

**UNIVERSITY OF ILORIN**  
**MENTORSHIP**  
**HANDBOOK**  
**FOR MENTORS AND MENTEES**  
**2026**

**UNIVERSITY OF ILORIN**  
**MENTORSHIP CENTRE**

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## FOREWORD

It is my great pleasure to write this foreword to the Mentorship Handbook developed by the Centre for Mentorship to chart the path for the mentorship programme of the University. This initiative represents not only a practical guide but also a visionary step toward building a culture of guidance, collaboration, and shared growth within our academic community.

The establishment of this Centre is rooted in the recognition that universities thrive when knowledge is not only taught but also transferred through meaningful relationships. By equipping staff with the necessary skills to serve either as Mentors or Mentees, we are laying the foundation for a dynamic exchange of experience, wisdom, and innovation. This decision reflects our commitment to changing the narratives in professional relationships, fostering trust, and ultimately improving our service delivery across all levels.

Beyond the immediate benefits of skill acquisition, mentorship addresses broader issues that shape the future of higher education. It helps bridge generational gaps, ensuring that the insights of seasoned professionals are passed on to younger colleagues who bring fresh perspectives and energy. It strengthens institutional memory, cultivates leadership, and promotes inclusivity by giving every member of staff—regardless of background—the opportunity to learn and contribute. In a rapidly changing world, mentorship also prepares us to adapt to global challenges such as technological disruption, ethical dilemmas in research, and the demand for socially responsible scholarship.

This Handbook will therefore serve as a vital compass, guiding us in ensuring that this important component of our University is appropriately and effectively conducted for the sustainability of our system. It is not merely a manual of procedures, but a call to action: to embrace mentorship as a way of life, to nurture talent with patience, and to inspire excellence with humility. It is my hope that we will study this Handbook diligently and make the best use of it so that it can achieve the desired results. If we commit ourselves to its principles, the mentorship programme will not only strengthen our University but also empower us to become a beacon of knowledge, character, and service to society.



Prof. Wahab Egbewole SAN  
Vice Chancellor, University of Ilorin

# 1 INTRODUCTION

The Mentorship Centre of University of Ilorin was established 17<sup>th</sup> February 2025 by the Vice-Chancellor; Prof. Wahab Olasupo Egbewole. Mentorship Centre in a university plays a crucial role in fostering academic, professional, and personal growth among students, staff and faculty members. Mentorship is a way of transferring valuable experiences and knowledge from one person to another. It is a personal and professional development journey for both the mentor and the mentee. Effective mentorship supports an individual's professional and personal development, sense of belonging, and productivity to the benefit of both the individual and the institution. Mentorship is a strategic component of capacity building of staff and students of University of Ilorin. It is intentionally focused on the growth and development of mentees. The Centre aims to support staff and students' academic, personal, and professional development by providing Mentorship programmes and guidance.

The University of Ilorin, through its Mentorship Centre, aims to build a strong culture where Mentorship is seen as vital for both personal and institutional success. The university views effective mentorship as a key feature of successful academic departments. Its mentorship program is designed to promote academic excellence, professional development, and emotional support both within and outside the university. The Mentorship Centre works to create meaningful mentor-mentee relationships, helping mentees feel supported as they work toward their goals. The program connects mentors and mentees through a structured system. This handbook provides practical guidance for staff to student, staff to staff, student to student and student to staff Mentorship which is aimed at academic growth and personal development.

## 1.1 Objectives of the Mentorship Programme

The objectives of the University of Ilorin mentorship programme are to:

1. Improve academic and professional outcomes:  
To measurably improve student academic performance, staff productivity, and professional development outcomes through structured mentorship engagements coordinated by the University.
2. Strengthen staff retention and succession planning:  
To support staff retention, career progression, and leadership readiness by systematically pairing early- and mid-career staff with experienced mentors across academic and non-teaching cadres.
3. Enhance student transition and employability:

Connect students and staff with alumni, industry mentors by providing targeted training and implementing incentives for academic internships.

4. Institutionalize ethical, inclusive, and quality-assured mentorship:

To ensure that all formal mentorship programmes operate under clear ethical standards, safeguarding provisions, inclusivity principles, and quality assurance mechanisms defined by the University.

5. Generate evidence for continuous improvement and decision-making:

To systematically collect, analyse, and use mentorship data and feedback to inform programme improvement, institutional planning, and periodic policy review.

## 2 Governance and Organizational Structure of the University of Ilorin Mentorship Centre

### 2.1 Board of the Mentorship Centre

The Board of the Mentorship Centre provides overall governance, strategic oversight, and direction for the effective functioning of the Centre. Board members are constituted by the Vice-Chancellor, with the Vice-Chancellor (Management Services) serving as Chair (Figure 1).

The Board provides leadership by:

- Setting the strategic vision and long-term direction of the Mentorship Centre;
- Approving policies, guidelines, and institutional frameworks that guide mentorship programmes;
- Supporting structured mentorship for academic and non-teaching staff;
- Promoting mentorship activities that contribute to students' academic success, personal development, and career readiness;
- Reviewing reports and assessing the overall performance and impact of mentorship programmes;
- Supporting resource mobilisation, partnerships, and collaborations that strengthen the Centre's work;
- Promoting inclusive, diverse, and ethically grounded mentorship practices across the University;
- Encouraging partnerships between the University and external organisations, including industry and alumni networks; and
- Championing a strong mentorship culture that strengthens academic and professional networks and supports lifelong development.

### 2.2 Centre Leadership

The Mentorship Centre is led by a Director, supported by one or more Deputy Directors as required. The Director and Deputy Directors are appointed by the Vice-Chancellor and are responsible for the day-to-day leadership, coordination, and implementation of the University's mentorship programmes.

#### 2.2.1 Administrative Support

The administrative operations of the Centre are coordinated by the Secretary to the Mentorship Centre, who is a staff member of the University Registry. The Secretary supports documentation, communication, record-keeping, and coordination across faculties, support units, and committees.

### 2.3 University Mentorship Committee

The University Mentorship Committee comprises representatives from faculties, support units, alumni, and recognised University unions. The Committee meets bi-monthly to:

- Review the implementation of mentorship programmes across the University;
- Share updates, challenges, and good practices from faculties and units;
- Propose and support mentorship initiatives and innovations; and

- Submit consolidated reports to support University-wide monitoring, evaluation, and learning.

## 2.4 Faculty and Support Unit Mentorship Committees

Each faculty and support unit maintains a Mentorship Committee, made up of designated mentorship officers from departments and sub-units. These committees meet regularly to:

- Coordinate mentorship activities within the faculty or support unit;
- Support mentor–mentee matching and programme implementation;
- Review progress, challenges, and outcomes of mentorship relationships; and
- Prepare periodic reports that inform monitoring and evaluation at both faculty and University levels.

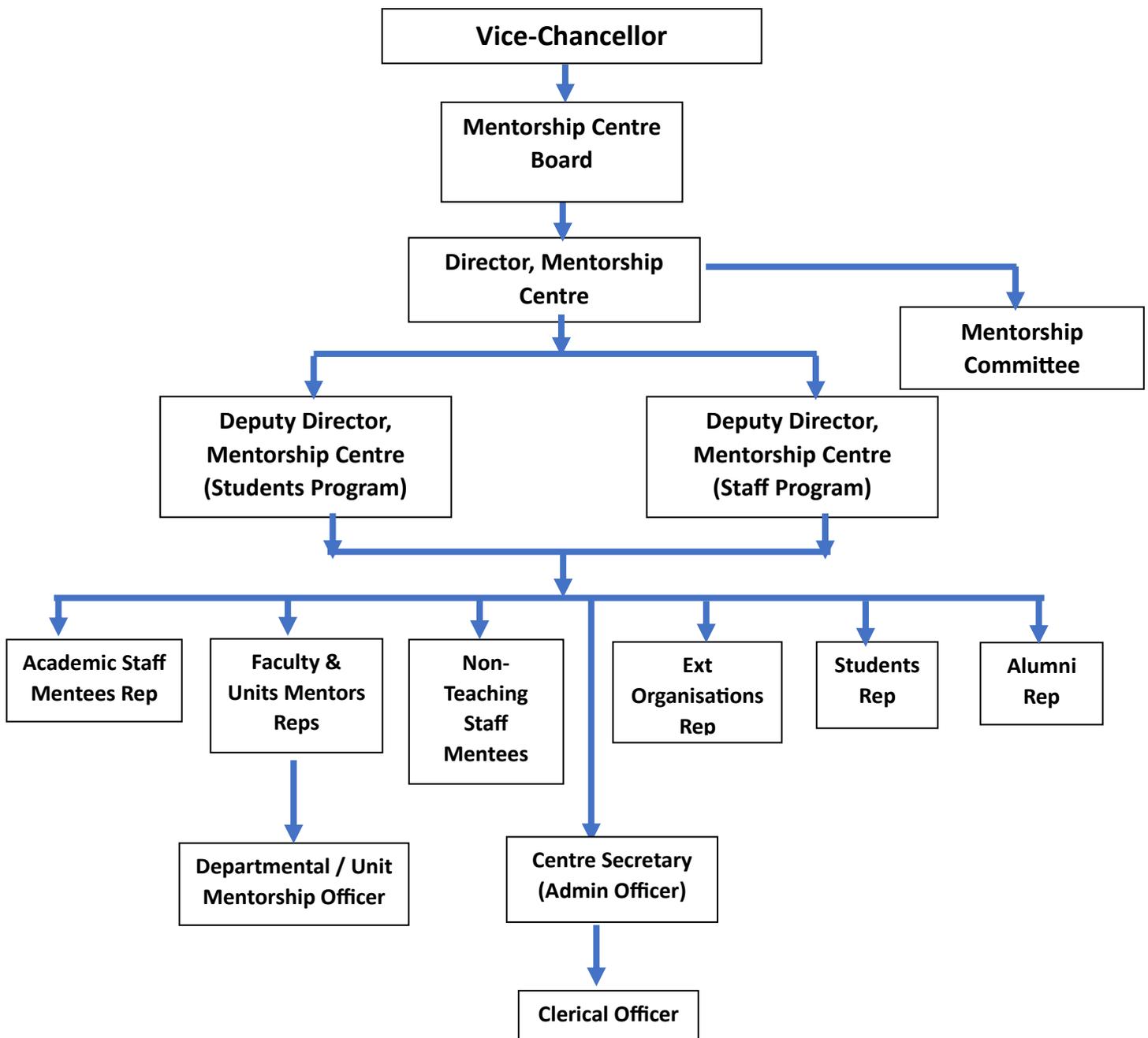


Figure 1: Organogram of University of Ilorin Mentorship Centre

### 3 Activities of the University of Ilorin Mentorship Centre

The University of Ilorin Mentorship Centre serves as the central coordinating body for all formal mentorship activities involving students and staff of the University. Its key activities include:

1. Coordinating and providing oversight for approved mentorship programmes involving students and staff of the University of Ilorin.
2. Conducting annual mapping and periodic updates of mentors and potential mentors within and outside the University, including academic staff, non-teaching staff, alumni, and approved external professionals.
3. Connecting staff and student mentees with suitable mentors, including academic staff, senior non-teaching staff, alumni, and external professionals, to support academic, professional, and personal development in preparation for the workforce and future leadership roles.
4. Developing, maintaining, and periodically reviewing the Mentorship Programme Handbook and the Mentorship Programme Activity Tracker to ensure alignment with University policy and evolving best practices.
5. Developing, reviewing, and implementing a structured list of suggested mentorship activities to guide mentor–mentee engagement throughout the mentorship period.
6. Supporting mentees to track progress against agreed activities and milestones using the Mentorship Programme Activity Tracker, while encouraging mentors to use the Tracker as a planning and monitoring tool.
7. Encouraging mentor–mentee pairs to adapt the Activity Tracker and suggested activities to meet individual needs and circumstances, while maintaining alignment with programme objectives and ethical standards.

## 4 Duties of Faculty / Support Unit Mentorship Committee Chairperson

Each faculty, support unit, union, and alumni body has a Mentorship Committee chaired by a designated Chairperson. In faculties and support units, each department or sub-unit appoints a Departmental / Unit Mentorship Officer who serves as a member of the Faculty / Support Unit Mentorship Committee. The Chairperson represents the faculty or support unit on the University Mentorship Committee.

The Chairperson's responsibilities include:

1. Coordinating implementation of the University of Ilorin Mentorship Programme at faculty or support unit level and providing regular progress updates to the Director of the Mentorship Centre.
2. Supporting implementation of the Mentorship Centre's approved blueprint and work plan within the faculty or support unit, ensuring alignment with University-wide mentorship policies and implementation plans.
3. Providing guidance and oversight for mentor–mentee matching processes within departments or units to ensure fairness, appropriateness, and alignment with mentee goals.
4. Identifying and engaging alumni and professionals from relevant organisations or industries who can serve as mentors to staff and students.
5. Working with the Dean, Director, Librarian, Bursar, Registrar, and other management staff to create and sustain a strong culture of mentorship within the faculty or support unit.
6. Organising faculty or support unit–level seminars, workshops, or forums focused on mentorship.
7. Keeping records of mentorship activities and monitoring progress of staff and student mentorship engagements.
8. Attending meetings of the University Mentorship Committee and presenting faculty or support unit mentorship reports as required.
9. Liaising with Departmental / Unit Mentorship Officers, mentors, mentees, and Heads of Departments or Units to identify and help resolve challenges arising from mentorship relationships.
10. Recommending deserving mentors for awards or recognition at faculty, support unit, or University level.
11. Promoting and applying innovative strategies to strengthen mentorship practice within the faculty or support unit.

## 5 Duties of Departmental / Unit Mentorship Officers

Each department or unit designates a Departmental / Unit Mentorship Officer to coordinate mentorship activities at that level.

Key responsibilities include:

1. Coordinating implementation of the University of Ilorin Mentorship Programme at departmental or unit level and providing regular reports to the Chairperson of the Faculty / Support Unit Mentorship Committee.
2. Supporting implementation of the Mentorship Centre's approved blueprint and work plan within the department or unit, ensuring alignment with University-wide mentorship policies and plans.
3. Facilitating mentor–mentee matching within the department or unit using agreed approaches that align mentees' interests, goals, and development needs with mentor expertise.
4. Identifying alumni and professionals from relevant organisations who may serve as mentors to staff and students.
5. Collating and maintaining, where appropriate, a list of first-class graduates and other high-performing alumni as a potential pool of future mentors, in line with data protection requirements.
6. Promoting and sustaining a culture of mentorship within the department or unit in collaboration with other staff members.
7. Organising departmental or unit-level mentorship seminars, workshops, or engagement activities.
8. Maintaining records of mentorship participation and progress for staff and students.
9. Acting as a liaison between mentors, mentees, and Heads of Departments or Units to help identify and resolve mentorship-related challenges early.
10. Recommending outstanding mentors for recognition or awards at departmental, faculty, or University level.
11. Exploring and implementing innovative approaches to strengthen mentorship delivery within the department or unit.

## 6 Duties of Departmental / Unit Mentorship Officers

Each department or unit designates a Departmental / Unit Mentorship Officer to coordinate mentorship activities at that level.

Key responsibilities include:

1. Coordinating implementation of the University of Ilorin Mentorship Programme at departmental or unit level and providing regular reports to the Chairperson of the Faculty / Support Unit Mentorship Committee.
2. Supporting implementation of the Mentorship Centre's approved blueprint and work plan within the department or unit, ensuring alignment with University-wide mentorship policies and plans.
3. Facilitating mentor–mentee matching within the department or unit using agreed approaches that align mentees' interests, goals, and development needs with mentor expertise.
4. Identifying alumni and professionals from relevant organisations who may serve as mentors to staff and students.
5. Collating and maintaining, where appropriate, a list of first-class graduates and other high-performing alumni as a potential pool of future mentors, in line with data protection requirements.
6. Promoting and sustaining a culture of mentorship within the department or unit in collaboration with other staff members.
7. Organising departmental or unit-level mentorship seminars, workshops, or engagement activities.
8. Maintaining records of mentorship participation and progress for staff and students.
9. Acting as a liaison between mentors, mentees, and Heads of Departments or Units to help identify and resolve mentorship-related challenges early.
10. Recommending outstanding mentors for recognition or awards at departmental, faculty, or University level.
11. Exploring and implementing innovative approaches to strengthen mentorship delivery within the department or unit.

## 7 Mentor–Mentee Programme Activities

Mentor–mentee programme activities may include, but are not limited to, the following:

1. Holding an initial introductory meeting to review the mentee’s academic or professional context, discuss the Programme Handbook and Activity Tracker, and agree on expectations and meeting schedules.
2. Completing a structured Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis to identify strengths, development needs, and opportunities for growth.
3. Participating in physical or virtual networking events involving mentors and mentees.
4. Ensuring that mentees submit completed Activity Trackers to the Mentorship Centre at the end of the mentorship period as a requirement for receiving a Certificate of Completion.
5. Organising workshops for mentees and mentors.
6. Allowing mentees to observe or learn from projects the mentor has designed, implemented, or presented, including discussion of lessons learned and best practices.
7. Facilitating mentee participation in volunteer or community service initiatives.
8. Creating opportunities for mentees to interact with professionals or clients through structured social or professional activities.
9. Collecting feedback from mentors and mentees and using it to improve programme delivery.
10. Encouraging peer learning through roundtable discussions and collaborative sessions.

### 7.1 Staff Mentorship Activities

Additional activities for staff mentorship may include:

1. Pairing experienced staff with newly appointed or early-career staff to support knowledge transfer, institutional orientation, and professional development.
2. Applying structured matching approaches based on professional interests, goals, and expertise.
3. Establishing support groups or communities of practice where staff can share mentorship experiences, challenges, and successes.
4. Organising periodic networking events to strengthen professional relationships across the University.

## 8 Roles and Responsibilities of Mentors and Mentees

### 8.1 Roles of Mentors

A mentor is an experienced academic staff member, non-teaching staff member, alumnus, or professional who provides guidance, support, and constructive feedback to a less experienced colleague or student. Mentorship relationships are intentionally established to support the transfer of knowledge, skills, experience, and institutional values, with a clear focus on academic success, professional growth, leadership development, or personal development, as agreed at the outset of the relationship.

Through participation in the mentorship programme, mentors also benefit by strengthening their professional legacy within their unit, department, faculty, support unit and the wider University; enhancing their leadership, teaching, and interpersonal skills; and contributing meaningfully to institutional capacity development.

Mentors are expected to:

- Initiate and maintain regular, agreed contact with their mentees.
- Be accessible and responsive within reasonable limits, and maintain confidentiality in all mentorship discussions.
- Support mentees in academic planning, career development for staff, and goal setting, including guidance towards successful study completion or professional progression.
- Provide honest, constructive, and timely feedback to support mentee growth.
- Participate in mentorship orientation, training, or capacity-building activities designed to strengthen mentoring effectiveness and clarify roles and expectations.

### 8.2 Roles of Mentees

A mentee is a student or staff member seeking academic, professional, or personal development through guidance from a more experienced mentor. Each mentee is matched with a mentor based on identified goals, interests, and developmental needs.

Mentees are expected to actively engage in the mentorship relationship and take primary responsibility for their own growth and learning. Expectations of the mentee include the opportunity to:

- Be matched with a mentor whose experience and expertise align with the mentee's academic, professional, or career development goals.
- Receive guidance and support to achieve agreed goals and, where appropriate, explore additional developmental opportunities during the mentorship process.
- Gain clarity in academic work (for students) or career direction and workplace expectations (for staff), contributing to improved academic performance, productivity, and professional effectiveness.
- Develop and work towards clearly defined SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound) in collaboration with the mentor.
- Become familiar with University norms, professional standards, and appropriate conduct within academic and workplace environments.

Mentees are expected to:

- Be available for scheduled mentorship meetings and communicate proactively when changes are required.
- Prepare for mentorship sessions and follow through on agreed actions.
- Be open to feedback, reflect on guidance received, and respond constructively.
- Conduct themselves ethically and professionally at all times, in line with University codes of conduct and mentorship guidelines.

## 9 Mentorship Modalities

### 9.1 Types of Mentorship

Mentors and mentees can use any of the following methods or a combination of some of the methods. Faculties, Supporting Units, Departments and mentors can decide the appropriate methods to use in Mentorship staff and students. The mentee can also suggest and agree with his or her mentor on the approach they consider more effective.

- **Staff Mentorship:** Mentorship relationships in which experienced academic or non-teaching staff support the professional development, institutional orientation, career progression, and leadership readiness of early- or mid-career staff.
- **Student Mentorship:** Mentorship relationships designed to support undergraduate or postgraduate students in academic development, transition into university life, career planning, and personal growth.
- **Peer Mentorship:** Mentorship relationships involving individuals at comparable academic or professional levels, aimed at mutual learning, shared problem-solving, and collaborative development.
- **Leadership Mentorship:** Mentorship engagements focused on developing leadership capacity, institutional citizenship, decision-making skills, and succession readiness among staff or students.
- **External and Alumni Mentorship:** Mentorship relationships involving alumni or approved external professionals, including industry partners, to support career exposure, professional networking, employability, and practical insight.
- **Cross-Disciplinary Mentorship:** Mentorship relationships that intentionally span different academic disciplines or professional areas to support interdisciplinary learning, research collaboration, innovation, and knowledge exchange.

The types of mentorship listed above may be implemented in traditional or reverse configurations, including reverse mentorship, where a less senior or younger participant provides guidance to a more senior participant in areas of defined expertise, provided that roles, expectations, and ethical standards are clearly established.

### 9.2 Structural Formats of Mentorship

Mentorship may be implemented using one or more of the following structural formats, depending on the objectives and available capacity:

- **One-to-One Mentorship,** involving a single mentor and a single mentee.
- **Group Mentorship,** involving one or more mentors supporting multiple mentees simultaneously.

### 9.3 Modes of Delivery

The mode of delivery should be appropriate to the mentorship type, needs and capacity of the participants. Mentorship engagements may be conducted through:

- **In-person engagement**
- **Virtual engagement**
- **Hybrid engagement**

## 10 Matching of Mentors and Mentees

Mentor–mentee matching under this Policy shall be conducted in a transparent, purposeful, and mentee-centred manner, guided by institutional standards, local context, and available mentorship capacity.

Matching shall primarily be informed by alignment between mentors and mentees in relation to:

- Academic, professional, or staff career aspirations;
- Relevant expertise, experience, or institutional knowledge;
- Preferred mentorship style or approach; and
- Availability and capacity of mentors.

Mentees may be required to indicate, and where applicable rank, their mentorship preferences based on career interests, academic goals, or desired future roles. Matching decisions shall take into account the expressed preferences of mentees, while ensuring fairness, feasibility, and institutional considerations.

Faculties, departments, and support units shall have the flexibility to adopt one or more matching methods appropriate to their context and target population. Different matching approaches may be used concurrently within the same faculty, department, or unit for staff and student mentorship programmes.

Approved matching approaches may include, but are not limited to:

- Interest- or skill-based matching;
- Demographic or identity-informed matching, where appropriate and ethically justified;
- Goal-oriented or career-pathway matching;
- Compatibility-based matching, including mentorship style preferences;
- Mentee-driven or self-selection approaches;
- Matching following structured networking or orientation activities;
- Group mentorship arrangements; and
- Random or rotational matching models, particularly for exploratory or short-term mentorship.

Notwithstanding the matching approach adopted, the final determination of mentor–mentee pairings shall be guided by what is deemed to be in the best interest of the mentee, taking into consideration developmental needs, safeguarding considerations, and mentor capacity. All matching methods adopted by faculties, departments, or support units shall be documented and aligned with the objectives of the University Mentorship Programme.

Additional guidance on the identification of mentors, initial engagement between mentors and mentees, and practical considerations for establishing mentorship relationships is provided in Annex I to this Policy. The Annex forms an integral part of this Policy and shall guide implementation where applicable.

# 11 Identification and Initial Engagement of Mentors and Mentees

## **A. Identification and Matching of Potential Mentors**

1. Each faculty, support unit, and department shall determine the most appropriate modality for identifying and matching mentors and mentees, consistent with this Policy.
2. Matching should be informed by alignment of goals, interests, career aspirations, and, where relevant, personal compatibility.
3. Junior staff members or students may identify or request a particular staff member or lecturer as a potential mentor, subject to availability and institutional safeguards.
4. An initial meeting between a prospective mentor and mentee may be held to determine suitability and mutual interest prior to confirmation of the mentorship relationship.

## **B. Initial Contact and Establishment of the Mentorship Relationship**

During the initial engagement between a mentor and mentee, the following should ordinarily be addressed:

1. Introductions and Interests
  - Exchange of brief professional or academic background information;
  - Clarification of specific interests and areas of development.
2. Goal Setting
  - Identification of clear goals to be pursued through the mentorship relationship;
  - Discussion of how the mentor's experience may support these goals.
3. Preparation by the Mentee
  - Prior self-reflection by the mentee, including a basic personal strengths, weaknesses, opportunities, and challenges assessment;
  - Articulation of expectations from the mentorship relationship.
4. Commitment and Expectations
  - Confirmation by the mentee of willingness to commit adequate time, effort, and engagement;
  - Discussion of mentorship style, boundaries, and mutual expectations.
5. Planning and Communication
  - Agreement on the frequency and mode of meetings;
  - Scheduling of follow-up engagements;
  - Exchange of relevant contact details, including email addresses and telephone numbers.

## 12 Mentorship Relationship Guidelines

Mentorship relationships are encouraged to follow these guidelines:

- Agree on shared expectations at the outset of the relationship.
- Clarify confidentiality, professional boundaries, and preferred frequency of meetings.
- Keep interactions professional and focused on development.
- Minimum recommended duration is one academic session.
- Where mutually beneficial, mentorship relationships may continue throughout a mentee's time at the University and, for student mentees, may extend beyond graduation.

### 12.1 Communication and Meeting Structure

The initial meeting shall set objectives, expectations, and ground rules.

- Follow-up meetings should occur at least monthly or as otherwise agreed.
- Mentors and mentees shall maintain a mentorship log using approved templates.
- Meetings may be physical, virtual, or hybrid.
- Mentorship relationships may be reviewed and renewed annually.

### 12.2 Common Challenges and Mitigation Measures

Examples of common challenges and mitigation strategies that mentors and mentees may encounter include:

<b>S/No</b>	<b>Challenge</b>	<b>Mitigation measure</b>
1.	Difficulty in scheduling and attending regular meetings	Agree on fixed schedules and use calendar reminders
2.	Misaligned expectations	Use a written mentorship agreement
3.	Poor communication	Encourage openness and structured feedback
4.	Breach of confidentiality	Escalate concerns through established mentorship structures

## 13 Ethical Standards and Safeguarding

Mentorship at the University of Ilorin is built on trust, professionalism, and mutual respect. All participants in the mentorship programme are expected to uphold high ethical standards and to contribute to a safe, supportive, and inclusive environment for learning and development. This guidance should be read alongside the University's Codes of Conduct and Sexual Harassment Policies.

### 13.1 Ethical Principles Guiding Mentorship

Mentorship relationships are expected to reflect:

- Integrity, honesty, and respect for others;
- Professional conduct and appropriate boundaries within academic and workplace settings;
- Awareness of power differences between mentors and mentees and careful management of these differences; and
- A clear focus on the developmental purpose of mentorship.

Mentorship should never be used to advance personal, financial, academic, or professional interests at the expense of a mentee or to place undue pressure on a mentee.

### 13.2 Confidentiality and Responsible Use of Information

Mentors and mentees are expected to treat personal, academic, and professional information shared during mentorship conversations as confidential. Confidentiality may only be broken where disclosure is required by law or University policy, or where there is a concern about safety or serious misconduct. Information shared within a mentorship relationship should not be used for personal gain, formal assessment, performance appraisal, or disciplinary action unrelated to the mentorship process. Records and documentation associated with mentorship activities are managed in line with the University's data protection, privacy, and record-keeping requirements.

### 13.3 Safeguarding and Protection from Harm

The University is committed to ensuring that mentorship programmes offer a safe and respectful environment for all participants.

Mentorship relationships must not involve:

- Harassment, discrimination, coercion, or abuse of authority;
- Sexual, emotional, financial, or academic exploitation; or
- Any behaviour that undermines the dignity or wellbeing of a participant.

Extra care is required in mentorship relationships involving students, particularly where mentors also hold academic, administrative, or evaluative roles. Mentorship does not replace formal academic supervision, assessment, or disciplinary processes, and boundaries between these roles should always be maintained.

### 13.4 Conflict of Interest and Boundary Management

Mentors are encouraged to disclose any actual or potential conflicts of interest that could affect the fairness or integrity of the mentorship relationship. Mentors and mentees should maintain appropriate professional boundaries at all times, including in communication, meetings, and social

interactions. Where a conflict of interest or boundary concern arises, guidance should be sought from the Departmental or Unit Mentorship Officer or the Mentorship Centre.

### 13.5 Reporting and Addressing Ethical Concerns

Mentors and mentees are encouraged to raise ethical or safeguarding concerns as early as possible.

- Departmental or Unit Mentorship Officers are usually the first point of contact for mentorship-related concerns.
- Where this is not appropriate, concerns may be raised with the Faculty or Support Unit Mentorship Committee, the Mentorship Centre, or other relevant University authorities.
- Concerns are expected to be handled confidentially and sensitively, in line with University procedures.

Participants who raise concerns in good faith are protected from retaliation in accordance with University policies.

### 13.6 Responding to Ethical Breaches

Where ethical or safeguarding concerns are substantiated, responses may include:

- Ending or reassigning the mentorship relationship;
- Restricting participation in future mentorship programmes; or
- Referral to appropriate University processes where necessary.

The focus of any response is on protecting participants, addressing harm, and maintaining the integrity of the mentorship programme.

## 14 Monitoring and Reporting

- Mentors and mentees provide feedback at agreed intervals, including mid-cycle and end-of-cycle reviews.
- Mentors of student mentees submit completed trackers mid-semester and at the end of each semester.
- Mentors of staff mentees submit brief quarterly progress updates.
- Departmental / Unit Mentorship Officers compile reports and share them with Faculty / Support Unit Mentorship Committees.
- Faculty / Support Unit reports are consolidated and presented at University Mentorship Committee meetings and shared with the Director of the Mentorship Centre.
- Annual mentorship summaries are used to improve programme quality at all levels.

### 14.1 Use of Structured Evaluation Forms

Structured evaluation forms aligned with the Mentorship Centre's monitoring and evaluation framework are used by:

- Departmental / Unit Mentorship Officers
- Faculty / Support Unit Mentorship Committees
- The Mentorship Centre Secretariat

# 15 Annexes

## 15.1 Annex 1: Mentorship Agreement Form

This agreement helps mentors and mentees establish shared expectations and clarity at the start of the mentorship relationship.

Name of Mentee: .....

Name of Mentor: .....

Department / Unit: .....

Start Date: .....

### Mentorship Goals

(Briefly describe the main goals to be achieved through this mentorship. Goals should be Specific, Measurable, Achievable, Relevant, and Time-bound.)

.....  
.....  
.....  
.....

Expected Meeting Frequency: .....

### Confidentiality Statement

All information shared within this mentorship relationship will be treated as confidential, except where disclosure is required by University policy or where there are safeguarding or ethical concerns.

Mentee Signature: .....

Date: .....

Mentor Signature: .....

Date: .....

## 15.2 Annex 2: University of Ilorin Mentorship Tracker

This tracker supports mentors and mentees to set goals, monitor progress, and document mentorship activities throughout the mentorship period.

### A. Participant Information

Name of Mentee: .....

Status:  Student  Staff

Student / Staff level: .....

Department / Unit: .....

Name of Mentor: .....

Date of Matching: .....

Date of Initial Meeting: .....

Projected Duration of Mentorship: .....

### B. Goal Tracking

Goal	Target Date	Status of relationship (Not started, Started, Completed)	Progress made	Remarks

### C. Mentorship Meeting Log

Date	Mode (Physical / Virtual)	Topics Discussed	Action(s) to be taken by mentee and mentor	Next Steps	Follow up date

### D. Skill Development Monitoring

Date	Skill area	Current status (1 - 5)	Target Status (1 – 5)	Required activities from improvement	Progress notes

### E. Feedback and Reflections

Mentee Feedback:

.....  
.....  
.....  
.....

Mentor Feedback:

.....  
.....  
.....  
.....

Key Achievements from the Mentorship:

.....  
.....  
.....  
.....

Challenges Encountered and Solutions Applied:

.....  
.....  
.....  
.....

Next Review Date: .....

## 15.3 Annex 3: Skill Development Rating Scale (1–5)

This scale is used to rate both current skill level and target skill level.

### **Level 1 – Very Limited Exposure**

Has little or no prior experience with the skill.

Requires close guidance, instruction, or supervision.

Unable to apply the skill independently.

Example:

A student unfamiliar with academic writing conventions or a staff member new to a specific administrative process.

### **Level 2 – Basic Awareness**

Has some understanding of the skill or concept.

Can perform simple tasks related to the skill with guidance.

Still requires regular support and feedback.

Example:

Can draft a basic document or complete a task using templates but struggles with accuracy or consistency.

### **Level 3 – Functional Competence**

Can perform the skill independently in routine situations.

Applies the skill with reasonable confidence and consistency.

Occasionally seeks guidance for complex or unfamiliar tasks.

Example:

Can independently complete coursework, deliver routine presentations, or handle standard workplace tasks effectively.

### **Level 4 – Advanced Competence**

Demonstrates strong proficiency and confidence.

Can apply the skill in complex or varied situations.

Provides guidance or support to others when appropriate.

Example:

Can design projects, lead meetings, mentor peers, or solve non-routine problems effectively.

### **Level 5 – High Expertise / Role Model**

Demonstrates exceptional mastery of the skill.

Applies the skill strategically and innovatively.

Serves as a role model or resource for others.

Example:

Recognised for expertise, leads initiatives, teaches others formally or informally, and contributes to best practices.

### **How to Use the Scale**

Current Level: Rate honestly based on present ability at the start or review point.

Target Level: Agree on a realistic level to be achieved by the end of the mentorship period.

Movement by one or two levels over an academic session is considered strong progress.

Not all skills need to reach Level 5; targets should reflect relevance and context.

## 15.4 Annex 4: Faculty / Support Unit Mentorship Committee Chairperson's Report

Reporting Period: .....

Faculty / Support Unit: .....

### 1. Summary of Mentorship Activities

(Provide brief summaries – not more than two lines per item)

Mentorship-focused seminars / workshops (include topics and numbers):

.....  
.....

Number of new mentor–mentee matches:

Staff–Staff: .....

Student–Staff: .....

Student–Student: .....

Total number of active mentor–mentee matches:

Staff–Staff: .....

Student–Staff: .....

Student–Student: .....

Estimated percentage of staff matched: .....%

Estimated percentage of students matched: .....%

**2. Faculty / Unit Mentorship Meetings**

Number of meetings held during the reporting period: .....

**3. Mentor Participation and Feedback**

Number of mentors providing feedback: .....

Summary of mentor feedback:

.....

.....

.....

**4. Mentee Participation and Feedback**

Number of mentees providing feedback: .....

Summary of mentee feedback:

.....

.....

.....

**5. Alumni Participation**

Total number of alumni involved in mentorship: .....

Number of new alumni mentors during the period: .....

**6. Organisational / Industry Participation**

Total number of organisations / industries involved: .....

New organisations / industries engaged:

.....  
.....  
.....  
.....

**7. Key Challenges Identified**

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.....  
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.....

**8. Recommendations**

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.....  
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Reported by: .....

Signature: ..... Date: .....

## 15.5 Annex 5: Criteria for Selection of Faculty / Support Unit Representative to the University Mentoring Committee

A Faculty or Support Unit representative to the University Mentorship Committee should:

1. Be a senior staff member or lecturer; experience at professorial level is an added advantage.
2. Demonstrate leadership qualities and experience working collaboratively with faculty, administrators, and students to strengthen mentorship initiatives.
3. Have a proven track record of mentoring academic staff, non-teaching staff, or postgraduate students effectively.
4. Possess a clear vision for mentorship at the faculty or support unit level and the ability to motivate others.
5. Demonstrate strong communication, interpersonal, and conflict-resolution skills, as well as empathy.
6. Be familiar with University, faculty, and support unit policies, programmes, and processes.
7. Have the capacity to design, coordinate, and support mentorship programmes, workshops, and related activities.

## 16 Annex 6: Contact and Support

### **Centre location on campus:**

Career & Mentorship Centres Building,

Close to Student Union Building & Infront of Centre for Gender Studies

Mentorship Centre email address – [mentoringcentre@unilorin.edu.ng](mailto:mentoringcentre@unilorin.edu.ng)

**Director of the Mentorship Centre:** Prof. T.M. Akande

Email: [dirmentoringcentre@unilorin.edu.ng](mailto:dirmentoringcentre@unilorin.edu.ng)

Phone No: 08056500886

**Deputy Director (Staff):** Dr. Hafsat I. Saadu

Email: [saadu.hi@unilorin.edu.ng](mailto:saadu.hi@unilorin.edu.ng)

Phone No:

**Deputy Director (Student):** Dr. T.O. Adeoye

Email: [Adeoye.to@unilorin.edu.ng](mailto:Adeoye.to@unilorin.edu.ng)

Phone No: 08060848422

**Secretary** – Ms Franca Nkechi Okia

Email: [okia.fn@unilorin.edu.ng](mailto:okia.fn@unilorin.edu.ng)

Phone No: 09027178638