Appendix J. Individual Development Plan (IDP) Worksheet-BSHS

The IDP is a helpful tool that gives students the opportunity to articulate and track their short-term and long-term career goals. The NIH expects IDPs to be completed for students receiving NIH funding. In addition, the School of Public Health (SPH) requires that all doctoral students, regardless of funding, utilize the IDP. Both the NIH and the SPH require that departments monitor and track the completion of IDPs. This information will be used by programs for self-evaluation and improvement. The Brown University Graduate School also requests that students complete the Graduate School Digital CV (GSDCV) on an annual basis. These two documents complement each other, and you will receive guidance from your program on how and when to update them.

The following structure is designed to facilitate the development of your personal IDP. We suggest that you familiarize yourself with the prompts below and consult with your advisor(s) prior to completing this form.

Section 1) Narrative Intro: Please share your take on what you have accomplished this year as a BSHS student.

Section 2) Summarize your research and academic accomplishments over the past year [Note that this section overlaps with your GSDCV update.]

a. Please list your publications this year *(*use a standard citation format*, e.g., All authors, Title, Year of Publication, Name of Journal, Volume, Page #'s)*
b. Please list any honors and awards you received this past year (*Include any fellowships, grants written and applied for, professional society awards, external travel awards*)
c. Please list any professional meetings you attended *(Include name, location, and date/s)*
d. New areas of research or technical expertise acquired in the past year
e. Please describe any teaching activity *(TA, TE, Sheridan Center trainings, etc.)*
f. Please list committee or other service activity
g. Please list any other activities of scholarly or professional relevance. This may include anti-racist or social justice work, community volunteer activities, mentoring experiences, etc.

As you outline your plans for next year and beyond, consider how your activities could contribute to anti-racism and/or social justice.

Section 3) What are your plans and goals for the coming year?

a. Your research goals (*brief paragraph)*
b. Anticipated publications (*indicate projected titles*)
c. Anticipated attendance at meetings or workshops
d. Fellowship or other funding applications planned
e. Other anticipated professional training *(Course work, teaching activity)*
f. Please reflect on ways that your learning and/or scholarly activities (topic, methods,

analysis, lab environment, community engagement, etc.) could contribute to social justice, equity, and/or anti-racism in the next year, and what kinds of support or collaboration would be helpful towards those ends.

Section 4) Please reflect on your longer-term goals

a. What are your long-term goals (*these are expected to evolve in specificity over your years in the program*)
b. Identify target dates for the remaining milestones of your graduate training
c. Define specific skills and strengths that you want to develop (informed by discussions with your advisor/s) to help you achieve the long-term goals you identified above
d. Define the approaches to obtain the specific skills and strengths described in the previous question together with anticipated time frames (*Examples include courses, technical skills, teaching, supervision, conferences, workshops, etc.*)

Student signature:

Advisor signature and date: