



For an Open Mind

UNIVERSAL TECHNOLOGY AND MANAGEMENT UNIVERSITY

UTAMU

UTAMU MENTORSHIP POLICY, 2026.

Table of Contents	
DEFINITION OF TERMS	3
1.0 INTRODUCTION	4
1.1 Background of the University	4
1.2 Vision of the University	4
1.3 Mission of the University	4
1.4 Core Values of the University	4
1.5 Overview of the Policy	5
2.0 PURPOSE OF THE POLICY	5
3.0 SCOPE OF THE POLICY	6
3.0 GENERAL PRINCIPLES OF THE POLICY	6
3.1. Background of the Policy	6
3.2. Mentoring Guidelines for the Mentor	7
3.3 Mentoring Guidelines for the Staff Mentee	8
3.4 The Role of UTAMU in the Mentoring of Staff and Students	8
4.0 STUDENT MENTORING GUIDELINES	8
4.1. Objectives of the Student Mentoring Guidelines	8
4.2 The Student Mentoring Guidelines	9
4.3. The Student Mentoring Process	11
4.4 Guidelines for Assignment of Mentors to Students	11
4.5 Role and Responsibilities of Mentor to Students	12
4.6 Roles and Responsibilities of a Student Mentee	12
5.0 DISPUTE/CONFLICT OF INTEREST RESOLUTION	13
6.0 IMPLEMENTATION OF THE POLICY	14
6.1 Ethical Issues in Mentoring	14
7.0 POLICY REVIEW	14

DEFINITION OF TERMS

Mentee: a person who is guided and supported by a more experienced staff or expert in the field of interest and area of competency building in order to promote continuous academic, professional and personal development for the realisation of their full potentials.

Mentor: a specialist or an expert or an experienced staff who seeks to pass skills, expertise and knowledge to a less experienced individual with a view to fostering the latter's academic, professional and personal development.

Mentoring: a structured, sustained process of enabling an individual to gain more knowledge and skills to assist him/her in advancing academic, professional and personal skills and/or leadership capabilities for more effective service delivery, job performance and career management.

Monitoring and Evaluation: mechanisms put in place to ensure adherence to quality, standards, cost effectiveness and relevance of programmes of mentorship through continuous review of implementation to meet intended purpose and to ensure sustainability

1.0 INTRODUCTION

1.1 Background of the University

Universal Technology and Management University (UTAMU) was granted a provisional license by the National Council for Higher Education (NCHE) on 11th March 2013 (License No. UIPL022), and its name and particulars were published in the Uganda Gazette Vol. CVI No. 14 of 22nd March 2013 under Legal Notice No. 4 of 2013.

The University was established to make a difference in the training of Technology and Management Professionals across the globe. Thus, the University has positioned itself as a high-quality education and research global institution. Furthermore, the University has positioned itself to undertake consultancy, knowledge and technology transfer partnerships and business incubation.

Universal Technology and Management University (UTAMU) is committed to the provision of quality, relevant, inclusive, and innovative teaching and learning that responds to the needs of learners, industry, society, and national development priorities. This Teaching and Learning Policy establish a coherent institutional framework to guide teaching and learning practices across all academic programmes and modes of delivery at UTAMU.

1.2 Vision of the University

The Vision of UTAMU is A global educational institution of excellence in management, science, technology and innovation.

1.3 Mission of the University

The mission of UTAMU is to provide global quality education, research and innovation critical to economic and human development.

1.4 Core Values of the University

The Core values of UTAMU are:

- a) **Professionalism:** making sure that staff and students conduct themselves with the highest ethical standards and taking responsibility for all their actions
- b) **Creativity:** committing to stimulating the culture of scientific and technological advancement, innovation and practical enrichment to UTAMU's stakeholders through a rich and flexible educational experience
- c) **Integrity:** adhering to ethical and moral principles in all the educational, research and innovation processes
- d) **Transparency:** seeking to provide accountability and value for money to UTAMU's stakeholders
- e) **Empowerment:** offering unsurpassed practical opportunities to UTAMU's stakeholders through industry-oriented collaborations, research engagements and incubation clusters in order to transform the educational environment
- f) **Community Engagement:** working with the community to solve the real-world problems as a focal point towards economic development

1.5 Overview of the Policy

UTAMU aims at improving the knowledge, professionalism, integrity and safety of its staff and students. This Policy, thus provides clear guidance in institutionalizing mentoring in the University. It outlines the mechanism for the roll out and for effective coordination of mentoring across levels, academic and administrative units. It will therefore infuse as part of the University Strategic direction, best practices in academic and career development, professional conduct and performance management for efficient service delivery in the University.

2.0 PURPOSE OF THE POLICY

This Policy is designed as part of strategies to develop and improve staff and students' academic and professional engagement and continuous development.

It will specifically help to:

- a) equip the staff mentee with the necessary knowledge, skills, attitudes and values to cope with the demands of work, technological changes, curriculum implementation and social dynamics in the work environment;

- b) equip the student mentee with the necessary knowledge, skills, attitudes and values to cope with the demands of their studies, technological changes, and social dynamics in the study environment.
- b) build the capacity of staff in terms of knowledge, skills and competences to improve staff conduct and performance;
- c) prevent the occurrence of indiscipline among staff and students;
- d) provide a full opportunity for staff and students to access an exciting and fulfilling career;
- e) influence staff and student retention by helping to establish a life-long learning culture that is attractive to top talent.

3.0 SCOPE OF THE POLICY

This Policy will apply to newly recruited staff and students, and other staff experiencing challenges in their professional conduct and performance. It shall also apply to experienced staff who will mentor the above mentioned staff and students.

3.0 GENERAL PRINCIPLES OF THE POLICY

3.1. Background of the Policy

The implementation of this Policy will be guided by the University's core values.

The University acknowledges the right to freedom of expression in teaching, learning and research in line with the ethical policies of the University without any hindrance. The University strives to exceed expectations not only in providing quality teaching, research and community service, but also for continuous improvement in its services university-wide.

As a University Community, we conduct ourselves with honesty, professionalism and respect for others, accepting responsibility for the ethical consequences of our ideas and actions. We encourage both our internal and external stakeholders to bring their ideas onboard. We are ready to learn from our failures and we iterate, adapt and generate new ideas and solutions. We are committed to cultivating behaviours that are consistent and align with achieving the University's goals and vision by vigorously applying the rules and regulations governing the institution. We are committed to ensuring fair treatment, equality of opportunity, fairness in access to information, resources and opportunities that staff and students need to succeed. We

seek to eliminate barriers that impede the participation of both internal and external stakeholders.

Participating staff will be required to uphold professionalism in their practice. Thus, the mentor and mentee are to conduct themselves professionally as stipulated in the Ethics Policy of the University and other legal documents.

The mentor and mentee shall have the responsibility to maintain and respect confidentiality of all parties. The selection of mentors will be anchored on the principle of volunteerism. The mentor will be encouraged to offer his/her services voluntarily for the good of the teaching profession, personal career growth and the society at large. The University will coordinate and seek to establish partnerships and collaborations with relevant stakeholders to support the Mentoring Programme.

The interests of the mentee shall be safeguarded while undertaking the Mentoring Programme. The University will ensure continuous professional development of staff in order to improve and upgrade their knowledge, skills and competences in response to the ever changing socio economic and technological environment and the requirements of work.

3.2. Mentoring Guidelines for the Mentor

For the process of mentoring to be successful, the following specific guidelines shall apply:

- (a) the mentor should be experienced and knowledgeable in the area of mentoring;
- (b) the mentor should be suggestive and not coerce the mentee;
- (c) the mentor should give the mentee challenging tasks and lead him/her through the tasks to enable the mentee to unearth and develop his/her potentials;
- (d) the mentor should be honest, transparent, tolerant, committed, and disciplined in the mentoring process;
- (e) the mentor should set specific, measurable, achievable, realistic and time-bound objectives;
- (f) the mentor should be able to overcome any bias;
- (g) the mentor should take necessary steps to address the grievances of the mentee;
- (h) the mentor should always endeavour to offer constructive feedback to the mentee;
- (i) the mentor should be able to build rapport with the mentee to give him/her some self-confidence.

3.3 Mentoring Guidelines for the Staff Mentee

During the mentoring process, the staff mentee will be required to:

- (a) identify areas of improvement;
- (b) take responsibility for his/her own development;
- (c) be clear about the mentoring goals to be learnt and achieved;
- (d) be proactive about initiating contact with the mentor using the various existing communication methods/channels;
- (e) be willing to listen and learn;
- (f) ask for feedback and give feedback when required;
- (g) prepare and maintain punctuality at all times for meetings and work.

3.4 The Role of UTAMU in the Mentoring of Staff and Students

In order to ensure high quality of mentoring, UTAMU shall:

- (a) identify and select mentors at school/department levels who should be experienced Lecturers, Senior Lecturers, Professors or their equivalents;
- (b) source for external mentors when required;
- (c) support mentors to develop relevant activities based on the needs of mentees;
- (d) sensitize the relevant stakeholders on the strategic benefits of mentoring to the University;
- (e) supervise the implementation and address any emerging issues of the mentoring process;
- (f) encourage and support eligible staff to take up mentoring duties and responsibilities in the University;
- (g) encourage and support mentors to develop relevant expertise by attending seminars, workshops, conferences, etc.;
- (h) create and maintain a database of mentors;
- (i) provide logistics and structures for Monitoring and Evaluating the process;
- (j) collaborate with other institutions to strengthen mentoring programmes;
- (k) resolve disciplinary issues between the mentor and the mentee in the event they arise.

4.0 STUDENT MENTORING GUIDELINES

4.1. Objectives of the Student Mentoring Guidelines

The purpose of the Student Mentoring Guidelines is to pinpoint intervening measures and mechanisms to improve the performance of weak students. Specifically, the objective of these guidelines is to identify fundamental approaches or mechanisms that will:

- (a) Acclimatize students from diverse backgrounds about the UTAMU educational system and learning environment;
- (b) Generate curiosity and interest in academics and other university activities amongst the students;
- (c) Focus and motivate students to achieve learning goals and thereby improve their academic performance;
- (d) Provide a space to the students for their academic and personal challenges arising in a new environment;
- (e) Identify the reasons that lead to shortfall in attendance and/or class participation and help students address those issues;
- (f) (vi) Help students to face challenges to keep pace with the academic environment in keeping pace with the academics in classroom and out of the lecture room;
- (g) Extend support beyond the classroom for improvement of student development and maximize their potential.

4.2 The Student Mentoring Guidelines

- (i) Each student shall be assigned an academic staff as a mentor immediately after registration, and the Dean of each School in consultation with the Head of Department shall take the necessary steps for the assignment to happen.
- (ii) (ii) The mentor shall remain the same throughout the study of the mentee at the university.
- (iii) The mentor shall be changed only with the approval of the Dean in appropriate circumstances or as per the directions laid down by the concerned School from time to time.
- (iv) The University shall organize orientation sessions for newly admitted students at the beginning of the academic year to familiarize them with the mentoring programme, academic programmes, policies, regulations, practices, and resources.
- (v) The mentees shall be given the names of the mentors to whom they are assigned, and the mentor details shall also be shared with the sponsors/guardians of the students when necessary.

- (vi) An orientation programme for new students shall be conducted at the start of the first semester, and a refresher session will be conducted in the second semester.
- (vii) The School shall take necessary steps to ensure faculty mentors can meet their assigned mentees during the orientation session. A special session shall be set aside for the same. Afterwards, the mentor will hold a familiarization meeting to discover the student's previous educational experiences, the decision to join UTAMU and what the student hopes to achieve.
- (viii) The mentee shall be responsible for contacting the school mentor at the appointed hour. However, the mentor may also take steps to get mentees through e-mail / social media and other appropriate mediums. The mentors should let the mentees know the time and place for the meeting. Mentors may give special attention to the needs of students who are challenged due to cultural and ethnic issues,
- (ix) The mentoring process shall cover academic and non-academic issues faced by the mentees. Where required, a mentor shall recommend professional help.
- (x) The mentor shall preferably conduct at least one monthly session for first-year students. However, each School will have the flexibility to decide on the number of sessions per their academic programme requirement since the new students are just learning the ropes and fretting about the long and challenging road ahead in their new environment. The sessions can be adjusted from a regular basis to a requirement-based mentoring when the students' progress to the second year.
- (xi) The mentors shall record mentee interactions every time the student approaches the mentor for mentoring.
- (xii) The mentors shall encourage the students to use their time effectively and productively.
- (xiii) The mentors shall review students' progress quarterly via tests, examinations & other assessments, attendance, and academic performance records.
- (xiv) The mentor shall take up academic issues of a serious nature and initiate action for resolution of the same.
- (xv) The mentors must make efforts to dissuade their mentees from harmful practices of smoking, drugs, alcohol, acts of immorality etc.
- (xvi) The mentor shall encourage the mentee to take up challenging academic paths during his/her course of study.
- (xvii) The Mentees choice shall be respected as well.

4.3. The Student Mentoring Process

The mechanism for mentoring the students to be followed by all academic departments running various degree, diploma and certificate programmes is as elaborated below:

- (a) Each school will appoint students Mentors at the beginning of every year for new students.
- (b) The mentor appointed by the School Dean, shall mentor the students assigned to him/her throughout the life of the student at the University until they graduate.
- (c) The Mentors appointed by the School Dean will mentor the students in all type of challenges that will be encountered by the student beyond academic matters.
- (d) The Head of academic unit/Department shall appoint a student mentor for each student for the relevant subject at the beginning of the semester.
- (e) The Mentor(s) appointed by Head of academic unit or department shall mentor student in the relevant subject throughout the semester or academic year depending on the length of the subject and if it is offered in more than one semester, until the students completes the subject successfully.
- (f) The School Dean will, if necessary, notify parents or guardian/sponsor about students with mentoring serious needs, the mentoring procedure to be used, and the desired outcome of mentoring.
- (g) To motivate Mentors for effectiveness of the Mentoring policy and procedures, they will be awarded certificates upon improving the performance of weak students or significantly solving other problems facing the students academically and socially.
- (h) The Deputy Vice Chancellor responsible for Academic Affairs shall organise mentorship training at least once annually for all academic staff and tailored short courses organised by Deans and Directors at their units more frequently.

4.4 Guidelines for Assignment of Mentors to Students

- (a) All the academic staff, including Heads of Departments (HoDs) and Deans shall be mentors for students;
- (b) The Dean in consultation with the HOD shall allocate the mentees to the long-time mentors, throughout the academic programme life, immediately after the Registration period is closed.
- (c) There should be equitable distribution of mentees among academic staff.
- (d) When a mentor is on leave for more than a month, the HOD and the Dean shall make a re-allocation among the available academic staff.

- (e) When a new academic staff joins the Department, the HoD and the Dean of relevant Faculty shall re-allocate so that all academic staff have an almost equal number of mentees.
- (f) Only academic staff at the level of Assistant Lecturer and above shall be assigned, mentees.

4.5 Role and Responsibilities of Mentor to Students

For effective mentoring, the role, and responsibilities of the mentor shall be as follows: -

- (a) To establish a sustained connection with the mentees, be helpful and encourage them to solve their problems.
- (b) To be available to the mentees beyond the lecture room and keep them informed if, for some unforeseen reason, they are unavailable for a scheduled mentoring session.
- (c) To engage with the mentees to identify and understand their strengths and areas of improvement.
- (d) To take feedback on the mentee's attendance regularity, academic performance, conduct, etc. and advise/mentor on the shortfall, if any.
- (e) To counsel mentees who have been involved in disciplinary issues.
- (f) To keep the HODs and School Dean informed of the issues that require attention.
- (g) To identify mentees with attitudinal problems requiring psychological counselling and arrange for the same.
- (h) To conduct interactive sessions apart from one-to-one sessions to the extent possible.
- (i) To positively communicate the mentee's concerns about a particular course/ other matters to the concerned teachers/ officials.
- (j) To maintain strict confidentiality on the mentee's concerns that are of
- (k) personal/sensitive nature.
- (l) To inform the sponsor/guardian of any issue that needs attention.
- (m) To encourage a thought process in the student that would promote an all-round holistic growth and development of the mentee.
- (n) To identify the interest area and talent of the mentee and encourage the mentee to pursue the talent.

4.6 Roles and Responsibilities of a Student Mentee

The Student Mentee roles and responsibilities shall be as follows: -

- (a) Take best advantage of the mentoring programme of the School and meet designated mentors on a regular basis to resolve academic and other issues.

- (b) To maintain healthy attendance of the mentor-mentee meetings.
- (c) Take the feedback provided by the Mentors positively and seriously, and act upon it.
- (d) Be open and receptive to the new ways of teaching & learning and seek help whenever required.
- (e) Be focused on achieving desired results.
- (f) Be responsible and committed towards his/her learning pursuits.
- (g) Be disciplined, focused, and make best use of the University resources and experience for maximizing his/her potential and develop skills and competencies leading to improvement of his/her performance.
- (h) Uphold dignity and prestige of the University by not indulging in any act, or acts that are deemed to be of unbecoming of a health profession student.
- (i) Share ideas, concerns, and professional goals to enable the mentor to place the scenario in perspective.
- (j) Actively participate in mentoring sessions by asking direct questions and ensure the conversation meets his/her needs.

5.0 DISPUTE/CONFLICT OF INTEREST RESOLUTION

For there to be smooth and successful mentoring, disputes/conflict of interest shall be handled as follows:

- (a) the mentor and the mentee will always take steps to manage their differences in the mentoring process if disagreements arise;
- (b) in an event where both are unable to reach an understanding, a third party (organisation, oversight committee) shall be involved in resolving the conflict/misunderstanding;
- (c) where mentors/mentees commit acts of misconduct, disciplinary action will be taken in accordance with the Statutes of the University;
- (d) any actual or potential conflict of interest situation shall be disclosed in the course of mentoring by the mentor and the mentee e.g. previous conflict or confrontation should be disclosed and care should be taken in mentoring a relative or a family member;
- (e) the mentor and mentee shall operate within defined rules of the University to avoid conflict in the process;
- (f) the mentor and mentee shall be given orientation before the mentoring process in order to avoid potential conflicts;

- (g) both the mentor and mentee must care in order not to exploit the mentoring relationship for personal gains in terms of time and accessibility in order to avoid potential conflicts;
- (h) disclosure of confidential information to third parties must be avoided by both the mentor and the mentee.

6.0 IMPLEMENTATION OF THE POLICY

Management shall establish an implementation coordination committee to ensure the implementation of this Policy. The Dean Graduate School will coordinate this policy in regard to staff mentees whereas the Director Students' Affairs will coordinate the implementation of this policy in the case of students.

6.1 Ethical Issues in Mentoring

To ensure smooth and perfect mentoring processes, the UTAMU Ethics Policy and other relevant policies shall guide the mentoring process.

7.0 POLICY REVIEW

This Policy shall be reviewed every five (5) years or earlier as may be required by the University Council or University Senate or relevant regulatory bodies. The review will be undertaken by the Deputy Vice Chancellor responsible for academic affairs in conjunction with the appropriate University committee or organ.

Signed on this29th.....day of.....March..... 2026

By:


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Chairperson, University Council


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Vice Chancellor

