women theologians thriving in the theological guild by receiving one another, believing in one another, and achieving with one another.

