

MEMORANDUM OF UNDERSTANDING (MOU)*
MENTORING RELATIONSHIP
College of Public Health (CPH), University of Iowa

We, the mentor and mentee (a.k.a., the protégé), are both voluntarily entering into this mentoring relationship and have mutually agreed upon the terms and conditions of our relationship as outlined below.

Category of Mentor

In the CPH Faculty Mentoring Program Policy, two categories of mentors are discussed:

1. A “hands-on mentor”, who shares common scholarly interests with the mentee and provides advice and/or collaborates on matters pertaining to scholarship, research, and teaching, and
2. A “meta mentor”, who does not collaborate closely with the mentee.

It is our intent that the mentor involved in this relationship will be a _____ mentor.

Goals

It is anticipated that specific goals of the mentoring relationship will develop and evolve over time. Below are some examples of areas wherein the mentor may provide advice, assistance, and encouragement. The checked boxes indicate the areas of focus of this mentoring relationship, which may be modified as the relationship moves forward.

1. Scholarship

a. Grant writing and funding

- ☐ Providing mentee opportunities to serve as a co-investigator.
- ☐ Identifying grant-funding opportunities.
- ☐ Referring mentee to grant skill development workshops; and resources as needed.
- ☐ Reviewing mentee's grant applications.

b. Publications

- ☐ Offering opportunities for co-authorship.
- ☐ Developing ideas for papers on which the mentee can serve as a lead author.
- ☐ Identifying journals for manuscript submission.
- ☐ Reviewing manuscript drafts.

c. Professional development

- ☐ Assisting with identifying professional associations and conferences.
- ☐ Recommending mentee to editors to serve as a reviewer or on editorial board.
- ☐ Recommending mentee to serve on grant review panels.
- ☐ Nominate mentee for awards that are appropriate for their fields, work and career level.

3. Teaching

- ☐ a. Reviewing course syllabi and lecture materials.
- ☐ b. Discussing ways to enhance teaching skills.
- ☐ c. Identifying opportunities, resources and workshops for skill development.
- ☐ d. Providing feedback on students' class evaluations and other presentations.

4. Service

- ☐ a. Underscoring the role of service relative to scholarship and teaching.
- ☐ b. Monitoring number of committees appointed to and workload expectations.
- ☐ c. Identifying service opportunities in local, state, or national organizations.
- ☐ d. Providing feedback on mentees actual service activity.

* Adapted from the University of Iowa CPH Faculty Mentoring Program Policy, 2011, and from SG Brainard, University of Washington, 1998

5. Project and personnel management

- ☐ a. Inform mentee of university resources and processes available to resolve problems at work including personnel and project management.
- ☐ b. Provide advice on successful strategies for personnel and project management.

6. Balancing work and life

- ☐ a. Provide general advice on balancing work on non-work activities.
- ☐ b. Inform mentee of university resources available to promote individual health.
- ☐ c. Invite/encourage to join in outside, non-professional activities.

7. ☐ Networking--Linking the mentee with potential collaborators and leaders within the institution and/or externally.

Accountability

Although the mentor may provide advice in many areas, it is the responsibility of the mentee to develop and achieve specific goals to meet the standards for productivity and promotion. This mentoring relationship is not intended to supplant the supervisory roles of the DEO (e.g., annual reviews, assignments of responsibilities, discussion regarding promotion, etc.).

Frequency of Contact and Documentation

We will make a good faith effort to meet at least _____ times each _____. We will keep a record of the dates when formal meetings are held. If a DEO requests and obtains written reports from the mentor and/or mentee regarding the extent or activities of the mentoring, the contents of such reports will be shared with both parties.

Confidentiality

Any sensitive topics that we discuss will be held in the highest confidence. No topics will be considered mandatory to discuss.

Duration of Relationship

We have determined that our mentoring relationship will continue as long as we both feel comfortable, or until _____.

Termination of MOU

We are committed to open and honest communication in our relationship. We will discuss and attempt to resolve any conflicts as they arise. If, however, one of us needs to terminate the relationship for any reason, we agree to abide by the decision of the other party.

Mentor

Mentee

Date

Date