Early Career Faculty Mentee Co-Mentor

Co-Mentor Co-Mentor

*Plan should be updated annually or when significant changes are made.*

Please consider your department’s [role and scope documents](https://www.montana.edu/provost/faculty/role-scope.html) as you create your development plan and answer these questions.

# SCHOLARSHIP AND TEACHING AREAS

Please describe your scholarship area and the questions you are asking or needs that you are trying to address. Also share why it is important and what impact it will have.

Please describe the types of courses that you teach (lecture, studio, lab etc) with the typical number of students.

Please describe the types of service/outreach that you are or would like to be involved in.

# SHORT-TERM “SMARTIE” Goals

Identify 3 SMARTI career goals for the next 6-12 months (SMARTI goals are Specific, Measurable, Achievable, Relevant, Time-Based, Inclusive and Equitable).

GOAL 1:

Strategies:

Timeline:

GOAL 2:

Strategies:

Timeline:

GOAL 3:

Strategies:

Timeline:

Identify team members who will help you meet your short-term goals (e.g., other mentors, scientific/creative mentor(s), colleagues, staff):

What additional resources would help you meet your goals? (e.g., students, post-doc, statistical consulting, budget planning or spending guidance, course buyouts, etc.)

What activities are you involved in that will NOT help you achieve your short-term research goals? In other words, what are things you wish you could say “no” to but can’t or won’t? (e.g., excess service commitments, heavy teaching load, conference travel, etc.)

# CAREER GOALS

Tenure status/timeline:

What are your medium-term research career goals (next 5 years) and what steps do you need to accomplish to meet those goals?

What are your long-term research career goals? (> 5 years)

# SELF-ASSESSMENT

*Consider discipline-specific conceptual knowledge, professional/research skills, communication, professionalism, leadership and management, teaching, etc.*

Evaluate your skills and abilities in the following areas where:

5 = Highly proficient

1 = Needs improvement

Table with a list of possible skills:
Research Skills
Help me develop research skills specific to my area of focus
Help me become a better science communicator (presenting and writing)
Help me learn how to collaborate effectively
Help me write grant proposals and seek other funding
Interpersonal Skills
Work with me to define and align the expectations we have for our relationship
Provide me with constructive feedback 
Communicate honestly and build a trusting relationships with me
Psychosocial Skills
Help me build my research self-efficacy
Help me build my career self-efficacy
Help motivate me
Cultural Diversity Skills
Help me develop a sense of belonging in my program/ department
Be open to conversations about diversity and how it impacts my training experience
Help me address issues of bias and stereotype threat



Areas in which I am confident (e.g., research design, time management, writing, etc.):

Areas in which I am challenged (e.g., delegation, managing RAs, budgets, spending, etc.):

# CURRENT ACTIVITIES / RESEARCH OUTPUT PLAN

**Manuscripts/Books** recently accepted/submitted/in progress/planned (\*indicates mentored students):

Other manuscript goals or related mentoring needs:

**Grant proposals** recently submitted/in progress/planned:

Major grant proposal timeline (if this level of funding isn’t applicable to your field, please explain):

Other grant proposal goals or related mentoring needs:

**Presentations/Performances/Installations** planned:

Other presentation/dissemination goals or related mentoring needs:

**Visibility Actions** planned (attending Provost’s Lecture, participating in professional organization activities, joining a writing group):

Other visibility goals or related mentoring needs:

**Mentorship Environment**

Please describe any final goals/needs for your mentoring over the next year:

Please describe any scheduling obstacles (e.g., major grant deadline, extended travel, maternity/paternity leave, etc.) that may affect the ability of mentor or early career faculty to meet regularly over the next year:

Please list “action items” for both mentor and early career faculty following the initial preparation of this plan. Update it regularly.

The Individual Development Plan for Early Career Faculty was developed based on:

* IDP from the University of Montana
* IDP from the University of California – San Francisco