

Johns Hopkins University, Department of Classics Graduate Student Handbook

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Welcome to the Classics Department at Johns Hopkins University. We hope that your time with us as a PhD student will be enriching, and will carry you onward to a productive and satisfying life of work and inquiry increasing our knowledge of the ancient world and communicating its importance to others.

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1. General departmental information and resources

Founded as America's first research university, with its first professorial appointment in Greek, Johns Hopkins has been training scholars of Greco-Roman antiquity since 1876. Throughout its history, the graduate program in Classics has combined intensive study of Greek and Latin language and literature with the latest approaches to research on the classical world. Beyond classical philology, the program offers opportunities for rigorous work in a variety of subfields of Classics, while allowing considerable flexibility to accommodate individual interests. The program aims to produce broad, versatile scholars who have a holistic view of ancient cultures and of the evidence by which those cultures are comprehended. It aims to prepare its doctoral graduates to advance overall knowledge and public awareness of the literatures, languages, art, and culture of ancient Greece and Rome and those cultures' relevance to modern societies.

The faculty of Classics at Johns Hopkins, while small, has a broad range of expertise and is highly interdisciplinary. We combine philological, historical, iconographical, and comparative methods in our investigations of the cultures, broadly conceived, of ancient Greece and Rome. In our teaching and research we employ a rich variety of theoretical perspectives, many of which have been developed or refined at Johns Hopkins. The department has notable strength in the study of classical reception, Neo-Latin, and the history of classical scholarship. Our program also benefits from faculty members whose principal appointments are in other departments or centers, but whose scholarship and teaching focus on the ancient world. In particular, faculty members in the departments of English, German and Romance Languages and Literatures, History of Art, Near Eastern Studies, Philosophy, and the Archaeological Museum offer graduate training and research support relevant to Classics PhD students. Up to date information on the faculty and its research and teaching can be found on the faculty page of the departmental website, at <https://classics.jhu.edu/people/>, and by viewing the [faculty book feed](#).

The classics department enjoys close ties with several local and regional institutions whose missions include the study of the ancient world. These include the Walters Art Museum, with its world-class collection of antiquities and manuscripts; the Baltimore Museum of Art, with its Roman mosaics; and the Center for Hellenic Studies in Washington, D.C. Internationally, it is a member of the American School of Classical Studies in Athens, the American Academy in Rome, and the Intercollegiate Center for Classical Studies in Rome.

The department's main scholarly resource is the Milton S. Eisenhower Library (MSEL), which has broad and deep holdings in all media in the various fields of classical antiquity and includes a rare book division that collects energetically in Classics and intellectual history. The department also has access to a significant collection of Greek, Roman, Etruscan, Aegean, and other antiquities, housed in the Johns Hopkins Archaeological Museum, located alongside the department's own quarters in Gilman Hall.

2. Administrative and funding support for doctoral students

a. Administrative support

Administrative support for PhD students is provided principally by the Director of Graduate Studies (DGS), a faculty member whose departmental role is to advise doctoral students (particularly those who have not yet reached dissertation stage) and monitor their academic and professional needs and progress. For students who have arrived at dissertation stage, their principal thesis advisor serves as their primary advisor and represents their needs to the department. The department chair exercises broader fiscal and academic oversight, and is often involved in conversations about matters that impact graduate students individually and collectively. Matters of status, registration, payments, and the like are handled by the department's administrator, Ginnie Miller, gmilller@jhu.edu. For library-related needs, graduate students may contact Donald Juedes in MSEL, djuedes@jhu.edu.

b. Funding and Time to Degree

All PhD students are full-time students (there is no part-time PhD option). Counting from their first semester of enrollment, all PhD students are guaranteed ten (10) semesters of full tuition remission, health insurance, and a package of stipend and research support totaling about \$32,000.00 (US) per year, an amount which includes summer funding, assuming satisfactory progress in the program. The curriculum of the PhD program is designed to be completed in 10 semesters, hence within the period of guaranteed funding. However, students may have solid academic and professional reasons to seek (for example) a funded fellowship to study or conduct research abroad for a period of time, which may extend their overall time to degree; delays of various sorts in research may also result in students taking somewhat longer to finish their dissertation. While no funding can be guaranteed beyond 10 total semesters, in practice it is often possible to find local sources of additional funding to carry a student through an additional semester or two. Students who are within their semesters of guaranteed funding, and who obtain a non-departmental fellowship sufficient to cover their tuition and provide living support for a semester or more, may "bank" their remaining guaranteed departmental funding, setting it aside for the duration of their external funding and drawing it down later, thereby effectively extending the length of their overall funding.

The department is fortunate to have a small amount of endowment income to provide additional support for graduate student research. Students with specific projects potentially requiring additional funding or support are welcome to inquire of the DGS about whether their needs might qualify for resources from one of these endowments.

Students may also supplement departmental funding with funding from a variety of sources outside the department yet still within the University:

- Dean's Teaching Fellowships (DTF), sponsored by the Dean's Office. Dissertation-level students propose small courses to be taught to undergraduates on the topic of their

dissertations (or some related topic). A successful DTF application gives a student an additional semester of full stipend support, tuition remission, and health insurance, paid by the Dean's Office. Only dissertation-stage students, with permission from the department, may apply for a DTF.

- The Charles Singleton Center for the Study of Pre-Modern Europe, supporting graduate student travel and other research expenses for projects involving Europe before 1700.
- JHU Intersession Courses / January Term, Summer Sessions, and SOUL courses (six week courses offered in the second half of the fall semester). Interested students must first consult with the DGS or dissertation advisor, and obtain permission from the Department Chair.
- Travel Funds through the Graduate Representative Organization
- The J. Brien Key Fund, supporting graduate student travel (Dean's Office)
- Free summer intensive reading-knowledge courses in important scholarly languages, offered by the Dean's Office. French and German are invariably offered, with Spanish, Italian, and Latin (taught by a Classics PhD student, for pay) as common additional courses some or most years.
- Teaching in the Expository Writing Program, which provides a full year of additional stipend support, tuition remission, and health insurance. This program is open only to dissertation-level students, and is extremely demanding of time and energy. It is administered through the English Department.
- Hall Fellowships at the Walters Art Museum, open to all students in good standing who have interests in manuscripts or classical art.

The University-wide time limit on PhD student enrollment is nine total years (18 semesters) for students entering in the Fall of 2019 or later. The limit is twelve years (24 semesters) for students who entered before Fall 2019. Time spent on Leave-of-Absence status (see §6c) is not counted toward these limits. Students whose degrees remain incomplete at the limit that applies to them are dismissed from the University. Extensions to this limit may be sought by petition, but are rarely granted.

3. Requirements of the PhD program

a. Exams

Diagnostic Sight Exams

Students are required to take diagnostic sight exams—in Greek poetry, Greek prose, Latin poetry, and Latin prose—immediately upon entering the program. These exams allow the faculty to identify strengths and weaknesses so that appropriate courses can be selected from the first semester onward.

Reading List Examinations in Greek and Latin

Doctoral students take the reading list translation examinations in Greek and Latin language, offered in alternate Octobers, so that one is completed in October of their second

year and the other in October of their third year. These three-hour written examinations involve translating passages selected from the Greek and Latin reading lists. The examination to be offered in any given October is in the language for which the survey course was offered the previous year. In addition to their work in survey courses, students are expected to devote the summers following the first and second years to continued preparation for the upcoming October exam. At the discretion of the examiners and the department, a candidate who has failed the exam may be allowed to take a second exam, usually in the following February. Serious failure of a first exam or failure of a second exam usually will constitute grounds for dismissal from the program.

- [Download the Greek Literature Reading List](#)
- [Download the Latin Literature Reading List](#)

Foreign Language Exams in French and German

These exams evaluate students' competence in reading scholarly French and German. One must be taken no later than the end of the third semester of PhD study and the other no later than the end of the fifth semester. These exams last one hour, and involve translating a selection from classical scholarship in the examined language.

Comprehensive Oral Examination

Students take a 1.5-hour comprehensive oral exam at the end of their third year. This exam covers three areas, which the student selects from major categories. The selection of areas must be approved by the DGS. Each area is prepared in consultation with a member of the faculty whose expertise is relevant to that area. A panel of Department of Classics faculty attends and participates in the oral exam, which constitutes the last formal pre-dissertation requirement of the program. At the discretion of the examiners and the department, a student who has performed insufficiently may be asked to retake the exam fully or in part. Failure at the second attempt (and possibly at the first) will usually constitute grounds for dismissal from the program.

b. Coursework

Seminars

Students will normally take three graduate courses or seminars per semester through their first two years, then one seminar per semester in the third year. NOTE: Third-year students taking only one seminar must also enroll in Exam Preparation (AS.040.809-810) each semester, in order to maintain the full-time course load required for graduate students. Beyond the third year it is not expected that students will enroll in seminars for credit, though they may audit as interest and time allow.

Surveys of Greek and Latin

Students are required to take reading-list-based intensive survey courses in Greek and Latin (offered in alternate years) in their first and second years in the program.

The department's current course offerings are listed each semester in the [Student Information System](#) website.

For full course listings and more detailed course descriptions for the current or upcoming term, please consult "[course schedule](#)" website of the [Homewood Registrar](#). Additional information about courses offered in recent years can be found in the [KSAS/WSE academic catalog](#). Courses listed in the Academic Catalog may not be offered every semester.

c. Writing

Seminar Research Papers

Students will write a total of six seminar papers: three are to be completed over the course of the first year; and three, or at least two, in the second year; the last paper must be completed at the latest in the fall of the third year, such that all six papers are complete by December of the third year.

Dissertation Prospectus and First Chapter

At the end of the fourth year, students present a large and detailed prospectus of the dissertation, with substantial bibliography, together with a relatively polished first chapter. The aim of this "midpoint" dissertation checkup is to keep the student and adviser on track, so that the student is in a position to apply for grants or positions in the following fall (i.e., during the fifth year of guaranteed funding) and to complete the dissertation in the course of the fifth year. This prospectus and chapter are presented to at least two members of the faculty, one of whom is the dissertation adviser.

Dissertation

The dissertation is a large-scale independent research project, overseen and guided by the faculty advisor, that should make a significant scholarly contribution to the field or fields with which it engages. It should display mastery of all relevant primary and secondary materials, and it should achieve a fully professional level of argumentation, prose style, documentation, bibliography construction, and overall presentation. It should be publishable, perhaps with some revisions, in whole or in part, by reputable peer-reviewed journals and presses.

d. Dissertation Defense / Graduate Board Final Exam

When the dissertation is complete, the PhD candidate must successfully defend the dissertation before a so-called Graduate Board Oral (GBO) committee consisting of five faculty members: either two or three readers from inside the department, and the remainder from outside the department. Before scheduling the defense, the dissertation must be accepted and approved as complete and finished by the dissertation advisor and a second departmental reader, who also serves on the examination committee. These two faculty members write and jointly sign a required letter, addressed to the Homewood Graduate Board, endorsing that the dissertation be accepted in partial fulfillment of the requirements for the PhD degree in Classics. When the candidate, dissertation advisor, and second departmental reader agree that the dissertation is ready or nearly ready to be defended, the director should approach the department chair about identifying committee members and scheduling the defense. The Homewood Graduate Board's policies and procedures make clear that it is the department chair's responsibility, not the responsibility or prerogative of either the candidate or dissertation advisor, to solicit committee members and schedule the defense. Normally, however, the candidate and advisor offer ideas and suggestions to the chair regarding the constitution of the committee and timing of the examination.

Scheduling a GBO defense should be done in awareness of various deadlines for degree conferral for particular semesters, or in light of deadlines for "grace periods" within which candidates will not have to pay additional tuition charges. Candidates should communicate with the department administrator to ensure they understand the deadlines, forms, and procedures involved in scheduling the defense and completing all requirements for graduation. All of these and many additional details regarding the organization and scheduling of the GBO exam can be found on the website of the Homewood Graduate Board [here](#).

As a rule of thumb, the defense should be planned at least eight weeks in advance of the proposed defense date. As soon as the defense date is set, the candidate should send the department administrator the dissertation title and abstract. The candidate is also responsible for providing the "final" (to be defended) version of the dissertation to the examination committee members in whatever format is requested, either electronic or as a hardcopy printed out, for the department administrator to distribute to the readers, at least three weeks prior to the defense date.

Successful defense of the dissertation and electronic submission of work, complete in all its components, marks the fulfillment of the program's degree requirements. Note that there is a fee for submission of the dissertation to the library.

e. Teaching

Every student will teach four to six semesters during their third, fourth, and fifth years in the program. Normally this teaching consists of elementary and intermediate undergraduate courses in Latin and/or Greek, or serving as a teaching assistant to a faculty member conducting a larger, lecture-based or multi-section course. Many students also successfully apply for Dean's Teaching Fellowship courses, which provide an extra semester of fellowship support and tuition remission, and for shorter intersession or half-

semester courses that pay a fixed amount per credit. For further information on these teaching opportunities see §2b above, and consult with the DGS.

A paradigmatic timeline / graphic presentation of the main requirements and benchmarks for the Classics PhD program can be found in the table in the following section.

4. Model Schedule

	1 st semester	2 nd semester	Summer
Year 1	Exam: diagnostic sight exams in Greek and Latin prose and poetry (early September) Coursework: first semester of the Intensive Survey of Greek or Latin, whichever is offered; two additional seminars	Coursework: Intensive survey in Greek or Latin, whichever is offered; two additional seminars Papers: Three graduate seminar papers are to be written over the course of the first year	Intensive individual preparation for upcoming language exam
Year 2	Exams: Ph.D. reading list translation exam in Greek or Latin—whichever was the topic of previous semester’s survey course (October); foreign language exam in French or German (December) Coursework: Intensive survey in Latin or Greek, whichever is offered (the other of the two); two additional seminars	Coursework: Intensive survey in Latin or Greek, whichever is offered (the other of the two); two additional seminars Papers: Two or three graduate seminar papers are to be written over the course of the second year	Intensive individual preparation for upcoming language exam
Year 3	Exams: Ph.D. reading list translation exam in Latin or Greek—whichever was the topic of previous semester’s survey course (October); foreign language exam in German or French (December) Coursework: one graduate seminar, plus the “exam preparation” course Teaching: first semester of teaching, typically a section of Latin elements Paper: If one paper (of the required 6) remains to be done, it must be completed by December	Exam: comprehensive oral examination (late April / early May) Coursework: one graduate seminar, plus the “exam preparation” course Teaching: continuing with teaching, typically a section of Latin elements	Dissertation work

Year 4	Dissertation work Teaching	Presentation: detailed dissertation prospectus and one completed chapter, presented to a faculty committee (late April / early May) Dissertation work Teaching	Dissertation work
Year 5	Dissertation work Teaching (possible) (applying for positions and fellowships, as needed)	Dissertation work Teaching (possible)	

5. Support for graduate student teaching

For graduate students teaching courses in Latin and Greek language, The faculty member designated the “language coordinator” organizes, convenes, and is the designated first stop or resource for all questions relating to course structure and pedagogy. He or she will offer guidance with syllabi, course organization, and in choosing textbooks. The Language Coordinator is also tasked with observing each graduate student who is teaching a Greek or Latin course once per semester, providing the student feedback, and then writing up his or her judgment of the observation, instructor effectiveness, and feedback provided. This record of each “teaching observation” is placed in the student’s department file (§6d below), and is then available for use in assembling a teaching dossier or assessment for letters of recommendation.

For students serving as TAs in courses run by faculty, the faculty member organizing and administering the course provides support, information, and instructions regarding how the TA role is to be carried out.

More systematic training for graduate student instructors in current pedagogies and modern modes of assessment, along with consulting services toward developing a syllabus and assessments suitable to individual courses, and support for the BlackBoard course management system, are available through the Center for Educational Resources ([CER](#)), housed in MSEL. Please consult with the DGS for more information about all these support structures.

6. Departmental and University policies for graduate students

a. Annual progress evaluation and professional development discussion

At the end of each academic year, all enrolled PhD students fill out a self-evaluation regarding their progress through the program, their achievements in the past year, plans for the upcoming year, professional development needs and interests. This survey exists in two forms, one for pre-dissertation-stage students and another for those at dissertation stage

(these documents are included as Appendices 1 and 2 of this handbook). Students at dissertation stage submit the self-evaluation form also at the end of the Fall semester, so for these students the review takes place twice per year. These surveys are distributed and collected by the DGS. For pre-dissertation-stage students, the DGS then schedules a face to face meeting with each student individually, to discuss progress, goals, and concerns on either side as surfaced by the self-evaluation. For dissertation-stage students, the self-evaluation is sent to the dissertation advisor with the request to schedule a conversation about goals and progress. Following these meetings, the DGS or dissertation advisor summarizes the departmental view of the student's situation, including recommendations for goals in the following year. All parties sign the document, which is then entered into the student's departmental file for future reference.

b. Probation and dismissal

Students whose academic progress has been deemed unsatisfactory, as attested by performance in seminars, on exams, in dissertation progress, or in other respects, may be subject to being placed on academic probation. Probation is a timeline laid out by the department, in accordance with school-wide [policy](#), specifying what the student must accomplish or demonstrate within a fixed period of time in order to be returned to good standing. If the terms of the probation are not met, the student will be dismissed from the program.

c. Registration status

Students who are within their ten semesters of guaranteed full support, and/or receiving department funding as TAs or otherwise teaching for the University, are considered "Resident" students. Those still doing coursework are responsible for meeting with their advisers before registering for courses. Once the adviser approves of the student's schedule and lifts the adviser hold, the student is free to register.

If a student has exhausted his or her ten semesters of guaranteed funding and does not have another teaching role that provides additional support, the student will normally apply for "Non-Resident" status. Non-resident students are responsible for paying for their own tuition costs (equivalent to 10% of full-time tuition that year) and health insurance costs, and do not receive a stipend. In order to enter into non-resident status, a student must submit an application through via the department administrator and receive approval from the Dean's Office. Please contact the department administrator for instructions on applying for the change of status, and for registration instructions when on Non-Resident status.

Students facing medical or personal situations that necessitate stepping completely away from their PhD work for a period of time, or if they are called to active military service, should apply for Leave of Absence (LOA) status, for which the process is as described above for Non-Resident status. LOA status normally ranges from one to four semesters, with four normally being the maximum allowable if a student wishes to continue in the program.

Students who have obtained fellowships or other means of studying abroad for a semester or more normally register for Graduate Study Abroad status; again the process for applying is as described above.

General information on graduate statuses can be found on the [residency page](#) of the Homewood Graduate and Postdoctoral Affairs website.

d. Department File

A file is maintained in the department office for each graduate student. These files may contain information to which the student has waived access and/or confidential communications. It should be understood that the department reserves the right to refuse access to portions of the file if a student does not make an appointment in advance to view his/her file. Requests for specific information should be made to the department administrator.

e. General school-wide and university-wide policies governing graduate students

A variety of policies relating in whole or in part to graduate students and graduate education can be found on the [“policies” page of the Homewood Graduate and Postdoctoral Affairs website](#). These include a Student Conduct Code, along with policies governing such matters as probation, funding withdrawal, and dismissal; academic misconduct; research misconduct; grievances; personal relationships; health insurance; mentoring commitments and responsibilities for PhD students and faculty; and various matters of student status and standing (among others).

7. Career preparation and mentoring

The structure of the Classics PhD program is generally oriented toward ensuring that students are well-trained and prepared for employment as academics (broadly understood) and teachers—the fields in which the majority of Classics PhD graduates end up employed. Students are intensively trained to be researchers and teachers, with oral and written work in classroom settings scaffolding up the kinds of presentations that are routine in academic work. The department also invites visiting speakers who model professional presentations and provide PhD students the opportunity to learn how to interact with speakers and other colleagues in the context of a professional presentation. Students are also encouraged and supported to participate (within reason) in academic conferences; and also supported and coached in the nuances of interviewing and the academic job market—via mock interviews and the like—when the time comes.

The department has also been seeking in recent years, along with the administration of the School of Arts and Sciences and of the University, to understand better the paths that PhDs take into careers outside of the academy or teaching more broadly, and to better support students in their preparation to pursue those paths. Information and orientation regarding extra-academic careers for PhD students is available through the Career Center, which has staff focused on careers outside the academy for PhDs. The School of Arts and Sciences

Dean's Office also sponsors occasional programming on "versatile PhDs", and the department sponsors workshops and presentations each semester by people with Classics (or other humanistic) PhDs who are working in non- or para-academic fields—government, publishing, consulting, etc. These presentations provide students with information about how to strengthen their preparation and self-presentation toward pursuing these kinds of careers, and also provide those who are interested in considering such careers with networking opportunities.

The dissertation advisor will normally also serve as the student's chief mentor, as mentoring advice about professional self-presentation, career strategies, and the like emerge naturally from the intellectual and program-oriented focus of dissertation advising. The DGS and/or other faculty members, within or outside of the Classics department (if appropriate), may also serve as mentors for Classics graduate students. Please see the University policy entitled "[Policy on Mentoring Commitments for PhD Students and Faculty Advisors](#)" for more on the responsibilities of both parties in the mentoring relationship. This policy is also attached to this handbook as "appendix 3."

Should a student find that his or her mentor/advisor is not providing satisfactory information and support, the student should, in the first instance, turn to the DGS for additional support and information, and to register any concern about the mentor. Since the DGS is the primary mentor for pre-dissertation students and also of course advises dissertation students, it is possible that the DGS is the person about whom the concern is being expressed. In that case, the student should approach the department chair to register concerns and seek further input.

Appendix 1:
Annual Progress Summary and Professional Development Plan
For pre-ABD Ph.D. Students in Classics

Name:
Date:
Year of study:
Year you entered program:

Ph.D. Program Requirements Checklist

<p>Surveys (indicate the semester, year, and professor)</p> <p>Greek</p> <p>Latin</p>
<p>Six seminar papers: please list papers written (give title), indicate for what seminar and professor, and in what semester and year.</p> <ol style="list-style-type: none">1.2.3.4.5.6.

Exams: Please indicate each exam you have passed, and in what semester. If you partially passed an exam but have not yet retaken any failed part, please describe what remains to do.

Greek reading list exam

Latin reading list exam

German

French

Oral examination (indicate the three fields and examiners)

Teaching

Please list your teaching to date, with course, professor, semester, and year. Intersession and Summer courses should be listed as well.

Free response

Please provide a prose description of your current status, as you see it: what your most important activities of the past year have been, what you see your plans as being for the next year, and note any areas in which you think you may need to focus special attention. Here you may include any other information you think is relevant.

Career and Professional Goals

In thinking about career and professional goals, employment in the professoriate, more broadly in the academy, in other levels of education, and in a wide variety of other employment sectors come into consideration. These questions seek to stimulate thought and discussion about the range of career options available to PhDs. A list of skill sets, which is not necessarily comprehensive, follows at the bottom of this section, after the fourth question.

1. What are your **long-term professional goals**? e.g., What positions or responsibilities and in which sectors (academic, non-profit, policy, government, industry, other) appeal to you for 5-10 years after graduation? Which career options, tracks, or sectors do you want to be in or learn more about?
2. What **shorter-term objectives may help you achieve those goals**? E.g., are there specific skills you would like to acquire or improve? Are there courses, workshops, experiences, internships, etc. that might be helpful in getting additional exposure, furthering, or better articulating, these professional goals? (The list of skill sets at the bottom of this section may help guide some of your thinking in this area)

3. What specific steps will you take to further these professional development goals?

4. Do you anticipate any challenges in meeting these professional development goals? Are there factors that could negatively affect your ability to pursue your short or long term professional goals? What help can your advisor or other faculty/staff provide?

Research/Scholarship
Broad knowledge of discipline
Key methods of discipline
Critical reading and analysis of literature of field
Analytic skills
Creativity and innovation in thinking
Other (please specify) _____
Writing
For a scholarly publication
For a lay audience, the media, or practitioners
Grammar/structure
Other (please specify) _____
Oral communications
To a specialized or technical audience
To a lay audience, the media, or practitioners
Other (please specify) _____
Leadership/Management
Providing constructive feedback
Leading and motivating others
Other (please specify) _____
Professionalism/interpersonal
Networking, seeking advice
Approaching difficult conversations
Professional ethics
Professional and respectful interactions
Other (please specify) _____
Project management

Planning projects, setting timelines
Developing/managing budgets
Time management
Data management
Other (please specify)_____
Teaching
Course planning
Lecture delivery
Leading seminars/discussions
Other (please specify)_____
Career Advancement
Developing/maintaining a professional network
Writing a job letter
Interviewing skills
Preparing a job talk
Negotiating salary and other job elements
Other (please specify)_____
Other (specify)

Response on behalf of Classics faculty by DGS (or delegate):

Appendix 2:
Annual Progress Report and Professional Development Plan
for ABD Ph.D. Students in Classics

Name:
Date:
Year of study:
Year you entered program:

Part 1. Dissertation Progress (*To be completed by the student*)

I am reporting on work completed during the preceding (check one)

- summer and fall semester.
- winter intersession and spring semester.

During the reported period, I completed the following work on my dissertation:

During the next reporting period, I plan to complete the following work on my dissertation:

Additional comments:

Part 2. Career and Professional Goals (*To be completed by the student*)

In thinking about career and professional goals, employment in the professoriate, more broadly in the academy, in other levels of education, and in a wide variety of other employment sectors come into consideration. These questions seek to stimulate thought and discussion about the range of career options available to PhDs. A list of skill sets, which is not necessarily comprehensive, follows at the bottom of this section, after the fourth question.

1. What are your **long-term professional goals**? e.g., What positions or responsibilities and in which sectors (academic, non-profit, policy, government, industry, other) appeal to you for 5-10 years after graduation? Which career options, tracks, or sectors do you want to be in or learn more about?
2. What **shorter-term objectives may help you achieve those goals**? E.g., are there specific skills you would like to acquire or improve? Are there courses, workshops, experiences, internships, etc. that might be helpful in getting additional exposure, furthering, or better articulating, these professional goals? (The list of skill sets at the bottom of this section may help guide some of your thinking in this area)
3. What specific steps will you take to further these professional development goals?
4. Do you anticipate any challenges in meeting these professional development goals? Are there factors that could negatively affect your ability to pursue your short or long term professional goals? What help can your advisor or other faculty/staff provide?

Research/Scholarship
Broad knowledge of discipline
Key methods of discipline

Critical reading and analysis of literature of field
Analytic skills
Creativity and innovation in thinking
Other (please specify)_____
Writing
For a scholarly publication
For a lay audience, the media, or practitioners
Grammar/structure
Other (please specify)_____
Oral communications
To a specialized or technical audience
To a lay audience, the media, or practitioners
Other (please specify)_____
Leadership/Management
Providing constructive feedback
Leading and motivating others
Other (please specify)_____
Professionalism/interpersonal
Networking, seeking advice
Approaching difficult conversations
Professional ethics
Professional and respectful interactions
Other (please specify)_____
Project management
Planning projects, setting timelines
Developing/managing budgets
Time management
Data management

Other (please specify) _____
Teaching
Course planning
Lecture delivery
Leading seminars/discussions
Other (please specify) _____
Career Advancement
Developing/maintaining a professional network
Writing a job letter
Interviewing skills
Preparing a job talk
Negotiating salary and other job elements
Other (please specify) _____
Other (specify)

Student signature and date: _____

Part 3. Evaluation of student progress and professional development plan (*To be completed by the Dissertation Advisor*)

Select one:

1. The student is making satisfactory dissertation progress.

2. The student is making satisfactory dissertation progress, but the plan for the next reporting period should be revised as follows:

3. The student is making insufficient dissertation progress and should be placed on academic probation, which entails submitting defined work by a specified deadline or face dismissal from the program. Should probation be under consideration, please consult with the DGS, who will in turn coordinate on details of policy with the KSAS Director of Graduate Academic Affairs.

To be completed by the Departmental Administrator if option 3 is checked above:

The student was sent a letter of probation with the directions and deadlines given above on the following date: _____. I have attached a copy of the letter to this form.

Additional comments on student's dissertation progress from the Dissertation Advisor:

Additional comments on student's professional development plans from the Dissertation Advisor:

Dissertation Advisor Signature and date: _____

Part 4. Evaluation of student progress and professional development plan (*To be completed by the DGS*)

Additional comments from the DGS, on both dissertation progress and professional development plans as discussed by both student and dissertation advisor:

I approve this report.

DGS Signature and date: _____

Copies of this completed, signed report should be returned to the Student, Dissertation Advisor, and DGS. A copy should also be placed in the Student's permanent file.

Appendix 3

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/>