



UNIVERSITY OF ILORIN
MENTORSHIP
POLICY
2026

UNIVERSITY OF ILORIN
MENTORSHIP CENTRE

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Foreword

The University of Ilorin has, since its establishment, upheld a strong tradition of academic excellence, integrity, discipline, and service to society. Central to sustaining these values is the deliberate development of people (students, academic staff, and non-teaching staff) through structured systems that promote learning, leadership, professionalism, and personal growth. Mentorship remains one of the most enduring and effective mechanisms for achieving these objectives.

Historically, mentorship within the University has occurred largely through informal relationships built on collegiality, shared scholarship, and professional guidance. While these relationships remain invaluable, the increasing complexity of the higher education environment, evolving student needs, workforce transitions, and leadership succession imperatives require a more intentional, coordinated, and accountable approach.

The University of Ilorin Mentorship Policy represents a strategic institutional response to this need. It establishes a comprehensive framework for organizing, governing, and sustaining mentorship programmes across the University in a manner that is ethical, inclusive, measurable, and aligned with institutional priorities. The Policy provides clarity on governance structures, roles and responsibilities, approved mentorship models, ethical standards, safeguarding measures, and mechanisms for monitoring, evaluation, and continuous improvement.

This Policy underscores the University's commitment to supporting students in academic transition, and personal development; strengthening staff capacity, retention, and leadership succession; and fostering a culture of shared responsibility, professionalism, and lifelong learning. It also explicitly safeguards the dignity, rights, and wellbeing of all participants by embedding strong ethical and safeguarding provisions within mentorship practice.

The establishment of the University of Ilorin Mentorship Centre further demonstrates the University's resolve to institutionalize mentorship as a core pillar of its academic and administrative ecosystem. Through the Centre, mentorship programmes will be coordinated, quality-assured, and continuously improved based on evidence generated through annual monitoring and evaluation.

I commend this Policy to all members of the University community and call on faculties, departments, support units, alumni, and partners to actively support its implementation. By investing collectively in mentorship, we strengthen not only individual potential but also the long-term resilience, leadership, and global relevance of the University of Ilorin.



Professor Wahab Olasupo Egbewole, SAN

Vice-Chancellor, University of Ilorin

Glossary

Mentorship: A structured and purposeful developmental relationship in which an experienced individual (mentor) provides guidance, support, and knowledge to a less experienced individual (mentee) to enhance academic, professional, and personal development.

Mentor: An experienced academic staff member, non-teaching staff member, alumnus, or external professional who provides guidance, support, and constructive feedback to a mentee within the framework of an approved mentorship programme.

Mentee: A student or staff member who participates in a mentorship programme with the objective of gaining academic, professional, or personal development support.

Mentorship Centre: The University of Ilorin Mentorship Centre established to coordinate, support, and oversee mentorship programmes across the University.

Mentorship Board: Board constituted to oversee the governance, strategic direction and effectiveness of Mentorship Centre

University Mentorship Committee: A University-level committee responsible for providing oversight, coordination, and strategic guidance for mentorship programmes.

Faculty / Support Unit Mentorship Committee: Committees established at faculty or support unit levels to coordinate and monitor mentorship activities within their respective units.

Departmental / Unit Mentorship Officer: A designated officer responsible for coordinating mentorship activities at the departmental or unit level.

Executive summary

The University of Ilorin Mentorship Policy establishes a unified institutional framework for the design, coordination, governance, and evaluation of mentorship programmes across the University. It recognises mentorship as a strategic mechanism for enhancing academic excellence, professional development, leadership capacity, staff retention, student success, and institutional sustainability.

The Policy applies to all formally recognised mentorship programmes involving academic staff, non-teaching staff, undergraduate and postgraduate students, alumni, and approved external partners. Mentorship is defined as a structured developmental relationship in which experienced individuals provide guidance, support, and constructive feedback to less experienced colleagues or students in pursuit of clearly defined academic, professional, or career-related goals.

A central feature of the Policy is a robust governance and coordination architecture. Strategic oversight is provided by the Board of the Mentorship Centre, while implementation and quality assurance are coordinated through the Mentorship Centre, University Mentorship Committee, Faculty and Support Unit Mentorship Committees, and Departmental or Unit Mentorship Officers. The University of Ilorin Mentorship Centre serves as the coordinating and enabling entity, providing technical support, standardised tools, capacity-building initiatives, and institutional reporting.

The Policy defines clear roles and responsibilities for mentors, mentees, and coordinating officers, ensuring accountability and consistency across mentorship activities. It recognises multiple mentorship models (including staff, student, peer, leadership, cross-disciplinary, external and alumni, and virtual or hybrid mentorship) allowing flexibility while maintaining institutional standards.

Ethical conduct and safeguarding are integral to the Policy. It establishes clear expectations regarding confidentiality, professional boundaries, conflicts of interest, and the management of power imbalances, particularly in mentorship relationships involving students or junior staff. Clear pathways are provided for reporting and addressing ethical concerns, with protections against retaliation.

Monitoring, evaluation, and reporting are conducted quarterly. Mentorship outcomes are assessed against defined objectives, including improvements in academic and professional outcomes, staff retention and progression, student transition and employability, and the quality and inclusiveness of mentorship practices. Findings inform continuous improvement, institutional learning, and policy refinement.

Overall, the Policy positions mentorship as a core institutional function, strengthening the University of Ilorin's capacity to develop talent, sustain leadership, and uphold its mission of excellence, integrity, and service.

1 Introduction

The University of Ilorin recognises mentorship as a strategic institutional mechanism for nurturing academic excellence, professional development, leadership capacity, and personal growth among students and staff. Effective mentorship strengthens institutional culture, enhances performance, supports succession planning, and promotes a sense of belonging within the University community.

In furtherance of this commitment, the University established the University of Ilorin Mentorship Centre in February 2025 under the leadership of the Vice-Chancellor. The Centre serves as the coordinating platform for structured, ethical, and sustainable mentorship programmes across academic, administrative, and student domains of the University.

Mentorship, as adopted by the University, is a purposeful and developmental relationship through which experienced individuals provide guidance, support, and knowledge to less experienced colleagues or students. This relationship is mutually beneficial, fostering growth for mentees while reinforcing leadership, institutional contribution, and professional legacy among mentors.

This Policy formalises mentorship at the University of Ilorin by providing a clear governance framework, defining roles and responsibilities, establishing ethical and safeguarding standards, and setting out mechanisms for monitoring, evaluation, and continuous improvement. It applies to all academic staff, non-teaching staff, students, alumni, and external partners participating in University-approved mentorship programmes.

The Policy seeks to move mentorship beyond informal and ad hoc arrangements by institutionalising structured programmes aligned with the University's strategic objectives. While the Policy is comprehensive and self-contained, additional operational guidance necessary for implementation is provided in the Annex, which forms an integral part of this Policy.

1.1 Purpose of the Policy

The purpose of this Policy is to establish a formal and institution-wide framework for the design, coordination, implementation, and evaluation of mentorship programmes at the University of Ilorin. The Policy seeks to ensure that mentorship activities are conducted in a

structured, ethical, inclusive, and effective manner that supports the University's academic mission, workforce development, and student success objectives.

Specifically, this Policy aims to:

- Institutionalise mentorship as a core component of academic and professional development within the University;
- Provide clear governance structures and accountability mechanisms for mentorship programmes;
- Define roles and responsibilities of all stakeholders involved in mentorship;
- Promote high-quality mentorship experiences aligned with best practices; and
- Support continuous learning, leadership development, and succession planning across the University.

1.2 Guiding Principles of Mentorship

Mentorship programmes implemented under this Policy shall be guided by the following principles:

- Integrity and ethical conduct: Mentorship relationships shall be conducted with professionalism, confidentiality, and respect for ethical standards.
- Inclusivity and equity: Mentorship opportunities shall be accessible and fair, promoting diversity and equal participation across the University community.
- Mutual respect and trust: Mentors and mentees shall engage in relationships grounded in respect, openness, and shared commitment to development.
- Purposefulness and accountability: Mentorship activities shall be goal-oriented, monitored, and aligned with clearly defined outcomes.
- Flexibility and contextual relevance: Mentorship approaches shall be adaptable to disciplinary, professional, and individual needs while remaining aligned with institutional standards.
- Continuous learning and improvement: Mentorship programmes shall promote lifelong learning and be periodically reviewed to enhance effectiveness and impact.

1.3 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 Governance Framework

The governance of mentorship at the University of Ilorin shall be structured to ensure strategic oversight, accountability, coordination, and effective implementation across all levels of the University.

Mentorship governance shall operate through a multi-tier structure comprising:

- The Board of the Mentorship Centre;
- The University Mentorship Committee;
- Faculty and Support Unit Mentorship Committees; and
- The Management of the Mentorship Centre.

This structure is designed to promote institutional ownership, decentralised implementation, and consistent quality assurance while aligning mentorship activities with the University's strategic priorities.

2.2 Board of the Mentorship Centre

The Board of the Mentorship Centre shall provide strategic oversight and policy direction for the University's mentorship programmes.

Composition

The Board shall be constituted by the Vice-Chancellor in accordance with University regulations and shall be chaired by a senior member of University Management as determined by the Vice-Chancellor.

Functions of the Board

The Board shall:

- Provide strategic direction and long-term vision for mentorship at the University;
- Approve mentorship policies, frameworks, and strategic plans developed by the Centre;
- Ensure alignment of mentorship programmes with the University's academic and administrative objectives;
- Oversee resource mobilisation and sustainability of mentorship initiatives;
- Promote ethical, inclusive, and high-quality mentorship practices across the University; and
- Receive and consider annual mentorship performance reports submitted by the Mentorship Centre.

The Board shall not be involved in the day-to-day administration or implementation of mentorship activities.

2.3 University Mentorship Committee

The University Mentorship Committee shall serve as the central coordinating and advisory body for mentorship programmes across the University.

Composition

The Committee shall comprise representatives of faculties, support units, alumni, and other relevant stakeholder groups, as approved by the Vice-Chancellor.

Functions of the Committee

The University Mentorship Committee shall:

- Coordinate the implementation of mentorship policy across faculties and support units;
- Provide technical and advisory support to faculty and unit mentorship committees;
- Promote consistency, quality, and alignment of mentorship practices across the University;
- Review and synthesise reports from faculties and support units;
- Identify systemic challenges and recommend improvements to the Mentorship Centre; and
- Support the Centre in monitoring progress against annual mentorship objectives.

The Committee shall meet at regular intervals determined by the University but not less than four times in an academic year.

2.4 Faculty and Support Unit Mentorship Committees

Each faculty and support unit shall establish a Mentorship Committee responsible for coordinating mentorship activities within its jurisdiction.

Functions

Faculty and Support Unit Mentorship Committees shall:

- Coordinate mentorship activities at faculty or support unit level in line with this Policy;
- Support departmental and unit mentorship officers;
- Facilitate mentor–mentee matching within approved frameworks;
- Monitor progress and address challenges arising from mentorship relationships;
- Compile and submit periodic reports to the University Mentorship Committee; and
- Promote a culture of mentorship within their respective faculties or units.

These committees shall ensure that mentorship activities are implemented in a manner responsive to disciplinary and professional contexts while adhering to university standards. The committee shall meet at least quarterly in an academic session.

2.5 Management of the Mentorship Centre

The Mentorship Centre shall be responsible for the coordination, support, monitoring, and continuous improvement of mentorship programmes across the University.

Leadership

The Centre shall be headed by a Director appointed by the Vice-Chancellor and supported by Deputy Director(s) and administrative staff as approved by the University.

Functions

The Management of the Mentorship Centre shall:

- Provide operational coordination for mentorship programmes;
- Support governance bodies with data, analysis, and technical input;
- Develop tools, guidelines, and capacity-building initiatives consistent with this Policy;
- Coordinate monitoring, evaluation, and annual reporting of mentorship outcomes;
- Serve as the secretariat to the Board and University Mentorship Committee; and
- Facilitate communication and collaboration among mentorship stakeholders.

The Centre shall not replace or override faculty and unit responsibilities but shall operate as an enabling and coordinating entity.

2.6 Organizational Structure

The organizational structure of the Mentorship Centre, including reporting lines and relationships with governance bodies, shall be presented in an Organogram approved by the University, as in Figure 1.

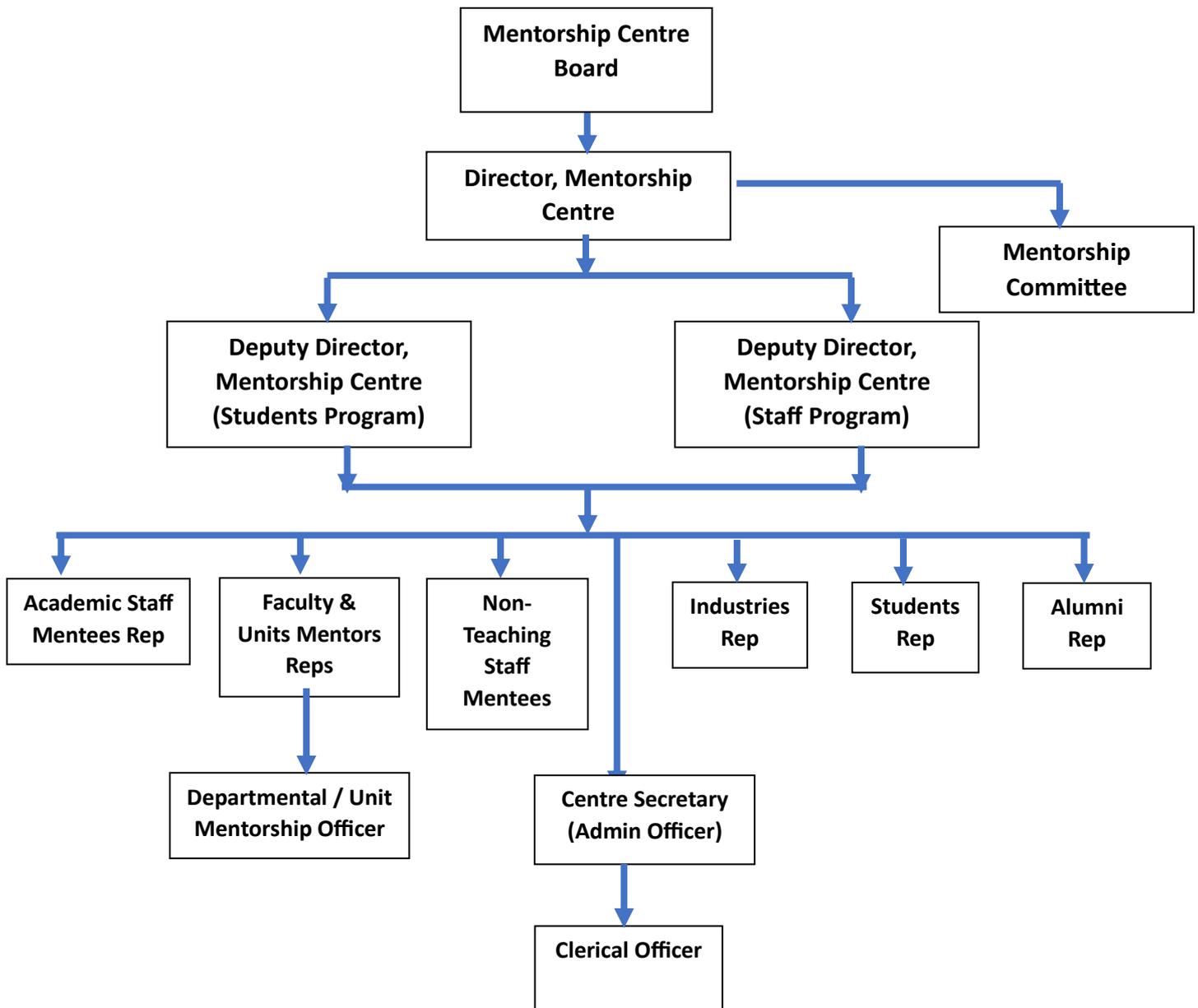


Figure 1: Organizational Structure of the University of Ilorin Mentorship Centre

3 Roles and Responsibilities

3.1 Roles of Mentors

A mentor is an experienced academic staff member, non-teaching staff member, alumnus, or approved external professional who provides guidance, support, and constructive feedback to a mentee within the framework of this Policy.

Mentors shall:

- Commit to a professional, ethical, and developmental mentorship relationship guided by the objectives of the University Mentorship Programme.
- Engage with assigned mentees at agreed intervals and through agreed modes of communication.
- Support mentees in setting and reviewing clear academic, professional, or career development goals.
- Provide honest, constructive, and timely feedback to mentees.
- Maintain confidentiality and professional boundaries in all mentorship interactions.
- Participate in mentorship orientation or capacity-building activities as required by the University.
- Contribute to monitoring and evaluation processes by submitting required reports or feedback at agreed intervals.

3.2 Roles of Mentees

A mentee is a student or staff member participating in a mentorship programme for the purpose of academic, professional, or personal development.

Mentees shall:

- Actively engage in the mentorship relationship and take responsibility for their own development.
- Clearly articulate development goals and expectations at the outset of the mentorship relationship.
- Attend scheduled mentorship meetings and communicate proactively with mentors.
- Be open to feedback and demonstrate commitment to agreed actions and goals.
- Conduct themselves ethically and professionally in all mentorship engagements.
- Participate in monitoring and evaluation processes, including submission of feedback and required documentation.

3.3 Roles of Departmental / Unit Mentorship Officers

Each department or unit shall designate a Departmental / Unit Mentorship Officer responsible for coordinating mentorship activities at that level.

Departmental / Unit Mentorship Officers shall:

- Coordinate mentorship activities within their department or unit in line with this Policy.
- Support mentor–mentee matching using approved frameworks and guidelines.
- Serve as the first point of contact for mentorship-related issues within the department or unit.

- Maintain basic records of mentorship participation and progress.
- Compile and submit periodic mentorship reports to the Faculty or Support Unit Mentorship Committee.
- Escalate unresolved issues or ethical concerns through appropriate governance channels.

3.4 Roles of Faculty / Support Unit Mentorship Committees

Faculty and Support Unit Mentorship Committees shall provide coordination and oversight of mentorship activities within their respective jurisdictions. Membership of the committee are representatives of the departments and units.

These Committees shall:

- Coordinate the implementation of mentorship programmes at faculty or unit level.
- Provide guidance and support to departmental and unit mentorship officers.
- Monitor mentorship participation, progress, and challenges within the faculty or unit.
- Facilitate resolution of mentorship-related issues escalated from departments or units.
- Compile and submit consolidated reports to the University Mentorship Committee in line with annual reporting requirements.
- Promote a culture of mentorship consistent with university values and standards.

3.5 Roles of the University Mentorship Committee

In addition to the governance functions outlined in Section 2.3, The University Mentorship Committee shall provide coordination, advisory support, and quality assurance for mentorship programmes across the University. Membership of the committee are representatives of the faculties, support units, other key stakeholders (e.g. student and staff unions, alumni, career centre, etc)

The Committee shall:

- Support consistent implementation of this Policy across faculties and support units.
- Review and synthesise reports received from faculties and support units.
- Identify systemic challenges, gaps, and good practices in mentorship implementation.
- Provide recommendations to the Mentorship Centre and University Management for programme improvement.
- Support annual assessment of mentorship performance against policy objectives.

3.6 Roles of the Mentorship Centre

The Mentorship Centre shall serve as the coordinating and enabling entity for mentorship programmes across the University.

The Centre shall:

- Provide institutional coordination and technical support for mentorship programmes.
- Develop and disseminate guidelines, tools, and capacity-building resources consistent with this Policy.
- Support monitoring, evaluation, and annual reporting of mentorship outcomes.
- Serve as the secretariat to the governance structures established under this Policy.
- Facilitate engagement with alumni, industry partners, and external mentors.

- Advise University Management on mentorship-related strategies, policy refinement, and resource needs.

3.7 Shared Responsibility and Accountability

All stakeholders involved in mentorship under this Policy share responsibility for ensuring that mentorship relationships are ethical, purposeful, and aligned with the objectives of the University Mentorship Programme.

Accountability for mentorship outcomes shall be assessed annually through reporting and evaluation mechanisms established under this Policy.

3.8 Minimum Mentorship Engagement Standards

All formal mentorship relationships shall:

- Have clearly defined objectives;
- Involve regular engagement; and
- Be documented at a basic level.

Mentors and mentees shall meet at least once a month, with additional engagements as appropriate to the mentorship model and objectives.

4 Mentorship Models and Eligibility

4.1 Core Mentorship Models

Mentorship programmes implemented under this Policy shall be organised around one or more of the following core mentorship models, defined by the primary purpose and target of the mentorship relationship:

- **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 relevant organisation partners, to support academic performance, future employability for students and career exposure, professional networking and enhanced productivity for staff of the university.
- **Cross-Disciplinary Mentorship:** Mentorship relationships that intentionally span different academic disciplines or professional areas to support interdisciplinary learning, research collaboration, innovation, and knowledge exchange.

Mentorship models under this Policy 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.

4.2 Structural Formats of Mentorship

Mentorship programmes under this Policy 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.

4.3 Modes of Delivery

Mentorship engagements under this Policy may be conducted through:

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

The mode of delivery adopted shall be appropriate to the mentorship model, participant needs, and institutional context and shall not alter the ethical, safeguarding, reporting, or accountability requirements of this Policy.

4.4 Participation and Eligibility

Academic staff, non-teaching staff, and students of the University of Ilorin are eligible to participate as mentees in approved mentorship programmes. Mentors may include senior students with high academic performance, experienced University staff, alumni, or approved external professionals with relevant expertise.

Participation may be mandatory or voluntary depending on programme design and target group, as approved by the designated University authority. All participants shall receive orientation on their roles, responsibilities, and ethical obligations prior to commencement of formal mentorship engagements.

4.5 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 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.

4.6 Duration and Review of Mentoring

Formal mentorship relationships under this Policy shall normally operate for a minimum of one academic session, unless otherwise specified by programme design. Mentorship relationships may be reviewed, renewed, or concluded based on mutual agreement, achievement of objectives, or institutional requirements. Changes to mentorship arrangements, including reassignment or termination, shall be managed through appropriate departmental, faculty, or Support unit and Centre-level mechanisms.

4.7 Documentation and Reporting

All formal mentorship engagements under this Policy shall be subject to basic documentation and reporting requirements as defined by the Mentorship Centre. At a minimum, documentation shall record the existence of the mentorship relationship, its duration, and confirmation of engagement during the academic session.

Documentation and reporting shall:

- Support annual monitoring and evaluation of mentorship outcomes;
- Inform continuous improvement of mentorship programmes; and
- Contribute to institutional learning and policy review.

5 Ethical Standards and Safeguarding

5.1 Ethical Principles Governing Mentorship

All mentorship activities conducted under this Policy shall be guided by the highest standards of ethical conduct, professionalism, and respect for the dignity and rights of all participants. This section operates in conjunction with the University's Codes of Conduct and Sexual Harassment Policies.

Mentorship relationships shall be based on:

- Integrity, honesty, and mutual respect;
- Professional boundaries appropriate to academic and workplace contexts;
- Recognition and management of power differentials between mentors and mentees; and
- Commitment to the developmental purpose of mentorship.

No mentorship relationship shall be used to advance personal, financial, academic, or professional interests at the expense of a mentee.

5.2 Confidentiality and Data Protection

Mentors and mentees shall maintain the confidentiality of personal, academic, and professional information shared within the mentorship relationship, except where disclosure is required by law or University policy.

Information obtained through mentorship shall not be used for personal gain, assessment, or disciplinary purposes unrelated to mentorship.

Documentation and data generated through mentorship programmes shall be managed in accordance with applicable University data protection, record-keeping, and privacy policies.

5.3 Safeguarding and Protection from Harm

The University of Ilorin is committed to ensuring that mentorship programmes provide a safe and supportive environment for all participants.

Accordingly:

- Mentorship relationships shall not involve harassment, discrimination, exploitation, coercion, or abuse of authority.
- Special safeguards shall apply to mentorship relationships involving students, particularly where mentors occupy positions of academic, administrative, or evaluative authority.
- Mentorship shall not replace formal academic supervision, assessment, or disciplinary processes.
- Any form of sexual, emotional, financial, or academic exploitation within mentorship relationships is strictly prohibited.

5.4 Conflict of Interest and Boundary Management

Mentors shall disclose any actual or potential conflicts of interest that may compromise the objectivity or integrity of the mentorship relationship. Mentors and mentees shall maintain appropriate professional boundaries at all times, including in communication, meetings, and social interactions.

5.5 Reporting, Escalation, and Resolution of Ethical Concerns

Any ethical concern, safeguarding issue, or breach of this Policy arising from a mentorship relationship shall be reported promptly through established University reporting channels. Departmental or Unit Mentorship Officers shall serve as the first point of contact for mentorship-related concerns, except where this is inappropriate. Unresolved or serious concerns shall be escalated to the Faculty or Support Unit Mentorship Committee, the Mentorship Centre, or other appropriate University authorities. Participants who report ethical concerns in good faith shall be protected from retaliation in accordance with University policy.

5.6 Consequences of Ethical Breaches

Breaches of ethical standards or safeguarding provisions under this Policy may result in:

- Termination or reassignment of the mentorship relationship;
- Exclusion from future mentorship participation; and/or
- Referral to appropriate University disciplinary or regulatory processes, as applicable.

6 Monitoring, Evaluation, and Reporting

6.1 Purpose of Monitoring and Evaluation

Monitoring and evaluation of mentorship programmes at the University of Ilorin shall ensure accountability, effectiveness, and continuous improvement. This process shall assess the extent to which mentorship activities contribute to the achievement of the objectives of the University Mentorship Programme and inform evidence-based decision-making. Monitoring and evaluation under this Policy shall be conducted on an annual basis. The University may deploy digital platforms to support mentorship coordination and reporting.

6.2 Monitoring Framework

Monitoring shall focus on:

- Participation and coverage of mentorship programmes;
- Progress and completion of mentorship engagements;
- Quality of mentorship relationships; and
- Alignment of mentorship activities with approved objectives.

Monitoring responsibilities shall be distributed across levels of implementation, including:

- Mentors and mentees;
- Departmental / Unit Mentorship Officers;
- Faculty / Support Unit Mentorship Committees; and
- The Mentorship Centre.

Monitoring indicators and reporting requirements shall be approved by the Mentorship Centre and applied consistently across the University.

6.3 Evaluation of Mentorship Outcomes

Annual evaluation shall assess mentorship outcomes against the objectives set out in Section 1.5 of this Policy.

Evaluation may include quantitative and qualitative measures such as:

- Retention and progression indicators for staff;
- Academic progression, transition, and completion indicators for students;
- Feedback from mentors and mentees on quality and effectiveness;
- Evidence of skill development, leadership readiness, or career clarity.

Evaluation findings shall be used to identify strengths, gaps, and areas for improvement in mentorship implementation.

6.4 Reporting Structure and Responsibilities

- Mentors and mentees shall submit required documentation and feedback in accordance with guidelines issued by the Mentorship Centre.
- Departmental / Unit Mentorship Officers shall compile mentorship reports and submit them to the Faculty or Support Unit Mentorship Committee.

- Faculty / Support Unit Mentorship Committees shall review, synthesise, and submit consolidated annual reports to the University Mentorship Committee.
- The University Mentorship Committee shall review institution-wide trends and submit recommendations to the Mentorship Centre.
- The Mentorship Centre shall produce a quarterly progress report and Annual Mentorship Report for submission to University Management and the Board of the Mentorship Centre.

6.5 Use of Findings and Continuous Improvement

Findings from monitoring and evaluation shall inform:

- Improvement of mentorship programme design and delivery;
- Capacity-building initiatives for mentors and coordinators;
- Resource allocation and institutional planning; and
- Periodic review and revision of this Policy.

Annual reports shall be used to promote transparency, accountability, and institutional learning.

6.6 Record Management and Data Integrity

All mentorship records shall be maintained in accordance with University policies on data protection, confidentiality, and records management. Access to mentorship data shall be restricted to authorised personnel for approved institutional purposes.

7 Policy Review and Amendment

7.1 Policy Review Cycle

This Policy shall be subject to periodic review to ensure its continued relevance, effectiveness, and alignment with the strategic objectives of the University of Ilorin. A comprehensive review of this Policy shall be conducted every five (5) years, or earlier, where deemed necessary by University Administration. Interim reviews may be initiated where monitoring and evaluation findings, institutional changes, or emerging best practices indicate the need for policy refinement.

7.2 Basis for Policy Review

Policy review shall be informed by:

- Annual mentorship monitoring and evaluation reports;
- Feedback from mentors, mentees, departments, faculties, and support units;
- Institutional performance priorities and workforce needs;
- Changes in national or international best practices in mentorship and higher education governance; and
- Relevant legal, regulatory, or University policy developments.

7.3 Responsibility for Policy Review

- The Mentorship Centre shall coordinate the policy review process and compile evidence and recommendations arising from annual evaluations.
- The University Mentorship Committee shall review proposed revisions and provide advisory input.
- Recommendations for amendment shall be submitted to University Management through the appropriate governance channels.
- Final approval of policy amendments shall be granted by the appropriate governing bodies of the University.

7.4 Amendment and Communication

- Amendments to this Policy shall take effect from the date approved by the University's governing authorities.
- Approved amendments shall be communicated to all relevant stakeholders and reflected in updated policy documents and guidance materials.
- The Mentorship Centre shall ensure that all operational guidelines are aligned with the amended Policy.

8 Annexes

8.1 Annex 1: Identification and Initial Engagement of Mentors and Mentees

This Annex provides operational guidance to support implementation of the Policy. It does not override the provisions of the Policy.

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.

8.2 Annex 2: 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.