MIP Student Individual Development Plan[[1]](#footnote-1)

Name:

Date:

This questionnaire is designed to facilitate communication and the mentoring relationship between you and your faculty advisor. While your faculty advisor will be provided with your application file, the questionnaire will be a supplement to the file. Use your answers to the questionnaire to discuss specific actions that you and/or your faculty advisor can undertake to support achieving your goals.

The faculty advisor’s role is not to help you sort through units or degree requirements but to expose you to opportunities in which you share specific interests or in which they are involved at the university. The faculty advisor should be viewed as a mentor while at MIP. You are also strongly encouraged to make faculty connections beyond your assigned faculty advisor.

Details on graduate advising expectations are listed in the [Stanford Bulletin](https://bulletin.stanford.edu/programs/INPOL-MA).

Please fill out this form and share it with your faculty advisor ahead of your first meeting. It is your responsibility to reach out and schedule the first and subsequent meetings with your faculty advisor.

Please also provide a copy of the filled form to Jonathan Achter ([jjachter@stanford.edu](mailto:jjachter@stanford.edu)).

Part I. Self-Assessment

1. What past accomplishments and skills are you bringing with you? (Include papers, presentations, hard and soft skills, work experience etc. If you are changing fields, consider how your prior experience might be applied to your new interests.)
2. What do you consider as your strengths? Areas of learning and growth?

Part II. Goals

a. Academic and Research Goals: What specific subject area(s) and research area(s) do you wish to explore? Are there specific methods or approaches that you would like to gain familiarity with and/or expertise?

b. Professional Development Goals: What professional skills would you like to acquire? Examples might include public speaking, effective negotiation, conflict resolution, team-work, teaching, etc. What are some activities that might help you achieve these goals? For example, skills training, workshop attendance (be specific, if possible).

c. Career Goals: How clear and certain are you about your career goals? What jobs (function, sector) are you most interested in pursuing after you graduate? Be as specific as you can and indicate relative enthusiasm for each. What would you like to be doing five years after graduation?

(Optional) What are the primary factors driving these career goals (e.g., personal interest in specific areas, teaching, business, government, writing; geographic priorities; family commitments; financial objectives; position in home country; immigrating to the US; etc.)? How can your faculty advisor support you, i.e. networking opportunities, career advice?

1. The MIP Student Individual Development Plan is an adaptation of the Stanford Office of Postdoctoral Affairs Individual Development Plan (IDP). [↑](#footnote-ref-1)