

Mentoring Partnership Agreement

1. Partnership Information

Mentee

Name: _____ Rank: _____

Department: _____ Institution: _____

Email: _____ Preferred contact method: _____

Year of first independent faculty appointment: _____

Mentor

Name: _____ Rank: _____

Department: _____ Institution: _____

Email: _____ Preferred contact method: _____

Areas of expertise most relevant to this partnership: _____

2. Meeting and Communication Plan

Program terms ask each pair to meet at least once per active semester. Pairs that meet every four to six weeks generally report more progress, but the right cadence is the one both people can sustain. Decide now rather than leaving it to be worked out later.

How often we will meet: _____

Who schedules meetings (default: the mentee): _____

Preferred channel for questions between meetings: _____

Reasonable response time for a message: _____

Periods when availability will be limited (teaching loads, field work, travel, leave): _____

Who sets the agenda (default: the mentee, shared in advance when possible): _____

3. Focus of the Partnership

The mentee identifies where guidance would be most useful. Mark all that apply, then agree on the top three for this year. Naming priorities keeps conversations from defaulting to whatever is most urgent that week.

- ☐ Proposal development and funding strategy
- ☐ Building and sustaining a research program
- ☐ Recruiting, advising, and mentoring graduate students
- ☐ Publication strategy and manuscript development
- ☐ Promotion and tenure navigation
- ☐ Industry engagement and external partnerships
- ☐ Leadership and professional service
- ☐ Professional visibility and networking
- ☐ Managing workload and competing priorities
- ☐ Other: _____

4. What We Each Agree To

The mentee agrees to

- Come to each meeting with an agenda or specific topics to discuss.
- Take ownership of the goals in the Mentoring Action Plan and follow through on agreed action steps.
- Give advance notice when rescheduling, and propose a new time in the same message.
- Be candid about what is working and what is not.
- Review the Mentoring Action Plan with the mentor at mid-year and at year-end.
- Respond to program check-ins and feedback requests.

The mentor agrees to

- Meet at least once per active semester, and more often when it is useful.
- Offer perspective and candid feedback in the areas the mentee has prioritized.
- Share opportunities and make introductions where appropriate.
- Keep the content of conversations confidential within the limits described in Section 5.
- Say plainly when a question falls outside their experience, and help identify someone better placed to answer it.
- Confirm to program leadership that the pair met and reviewed the action plan, without reporting on what was discussed.

Both of us agree to

- Treat scheduled mentoring time as committed time.
- Raise concerns with each other first, early, and directly.
- Revisit this agreement at mid-year and update it if the focus has shifted.
- Tell program leadership if the partnership should change or end.

5. Confidentiality and the Mentor Role

The mentor holds no evaluative role. The mentor does not contribute to the mentee's annual review, promotion and tenure file, or any institutional personnel decision, and is not asked to report on the mentee's progress. Program leadership receives confirmation that meetings took place and reviews feedback about the program in aggregate. It does not receive accounts of what was discussed.

Conversations stay between the two of you, with these limits:

- Either person may consult program leadership about how to handle a mentoring challenge, described in general terms.
- Disclosures that institutional policy or law requires to be reported, including harassment, discrimination, research misconduct, and safety concerns, will be directed to the appropriate office.
- When a mentor needs to seek outside guidance about the partnership, they will tell the mentee first whenever it is possible to do so.

Anything either person wants held more closely should be said at the time.

6. Mentoring Network

No single mentor covers everything an early-career faculty member needs. Effective mentoring is a small network of people with different vantage points.

List the people who currently support your development, then name what this partnership is meant to add.

Role	Name and institution	What they support
<i>Example: department mentor</i>	<i>Name, Institution</i>	<i>Local promotion and tenure norms, service load</i>

Gaps this ENRICH partnership is intended to fill: _____

7. Review and Revision

Goals change. Record each review so both people can see how the partnership has evolved and so the action plan stays current.

Review point	Date planned	Date completed	Mentee initials	Mentor initials
Initial agreement				
Mid-year review				
Year-end review				

8. If the Partnership Is Not Working

Mentoring relationships sometimes do not fit. If you find yourself in a mentorship that is not working, raise it with each other first. If things cannot be resolved, contact the program coordinator to request a change. Reassignment carries no penalty, and no explanation is required beyond a brief note about what was not working.

Program contact for mentoring concerns:

EARTH Engineering Workforce Development

j.sprague@ku.edu or connie.durangomez@ku.edu

9. Signatures

Signing indicates that both people have read this agreement and agree to the expectations recorded above. Electronic signatures are acceptable.

Mentee signature: _____

Date: _____

Mentor signature: _____

Date: _____