# IDP FORMS ONLINE APPLICATION USER GUIDE

September 2024

**Johns Hopkins University School of Medicine** 

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### A. Getting Started

#### 1. User Access

To start, navigate to the PhD Students Academic Progress Tools login page: <u>https://tcform.jhmi.edu/</u>

	.ogin With JHU ID
(	⊃ Student
(	O Advisor or Committee Member
(	⊃ Admin
	f you have a JHU ID, but you cannot login, please contact your program administrator.

There are three user roles in this system:

- Student Current PhD students at the Johns Hopkins University School of Medicine (JHUSOM)
- Advisor Dissertation advisors to JHUSOM PhD students as listed in SIS
- Admin Authorized graduate program staff

After logging in based on your role, select the "IDP Forms" button on the left:

Forms and information on students' Annual Academic Progress	Forms and Information on
and Professional Development Plans (aka IDPs)	Students' Thesis Committee Meetings
IDP Forms D	Thesis Committee Tracker 🕨

Please note that all users are required to log in with their JHED ID and password to get access to the IDP Forms.

Although external faculty may use the same initial login page to access the Thesis Committee Tracker, external users may not access the IDP Forms application.

#### **B. Process Overview**

The Johns Hopkins University requires that PhD students work with their advisors on their annual Academic Progress and Professional Development Plan, also known as their IDP. The IDP Forms application portal allows users to view and manage the completion trajectory of the IDP forms and meetings. There are three steps in the process:

~	I
1	-
-	-
1	-

#### Respond to questionnaires

Student completes their IDP form.

Advisor completes the corresponding form for this student.



#### Meet to discuss and plan

After both forms are complete, Student and Advisor can access them in a combined view.

Student and Advisor meet to discuss their responses and develop an action plan.



## Submit Meeting Confirmation

Student confirms that the meeting took place by submitting the meeting date.

Note that student and advisor respond to their questionnaires independently. They must submit their own responses before getting access to their counterpart's responses. Both forms must be submitted, before a meeting date can be reported.

#### C. IDP Form / Questionnaire

The IDP form includes questions on the student's research project and progress, their professional development, the mentoring relationship with the advisor, the overall lab/research team environment, and an evaluation of competencies:

Instructions for completing the questionnaire
• A. Research Project and Progress
B. Research Integrity
► C. Mentoring
D. The Lab/Research Team Environment
► E. Diversity, Equity and Inclusion
F. Professional Development
G. Evaluation of Competencies
H. Focus Areas and Action Plan

Advisors are asked to respond to some of the same questions that students are asked. As each user completes their questionnaire, they can see the questions their counterpart is asked. However, they can see each other's responses only after they complete and submit their own form. Similarly, administrators may see their student and advisor responses only after they both submit them.

#### **D. Student Portal**

#### 1. Creating the Annual IDP Form

The Student Portal allows students to manage their IDP forms. Students may generate a new IDP form once each academic year (defined in this system as September 1 – August 31) by clicking on the big blue button right below the instructions:

How To Page				Welcome, agogos1   Sign
struction				
M Annual Academic Progress an	l Professional Development Plar	n (aka IDP)		
e Johns Hopkins University requires	that PhD students and their advise	sors discuss, at least annually, the student's ac	ademic progress and professional developm	ent plan. There are four steps in this
xess:	Ν			
1. Complete the questionnaire B	hs advisor(s)	complete the questionnaire separately.		
2. Share the responses: As soon a	the questionnaires are submitted	I they are shared with each other on this inter	face. Note that you must complete your own	questionnaire before getting access
to your advisor's responses.		,	, , ,	
3. Meet to discuss: After sharing the	eir responses, the student and ad-	lvisor(s) meet to (a) discuss their responses an	nd (b) come up with a final action plan. The fi	nal action plan should be shared with
the thesis committee.				
	alasse After the mosting the studied	dent completes the Meeting Confirmation for	m to document that the meeting took place.	
the thesis committee.	allow After the meeting the stud	dent completes the Meeting Confirmation for	m to document that the meeting took place.	

After the IDP form for the year is created, it will be listed in the table below and the student will be able to access and complete it through the icon under the "My Form" column. The student will not be able to create another form until the following academic year (the blue button becomes greyed-out / inactive):

SOM Annual Acade	mic Progress and Professional Development Plan (aka IDP)							
The Johns Hopkins U	niversity requires that PhD students and their advisors discuss, at least annually, the student's academic progress and professional development plan. There are four steps in this							
process:								
1. Complete the	suestionnaire: Both the student and the advisor(s) complete the questionnaire separately.							
2. Share the resp	nses: As soon as the questionnaires are submitted they are shared with each other on this interface. Note that you must complete your own questionnaire before getting access to							
your advisor's n	2. Since the regions is a solution of the question many one solution of the							
	rsponses.							
3. Meet to discus	esponses. s: After sharing their responses, the student and advisor(s) meet to (a) discuss their responses and (b) come up with a final action plan. The final action plan should be shared with the							
3. Meet to discus thesis committe	exponses. S After sharing their responses, the student and advisor(s) meet to (a) discuss their responses and (b) come up with a final action plan. The final action plan should be shared with the e.							
<ol> <li>Meet to discus thesis committee</li> <li>Confirm that the</li> </ol>	exponses. x After sharing their responses, the student and advisor(s) meet to (a) discuss their responses and (b) come up with a final action plan. The final action plan should be shared with the e. re meeting took place: After the meeting, the student completes the Meeting Confirmation form to document that the meeting took place.							
<ol> <li>Meet to discus thesis committe</li> <li>Confirm that the</li> </ol>	exponses. S After sharing their responses, the student and advisor(s) meet to (a) discuss their responses and (b) come up with a final action plan. The final action plan should be shared with the e. re meeting took place: After the meeting, the student completes the Meeting Confirmation form to document that the meeting took place.							
<ol> <li>Meet to discus thesis committe</li> <li>Confirm that the eate IDP Form for Year</li> </ol>	exponses. S After sharing their responses, the student and advisor(s) meet to (a) discuss their responses and (b) come up with a final action plan. The final action plan should be shared with the e. re meeting took place: After the meeting, the student completes the Meeting Confirmation form to document that the meeting took place.							
3. Meet to discus thesis committe 4. Confirm that the eate IDP Form for Yea	exponses. S After sharing their responses, the student and advisor(s) meet to (a) discuss their responses and (b) come up with a final action plan. The final action plan should be shared with the re. re meeting took place: After the meeting, the student completes the Meeting Confirmation form to document that the meeting took place.							
3. Meet to discus thesis committe 4. Confirm that the reate IDP Form for Year Student IDP Form	s After sharing their responses, the student and advisor(s) meet to (a) discuss their responses and (b) come up with a final action plan. The final action plan should be shared with the set of the student completes the Meeting Confirmation form to document that the meeting took place.							
3. Meet to discus thesis committe 4. Confirm that th eate IDP Form for Yea	s After sharing their responses, the student and advisor(s) meet to (a) discuss their responses and (b) come up with a final action plan. The final action plan should be shared with the se. The meeting took place: After the meeting, the student completes the Meeting Confirmation form to document that the meeting took place. P 2024-2025							
3. Meet to discus thesis committe 4. Confirm that ti reate IDP Form for Year r Student IDP Form cademic Year	After sharing their responses, the student and advisor(s) meet to (a) discuss their responses and (b) come up with a final action plan. The final action plan should be shared with the responses. After sharing their responses, the student completes the Meeting Confirmation form to document that the meeting took place.							

#### 2. Completing the form / questionnaire

To edit the IDP form, students access it through the pencil icon under the "My Forms" column (see above). On the first page, they see instructions, their program name, matriculation year, and advisor name(s).

nstructions for comple	ting the questionnaire									
Your questions are si     Be honest and forthr     If you completed thi Your form responses will	<ul> <li>Your questions are shown in black font. Where applicable, you can see in grey font the questions that your counterpart is asked.</li> <li>Be honest and forthright; this document is to be used for the exchange of suggestions and advice.</li> <li>If you completed this process last year, start by reviewing the last action plan you developed.</li> </ul>									
Program	Matriculation Year	Advisor								
BCMB	2023									

If any of this information is incorrect, it is critical to contact the program coordinator as soon as possible and before the form is submitted.

The different sections on the form may be accessed through the top menu. The student questions are shown in black font. Where there are equivalent advisor questions, they are shown in blue font, just for the user's reference.

It is important to save frequently. You may save what you type in a textbox by clicking on the "Save Textbox" link on its upper right side.

and Progress	
ect to graduate?	
pu expect your student to araduate?	
aar	
301	
vears .	
nat is the long-term goal of your research project, and how does it fit into the overall goals of the lab/research team?	
dvisor: What is the long-term goal of the student's research project, and how does it fit into the overall goals of the lab/research team?	
	Save Tentbox
	Save the text
e e e e e e e e e e e e e e e e e e e	ect to graduate? ou expect your student to graduate? ear years hat is the long-term goal of your research project, and how does it fit into the overall goals of the lab/research team? dvisor: What is the long-term goal of the student's research project, and how does it fit into the overall goals of the lab/research team?

You may save the whole page by clicking on the Save button at the bottom of each page. Also, the Next button has saving functionality.

What specific actions will you take to meet these goals Advisor: What challenges could make these goals difficult to a	s? What challenges could make these goals difficult to achieve? <pre>chieve for this student?</pre>
	Save Textbox
As your advisor, how can I help you overcome these ch	hallenges? (If you are answering for more than one advisor, you may want to specify which one you are referring to in your
answer below.) Advisor: What could you do to help your student overcome the	rse challenges?
	Save Textbox

Section F is about the student's Professional Development and therefore it is longer that the other sections. It has 7 pages that can be accessed through a sub-menu:

GBE Common IDP Form - Academic Year 2024-2025	
F. Professional Development - Page 1	
Page 1 Page 2 Page 4 Page 5 Page 6 Page 7	
Have you completed your course requirements?	
O Yes	
O No	
Are you taking or planning to take any courses?	
○ Yes	
○ No	
О Мауве	
Do you regularly attend seminars? Which seminars and how often?	
	Save Textbox

Section G focuses on evaluation of competencies and provides specific guidance at the top of the page:

Ē

IDP Home First Page A Sect	ion B Section C Section	Section E Section	F Section G Section	H Section How To	o Page		Welcome,	agogos1   Sign
		GBE Commo	on IDP Form -	Academic Ye	ar 2024-2	2025		
G. Evaluation of Comp	oetencies							
Both the student and the a	dvisor complete the followin	g table independently	y and evaluate the le	evel of the student's	competency	in different areas.		
Students: For each area or Advisors: For each area or	skill, select the level of comp skill, select the level of comp	etency you believe yo etency you believe th	ou have. ne student has.			~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		
The goal for each of these a	areas is to reach "high comp	etency" (levels 4 and !	5) by the time the st	udent is ready to gr	aduate.			
Levels								
1. Unsatisfactory (cannot 2. Novice (needs help or 3. Intermediate (help fror 4. Advanced (can perform 5. Expert (demonstrates c	/ does not perform the skill guidance when performing m an expert may be required n the actions associated with consistent excellence in this	task) his skill/task) from time to time, bi this skill without assi kill/task)	ut the skill/task can stance)	usually be performe	d independer	ntiy)		

1

On section H, the student may enter up to 5 areas on which they would like to focus during the next several months. The text entered under the Focus Areas can be automatically copied under their Action Plan by clicking on the link to "refresh page for the next section":

	GBE Co	ommon IDP Form - Academic	Year 2024-2025	
H. Focus Areas and	Action Plan			
Focus Areas				
Please list 5 of the above a activities in the focus area:	areas you would like to make a priority for further d s.	levelopment in the upcoming year. During your in-	person meeting, please discuss with your ac	visor strategies and resources for identifying
Advisor: You may list by own their focus areas.	areas that should be a priority for further developn	nent in the upcoming year. During your in-person r	neeting, please discuss with the student strates	ies and resources for identifying activities in
(Each focus area is limite	d to 50 words.)			
Focus Area 1	onference presentation			
Focus Area 2				
Focus Area 3				
Focus Area 4				
Focus Area 2				
Focus Area 2 Focus Area 3 Focus Area 4 Focus Area 5 Click here to refresh pa Action Plan	ge for the next question			
Focus Area 2 Focus Area 3 Focus Area 4 Focus Area 5 Click here to refresh pa Action Plan Carry Forward All Choices meeting, please discuss w Based on your responses al	ge for the next question s - Entered Text from Question "Please list 5 of ith your advisor strategies and resources for ic bove, develop an action plan outlining project spec	f the above areas you would like to make a p dentifying activities in the focus areas.* ific and professional development goals with an a	riority for further development in the up ssociated timeline.	coming year. During your in-person
Focus Area 2 Focus Area 3 Focus Area 4 Focus Area 5 Click here to refresh pa Action Plan Carry Forward All Choice: meeting, please discuss w Based on your responses al	ge for the next question s - Entered Text from Question "Please list 5 of ith your advisor strategies and resources for ic bove, develop an action plan outlining project spec Goals	f the above areas you would like to make a p tentifying activities in the focus areas." ific and professional development goals with an a Activities	riority for further development in the up ssociated timeline. Timeline	coming year. During your in-person Resources
Focus Area 2 Focus Area 3 Focus Area 3 Focus Area 4 Focus Area 5 Click here to refresh pa Action Plan Carry Forward All Choice: meeting, please discuss w Based on your responses al Conference presentation	ge for the next question 5 - Entered Text from Question "Please list 5 of ith your advisor strategies and resources for ic bove, develop an action plan outlining project spect Goals I	f the above areas you would like to make a p fentifying activities in the focus areas." ific and professional development goals with an a	riority for further development in the up ssociated timeline. Timeline	coming year. During your in-person Resources

Students can then elaborate on their goals, activities, timeline and resources for each focus area.

Before submitting their form, students may preview their responses through the Preview button at the bottom of Section H:

Based on your responses above, develo	op an action plan outlining project spe	ific and professional development goals with an	associated timeline.	
	Goals	Activities	Timeline	Resources
conference presentation				

The Preview opens as a separate window where students can expand /collapse all or individual sections to review their responses, and can go back to the application in the original window to make edits.

I 🔄 PreviewStudentForm - Work - Microsoft Edge	-	D	×				-	Ó
tttps://staging.tcform.jhmi.edu/ldpFormStudent/PreviewStudentForm?pStuFormId=2		Q	${\sf A}_{\emptyset}$	( C)	£≣	œ	~	
PhD Student Academic Progress Tools IDP Form	OHNS HO	OPKI1 edicine	٩S					
A How To Page	Welcome, agogos1	Sign	Out	uring yo	ur in-per	son		
GBE Common IDP Form - Academic Year 2024-2025			_					
		Expan	d All	Resou	rces			
Instructions for completing the questionnaire								
A. Research Project and Progress							1	
B. Research Integrity								
C. Mentoring								
D. The Lab/Research Team Environment								
E. Diversity, Equity and Inclusion								
F. Professional Development				view	Subr	mit		

When ready, students can click on the Submit button at the bottom of Section H to submit their responses.

meeting, please discuss with your ad	tvisor strategies and resources for id	lentifying activities in the focus areas."		
Based on your responses above, develo	op an action plan outlining project spec	ific and professional development goals with an	associated timeline.	
	Goals	Activities	Timeline	Resources
conference presentation				

A pop-up window reminds them that the submitted form will be automatically shared with their advisor as soon as the advisor completes their form. If they are ready, they can click OK. Otherwise, they may Cancel and submit their responses later.



As soon as students submit their responses, the icon under "My Form" changes from a pencil icon to a document icon indicating that the user cannot edit the form any longer; you can only view it. The date the form is submit is listed under the next column:

motraction		
SOM Annual Aca	cademic Progress and Professional Development Plan (aka IDP)	
The Johns Hopkir process:	ins University requires that PhD students and their advisors discuss, at least annually, the student's academic progress and professional development plan. There are four steps i	in this
your advisor	or's responses.	
3. Meet to dis thesis comm 4. Confirm the Create IDP Form for	iscuss: After sharing their responses, the student and advisor(s) meet to (a) discuss their responses and (b) come up with a final action plan. The final action plan should be share mittee. hat the meeting took place: After the meeting, the student completes the Meeting Confirmation form to document that the meeting took place.	red with the
3. Meet to dis thesis comm 4. Confirm that Create IDP Form for • Student IDP For	iscuss: After sharing their responses, the student and advisor(s) meet to (a) discuss their responses and (b) come up with a final action plan. The final action plan should be share mittee. hat the meeting took place: After the meeting, the student completes the Meeting Confirmation form to document that the meeting took place. r Year 2024-2025 Forms	red with the
3. Meet to dis thesis comm 4. Confirm the Create IDP Form for Student IDP For Academic Year	iscuss: After sharing their responses, the student and advisor(s) meet to (a) discuss their responses and (b) come up with a final action plan. The final action plan should be share mittee. hat the meeting took place: After the meeting, the student completes the Meeting Confirmation form to document that the meeting took place. If Vear 2024-2025 Forms A Advisor A My Form A Submitted Date View Combined Student/Advisor Responses A Meeting Confirmation A	Meeting Date

#### 3. Combined View of Student-Advisor Responses

As soon as the advisor submits their form, the student will be able to access them along with their own by clicking on the icon under the "View Combined Student/Advisor Responses" column.

Academic Year	Advisor	My Form	Submitted Date	View Combined Student/Advisor Response	s ^	Meeting Confirmation	Meeting Date	^
2024-2025	-		09/03/2024					

This view allows students to go over their responses and their advisor's responses side by side when they meet to discuss. The advisor's responses are shown on a light blue background:

	Less than 1 year	1 year	2 years	More than 2 years
Student:	0	0	•	0
What is t	he long-term goal of your research project, and how do	es it fit into the overall goals of the la	b/research team?	
Student:	testing testing			
What asp	ect of your research project are you most excited about	?		
Student:				
110				
when do you expect your	Less than 1 year	1 year	2 years	More than 2 years
Advisor:	0	0	•	0
What i	s the long-term goal of the student's research project, a	and how does it fit into the overall go	als of the lab/research team?	
Adviso	testing testing			

#### This is particularly useful when reviewing their ratings for the competencies listed in section G:

<ol> <li>Intermediate (help from an expert 4. Advanced (can perform the action 5. Expert (demonstrates consistent et al. 2014)</li> </ol>	perform the skill/ when performing t t may be required as associated with excellence in this s	task) his skill/task) from time to time, but the s this skill without assistance) kill/task)	skill/task can usua	illy be performed indep	endently)			
Research/Scholarship		Unsatisfactory	Novice	Intermediate	Advanced	Expert	Don't know	N/A
Demonstrating ability to evoluin a	Student	0	0	• 5	0	0	0	0
broad range of topics in the discipline	Advisor							
Understanding key methods used in	Student	0	0	0	•	0	0	0
the discipline	Advisor				•			
Demonstrating ability to perform the	Student	0		0	0	0	0	0
key research methods/procedures used in the discipline	Advisor		0	•				
	Student	0	•	0	0	0	0	0
Critical reading and analysis of field								
Critical reading and analysis of field literature	Advisor		·					
Critical reading and analysis of field literature	Advisor Student	0	0		0	0	0	0

#### 4. Submitting a Meeting Confirmation

It is a university requirement that students meet with their advisors to discuss their IDP, and so they will need to report the date on which this meeting took place. Students may do so in one of two ways:

a. Click on the icon on the "Meeting Confirmation" column in their table list view:

own Annual Academic Progress	and Professional Developi	ment Plan (aka IDP)			
he Johns Hopkins University requ rocess:	ires that PhD students and t	h <mark>eir</mark> advisors discuss, at lea	ast annually, the student's academic progress and profess	ional development plan. There are four	r steps in this
<ol> <li>Complete the questionnain</li> <li>Share the responses: As soor your advisor's responses.</li> </ol>	: Both the student and the a n as the questionnaires are s	advisor(s) complete the que submitted they are shared v	estionnaire separately. with each other on this interface. Note that you must con	plete your own questionnaire before g	getting access to
3. Meet to discuss: After sharin	g their responses, the stude	nt and advisor(s) meet to (a	a) discuss their responses and (b) come up with a final act	ion plan. The final action plan should b	be shared with the
thesis committee.					
thesis committee. 4. Confirm that the meeting t	ook place: After the meeting	g. the student completes th	he Meeting Confirmation form to document that the mee	ing took place.	
thesis committee. 4. Confirm that the meeting to 10 DP form for year 2024-2025	<b>pok place</b> : After the meeting	g, the student completes th	he Meeting Confirmation form to document that the mee	ing took place.	
thesis committee. 4. Confirm that the meeting t te IDP Form for Year 2024-2025 Student IDP Forms	ook place: After the meeting	g, the student completes th	ne Meeting Confirmation form to document that the mee	ing took place.	
thesis committee. 4. Confirm that the meeting to the IDP Form for Year 2024-2025 Student IDP Forms demic Year Advice	Sook place: After the meeting	g, the student completes th	the Meeting Confirmation form to document that the mee	ing took place.	A Meeting Data
thesis committee. 4. Confirm that the meeting to the IDP form for Year 2004 2002 Student IDP Forms demis Year Advisor	ook place: After the meeting	g, the student completes th Submitted Date	Meeting Confirmation form to document that the mee     View Combined Student/Advisor Responses	A Meeting Confirmation	<ul> <li>Meeting Date</li> </ul>

#### OR

b. Access the "Combined Student/Advisor Responses" view and click on the "Meeting Confirmation Form" button.

1

P Form		~	
How To Page	Please confirm that you and your advisor(s) met to discuss your SOM Annual Academic Progress and Professiona Development Plan (aka IDP) based on the forms you completed on this site.		[ Sig
GBE Common IDP Forms - J	Student Name:		
Student: Gogos, Arhonda	With Advisor: Date of the Meeting		eting Confirmation Form Expand All
Instructions for completing the que	mm/dd/yyyy	Ē	
• A. Research Project and Progress	Cancel Swo		
B. Research Integrity			
► C. Mentoring		Close	
D. The Lab/Research Team Environm	ent		
• E. Diversity, Equity and Inclusion			
A 5 Deefeestional Development			

Students can enter the date of the meeting and save. The advisor and the program administrator will be able to see the date as soon as it is entered.

## Note that students are able to report a meeting date only after both they and their advisor submit their IDP forms.

#### 5. Notifications [not yet available]

Individual programs will be able to activate/inactivate the following notifications. Only students who have dissertation advisors listed in SIS will be included:

- a. Notification when the IDP form for the new academic year becomes available (Sept 1)
- b. If the student has not submitted their form, notification when their advisor submits theirs.
- c. A week *after* both student and advisor submit their forms, reminder that they need to meet and submit the meeting date.
- d. If the meeting confirmation date has not been submitted, reminder that the IDP process must be completed by the end of the academic year (sent 2 months before the Aug 31 deadline).

#### E. Advisor Portal

#### 1. Generating an IDP Form

The Advisor Portal allows dissertation advisors to manage the IDP forms for all their students in one place.

orm					SCHOOL of MEL
ow To Page					Welcome, agogos1
▼ Instruction					
SOM Annual Academic Progr	ess and Professional Dev	velopment Pla	n (aka IDP)		
<ol> <li>Complete the questionn</li> <li>Share the responses: A: 9</li> <li>your advisor's responses:</li> <li>Meet to discuss: After shi thesis committee.</li> <li>Confirm that the meetin</li> </ol>	aire: Both the student and soon as the questionnaire aring their responses, the g took place: After the m	I the advisor(s) s are submitted student and ad eeting, the stud	complete the questionnaire separately. they are shared with each other on this interface. visor(s) meet to (a) discuss their responses and (b) dent completes the Meeting Confirmation form to	Note that you must complete your own questionna come up with a final action plan. The final action pl document that the meeting took place.	ire before getting access to an should be shared with the
Select Student	∽ 2024-2025	~	Create IDP Form for Year 2024-2025	Student Name	Search
✓ Advisor IDP Forms					

Advisors may generate a new IDP form for each of their students once per academic year (defined in this system as September 1 – August 31):

- a. Select the student's name from the drop-down menu
- b. Make sure the correct academic year is selected
- c. Click on the big blue button to create the IDP form

50M Annual Academic Pro	ress and Professional Dev	elopment l	Plan (aka IDP)		
he Johns Hopkins University process:	requires that PhD students	and their ac	dvisors discuss, at least annually, the student's academic pr	ogress and professional development plan	There are four steps in this
2. Share the responses: A	soon as the questionnaire	s are submit	r(s) complete the questionnaire separately. ted they are shared with each other on this interface. Note	that you must complete your own questio	nnaire before getting access to
your advisor's response. 3. Meet to discuss: After s thesis committee. 4. Confirm that the meet	naring their responses, the ng took place: After the m b.	student and eeting, the s	advisor(s) meet to (a) discuss their responses and (b) com student completes the Meeting Confirmation form to docu <b>C</b> •	e up with a final action plan. The final actio ment that the meeting took place.	n plan should be shared with the
your advisor's response. 3. Meet to discuss: After si thesis committee. 4. Confirm that the meet <b>a.</b> Select Student Select Student	naring their responses, the ng took place: After the m b. 2024-2025	student and eeting, the s	advisor(s) meet to (a) discuss their responses and (b) com student completes the Meeting Confirmation form to docu C. Create IDP Form for Year 2024-2025	e up with a final action plan. The final actio ment that the meeting took place. Student Name	n plan should be shared with the

If any of your students are missing from the drop-down list or if there are names of students for whom you are not a dissertation advisor, please contact your students' graduate program coordinator as soon as possible.

If the advisor already created a form for a specific student and academic year, the blue button would become greyed-out / inactive for that combination.

After the IDP form is created, it will be listed in the "Advisor IDP Forms" table (see below). If an advisor has a long list of IDP forms, they can search by the student's name using the search tool on the right.

50M Annual Academic P							
	rogress ar	d Professional Dev	elopment P	lan (aka IDP)			
he Johns Hopkins Univer	sity require	s that PhD students	and their ad-	visors discuss, at le	east annually, the student's acade	mic progress and professional developn	nent plan. There are four steps in this
rocess:			L'm				
1. Complete the quest	ionnaire: E	Joth the student and	the advisor(	s) complete the q	uestionnaire separately.		
2. Share the responses	: As soon a	is the questionnaires	are submitt	ed they are shared	d with each other on this interface	e. Note that you must complete your ow	n questionnaire before getting access to
your advisor's respon 3. Meet to discuss: After	ises. or sharing '	their responses the	tudent and	advisor(s) meet to	(a) discuss their responses and (	a) come up with a final action plan. The f	inal action plan should be shared with the
thesis committee.	in sinuning i	nen responses, ore s	to dent and t	1011301(3) 111001 10	(a) abcass area responses and p	y come op mere mere mere ner	na deadr partarouid de silo ed mar ale
4. Confirm that the me	eting too	k place: After the me	eting, the st	udent completes	the Meeting Confirmation form t	o document that the meeting took place	e.
C - 1		2024 2025			C No DODA DODE	6 J.	Court I
-Select Student	~	2024-2025	~	Create IDP Fo	orm for Year 2024-2025	Student Name	Search
Select Student	~	2024-2025	~	Create IDP Fo	orm for Year 2024-2025	Student Name	Search
Select Student Advisor IDP Forms	~	2024-2025	~	Create IDP Fo	orm for Year 2024-2025	Student Name	Search

#### 2. Completing the form / questionnaire

After clicking on the pencil icon under the "My Forms" column, advisors can access the different sections of the form through a sub-menu. On each page, they see the name of the student.

A Section B Section C S	Section D Section E Section G Section H Section How To Page	Welcome, agogos1   S
A. Research Pr	roject and Progress	
Student Name:		
When do you exp	pect your student to graduate?	
Student: When do	you expect to graduate?	
O Less than 1	year	
O 1 year		
O More than 2	years	
14	(hat is the long-term goal of the student's research project and how does it fit into the overall goals of the lab/research team?	
	That is the form set of the statements research project, and now does it in the time the ordering galars of the factors statement earlier.	
	stadent. Ynat is de tong-term goar of your research project, and now does it fit into the overall goals of the tabresearch team:	
		Save Textbox
	testing testing I	
Describe the stur	lands second a second listematic from the last upp	

The advisor questions are shown in black font. Where there are equivalent student questions, they are shown in blue italics font, just for the user's reference.

It is important to save frequently. Advisors may save what they type in a textbox by clicking on the "Save Textbox" link on its upper right side (see above), and they may save the whole page by clicking on the Save button at the bottom of each page (see below). Also, the Next button has saving functionality.

what challenges could make these goals difficu	It to achieve for this student?
Student: What specific actions will you take to meet th	ese goals? What challenges could make these goals difficult to achieve?
	Save Textbo
What could you do to help your student overco	me these challenges?
Student: As your advisor, how can I help you overcome	these challenges? (If you are answering for more than one advisor, you may want to specify which one you are referring to in your answer below.)
	Save Textbo

#### Section G focuses on evaluation of competencies and provides specific guidance at the top of the page:

G. Evaluation of Competencies	
Student Name:	
Both the student and the advisor complete the following table independently and evaluate the level	el of the student's competency in different areas.
Students: For each area or skill, select the level of competency you believe you have. Advisors: For each area or skill, select the level of competency you believe the student has.	
The goal for each of these areas is to reach "high competency" (levels 4 and 5) by the time the stud	dent is ready to graduate.
Levels	
1. Unsatisfactory (cannot / does not perform the skill/task)     2. Novice (needs help or guidance when performing this skill/task)     3. Intermediate (help from an expert may be required from time to time, but the skill/task can use     4. Advanced (can perform the actions associated with this skill without assistance)	ually be performed independently)

Before submitting their form, advisors may preview their responses through the Preview button at the bottom of Section H:

Student Name:	100				
Focus Areas					
You may list below areas that sho focus areas.	uld be a priority for further developm	ent in the upcoming year. Duri	ng your in-person meeting, please discuss with	the student strategies and resources for identif	fying activities in their
Student: Please list 5 of the above activities in the focus areas.	areas you would like to make a priority	for further development in the	upcoming year. During your in-person meeting,	please discuss with your advisor strategies and I	resources for identifying
	N				Save Textbox
Testing Testing	64				
Action Plan					

-

The Preview opens as a separate window where advisors can expand /collapse all or individual sections to review their responses, and they can go back to the application in the original window to make edits.

IDP Form	school # Medicine school # Medi	DICINE
A How To Page	Welcome, agogos1   Sign Out Welcome, agogos1	Sign
GBE Common IDP Form - Academic Year 2024-2025		Т
or Student:	Elippand All	
A. Research Project and Progress		
B. Research Integrity	· identifying activities in their	
C. Mentoring	25 and resources for identifying	
D. The Lab/Research Team Environment	Save Textbox	
E. Diversity, Equity and Inclusion		
F. Professional Development		

When ready, advisors can click on the Submit button at the bottom of Section H to submit their responses. They will see a pop-up window reminding them that their submitted form will be automatically shared with their student as soon as the student submits their form. They may click OK to submit, or they may Cancel and submit later.

H. Focus Areas and Action Plan           Student Name:         OK         Cancel           Focus Areas         Cancel         Cancel	
Student Name: Focus Areas	
Focus Areas	
You may list below areas that should be a priority for further development in the upcoming year. During your in-person meeting, please discuss with the student strategies and resources for identifying activity	vities in their
focus areas.	6 . 11 . 11 t
Student: Please list's of the above areas you would like to make a priority for further development in the upcoming year. During your in-person meeting, please alscuss with your advisor strategies and resources activities in the focus areas.	for identifying
Si chi chi chi chi chi chi chi chi chi ch	ave Textbox
Testing Testing	
Action Plan	

As soon as advisors submit their responses, the icon under "My Form" changes from a pencil icon to a document icon indicating that they cannot edit their form any longer; they may only view it. The date the form was submitted is listed in the next column:

SOM Annual Academic	Drograss	and Professional Dev	elonment [	lan (aka IDD)			
Now Annual Academic	rigiess	and Professional Dev	eropment				
The Johns Hopkins Univer process:	rsity requ	res that PhD students	and their ac	lvisors discuss, at	least annually, the student's acad	emic progress and protessional development plan.	There are four steps in this
<ol> <li>Complete the quest</li> <li>Share the response your advisor's response</li> </ol>	tionnaire s: As soo nses.	: Both the student and n as the questionnaires	the advisor are submit	(s) complete the o ted they are share	questionnaire separately. ed with each other on this interfac	e. Note that you must complete your own question	nnaire before getting access to
<ol> <li>Meet to discuss: Aff thesis committee.</li> <li>Confirm that the m</li> </ol>	ter sharin	g their responses, the s	eeting, the s	advisor(s) meet to	o (a) discuss their responses and ( s the Meeting Confirmation form (	<li>b) come up with a final action plan. The final action o document that the meeting took place.</li>	plan should be shared with the
<ol> <li>Meet to discuss: Aff thesis committee.</li> <li>Confirm that the m</li> <li>Select Student</li> </ol>	ter sharin neeting to	g their responses, the s <b>bok place</b> : After the me 2024-2025	eeting, the s	advisor(s) meet to student completes Create IDP F	o (a) discuss their responses and ( s the Meeting Confirmation form 1	<ul> <li>b) come up with a final action plan. The final action o document that the meeting took place.</li> <li>Student Name</li> </ul>	pian should be shared with the
<ol> <li>Meet to discuss: Aff thesis committee.</li> <li>Confirm that the m</li> <li>Select Student</li> <li>Advisor IDP Forms</li> </ol>	ter sharin teeting to	g their responses, the s	eeting, the s	advisor(s) meet to student completes Create IDP F	o (a) discuss their responses and ( s the Meeting Confirmation form i form for Year 2024-2025	<ul> <li>b) come up with a final action plan. The final action o document that the meeting took place.</li> <li>Student Name</li> </ul>	pian should be shared with the
Meet to discuss: Ait thesis committee.     4. Confirm that the m    Select Student     Advisor IDP Forms     udent Name	ter sharin teeting to	g their responses, the s ook place: After the me 2024-2025 Academic Year	eeting, the s	Create IDP F	o (a) discuss their responses and ( s the Meeting Confirmation form i form for Year 2024-2025 Submitted Date	b) come up with a final action plan. The final action o document that the meeting took place. Student Name Student/Advisor Responses	pian should be shared with the Search Meeting Date

#### 3. Combined View of Student-Advisor Responses

As soon as your student submits their form, the advisor will be able to access the student responses along with their own by clicking on the icon under the "Student/Advisor Responses" column.

udent Name		Academic Year		My Form	Submitted Date		Student/Advisor Responses	Meeting Date	
ddent Name	<u> </u>	Academic real	-	My Form	Submitted Date	<u></u>	Student/Advisor Responses	Meetin	<u>ig Date</u>

This view allows advisors to go over their responses and the student's responses side by side when they meet to discuss. The advisor responses are shown on a light blue background:

	Less than 1 year	1 year	2 years	More than 2 years
Student:	0	0	٠	0
	What is the long-term goal of your research project, and how do	es it fit into the overall goals of the la	b/research team?	
	Student:			
	What aspect of your research project are you most excited about	?		
	Student:			
When do you exp	ect your student to graduate?	1 year	2 years	More than 2 years
When do you exp Advisor:	ect your student to graduate?	1 year	2 years	More than 2 years
When do you exp Advisor:	ect your student to graduate?	1 year O and how does it fit into the overall go	2 years	More than 2 years

This is particularly useful when reviewing the ratings for the competencies listed in section G:

1. Unsatisfactory (cannot / does not 2. Novice (needs help or guidance v 3. Intermediate (help from an exper 4. Advanced (can perform the action 5. Expert (demonstrates consistent e	perform the skill/i ihen performing til t may be required is associated with excellence in this s	task) his skill/task) from time to time, but the s this skill without assistance kill/task)	skill/task can usua	Illy be performed indep	endently)			
Research/Scholarship		Unsatisfactory	Novice	Intermediate	Advanced	Expert	Don't know	N
Demonstrating ability to explain a	Student	0	0	• 5	0	0	0	C
broad range of topics in the discipline	Advisor			•				N/A 0 0 0 0 0 0 0
Demonstrating ability to explain a broad range of topics in the disciplin Understanding key methods used in the discipline	Student	0	0	0	•	0	0	0
the discipline	Advisor				•			N/A 0 0 0 0
Demonstrating ability to perform the	Student	0		0	0	0	0	(
key research methods/procedures used in the discipline	Advisor		0	•				
	Student	0	•	0	0	0	0	(
Critical reading and analysis of field	brudent							
Critical reading and analysis of field literature	Advisor				•			
Critical reading and analysis of field literature	Advisor Student	0	0	0	•	0	0	0

#### 4. Meeting Confirmation

It is a university requirement that students meet with their advisor to discuss their IDP, and so students need to report the date on which this meeting took place. The meeting date will appear under the corresponding column in the table list of IDP forms (in the screenshot below, the date has not been submitted yet).

<ul> <li>Advisor IDP Forms</li> </ul>						
Student Name	Academic Year	My Form	Submitted Date	Student/Advisor Responses	Meeting Date	
	2024-2025		09/03/2024			

Advisors may also see the meeting date through the "Combined Student/Advisor Responses" view by clicking on the "Meeting Confirmation Form" button.

P Form	Meeting Confirmation	X	SCHOOL # MEDICIN
How To Page	Please confirm that you and your advisor(s) met to discuss your SOM Annual Academic Progress and Professional Development Plan (aka IDP) based on the forms you completed on this site.		l Sig
GBE Common IDP Forms - A	Student Name:		
Student: Gogos, Arhonda	With Advisor: Date of the Meeting		ating Confirmation Form Expand All
Instructions for completing the que	mm/dd/yyyy	Ē	
• A. Research Project and Progress			
B. Research Integrity	Calification State		
▶ C. Mentoring		Close	
D. The Lab/Research Team Environm	ent		
• E. Diversity, Equity and Inclusion			
E Professional Development			

Note that the student can report a meeting date only after both the advisor and the student submit their responses on their IDP forms.

#### 5. Notifications [not yet available]

Individual programs will be able to activate/inactivate the following notifications for advisors:

- a. Notification when the IDP form for the new academic year becomes available (Sept 1)
- b. If the advisor has not completed their form, notification that their student submitted theirs.
- c. A week *after* both student and advisor submit their forms, reminder that they need to meet.
- d. If a meeting confirmation date has not been submitted, reminder that the IDP process must be completed by the end of the academic year (sent 2 months before the Aug 31 deadline).

#### F. Administrator Portal

Administrators may access information on IDP forms for all the students in their program. On their program's landing page, there is a search tool at the top, and right below there is a listing of the IDP forms.

The same administrators who have access to the Thesis Committee Tracker tool have access to the IDP Forms area.

								SCHOOL
How To Page								Welcome, ago;
			GBE	Common IDP	Forms for Program	1		
- IDP Search								
Program	Ad	cademic Year	Matriculatio	n Year	Student Name Search	IDP Status		
BCMB	× 1	2024-2025	Y Select Year	~		Select Status		~
Search IDPs	Clear All Filters							
					5			
- Student List								
Academic Year	<ul> <li>Student Name</li> </ul>	Matriculation Date	Advisor Name	Combined Stude	ent/Advisor Responses	Student Completed Date	Advisor Completed Date	Meeting Date
2024-2025		08/24/2023				07/02/2024	07/09/2024	08/29/2024
2024-2025	1.1	08/24/2023	395.0					
2024-2025	100	08/26/2021	1.1					
2024-2025	SAME	08/27/2020	53.88					
	and the second	08/15/2019	and the second	1				
2024-2025								
2024-2025 2024-2025	1.1.1.1.1.1.1.1	08/24/2023						

#### 1. Search Tool

Administrators may search the IDP Forms by academic year, the student's matriculation year, or the student's name. They may also search by IDP status:

- Student Completed Form
- Advisor Completed Form
- Combined Form Available (i.e., both student and advisor have submitted their form)
- Meeting Confirmed
- Meeting Not Confirmed

For example if you would like to see all the students for whom a meeting confirmation has been submitted, select "Meering Confirmed" from the drop down and click on "Search IDPs":

			GBE Common IE	OP Forms for Program			
▼ IDP Search							
Program		Academic Year	Matriculation Year	Student Name Search	IDP Status		
BCMB	~	2024-2025 ~	Select Year		Select Status		K
Search IDPs	Clear All Filters				Select Status Student Completed Advisor Completed Combined Form Av Meeting Confirmed Meeting Not Confir	Form Form ailable I I Immed	
Academic Year	<u>Student Name</u>	<u>Matriculation Date</u>	Advisor Name ^ Combined St	udent/Advisor Responses	Student Completed Date	Advisor Completed Date	Meeting Date
2024-2025		08/24/2023			07/02/2024	07/09/2024	08/29/2024
2024-2025	1.395	08/24/2023	1000				
2024-2025	1	08/26/2021	11				
2024-2025	55.00	08/27/2020	SS N C				
2024-2025	the state	08/15/2019	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				
2024-2025		08/24/2023					
2024-2025		07/01/2019	E E CAR				
		00.07.0000	and the second se				

In this case, the search returns the one IDP form that has an associated meeting date submitted:

<ul> <li>IDP Search</li> </ul>											
Program		Academic Year		Matriculation Year		Student Name Search	IDP Status				
BCMB	~	2024-2025	~	Select Year	~		Meeting Confir	med	~		
<ul> <li>Student List</li> <li>Academic Year</li> <li>Studen</li> </ul>	ıt Name	Matriculation Date	^ <u>Ad</u>	visor Name ^ Combi	ned Student/	Advisor Responses	Student Completed Date	Advisor Completed Date	^	Meeting Date	^
024-2025		08/24/2023					07/02/2024	07/09/2024		08/29/2024	

#### 2. IDP Forms List

In the listing of the IDP forms (see above), there are columns for the academic year, the student's matriculation date, and the advisor's name. The remaining columns indicate the stage of completion:

- Combined view of student and advisor responses, after both are submitted
- Completion date of the student form
- Completion date of the advisor form
- Meeting date

Administrators may use the headers of these columns to sort the table as needed.

The meeting date is submitted by the student, after both student and advisor complete their forms and meet to discuss their responses. Therefore a submitted meeting date indicates that the process has been completed.

#### 3. Combined View of Student-Advisor Responses

Administrators may access the student and advisor responses through a combined form by clicking on the icon under the corresponding column:



Administrators can access the different sections of the form and collapse or expand them as needed. The student and advisor responses are shown next to each other within each section.

me How To Page	
GBE Common IDP Forms - Academic Year 2024-2025	
Student: Advisor:	Review Meeting Confirmation Expanil, All
Instructions for completing the questionnaire	
A. Research Project and Progress	
B. Research Integrity	
➤ C. Mentoring	
▶ D. The Lab/Research Team Environment	
E. Diversity, Equity and Inclusion	
F. Professional Development	
G. Evaluation of Competencies	

#### 4. Notifications and Email Management [not yet available]

Individual programs will be able to activate/inactivate the following notifications for students who have dissertation advisors listed in SIS and their dissertation advisors:

- a. Notification when the IDP form for the new academic year becomes available (Sept 1)
- b. If the user has not completed their form, notification that their counterpart submitted theirs.
- c. A week after both student and advisor submit their forms, reminder that they need to meet and submit the meeting date
- d. If the meeting confirmation date is not submitted, reminder that the IDP process for the academic year must completed (sent two months before the August 31 deadline).

#### 5. Reports Tab [not yet available]

Administrators will be able to generate and export reports through this tab.

#### 6. Technical Support

Students and advisors are directed to contact the program administrators. In turn, administrators may contact OIT for technical support through the "Report a Problem" button at the bottom of each page (shown at the top of each page) or through the <u>Service Desk Portal</u>.

If there are errors in the information shown in the system (e.g., wrong or missing advisor), please check that the information is correctly listed in SIS before opening a service ticket.