

THE JOHNS HOPKINS UNIVERSITY
PROGRAM IN THE HISTORY OF SCIENCE,
MEDICINE, AND TECHNOLOGY

GRADUATE HANDBOOK
for students in the
Department of the History of Medicine

Checklist to a PhD:

Based on 10 semesters of department funding without external funding)

Item	Description	Target completion
1YE-1	First-year exam part 1	End of 1 st semester
1YE-2	First-year exam part 2	End of 2 nd semester
2YP	Second-year paper	4 th semester
Lang. 1	Foreign language reading/translating proficiency	Before advancing to candidacy
Lang. 2	Foreign language reading/translating proficiency	Before advancing to candidacy
RCR	Responsible Conduct of Research requirement	Before advancing to candidacy strongly recommended
Dissertation prospectus defense	Success =advance to candidacy	Sixth semester
TA	Teaching Assistantship	6 semesters total, beginning Yr. 2
Defense prep	Arrange w/ Academic Program Coordinator to review thesis-defense checklist	At beginning of semester in which you plan to defend
Thesis defense		10 th semester, unless outside funding

Checklist to an Online MA

Students may take courses in a different order than that listed here; these are sample pathways through the program.

Regular program:

Year in Program	Courses Taken
1	IHOM, 2 Surveys
2	Methods, Research Seminars, Research Practicum
3	Other 2 Surveys, Elective, Directed Reading
4	Directed Research

Accelerated program:

Year in Program	Courses Taken
1	IHOM, 4 Surveys, Elective
2	Methods, Directed Reading, Research Seminars, Research Practicum
3	Directed Research

Acronyms

2YP	Second Year Paper
DGS	Director of Graduate Studies
DTF	Dean's Teaching Fellowship
HOM	Department of the History of Medicine
HSMT	Graduate Program in the History of Science, Medicine, and Technology
HST	Department of the History of Science and Technology
KSAS	Krieger School of Arts and Sciences
OGBE	Office of Graduate Biomedical Education, School of Medicine
RCR	Responsible Conduct of Research
SOM	School of Medicine
TA	Teaching Assistant

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Introduction and History

Graduate study can be challenging, frustrating, and, for those suited to it, greatly rewarding. We hope that this handbook reduces the middle term of that equation by providing a convenient guide to our program's policies and traditions, as well as answering a few frequently asked questions about graduate life. Bear in mind, however, that this handbook is intended to supplement, not substitute for, the university catalog, guidelines, rights and responsibilities of graduate students, and other official documents which may be found by consulting the JH Medicine website.

The Institute of the History of Medicine at Johns Hopkins comprises the Department of the History of Medicine, the library, and the editorial office of the *Bulletin of the History of Medicine*—the flagship journal of the American Association of the History of Medicine. It was founded in 1929 with a gift from the Rockefeller General Education Board. The department was organized three years later and is the oldest academic department of its kind in the United States. It pioneered graduate education and research in the history of medicine and public health and has played a prominent role in the development of medical history as an academic discipline. The Institute comprises the Department of the History of Medicine, the library, and the editorial office of the *Bulletin of the History of Medicine*—the flagship journal of the American Association of the History of Medicine.

With the department of the History of Science and Technology (HST) in the Krieger School of Arts and Sciences (KSAS), we co-administer the graduate program in the History of Science, Medicine, and Technology. Graduate students in the program share classes, attend colloquium, and socialize together, but the two departments are administratively distinct.

The small size of our program is among its biggest assets. Our students receive a great amount of personal attention, enjoy very small class sizes, and quickly come to feel like respected junior colleagues. Conversely, our students play a significant role in shaping the tone and even the content of the curriculum. You should feel that you can take initiative at any time. If there is a course you would like to see taught, or a discussion group you would like to organize, get in touch with a faculty member and suggest it. Much of what we do is in response to student initiatives.

At the same time, the program's small size means that much is done informally and there is a lot of tacit institutional memory. If you have questions or problems, talk to the senior students, ask your advisor, the DGS, or any faculty member and we will try to explain and/or resolve the issue with you.

Student Rights, Protections, and Duties

The dynamics of a small program such as ours may require some adjustment, especially if you come to us from a much larger program. We work hard to foster an atmosphere of relaxed respect and camaraderie within the program and within the university. In our long institutional memory, serious conflicts among students or between students and faculty are rare. However, an easygoing environment is only possible in an atmosphere of trust. Maintaining such an atmosphere demands that students (like faculty and staff) in our program be held to the highest standards of collegial, professional, and research ethics.

Students, like staff and faculty, have the right to expect to be free from discrimination, harassment, or bias with regard to all federally recognized "protected characteristics." These include sex, gender, marital

status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, veteran status, or any other legally protected characteristics.

Should you feel yourself to be the object of unfair or unkind treatment, harassment or discrimination, you should know that you have rights and resources at JHU. These are spelled out below. For most problems you can't solve yourself, you should go to, in this order, the Academic Program Coordinator, your advisor, the DGS, and the department director. While we always strive to maintain the greatest amount of confidentiality possible, you should know that there are some situations that faculty or staff are required to report if they learn of them. If you wish to guarantee absolute confidentiality, Hopkins has extra-departmental resources for you to talk to at <https://oie.jhu.edu/confidential-resources/> (see also discussion under Title IX). In a particularly delicate situation, you may want to talk to the Ombudsperson or other confidential resource before discussing the matter with your advisor, the DGS, or the department director.

A baseline of ethical conduct is the JHU Student Code of Conduct, which may be found here: <https://studentaffairs.jhu.edu/policies-guidelines/student-code/>

Other resources for student conduct and academic ethics may be found here: <https://studentaffairs.jhu.edu/student-life/student-conduct/resources-conduct-ethics/>

Title IX

Title IX of the Education Act of 1972 states,

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

If you feel that your Title IX rights have been violated, by faculty, staff, or student, visit the University's Office of Institutional Equity, <http://oie.jhu.edu/>. The OIE site has many useful resources including information about filing a complaint. Other valuable resources include Safe At Hopkins (<http://www.safeathopkins.org/>) and the Hopkins Compliance Line (<http://www.safeathopkins.org/resources/johns-hopkins/johns-hopkins-compliance-line/index.html>). A report through any of these sites will find its way to the correct office.

JHU offers two online training courses: a mandatory course for Supervisors (including faculty and course instructors) and an optional course for Non-Supervisors. Senior graduate students who are the sole instructor for a course (such as a DTF) should take the course for Supervisors.

If you wish to know more about Title IX protections and how they are ensured at Hopkins, log into MyJHU, go to Education> "MyLearning" in the sidebar, and find the online course on Title IX for Non-Supervisors. Taking this course is recommended by the School of Medicine but not mandatory.

N.B.: Teaching Assistants are technically Supervisors in the eyes of Title IX.

Americans with Disabilities Act

Johns Hopkins University is committed to creating a welcoming and inclusive environment for students, faculty, staff and visitors with disabilities. Consequently, we work to ensure that students, employees and visitors with disabilities have equal access to university programs, facilities, technology and web properties. To learn more, go to <http://oie.jhu.edu/ada-compliance/index.html>.

General Remarks on Coursework and Advisors

Coursework

You will find that your courses are small and your curriculum after the first year is tailored to your needs and interests. While most of your coursework will naturally be geared toward completion of your fields, every course need not be part of a field. Our courses rarely if ever have exams; in general your grade will depend on participation, a variety of smaller writing assignments, and a paper. Each term, you should meet with your advisor and other faculty to see what research seminars will be offered next semester and then discuss with your advisor which one(s) to take.

Directed readings

Directed readings are tutorial-type courses, often one-on-one or two-on-one with the professor. These typically involve tailoring a reading list to your specific interests and meeting with the professor every week or every other week to discuss books on the list. Directed readings give the same credit as other courses; i.e., a course list that contained three directed readings would be considered a full load, just the same as three research seminars. Directed readings often play a substantial role in shaping your fields—even expanding to become one of your fields.

Research Papers: Writing and Presentation

Students should aim to write at least one research paper (typically 20 pp. or more) based on original sources per semester. You should expect to write papers outside your area of special interest: this is an opportunity to broaden your knowledge and learn to use a variety of sources. Explore and experiment. You should aim toward writing a paper of publishable quality.

Presentation of your work to a larger audience is as important as research and writing. Students are encouraged to present their work at professional conferences. The department will often schedule practice sessions on an ad hoc basis to help you polish your talk. Consult your advisor and/or DGS if you'd like a practice session, which can be arranged in our regular brownbag lunch sessions. If you present a paper or give a talk at a conference, other than AAHM which is already funded, you may request travel funds from the department. See the department administrative manager or ask DGS for details. Requests will be assessed on a case-by-case basis and dispersed based on availability of department funds.

Choosing an advisor

In your first year you will be assigned a provisional faculty advisor, depending on your interests, but all faculty are available to assist you. Near the beginning of the second year, you should determine the area you wish to specialize in and choose an advisor who is willing to supervise the rest of your graduate program. Your advisor should help you design a coherent, individualized program of studies. Generally, your advisor will be the person you expect to be your dissertation advisor. It is not uncommon for students to change advisors during the course of advancing to candidacy, however, and a change of advisors can take place in conversation with the DGS and/or the director of the Department.

Academic Requirements Pre-Candidacy

During the first two to three years, our students work both to attain a general mastery of the history of medicine and to learn the foundational skills of academic research and writing. As you progress, you will begin to specialize in a few specific areas, and ultimately to choose a dissertation topic. The formal requirements for pre-dissertation students include: completing four fields; preparing and presenting a second-year paper; and demonstrating reading proficiency in two foreign languages.

Fields

The graduate program is organized around fields. A field is intended to demonstrate a student's mastery of a specific body of knowledge, both for the student's own scholarly work and as a preparation for teaching. Each student must complete a field in the foundations of the history of medicine, plus three other fields to be chosen in consultation with your advisor. Fields are put together with a combination of seminars and independent readings.

Flexibility is one of the most valuable features of the graduate field; professors and students have leeway to tailor a curriculum designed to fill in identified weaknesses, tap strengths, and broaden and deepen students' approach to their research topics. Fields usually have one advisor but splitting a field between two faculty members with complementary interests is not rare.

Field	1. Foundations of the History of Medicine	2. Special Subject in the History of Medicine	3. General History	4. Elective
Require-ments	140.105 (UG survey); 150.701 (grad section) 150.xxx Methods	<i>At discretion of professor, any combination of:</i> <ul style="list-style-type: none"> • Graduate Seminar; • List of books for independent reading • One-on-one (or two-on-one) meetings with professor • Directed Readings (150.7xx); • Writing assignments (Often but not always historiographical) • Other research/writing/exams 		
Examples	———	A. History of Medicine in Early Modern England; B. History of Public Health; C. 19 th -21 st Century Biomedicine	A. Modern Germany; B. 20 th C. U.S. Social & Cultural C. Colonial Africa	A. History of the Brain Sciences B. Maps and Geography C. Epidemiology

Figure 1. PhD students complete 4 fields. Bottom row is for example only—the possible combinations are essentially limitless.

As a rough guide, a field may be from one to three semesters' duration, and frequently involves some combination of course/seminar attendance, one-on-one tutorials, independent reading, and writing assignments. Writing assignments may include a historiographic essay, literature review, a semester-long

course syllabus, shorter essays on specific topics, and a bibliography. Again, though, you, your primary advisor, and your field advisor may design requirements to fit your needs.

Begin by discussing fields with your advisor and approaching the relevant faculty. It is important that you clearly articulate with the field advisor(s) what the field is to cover. Faculty members should work out a list of requirements and a provisional list of readings. It is understood that reading lists often evolve somewhat over the course of the field, but changes to the reading list should be moderate and should make sense with the focus of the field.

Completion of a field is documented by an email from the field advisor (1-2 sentences is sufficient; some add a line of detail) sent (preferably simultaneously) to:

- 1) the DGS
- 2) the student's principal advisor; and
- 3) the departmental Academic Program Coordinator.

Field 1: Foundations

The first field—Foundations of the History of Medicine—is tightly structured and is completed in the first year. It provides all our students with a common foundation in the subject matter and methodology of the history of medicine. It comprises the two-semester undergraduate survey course in the history of medicine and a companion graduate-level reading course led by the survey instructor, in which students read more deeply into the primary and secondary literature, and the one-semester course, "Research Methods in the History of Science, Medicine, and Technology."

[N.B. In practice, faculty may talk about "three fields," acknowledging tacitly the Foundations field which all students in good standing beyond their first year have passed.]

First-year exam

At the end of their first and second semesters (in most cases, December and May of the first year), all students take a 36-hour, open-book, open-note, take-home exam, which covers the material in the Foundation field courses. Speak to your advisor and to the faculty leading the survey about specific requirements for the exam. The exam is graded pass/fail. Students are notified in writing (and often in person as well) of the results of their own exam, usually within a few days of taking it. A grade of Pass or High Pass on both halves of the exam constitutes successful completion of the Foundations field. Since the exam is intended to be diagnostic, it is not unusual for the faculty to ask a student to rewrite one or more of their responses on the exam, following comments and discussion on what we thought was lacking.

Fields 2-4: Specialization

The remaining three fields are much more flexible. Completed during the second and third years, they normally consist of a combination of research seminars and individual reading courses. The second field is a focal topic within the history of medicine. The third field should be in a historical discipline outside the Program (normally, a branch of History). The fourth field is highly flexible and negotiable depending on student interests and needs. It can provide an opportunity to work directly with another faculty member within the program on a relevant subject, or it can extend beyond historical subjects, to another field of the humanities or social sciences, such as anthropology, or to biomedical fields, such as public health or psychology.

The specific focus and exact requirements of the specialization fields will be determined in consultation between student and advisor, but as a rule of thumb they involve a solid year of work. The most common field format is a seminar and/or directed reading, with one or more papers. Some professors, however, may prefer to administer an exam, and others may expect a historiographic essay, course syllabus, and/or extensive bibliography on the topic. On successful completion of a field, you must request the supervising faculty member to write a short letter of certification and send it to the DGS and the Academic Program Coordinator for your file.

Field waiver

Students may receive field credit for an MA directly relevant to their research with the History of Medicine in consultation with their advisor; many graduate students elect to do another field. As always, this is flexible and should be discussed with your advisor.

Field 5

Occasionally, a student and their advisor decide that a fifth field is warranted. Assuming the languages, etc., are complete, students are eligible to advance to candidacy after completing Foundations and three specialty fields. A fifth field is for the student's interest and benefit and may be completed after advancing to candidacy.

Choosing courses

Toward the end of each semester, you should meet with your advisor and/or DGS to have a conversation about courses for the following semester. While your advisor and DGS will know about course offerings within the program, it is incumbent on you to scan the catalogue to find other courses you may be interested in. These have included (but are not limited to!):

- History
- Anthropology
- Program in Women & Gender Studies
- Program in Africana Studies
- International Health

Some useful resources:

SOM course search: <https://somregistrar.jhmi.edu/SOMCourses/Index> (Most HOM have 150. course numbers)

KSAS course search: <https://sis.jhu.edu/classes/>

BSPH course search: <https://www.jhsph.edu/courses>

Please register as early as possible as KSAS courses fill up quick and space is often limited. Once courses are chosen, please fill out the SOM Change of schedule form, found at <https://hopkinshistoryofmedicine.org/doctoral-program/graduate-student-resources/>.

Please contact the Academic Program Coordinator ([Marian Robbins](#)) for password. For courses not offered by the SOM, you will need to email the professor of the course asking for permission to take the course. Return the completed pdf and professor's permission email to the academic program coordinator who will acquire the appropriate signatures and submit to the graduate office.

Languages

Before advancing to candidacy, PhD students are required to demonstrate reading proficiency in two non-English languages. Requirements vary depending on the language—below are guidelines for the most commonly needed languages. You may, however, test in any language necessary for your work and for which we can find a competent evaluator. Our students have tested in Sanskrit, Arabic, Portuguese, and other languages. The Department currently provides two separate paths to fulfill its language requirements. First, you can approach a qualified faculty member at JHU or, if necessary, another university, to administer a translation or speaking fluency exam. Second, you can attend the year-long German reading course or the summer French written translation course and thereby pass the final assessment from the supervising instructor.

Any language requirement may be fulfilled by taking a translation exam with a recognized expert in that language (i.e., someone who reads and uses primary or secondary literature in that language; not necessarily a native speaker). Some of the most common foreign languages have alternative ways to pass the requirement.

If you are having an expert speaker certify your proficiency, expect an examination of typically 1 to 2 hours, reading and translating text relevant to your work (either primary or secondary source material). Use a JHU faculty member if possible to administer a translation exam; if no one in the department is qualified, then someone at JHU; and if no one at Hopkins is proficient in the language you want, discuss with your advisor and the DGS options for identifying a scholar elsewhere who is competent to evaluate you.

Official documentation of language proficiency requires simply a brief note from a qualified faculty member testifying as to your satisfactory performance (or passing grade on transcript, in the case of classroom work). Make sure the faculty member administering the exam notifies the DGS and our department's academic administrator after the exam.

Common languages and their requirements

For a number of languages, you can take a placement test with a faculty member with fluent reading and translation skills (see Figure 3 below). This usually involves translating a selected text with the use of a dictionary.

German

There are two additional options for German:

1. Pass 2-semester course reading German for scholars; (AS 210.661, "Reading and translating German for academic purposes"); OR
2. Pass online German placement test with grade of Intermediate or higher (<http://advising.jhu.edu/student-roadmap/freshmen/placement-exams/german/>)

French

You may also take the French proficiency test as administered by the French language program in the Dept. of German and Romance Languages. The French program offers an intensive four-week summer session that is not mandatory but which partially fulfills the proficiency requirements. There is an exam and article translation. For more details, contact Professor Kristin Cook-Gailloud, French Language Program Director, Department of German and Romance Languages and Literatures.

Other Languages

For all other languages, discuss with your advisor and/or DGS. Courses are available in several other languages through the [Center for Language Education](#).

For languages not available at JHU or that need to be taken at another institution, the department will cover costs of language instruction during the summer and off-campus on a case-by-case basis. [Foreign Language and Area Studies \(FLAS\)](#) fellowships are available to assist students in acquiring competence in foreign languages. The deadline to apply is usually mid-February. Please contact the DGS and Academic Program Coordinator with any questions.

Arabic	Prof Ahmed Ragab (HOM)
Chinese	Prof Lijing Jiang (HST) Prof Lan Li (HOM)
Dutch	Prof Joris Mercelis (HST)
French	Prof Larry Principe (HST) Prof Ahmed Ragab (HOM)
German	Prof Larry Principe (HST) Prof Joris Mercelis (HST)
Hebrew	Prof Yulia Frumer (HST)
Italian	Prof Larry Principe (HST)
Japanese	Prof Yulia Frumer (HST)
Latin	Prof Larry Principe (HST)
Portuguese	Prof Elizabeth O'Brien (HOM)
Russian	Prof Yulia Frumer (HST)
Spanish	Prof Elizabeth O'Brien (HOM)

Figure 3. Language proficiency testing, HSMT program faculty

Advancing to Candidacy

Once you have completed your fields and language requirements, you are eligible to advance to candidacy. Our program does not have a traditional humanities oral examination (the dreaded “Orals”). We do, however, ask students to prepare and defend a dissertation proposal, which is designed to provide you with a roadmap to your dissertation.

Dissertation proposal

During the third year, students compose a dissertation proposal. The dissertation proposal should be roughly 20–30 pages in length and should include an introduction and literature review, statement of the research question, and a plan for and timetable of research. It should include an annotated table of contents for the dissertation: a list of chapters, with brief synopses of their focus and contents. It is hoped that your prospectus will serve as a roadmap for your dissertation and a jumping-off point for writing grant proposals. Do not, however, be concerned if your dissertation veers away from your prospectus; that is the nature of research. The intended exercise is to get you to express a coherent research agenda.

The dissertation proposal is defended before a committee consisting of your thesis advisor and at least two other faculty members. The defense lasts one to two hours. It may be scheduled when you and your advisor deem that your proposal is ready, but this should be during the third year or at latest early in the fourth year.

Master's Essay

The department does not admit students from outside the university for the MA degree, except through the online M.A. program. Occasionally, a student admitted to the PhD program writes a Master's essay. The student may be re-evaluating whether a PhD is right for them, or struggling to meet the expectations of the program. The program has also been enriched by a number of students already at Hopkins—MD students, graduate students in public health—who have applied to do a Master's in history of medicine. In at least one case, such a student then applied and was accepted to the PhD program.

The requirements for a Master's degree include:

1. One year of residency
2. Completion of satisfactory course work
3. Competency in one foreign language
4. Submission of an acceptable thesis, generally in the range of 50–75 pages.

Although the Master's essay can be understood as remedial, you should also know that a number of our students have undertaken Master's essays, have published them in scholarly journals, and then have gone on to complete the PhD and embark on distinguished careers. About as many others have ended up with terminal master's degrees. Sometimes students who choose to leave the program will complete a master's degree.

Responsible Conduct of Research and Research Ethics

Because we reside within the School of Medicine, we are bound by some of the same requirements as the medical and biomedical science students. *No student may graduate without completing these requirements.* There are two components, Responsible Conduct of Research (SOM) and

Responsible Conduct of Research

Anyone engaged in research at JHU SOM is required to complete each RCR training component every 4 years. Completion of the individual components is tracked through your myLearning portal. The RCR training has three parts:

1. Complete the online [RCR CITI Course](#).
2. Attend two [Research Integrity Colloquia](#) (formerly the Dean's Research Integrity Lectures).
3. Attend one Department/Division Meeting where an RCR topic is discussed.

The website for the [Responsible Conduct of Research Program](#) contains full details of this requirement. Do not forget to sign in when you attend the Research Integrity Colloquia and the department meeting. A total of 3 hours face-to-face time is required.

Your DGS has information about meetings and seminars that will fulfill #3.

Research Ethics Training

SOM Ethics Policy states that all SOM students are required to take 8 course hours of Research Ethics in their time as a graduate student. The modules are provided through the Office of Biomedical Graduate Education and you will be notified of the schedule by email. Two 4-hour modules (one each semester) consist of 2.5 hours of lecture and 1.5 hours of small group discussion.

The Dissertation

Nothing will do more to shape your future career than the choice of subject and the quality of your thesis. The subject will be negotiated between you and your advisor, sometimes with the assistance of other faculty members with particular expertise in the field. Your dissertation must be an original contribution to knowledge, and should be defined in a way that allows you to complete it within 2-3 years.

In selecting a project, remember that you will be making a serious investment of your time and energy over the next several years. Your first book will most likely be derived from the dissertation. Don't be discouraged if your first couple of ideas don't fly. Feedback from your advisor up front can save you from making some costly mistakes.

Thesis committee

Soon after you begin your dissertation, you and your advisor should assemble a thesis committee. The university has specific guidelines about the composition of your committee. It must contain five members.

At least two and no more than three members must be "internal"—i.e., members of the history of medicine department; the remaining members are "external." Often these are drawn from the HST faculty and from other JHU faculty relevant to the dissertation (history, philosophy, psychology, public health, and so forth).

Non-JHU faculty may serve as external members—if their specialty is not covered by a JHU faculty member. Your advisor will need to write a letter petitioning to add a non-JHU faculty member to your committee; it's a formality, but an important one.

Your committee—particularly your internal members—can be of great help throughout the dissertation process, through discussion of thorny interpretive problems, comments on chapter drafts, and so forth. Students are encouraged to get their committee members involved *before* scheduling their dissertation defense.

Dissertation defense

As you near completion of your dissertation, discuss possible dates for your defense with your advisor, who will work with you on the tricky logistics of herding five professors into one room at the same time. The five dissertation committee members are your advisor, two departmental faculty members ("internal"), and two faculty members with primary appointments outside the department ("external"). Faculty members in the History of Science and Technology Department may count as either "internal" or "external" depending on their status in the School of Medicine system. Sometimes it is possible to arrange for an "external" examiner

who is outside of the JHU. In both these cases, you or your advisor should contact the DGS for further information.

Send your dissertation to your committee members a month in advance to ensure they have time to read it carefully. The defense itself lasts about two hours, with each examiner taking a turn questioning you. After a successful defense you will send one copy of the thesis to the library (for microfilming and binding) and give a second bound copy to the department. Many students also give a copy of their thesis to their advisor.

At the beginning of the semester in which you plan to defend (or the previous, if you are graduating in summer or early in the term), please set up a meeting with the Academic Program Coordinator to go over a

Fall: complete by	Spring: complete by	Task
Early Sept	Early Jan	Discuss possible dates and committee composition with advisor
Early Sept	Early Jan	Contact Academic Program Coordinator to review completion and deadline checklist
Mid Sept	Mid Jan	Contact DGS if there are any questions about committee membership (eg, re: "internal"/"external" status of HST faculty)
Mid Sept	Mid Jan	Confirm defense dates with committee
Late Sept/Early Oct	Late Feb/Early March	Send dissertation to committee c. 1 month in advance or on an otherwise agreed date
Early Oct	Early March	SOM deadlines for paperwork etc. Liaise closely with Academic Program Coordinator
Early Oct	Early March	Defense
Mid Oct	Mid March	Submit copy of dissertation following official guidelines
Dec	May	Convocation

completion checklist.

Meeting the official fall and spring deadlines for the defense affects whether tuition needs to be paid (for the fall) and whether you can graduate at the May ceremonies (for the spring). The exact deadlines vary from year to year, but are sometime in mid-March for May graduation and early October for December graduation. See the Academic Program Coordinator for the exact deadlines in a given year.

After your defense, you will formally submit your dissertation to the university. The typographical format of the dissertation is crucial—the library stacks fairly echo with horror stories of dissertations rejected for the sake of 1/8 of an inch of margin. When the time comes to format your dissertation, see the official guidelines here:

<https://www.library.jhu.edu/library-services/electronic-theses-dissertations/formatting-guidelines-checklist/>

SOM OGBE will contact you with details about convocation ceremony, renting regalia etc.

Figure 2. Typical defense timeline assuming attendance at convocation at the end of the semester

International students

Very Important! To retain J-1 (student) visa status, international students must register for a full load (3 courses) each semester until graduation. After advancing to candidacy, this requirement is achieved by

registering for Dissertation Research and directed readings. See the Academic Program Coordinator if you have any questions.

Teaching

Our program seeks to strike a balance between providing students with ample time for research and providing them with the teaching experience needed to be competitive in the academic job market.

In general, students are expected to serve as teaching assistants (TA) for 6 of their 10 semesters. Being a TA typically involves running a discussion section, grading student work, holding office hours, and assisting in other ways. Graduate students can expect to TA no more than 2 sections per semester, in a course in the School of Arts and Sciences; the School of Medicine; or in the School of Public Health, in onsite or online courses.

Although the number of sections will differ from semester to semester depending on enrollment and the TAs available for each course, every TA should expect one or two sections per course. When possible, graduate students will have the chance to TA for at least one course besides the department's survey during their degree.

Office space is available in Gilman Hall for holding TA office hours. As a guideline, the department suggests that you spend an average of 10-12 hours per week on your TAship. This of course can vary widely over the course of the semester; you should plan ahead to minimize collisions between assignments in your own coursework and the grading of midterm and final exams.

Students do not TA during their first year. As a rule, second-year students TA for the history of medicine survey. During the remaining four semesters of TAships, students may TA for the survey or for other courses, either in History of Medicine or, by arrangement, in the History Department. During the research/writing phase, students are granted two additional semesters free of teaching. The timing of these semesters should be discussed with your advisor well in advance. See the *Appendix: Calendar for a History of Medicine PhD* for a summary of what and when you will likely TA.

Teaching assistants should be aware of resources for student conduct:

- A baseline of ethical conduct is the JHU Student Code of Conduct, which may be found here: <https://studentaffairs.jhu.edu/policies-guidelines/student-code/> .
- Other resources for student conduct and academic ethics may be found here: <https://studentaffairs.jhu.edu/student-life/student-conduct/resources-conduct-ethics/>

The Johns Hopkins Teaching Academy offers a range of resources for developing teachers, including teaching-assistant orientation and a three-day teaching institute. See the [Teaching Academy website](#) for more information.

Funding

Students are admitted with five years of funding, contingent upon their maintaining satisfactory progress. We provide students with funding in several forms: tuition relief, stipend, and health insurance. Your end-of-year letter will indicate what the next year's stipend will be.

Satisfactory progress

At the end of each year in the program, you will receive a letter providing a brief summary of your accomplishments over the year, laying out the goals for the following year, and, assuming satisfactory progress, making an offer of support for the next year. The Department assesses student progress towards the PhD degree using these end-of-year letters, which then students should discuss with their advisers. The Department wants all of its students to succeed and evaluates student work each semester through meetings of the full faculty.

In the first year, satisfactory progress is determined in part by the end-of-term exams and in part by performance in other courses. In the second year, the presentation of a second-year paper is a substantial element in demonstrating satisfactory progress. After the second year, satisfactory progress is largely defined by the student's advisor and the student, with reference to the department's expectations. The single most important assessment of satisfactory progress is made by your advisor; the two of you should work out concrete plans for assessing satisfactory progress from year to year. Final decisions about satisfactory progress are made by the faculty as a whole when it meets in the spring to review the progress of each student, but reaching the goals set out in your letter usually constitutes satisfactory progress. If progress is not satisfactory, students may be denied funding or asked to leave the program. Know, however, that such decisions are taken extremely seriously and are only made after lengthy discussion with the department director and the entire faculty.

Probation

If satisfactory progress is not maintained, a student may be put on probation. The university definition of academic probation may be found here:

<http://e-catalog.jhu.edu/undergrad-students/academic-policies/academic-standing/#academicprobationtext>

No student in our department is placed on probation without full discussion among the faculty (including the DGS). Being on probation does not deprive the student of stipend, health insurance, or any other privilege of JHU student life. Students who are placed on probation will receive a full explanation of why the action is being taken and a clear set of steps for ending the probation. If the terms of the probation are not met, the student may be asked to leave the program.

External support

Some students enter the department with external funding, such as that from the National Science Foundation (NSF), Jacob-Javits Fellowship, or Mellon Fellowship. In these cases, students may receive a larger stipend, or travel funds, than those of other students. These fellowships can provide additional travel funds, and occasionally additional stipend. For department support for graduate student travel and research, see below.

All students in good standing receive tuition relief, health insurance and a research budget.

Students are expected to apply for outside funding for dissertation research and writing, both to strengthen their CVs and to stretch scarce departmental resources.

Students who obtain external funding retain their original funding package: students who obtain external funding in a given semester may "bank" their departmental support money is "banked" and may be used later, for example to maintain support beyond the fifth year if necessary.

Dean's Teaching Fellowship (DTF)

For students who have completed their coursework and advanced to candidacy. Teaching a DTF gives students the opportunity to design and teach their own course.

As of Spring 2021, provides \$11,500 plus 20% tuition (the department picks up the other 80%) for one semester.

(For some other support avenues in the university and beyond, see Appendix 3.)

Conference & research support

The department offers its students support toward research expenses and attendance at conferences. It is a reimbursement account: appropriate expenses will be reimbursed after your purchase or trip, upon submission of receipts. Research funds may be also used to purchase equipment, supplies, or books relevant to your research. At the time of this writing, the department offers students \$1000 per year for research and academic travel, plus travel to the AAHM annual meeting. This amount may vary from year to year, however; your annual letter of support will inform you of the following year's amount. Additional research and travel funds may be available within the department for special needs. Funds may also be available to support training in languages not available at Hopkins; consult your advisor and the department director.

Leave of Absence and Special Status

For medical or personal reasons, or for purposes of conducting research or writing their dissertation away from Baltimore, students may apply for a leave of absence from the program for up to two years. During this period the student will not be registered at the school, will not receive a stipend, and will not have library privileges. The Department may agree to continue the student's health insurance during the leave period.

Students working on their dissertations alternatively may apply for Special Status. This is not an official School of Medicine status, but is granted by the Department. Under Special Status, a student will remain registered as a fulltime student in the program, will continue to receive health insurance, a tuition remission, and library privileges. They will not, however, receive a department stipend. In addition, they may not be employed in another capacity by the department. This status is often used for students who have received outside research funding and wish to "stop the clock" on their five years of departmental funding, while remaining active members of the program. In special cases, students who have exhausted their department funding may also apply for this status while completing their dissertations. Special Status is normally granted for up to one year.

Student Life

The department offers a variety of activities for training, for intellectual exchange, and for socializing. Immersion in the intellectual life of the department is one of the most important aspects of graduate training. By joining in that life, students learn how historians understand, discuss, and debate issues, methods, and sources. If you don't take part, you are not getting the best training that you could; nor will you be well prepared to become a member of a faculty elsewhere. For these reasons, it is expected that

students attend Colloquium and other departmental functions unless research travel or other conflicts prohibit this. The intellectual life of the department is not something produced by the faculty for the students' consumption; rather, it is a group project, with all of us trying to create the intellectual community in which we want to work.

Colloquium

Our weekly colloquium series is a mainstay of the Program's intellectual life. Colloquium is a shared activity of the program and it alternates between the history of medicine department and HST. We meet on Thursday afternoons, 3:00–4:30, during the fall and spring semesters, either in 303-305 Welch Library (East Baltimore) or 300 Gilman (Homewood). Attendance is expected, barring unavoidable conflicts.

Often there is a precirculated paper, although not always. Department students and faculty also present papers at the colloquium, including the Second-Year Paper (see above). The department also sponsors a graduate-student lunch with the speaker and a beer hour afterward (see Other Events, below). The first colloquium of the academic year—usually in early September—is usually given over to a welcome reception in which new students and other new members of the program are introduced.

Graduate Student Association

The School of Medicine GSA provides graduate students with a voice in university affairs and offers support for a wide range of student concerns, from housing and student life to academics. Each department has a representative on the GSA; this responsibility rotates annually. The representative is expected to attend the monthly GSA meeting to report concerns from the students and pass the latest news about GSA's policy and upcoming event/activities to the students (which can be done through an email list). Typically, the current graduate coordinator identifies the department's representative by asking for volunteers. The GSA website is <http://www.hopkinsmedicine.org/gsa/index.shtml>.

Conferences

Conferences are a crucial part of academic life, for learning about new work, presenting your own material, networking, and socializing. You will find many conferences in your areas of interest, but a few mainstays of our field are these:

[American Association for the History of Medicine \(AAHM\)](#)

The flagship conference of the field; held in spring. Because travel, hotel, meals, and registration for AAHM are substantial expenses, the department has traditionally provided support for students to attend.

[History of Science Society](#)

Many of our faculty and students join the History of Science Society, which holds its annual meeting in the fall, usually in early November.

[JAS-Med](#)

The Joint Atlantic Seminar in the History of Medicine is an annual, informal, graduate- student-run conference held each fall. The venue rotates among the various institutions on the East Coast that have programs in the history of biology.

Hopkins was instrumental in organizing the first JAS-Med meeting (also at Harvard) in 2004. These meetings are known as fora that combine intellectual rigor with a warm, supportive atmosphere. Although the department has not provided independent support for the JAS meetings, they are run on a small budget with little or no registration fee; students who travel to the meetings generally stay with other students to further keep expenses down.

JAS-Bio

JAS-Med is modeled on a similar meeting for the history of biology, usually on or about the first weekend in April. First held at Harvard in 1964, JAS-Bio has been the site where many of our students, their advisors, and even their academic grandparents have given their first papers. It moves up and down the mid-Atlantic and Northeast, with a different school hosting each year.

Society for the Social History of Medicine

The UK-based SSHM holds a biennial conference (mid-July, even-numbered years). Usually the conference has a specific theme, but in practice there is a lot of latitude for topics making it onto the program. Many of our students present at this conference.

Other departmental and program events

Pre-Colloquium lunch

Students are invited to have lunch with the seminar speaker, usually from 12:30pm until about 1:30pm (the department picks up the check). Please tell the Academic Program Coordinator at least a day in advance if you plan to go to lunch.

Post-Colloquium happy hour

A sacred tradition. After Colloquium, students and faculty gather at a local watering hole for drinks and snacks with the speaker, again on the department's tab. This is a valuable and fun opportunity to talk shop with visiting scholars, catch up with Program faculty, or just socialize with fellow students.

New student recruitment "weekend"

Usually the first Sunday-Monday in March, we invite students to whom we have offered admittance to our program for two days of meetings and social events. The collegial spirit and warmth of our graduate students is often mentioned as a reason that students choose Hopkins; your assistance in making them feel welcome is much appreciated—most of you probably experienced it!

Special seminars

We may have other events during the semester—watch the printed colloquium poster, your email inbox, and the department website, Facebook page and Twitter account for announcements.

Monday lunch

Occasional brown-bag seminar by department faculty and students—a good forum for practice talks—or other presentations of interest to the department. Check department events calendar.

Halloween party

Hosted by the HST department—with a history of science and medicine costume theme, of course!

Holiday party

Usually held a week or so after the first-year exam (for obvious reasons!) in the 3rd floor lobby area of the Institute. Bring a dish to pass and/or an appetite.

Getting help

We hope you will find graduate school to be one of the most rewarding times of your life, but it can also be stressful. The university has created an online portal to serve as a single website source of urgent and emergent contacts to help students needing mental health support (including any concerns for suicide or self-harm), substance use support, help with life and emotional challenges, physical health support, as well as security services or assistance with facilities or environmental concerns.

<https://www.hopkinsmedicine.org/som/students/graduate-programs/student-resources/getting-help.html>

That site includes contact information for the Student Assistance Program (JHSAP), which offers resources for anxiety and depression, school problems, grief assistance, substance abuse, and other issues. Services are free, confidential, and unlimited. You can reach them online at <http://www.jhsap.org> or by phone at (443) 287-7000 (local) or (866) 764-2317 (toll free).

Online Program

The Department of the History of Medicine offers a suite of graduate-level online courses. Students may take individual courses or pursue a Certificate or MA Degree in the History of Medicine.

Before taking any online course, students are required to take brief free non-credit course "Introduction to Online Learning". The course is offered on a regular basis throughout the year.

Online students work inside a course management system on their computers or mobile devices to complete assignments and interact with instructors and classmates. There are due dates for course work, but students can log in to the course management system at their convenience.

Online students communicate with their instructors and classmates through discussion boards, group assignments, and online collaborative presentations. Students often say the online environment allows them to learn as much from their classmates as they do from their instructors and assignments. Masters students also attend a one-week research practicum in Baltimore.

Students in the Certificate or MA programs are eligible to apply for student loans.

Online MA Program

The MA Degree provides a wide-ranging and in-depth overview of the history of medicine and offers the opportunity to focus on specific areas of interest. Students work closely with Department faculty to sharpen skills in historical research and writing over a series of twelve courses, culminating in the submission of an original thesis. All courses are 3 credits each for a required total of 36 credits, plus a thesis. By completion of the degree, students will acquire and be able to demonstrate the following core competencies:

1. Demonstrate a breadth of knowledge of key scholarship in the history of medicine from antiquity to the present, with special proficiency in a chosen field of study.
2. Recognize the ongoing and provisional nature of knowledge and engage the past on its own terms.

3. Identify and critically assess primary and secondary sources, and deploy evidence from those sources to build an historical argument.
4. Choose among multiple tools, methods, and perspectives to investigate and interpret materials from the past.
5. Deploy evidence from primary and secondary sources to build an historical argument.
6. Practice the ethics and standards of historical research and writing that require peer critique, citation, and attribution.
7. Develop, plan and complete an independent research project that makes a significant, original contribution to existing literature in the history of medicine.
8. Apply historical knowledge and perspectives to contribute to public dialogue and professional life.

More information about the Online Program (current and future course offerings, tuition fees, eligibility for financial aid etc.) can be found here:

<http://www.hopkinshistoryofmedicine.org/content/online-program-history-medicine>

Online MA Degree Course Requirements

- Introduction to the History of Medicine
- All four Survey courses
- Methods in the History of Medicine
- Research seminar (two terms)
- Research Practicum on-site
- Directed Reading
- Directed Research
- One Elective
- Submission and approval of an original thesis

After admission to the MA Degree, students have 5 years to complete all of the requirements (including 3 years if they have progressed from the Certificate). Students are allowed to repeat any failed course only once. Failure in 2 courses will result in dismissal from the program.

All MA Degree students must complete a free, no credit, online course on Academic and Research Ethics, as well as a Responsible Conduct of Research Module as part of the Research Practicum.

Online Certificate Program:

The Online History of Medicine Program offers a Certificate for those students who wish to explore the history of medicine in depth. The Certificate provides a rich overview of the field and develops basic skills in historical analysis in a set of 6 courses. Courses are 3 credits each, for a required total of 18 credits. Students who successfully complete the requirements of the Certificate can have their credits applied to the MA Degree in the History of Medicine, if they are admitted to that program. Students may also apply directly to the MA Program.

Online Certificate Course Requirements:

- Introduction to the History of Medicine
 - Methods in the History of Medicine
 - Any two of our four Survey courses
 - Two electives (which may include the other 2 Survey courses)
 - Certificate students must complete a free, no-credit, online course on Academic and Research Ethics.
- After admission to the Certificate Program, students have 3 years to complete all requirements.

Appendix 1. Important personnel, contacts, and websites

Prof. Jeremy Greene, Department Director	(410) 955-3178	jgree115@jhmi.edu
Prof. Graham Mooney, Director of Graduate Studies	(443) 267-8147	gmooney3@jhmi.edu
Maggie Cogswell, Administrative Manager	(410)-955-3178	maggiecogswell@jhmi.edu
Marian Robbins, Administrative & Academic Program Coordinator	(410) 955-3662	myrobbins@jhmi.edu
Zee Hinz, Library Specialist	(410) 955-4797	shinz1@jhmi.edu
Michael Seminara, Curator of the Historical Collection	(410) 955-3159	michaelseminara@jhmi.edu
Danielle Stout, Admin. Coordinator, HST Department, Homewood campus	(410) 516-7501	danielle@jhu.edu

Question Topic	Contact
Financial (Stipends, Reimbursements, Bonus Supplements, Payments, Tuition, Health Insurance)	Administrative Manager – Maggie Cogswell
Academic (Registrations, Drop/Add, Upcoming Courses, Graduation Forms)	Administrative & Academic Program Coordinator – Marian Robbins
Academic Program-Specific (Ethics requirements, Fields requirements, Course Requirements per year)	Director of Graduate Studies – Graham Mooney AND Administrative & Academic Program Coordinator – Marian Robbins
Social Media & Website Updates or Issues (Publications, Awards, Events, Bio changes)	Administrative & Academic Program Coordinator – Marian Robbins
Meetings with Dept. Director	Administrative Manager – Maggie Cogswell AND Dept. Director – Jeremy Greene
Meetings with other faculty	Contact them directly

For basic FAQs and forms, visit:

<https://hopkinshistoryofmedicine.org/doctoral-program/graduate-student-resources/>

Contact Marian Robbins for password.

Appendix 2. Calendar of a history of medicine Ph.D.

Below is a rough guide to your time at Hopkins. The first year is fairly fixed, the second more flexible, and the later years are highly individualized. Variations from this calendar should be discussed with your advisor, the graduate coordinator, and if necessary the department Director.

Year	Semester	Coursework	Teaching	Milestones & Expectations
1	1	Attend Survey lectures; grad section; Methods; research/reading seminar	Off	1 st year exam, pt. I (Dec.)
	2	Attend Survey lectures; grad sec.; research seminar reading seminar Begin discussing fields w/ your advisor.	Off	1 st yr exam pt. II (May)
	summer	Begin 2 nd yr paper		
2	3	Electives; work on fields and languages	TA1 (Survey)	Draft 2 nd yr paper; set colloquium date
	4	Electives; work on fields and languages	TA2 (Survey)	Deliver 2 nd year paper at Colloquium
	summer	Reading for fields; research		
3	5	Directed readings; work on fields, languages	TA3 (Survey or other)	Write dissertation proposal
	6	Directed readings; complete fields, languages; defend dissertation proposal	TA4 (Survey or other)	Complete fields Advance to candidacy
	summer	Dissertation research		
4	7	Dissertation research	TA5/off	
	8	Dissertation research	TA6/off	
	summer	Dissertation research/writing		
5	9	Dissertation research/writing	Off/TA5	Ensure ethics requirement is fulfilled
	10	Dissertation research/writing	Off/TA6	Dissertation defense **Internal funding ends**
6	11	Complete writing if necessary	(Own funding)	

Appendix 3. Some internal sources of funding

These are a few sources of university support—generally in the form of teaching.

Note: This is not intended to be a complete list. If you have links that you would like added to this page, let your DGS know.

Semester-long support

Dean's Teaching Fellowship

- For students who have advanced to candidacy
- Develop/teach your own course
- \$10,500 plus 20% tuition (the department of course picks up the other 80%) for one semester.

Women Gender, & Sexuality Teaching Fellowships

<http://krieger.jhu.edu/wgs/graduate/>

- Stipend of \$8,000/course, no benefits
- Multiple opportunities possible

Charles Singleton Center for the Study of Premodern Studies

- Offers travel support for research in Europe
- Singleton Center Prize for best paper in study of humanities in the Premodern era

Expository Writing Fellowship

<http://krieger.jhu.edu/ewp/teaching-opportunities/>

- Lecturer, Instructor, Allen Grossman Teaching Fellows, and Post-Doctoral Teaching Fellows
- Provides stipend, tuition, health insurance

Summer research and teaching support

Program in Women Gender, & Sexuality

<http://krieger.jhu.edu/wgs/>

- Has up to \$2000 of summer research funds

East Asian Studies Program

<http://krieger.jhu.edu/east-asian/fellowships-grants/researchtraining-grants/>

- Has up to \$1800 foreign and \$600 domestic summer research grants

Appendix 4. Johns Hopkins University Mentorship Commitments

Johns Hopkins University is committed to a culture of quality mentoring for all students. The [Policy on Mentoring Commitments for PhD Students and Faculty Advisors](#) provides mechanisms to support a climate of excellence in mentoring for PhD students; and the [JHU Mentorship Commitments of Faculty Advisors and PhD Students](#) outline mentoring expectations that should be discussed by advisors and their students.

Johns Hopkins University requires every PhD program to have a policy in place whereby PhD students and their advisors discuss, at least annually, (a) the student's academic progress, future requirements, and next steps; (b) the student's professional development goals and any next steps; (c) how the advisor can be helpful regarding each. In accordance with this [Policy on Annual Academic and Professional Development Discussions for PhD Students and Their Faculty Advisor](#), our program has developed the following plan: students will be contacted, at a minimum to meet with their advisors each semester to discuss their current status in the program, goals, and struggles to discuss and plan for appropriate way to achieve goals in the coming semester.

Our program ensures that these mentorship commitments are discussed with all incoming students and that mentors are readily available to their advisees. Once students reach ABD status, advisors will meet, at minimum, quarterly with their advisees to discuss their research and writing progress and goals. If you feel like your mentor is not abiding by the promises herein, contact the Director of Graduate Studies and the Academic Program Coordinator.

If you do not feel that your concerns are being addressed, please reach out to the Program Director and Administrative Manager. Other resources available to you include the Assistant Dean or Associate Dean of Biomedical Education and the [University Ombuds](#).

Another resource available to you includes the SOM [Conflict Resolution Procedures in the Context of the Relationship Between Faculty Mentors/Advisors and Graduate Students](#).

University mandated mentorship commitments can be found on the following page.

JHU Mentorship Commitments of Faculty Advisors and PhD Students

This document outlines mentoring expectations of faculty advisors and of PhD students at Johns Hopkins University. These expectations should be discussed together.

Faculty advisors should commit to the following responsibilities:

Training:

- **The PhD advisor has the responsibility to mentor the PhD student.** This responsibility includes committing to the training of their PhD student, building on the PhD student's individual professional background and in support of their individual professional aspirations.
- **The PhD advisor has the responsibility to participate in ongoing and regular meetings with their advisees to discuss academic and research progress.** The advisor and student should agree on expected frequency of and preparation for meetings and use meetings to brainstorm ideas, troubleshoot challenges, and outline next steps. The advisor should identify a co-advisor/mentor should the primary advisor be unavailable for an extended period (sabbatical, leave, etc.).
- **The PhD advisor has the responsibility to participate in a formal annual meeting with the student to discuss academic progress and next steps in the academic program.** This responsibility includes helping to ensure that the document summarizing this annual discussion is completed and submitted in accordance with program requirements.
- **The PhD advisor has the responsibility to encourage their advisees to reach out, as relevant, to additional co-advisors or informal mentors.**
- **The PhD advisor has the responsibility clarify the student's funding package and to clarify any work and/or teaching expectations associate with the package.**
- **The PhD advisor has the responsibility to contribute to a training environment that fosters independent, scholarly research, and professional growth.**

Research

- **The PhD advisor has the responsibility to provide guidance in scholarly research.** This responsibility includes helping to identify a workable research project and helping to set reasonable goals and timelines for research completion. The advisor should encourage the student to expand their skill sets and share ideas with others at Johns Hopkins and externally.
- **The PhD advisor has the responsibility to monitor research progress.** The advisor should encourage effective use of time. The advisor should meet regularly with the PhD student to hear updates on progress, results, and challenges in activities and research.

Professional development:

- **The PhD advisor has the responsibility to discuss career development with the PhD student, including in any number of sectors of interest to the student.** PhD advisors should assist in identifying resources to further the student's professional goals.
- **The PhD advisor has the responsibility to participate in a formal annual meeting with the PhD student to discuss professional development goals.** The advisor should help to ensure that the document summarizing this discussion is completed and submitted in accordance with program requirements.
- **The PhD advisor has the responsibility to nominate the student for relevant professional opportunities and try to connect their advisees to relevant professional contacts and networks.**
- **The PhD advisor has the responsibility to allow time outside of research for student engagement in professional development activities** including, for example, skill building workshops, professional conferences, additional research collaborations, or other informational sessions.

Respectful engagement and well-being:

- **The PhD advisor has the responsibility to treat their advisees, other students, and colleagues with respect at all times.**
- **The PhD advisor has the responsibility to commit to being available to meet with the PhD student.** The advisor and the student should agree on expected frequency of and preparation for meetings, and expected timeframe for responding to emails and for providing feedback on work products. The PhD advisor should give their full attention during meetings and should reach out to PhD students who are not making contact.
- **The PhD advisor has the responsibility to be supportive during both successful and discouraging periods of training.**
- **The PhD advisor has the responsibility to communicate in a respectful and constructive manner, including if the advisor has concerns that the PhD student is not meeting the expectations outlined in this document.** This responsibility includes using concrete and specific language when providing suggestions or critiquing work.
- **The PhD advisor has the responsibility to take an interest in the student's well-being, to listen to any concerns, and to connect the student, as appropriate, with additional resources.**

Policies:

- **The PhD advisor has the responsibility to become familiar with and respect University, school, and program policies for PhD students.** The advisor will acknowledge all PhD student benefits and entitlements, including, as relevant, paid and unpaid leave.
- **The PhD advisor has the responsibility to discuss with the student relevant policies, commitments, and expectations related to funding, work, research assistantships, teaching assistantships, sick leave, or vacation.**

Responsible conduct:

- **The PhD advisor has the responsibility to become familiar with university and professional codes of responsible conduct for PhD students.** This responsibility includes reporting any possible violations as required to relevant parties, including to the relevant Dean's office and to the Office of Institutional Equity.
- **The PhD advisor has the responsibility to discuss and help clarify authorship or intellectual property issues and appropriately recognize the student's contributions to any collaborative work.**
- **The PhD advisor has the responsibility to model professional behavior in both interpersonal interactions and in scholarly integrity.**
- **The PhD advisor has the responsibility to complete Title IX Training regarding sexual misconduct and sexual harassment as required by the University.**
<http://oie.jhu.edu/training/>

Continuous quality improvement as an advisor:

- **The PhD advisor has the responsibility to participate in mentor training and best practices discussions.** This responsibility includes striving to be a better mentor and to learn tips and practices that improve their work and skills as an advisor.
- **The PhD advisor has the responsibility to ask advisees for constructive feedback on mentoring.** This responsibility includes doing their best to respond professionally to these suggestions and consider whether or how best to incorporate them into their mentoring interactions.

PhD students should commit to the following responsibilities:

Training:

- **The PhD student has the primary responsibility for the successful completion of their degree.**
- **The PhD student has the responsibility to familiarize themselves with academic milestones and to strive to meet all milestones within the expected timeframe.**
- **The PhD student has the responsibility to meet regularly with the PhD advisor.** This responsibility includes providing the advisor with updates on the progress, outcomes, and challenges in coursework, research, and academic or professional activities. The advisor and the student should agree on expected frequency of and preparation for meetings, and will use meetings to brainstorm ideas, troubleshoot challenges, and outline expectations for work and timelines.
- **The PhD student has the responsibility to participate in a formal annual meeting with the advisor to discuss academic progress and next steps in the academic program.** The student should ensure that the document summarizing this discussion is completed and submitted in accordance with program requirements.
- **The PhD student has the responsibility to seek additional mentors to expand their training experience, as appropriate.**
- **The PhD student has the responsibility to understand their funding package and to clarify any work and/or teaching expectations in line with this funding.**

Research:

- **The PhD student has the responsibility to work with the advisor to develop a thesis/dissertation project.** This responsibility includes establishing a timeline for each phase of work and striving to meet established deadlines.
- **The PhD student has the responsibility to seek guidance from their advisor, while also aspiring increasingly for independence.**
- **The PhD student has the responsibility to engage in activities beyond their primary research responsibilities.** The student should attend and participate in any research-related meetings and seminars relevant to their training area.

Professional development:

- **The PhD student has the primary responsibility to identify their professional goals and to develop their career plan following completion of the PhD degree.** This responsibility includes familiarizing themselves with professional development opportunities within Johns Hopkins and externally. Students should identify specific activities to pursue that will advance their professional development and networking.
- **The PhD student has the responsibility to prepare a Professional Development Plan annually that outlines their research and career objectives.** This responsibility includes discussing this plan annually with the advisor. The student should ensure that the document summarizing this discussion is completed and submitted in accordance with program requirements.

Respectful engagement and well-being:

- **The PhD student has the responsibility to treat the advisor, other mentors, and colleagues with respect at all times.**
- **The PhD student has the responsibility to make themselves available, within reason, to meet with the advisor upon request.**
- **The PhD student has the responsibility to communicate in a respectful and constructive manner if they have concerns that the advisor is not meeting the expectations outlined in this document.**
- **The PhD student has the responsibility to be open to constructive criticism by the advisor, other mentors, and colleagues.**
- **The PhD student has the responsibility, as possible, for their well-being, should consider discussing any concerns with the advisor or other mentor(s), and should connect with available resources when needed.**

Policies:

- **The PhD student has the responsibility to familiarize themselves and comply with University, school, and program-specific policies and requirements for PhD students.**
- **The PhD student has the responsibility to discuss with the advisor relevant policies, commitments, and expectations related to funding, work, research assistantships, teaching assistantships, sick leave, or vacation.** As needed, the student will provide any documentation relevant to stated policies on leave and other requirements to the student's program, school, or the University.

Responsible conduct:

- **The PhD student has the responsibility to conduct themselves in a responsible and ethical manner at all times.**
- **The PhD student has the responsibility to familiarize themselves with University codes of responsible conduct for PhD students.**
- **The PhD student has the responsibility to engage in responsible research conduct.** This responsibility includes completing the responsible conduct of research training requirements of their specific school and program, and any specific discipline training requirements (e.g., animal and human subject work). The student will maintain accurate and contemporaneous records of research activities in accordance with the norms of best practices in their own discipline. The student should discuss authorship and intellectual property issues with the advisor.
- **The PhD student has the responsibility to complete Title IX Training regarding sexual misconduct and sexual harassment as required by the University.**
<http://oie.jhu.edu/training/>