GRADUATE STUDENT HANDBOOK
DEPARTMENT OF ECONOMICS

JOHNS HOPKINS UNIVERSITY

Academic Year 2022-2023

(Updated August 2022)

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FACULTY

PROFESSORS

Laurence Ball: Macroeconomics

Christopher Carroll: Macroeconomics, Public Finance

Gregory Duffee (Carl Christ Professor): Finance

Mark Gersovitz (Professor Emeritus): Economic Development, Public Finance

Bruce Hamilton (Professor Emeritus): Urban Economics, Public Finance, Labor Economics

Yingyao Hu (Chair): Econometrics, Empirical Industrial Organization, Labor Economics

Olivier Jeanne: International Macroeconomics, Monetary Policy

Edi Karni (Scott and Barbara Black Professor): Economics of Uncertainty and Information, Decision Theory, Microeconomic Theory

M. Ali Khan (Abram Hutzler Professor): Mathematical Economics, Trade, Development

Robert Moffitt (Krieger-Eisenhower Professor): Labor Economics, Public Economics, Econometrics, Population Economics

John Quah: Microeconomic Theory

Jonathan Wright: Time Series Econometrics, Empirical Macroeconomics, Finance

Francesco Bianchi (Louis J. Maccini Professor): Macroeconomics, Finance

ASSOCIATE PROFESSORS

Filipe Campante (Bloomberg Distinguished Associate Professor): Political Economy

Ying Chen: Game Theory, Information Economics, Political Economy

Brendan Daley (Ralph S. O'Connor Associate Professor): Theory of Financial Markets

Elena Krasnokutskaya: Industrial Organization, Applied Microeconomics, Applied Econometrics

Nicholas Papageorge (Broadus Mitchell Associate Professor): Health Economics, Labor Economics, Economics of Innovation

ASSISTANT PROFESSORS

Jonathan Elliot: Industrial Organization, Environmental Economics

Marcelo Fernandez: Microeconomic Theory, Market and Mechanism Design, Political Economy

Stelios Fourakis: Macroeconomics, International Economics

Yujung Hwang: Labor Economics, Political Economy, Development Economics, Urban Economics

Lixiong Li: Econometrics, Applied Industrial Organization

FELLOWS

Barclay Knapp: Managerial Economics & Business Strategy

RESEARCH PROFESSORS

Richard Spady (Professor): Econometrics, Industrial Organization

ASSOCIATE TEACHING PROFESSORS

Muhammad Husain: Labor Economics, Urban Economics, Applied Microeconomics

Somasree Dasgupta: International Trade, Economic Growth, Macroeconomics

LECTURERS

Robert J. Barbera: Macroeconomics, Energy

Sohani Fatehin: Applied Microeconomics, Health Economics, Development Economics, Public Economics

Kevin Heerdt: Derivatives, Corporate Governance, Alternative Investments

Barbara Morgan (Senior Lecturer): Labor Economics, Public Policy

Floyd Norris: Financial Markets

Ludmila Poliakova: Macroeconomics, Development Economics

Hellen Seshie-Nasser: Development Economics, Gender Economics, International Economics, Environmental Economics

Giovanna Maria Dora Dore: International Development, Comparative Politics

JOINT APPOINTMENTS (Principal appointments is with another school or division)

David Bishai (Professor, Bloomberg School of Public Health): Health Economics

Andrew Ching (Professor, Carey Business School): Industrial organization, Applied Econometrics

Michael Darden (Associate Professor, Carey Business School): Health economics, information economics

Itay Fainmesser (Associate Professor, Carey Business School): Business Economics

Pravin Krishna (Professor, SAIS): International Trade, Political Economy

Jian Ni (Associate Professor, Carey Business School): Industrial Organization

Mitsukuni Nishida (Associate Professor, Carey Business School): Industrial Organization, Applied Econometrics

Alessandro Rebucci (Associate Professor, Carey Business School): International Finance and Macroeconomics

Emilia Simeonova (Professor, Carey Business School): Health Economics

Shubhranshu Singh (Associate Professor, Carey Business School): Marketing

Carlos Vegh (Professor, SAIS): International Macroeconomics

FACULTY ADMINISTRATIVE ASSIGNMENTS

Department Chair: Y. Hu

Placement Officer: C. Carroll
Director, Center for Financial Economics: R. Barbera
Director, Advanced Academic Program: L. Ball

Graduate Admissions Committee: J. Wright (Chair), L. Ball, Y. Chen, O. Jeanne, E. Karni, A. Khan, E. Krasnokutskaya, N. Papageorge

Computing Coordinator: R. Moffitt
Assistant Computing Coordinators: Y. Hwang, L. Li

Department Web Page: B. Daley (Fall), E. Krasnokutskaya (Spring)
Happy Hour Coordinator: Economics Graduate Organization (EGO)
Department Coordinator: R. Moffitt
Budget Coordinator: R. Moffitt
Course Scheduling: O. Jeanne
Diversity & Inclusion Committee: N. Papageorge (Fall Chair), Y. Chen (Spring Chair), B. Morgan

Advising

Undergraduate

Director of Undergraduate Studies: S. Dasgupta
Co-Director of Undergraduate Studies: M. Husain

Advisors: B. Hamilton, B. Morgan, R. Barbera, M. Husain, S. Dasgupta, S. Fatehin, L. Poliakova, H. Seshie-Nasser, L. Ball, Y. Chen, M. Gersovitz, N. Papageorge

Graduate

Director of Graduate Studies: G. Duffee

Research Seminars

	Fall	Spring
Macro	F. Bianchi	S. Fourakis
Theory	A. Khan	Y. Chen
Applied Micro	L. Li	J. Elliott
Second-Year Research Seminar	E. Karni	E. Karni

IMPORTANT DATES

Dissertation Pre-Proposal Due Date: December 1, 2022

American Economic Association Annual Meeting/North American Winter Meeting of the Econometric Society (New Orleans): January 6-8, 2023

Dissertation Proposal Due Date: May 1, 2023

Second–Year Research Paper Due Date: April 1, 2023

First Year Student Comprehensive Exams:
Macro: July 3, 2023; Econometrics: July 7, 2023; Micro: July 11, 2023

First Year Comprehensive Exam Makeup:
Macro: August 17, 2023; Econometrics: August 21, 2023; Micro: August 25, 2023

I. CURRICULUM AND PHD REQUIREMENTS

A. General

Our department is by far the smallest of the leading graduate departments of economics in the country. To have a first-rate graduate program, we restrict the range of fields that we cover. We have strong core groups in economic theory, applied microeconomics, macroeconomics, econometrics, and finance.

At the graduate level we offer only a PhD program, not a terminal Masters program. Students admitted to the PhD program can receive an MA degree by fulfilling part of the requirements of the PhD program.

This handbook is concerned only with the PhD program. The word "student" refers always to a graduate student in the PhD program. In the interest of brevity, but not prejudice, the words "he" and "his" should always be taken to refer generically to students. Other common abbreviations in this document are DGS, denoting the department's Director of Graduate Studies, and Chair, denoting the department's Chair.

B. Overall Requirements

Successful completion of the PhD program requires

1. Satisfying a course requirement.
2. Passing a comprehensive examination of performance in the first two years of the program.
3. Demonstrating teaching ability by successfully acting as a Teaching Assistant.
4. Completing a dissertation that the faculty determines is acceptable.

The remainder of this handbook section discusses these requirements.

C. Course Requirements

The material in this section (I.C.) will be revised significantly for the Spring 2023 semester. The Krieger School of Arts and Sciences (KSAS) plans to switch in Spring 2023 to a credit-hour system for graduate courses. As of late August 2022, the details are not yet completely worked out, thus this version of the Handbook merely alerts students to the impending change. The practical implications of the change are likely to be small.

Under the current system, students must pass 15 one-semester courses for the PhD degree, where "pass" is defined as a grade of at least a B-. Students take two required additional courses on a pass/fail basis. These courses do not count towards the 15-course requirement. The additional courses are Research Seminar courses (180.697) taken in both the fall and spring of the second year.

Courses eligible for the 15-course requirement include all 600-level courses offered in the department for a letter grade. Courses offered pass/fail include seminar workshops and a few courses generically described as "reading courses." As of this writing, our reading courses are 180.690, Advanced Econometrics, and 180.673, Advanced Labor Economics. These can be valuable courses for students who have already completed their 15-course requirement.

With approval from the DGS, courses offered by other departments can be eligible for the 15-course requirement. No more than two courses outside the department count towards the 15-course requirement. The course content should be equivalent to a 600-level department course. With the permission of the DGS and the willingness of the course instructor, the instructor may augment the course with additional content in order to meet this standard. Our department is on a semester system, but not all courses offered at the university are semester-length courses. With the permission of the DGS, two or three quarter-length courses in other departments qualify as one or two semester-length economics courses, respectively.

In general, a student cannot take a course twice for credit—for example, a student cannot receive two course credits for passing 180.605, Advanced Macro, in two different years. With the permission of the DGS, this restriction can be relaxed if the course content differs substantially in the two different years. This typically occurs only when the course has different instructors.

Students qualify for an MA degree upon passing 14 (not 15) of these courses and after demonstrating teaching ability through successful performance as a Teaching Assistant for one semester.

D. The Program's First Year

Students focus on course work during the first year. The first-year sequence for 2022-2023 differs from first-year sequences in recent years. The description here applies to current first-year students.

The first-year classes develop general methodologies in microeconomics, macroeconomics, statistics, and econometrics. In the fall semester of their first year, students normally take Microeconomic Theory I (course number 180.601), Macroeconomic Theory I (180.603), Core Mathematics for Economics (180.609), and Statistical Inference (180.636). In the spring semester of their first year, students normally take Microeconomic Theory II (180.602), Macroeconomic Theory II (180.604), and Econometrics (180.633).

In the summer after the first year, students take separate comprehensive examinations on microeconomics, macroeconomics, and statistics/econometrics. A student must receive a passing grade (B- or better) in at least six of their seven letter-grade courses in order to take the comprehensive examinations. The department does not permit students who pass five or fewer letter-grade courses to either take the comprehensive examinations or register for a second year in the program. No Master's degree is awarded to such students. Such a student can appeal to the DGS if the student thinks there are extenuating circumstances. The DGS, in consultation with course instructors and the Chair, will rule on the appeal.

E. Comprehensive Examinations

The comprehensive examinations consist of three three-hour written examinations, in microeconomics, macroeconomics, and statistics/econometrics.

Students studying for the comprehensive exams can meet with the instructors of their first-year courses to go over material in preparation for the exam. Various prior comprehensive exams are also available for students to study.

Students have two opportunities to pass the comprehensive examinations: in early July after the end of the first year and in late August before the beginning of the program's second year. The specific dates vary from year to year. The Calendar of Important Dates at the beginning of this handbook contains the upcoming dates.

F. The Program's Second Year

Students who pass the comprehensive exams spend their second year on taking courses, working on mentored research, and writing a second-year paper. This second-year program helps develop student's research skills so they are in a position to transition to their own dissertation research. Students will not be Teaching Assistants in their second year. Faculty will formally evaluate students at the end of their second year, and will dismiss from the program those students that the faculty determine are too weak to continue.

F.1. Coursework

Second-year coursework focuses on fields within economics, such as macroeconomics, microeconomic theory, econometrics, finance, and applied microeconomics. Students will be encouraged to take five or six field courses during their second year. In addition, students are required to take the 13-hour pass/fail course "Research Seminar" in each semester. The fall course consists of different professors discussing how to identify promising research topics. During the spring course, students present their own research from their second-year paper.

F.2. Mentored Research

At the end of the first year, each student provides to the DGS a list of professors they would prefer to work with in their second year, and an explanation. Faculty tell the DGS the maximum number of second-year students with whom they are willing to work. The DGS assigns a student to a single professor, who is the student's research mentor.

The nature of the mentored research is chosen by the professor based on the professor's current research and both the interests and talent of the student. The professor may propose one or two specific research projects for the student to pursue, either in conjunction with the professor ("joint research"), or without ("directed research"). In addition, the student may assist the professor's own research ("RA" work) if the professor thinks that this will help the student. An important component of this mentoring relationship is frequent meetings between the student and the professor.

The professor who mentors the student in the fall semester will likely, but not necessarily, mentor the student in the spring semester. A student may want to explore research in two different fields prior to choosing their specific field of study. A student might decide during the fall that research in a different field or with a different professor suits the student better. Alternatively, the professor might conclude the student should work with someone else. Requests for changes go through the DGS.

F.3. The Second-Year Paper

Each student must write a solo-authored research paper during the second year. The paper will have a main supervisor and a second reader. The idea for the second-year paper can come from the student, a research mentor or other professor.

The second-year paper is distinct from, but likely related to, the research mentorship. The student can choose a topic suitable for supervision by the student's research mentor. If the student chooses a topic outside of the mentor's expertise, the mentor will assist the student in identifying a suitable supervisor. In turn, the supervisor will assist the student in identifying a suitable second reader. Although the supervisor provides primary guidance, the student and second reader should meet at least monthly during the spring semester.

The deadline for identifying a general topic and a supervisor (via email to the DGS) is December 15. The deadline for reporting the identity of the second reader (via email to the DGS) is January 15. The papers must be completed and submitted to the DGS, the supervisor, and the second reader by April 1. Students will present work from their papers in the spring Research Seminar. The paper is graded either pass or revise/resubmit. The readers determine the deadline by which the revision must be resubmitted.

F.4. Evaluation

All second-year students are evaluated for their research potential. Those who the faculty determine are unlikely to produce an acceptable dissertation are dismissed at the end of the second year. The evaluation process for those who fail the comprehensive exams differs from those who pass the exams.

Students who do not pass the comprehensive exams as of the beginning of their second year in the program are placed on academic probation for the fall semester. Section II.B. of this handbook describes criteria for passing. Briefly, there are minimum acceptable scores for each exam, and a minimum acceptable mean score across the three exams. During the fall these students follow the same curriculum as students who passed the comps: second-year courses and a research mentorship.

After the completion of the fall semester, the faculty votes whether to retain or dismiss each student who failed the comps. They are guided by information from second-year instructors and research mentors. The majority of those voting must agree to allow the student to remain in the program.

The department's guiding principle is that faculty judgment of a student's research potential can, in rare cases, outweigh poor performance on the comprehensive exams. The expected consequence of failing the comprehensive exams is dismissal from the program. A minimum requirement for remaining in the program is that the student's research potential exceeds the potential of the median student (across many years) who passes the comprehensive exams. In addition, a member of the faculty must agree to serve as the student's dissertation advisor of last resort. This tenure/tenure-track member of the faculty will serve as the advisor in the event that no other faculty member is willing to advise the student during the dissertation stage of the program.

Students are notified of the outcome of the meeting as soon as possible. Any student that receives a majority vote to remain in the program is removed from probation, and participates fully in the usual Spring semester activities for second-year students. This includes the evaluation of the second-year paper and the possibility of dismissal at the end of the second year.

Students that do not receive a majority vote to remain in the program are dismissed effective the end of the spring semester. These students will not participate in a research mentorship in the spring, nor will they write a second-year paper. Their focus will be on course work and teaching, since students who pass 14 courses and demonstrate teaching ability will qualify for a Masters degree. The teaching requirement is satisfied by performing successfully as a Teaching Assistant during the spring semester.

Year-end evaluations are performed for all students who pass the comprehensive exams, as well as those who fail the exams yet are successfully removed from probation after the fall semester. This year-end evaluation takes place after the second-year paper is submitted and graded by the paper's advisors. This evaluation is done at the end of April. The student's research mentor(s), second-year paper supervisor, and second reader jointly prepare the evaluation, in consultation with the student's course instructors. A majority vote of the faculty determines whether the student is dismissed at the end of their second year.

G. Years Three and Beyond

Students spend these years engaged in research. Each semester students register for a research workshop and for the dissertation research course. Students learn how to teach economics by acting as Teaching Assistants. Most importantly, students work on their dissertation.

G.1. Courses

In their third year, students take any necessary letter-grade courses to reach the 15-course requirement.

G.2. Research Workshops and Student Presentations

The Department offers workshops in Microeconomic Theory, Macroeconomics/Finance, and Applied Microeconomics. Faculty from outside the university, JHU faculty, and advanced graduate students present their original research at these workshops.

Students in their third and later years are required to enroll in one of the Research Workshops. Consistent failure to attend may jeopardize a student's funding. Students may choose to also attend presentations at other workshops. The extent to which a student participates in the Research Workshops forms part of the basis on which faculty members evaluate their work at all stages of the student's career, including job placement.

Every graduate student in year three and higher must make a presentation of their work at least once in the academic year. These presentations are relatively informal for third-year students and are progressively more formal for higher-year students. Regardless of subject area, students who are on the job market must make a formal, 1 ½ hour seminar presentation of their job market paper in the fall. These presentations are made at the relevant Research Workshop.

The structure of presentations for students not on the job market depends on the research area. Applied Microeconomics has a one-hour brownbag workshop at which third-year and fourth-year students make presentations. Fifth-year students make 1 ½ hour presentations at the end of the spring semester at a one- or two-day session. Macroeconomics/Finance uses their Research Workshop for all required student presentations. Third-year (fourth-year) students make a 45-minute presentation in the spring (fall) semester. Fifth-year students make a full 1 ½ hour presentation in the spring semester. Macro-finance students organize an informal brownbag seminar, but these presentations are not a part of the required student presentations. Microeconomic Theory students give 30-minute or 45-minute presentations, usually in the Research Workshop. Ad hoc presentations are scheduled when necessary.

G.3. Training for Teaching Positions (Teaching Assistant Positions)

The DGS assigns students to TA positions based on pedagogical concerns, student interest, and instructor preferences. Students act as TAs each semester beginning with the fall of their third year. In one semester of their third year, each student will be a TA for either Elements of Macroeconomics (offered in the fall) or Elements of Microeconomics (offered in the spring), based on the student's research interests. Typically, students are TAs for courses related to their field of study. The maximum annual workload for a teaching assistant is 16 hours per week for 30 weeks. Actual workloads may be less in some courses.

Teaching is an important responsibility and must be taken seriously. Teaching assistants are required to take direction from course instructors and respond promptly to communications from instructors and department administrators. They are also required to treat students in their courses with professionalism and respect. A student who repeatedly fails to meet these requirements will be put on probation. Failure to meet these requirements while on probation will result in dismissal from the program.

The university has substantial resources available to help TAs learn how to be effective instructors, including courses that help improve communication skills of students for whom English is not their primary language. See homewoodgrad.jhu.edu/professional-development/teaching-assistant-resources/ and krieger.jhu.edu/cle/language-programs/esl/

G.4.The Dissertation Pre-Proposal and Proposal

In all semesters following their second year, students must register for 180.891. This is a catch-all course that informs the university the student is engaged in dissertation research. In the fall of their third year, students work with faculty to define, in broad terms, a dissertation topic. The choice of topic cannot be disentangled from the choice of dissertation advisor. Students do not write dissertations on their own and simply submit them to the department upon completion. Instead, students work closely with an advisor throughout the process. The department urges students to begin serious work on the dissertation as soon as possible. Students should talk to multiple professors during the process of developing a dissertation topic. As the topic narrows, students should seek out at an early stage one or two members of the faculty who are prepared to supervise the dissertation to its completion.

By December 1 of the third year in the program, students submit to the DGS a dissertation pre-proposal describing the work they are doing, specifying a professor with whom the student is working, and the progress the student has made. The pre-proposal ensures that students are engaging with faculty to flesh out a dissertation topic. The pre-proposal is not graded. Students will receive comments on the pre-proposal from the specified professor.

By May 1 of the third year in the program, each student must have a main advisor drawn from the pool of tenure-track and tenured professors in the department. The student must explicitly ask a professor to serve in this role. If the professor accepts, the student informs the DGS of main advisor's identity.

Also by May 1, each student submits a dissertation proposal simultaneously to the DGS and the student's main advisor. This proposal gives the department a basis for evaluating the feasibility, progress and promise of a dissertation plan. The department recognizes that sometimes plans are modified in the course of the research. The proposal should include

(i) The name(s) of at least one additional professor (i.e., other than the main advisor) with whom the student has discussed the dissertation proposal at length.

(ii) An abstract of the proposed research.

(iii) A detailed statement of the work already done and to be done, describing its objectives, its relation to the present state of knowledge in the field and to similar work in progress elsewhere (if any), the techniques to be used, the data to be used (if any), and the significance of the expected results.

The department imposes no specific rule concerning the length of the proposal. However, normally a proposal is unlikely sufficiently detailed unless it contains at least twenty double-spaced pages.

The main advisor and a second reader evaluate the proposal. The DGS chooses the second reader from among the faculty that have worked with the student on the development of the topic. The readers determine if the proposal is acceptable. If the proposal is not accepted, the readers describe in writing in what ways the proposal requires revision. The readers and DGS determine a date by which the revised proposal is due. This process continues until the proposal is acceptable.

The dissertation proposal is an important step in a student's progression towards a PhD, and there are substantial consequences for failing to meet this timeline.

> (i) A student who fails to submit by May 1 a proposal with some potential is placed on academic probation. This applies only to a student who fails to submit any proposal, or who submits one that is very seriously deficient. It does not apply to a proposal that is on a reasonable track but needs more work to be acceptable. A student who has not submitted any proposal, or whose submitted proposal is very seriously deficient, is dismissed from the program by December 1 of their fourth year.
>
> (ii) A student who has submitted a proposal that is *not* very seriously deficient, yet does not have an accepted dissertation proposal by December 1 of their fourth year, is placed on academic probation. Such a student will remain on probation until the student either completes an acceptable proposal, or is dismissed from the program. The probation period cannot extend beyond the end of their fourth year.
>
> (iii) A student who does not have an accepted dissertation proposal by the end of their fourth year in the program is dismissed from the program as of the end of the fourth year.

These actions are taken in accordance with the Graduate Student Probation, Funding Withdrawal and Dismissal Policy.

G.5. The Dissertation Process

In the department's experience, frequent contact between student and advisor is critical to the creation of a strong dissertation. After the dissertation proposal is accepted, students and advisors must meet at least monthly (in-person or virtually) to go over the student's progress and discuss next steps.

Both advisors and students are responsible to maintain this contact. Students who routinely do not respond in a timely fashion to correspondence from faculty (or administrators) may be put on probation. If communication does not improve the student will be dismissed from the program. Naturally, a student might be out of email contact for a week or two owing to a summer vacation or another reason. Since the PhD program is a 12-month/year commitment, students are expected to inform their advisors in advance of any periods when the student will be out of contact.

Students benefit from a variety of faculty perspectives on their research. The department formalizes this through a dissertation committee. During a student's fourth year the student, with the input of the main advisor, puts together a three-person committee. The committee chair is the student's main advisor. The existence of a committee does not mean the student is allowed to take with only three professors; more input is better than less. A student's committee need not consist entirely of tenure/tenure-track faculty in the department. If a professor outside of this group can be a member of the committee if the professor is able to provide valuable input and is willing to participate. The student must report to the DGS the members of their committee by May of their fourth year. A formal role of the committee is discussed in Section I.H.

The selection of advisors, including a main advisor, need not be permanent. If a student's interests change, the student may identify a new main advisor. As with the initial selection, the student must explicitly ask a tenured/tenure-track professor to take over the role of main advisor, and the professor must accept. The change should then be reported to the DGS. In exceedingly rare circumstances, a student may be unable to identify a new main advisor. For example, if the student's main advisor departs JHU and no one else in the department has similar research interests, there may be no tenure/tenure-track professor who readily accepts the role of main advisor. If so, the student should enlist the assistance of the DGS to identify a new main advisor.

Students should aim to identify their dissertation topic and write their dissertations within three years. Along with the first two years of coursework and mentored research, this implies a period of five years in the PhD program. It is true that most economics PhD students at Hopkins and elsewhere take six years to complete the PhD program. The job market in economics is competitive, and the best employers expect dissertations to be very polished. Students who seek the best placements often benefit from taking a sixth year to improve the dissertation. In addition, setbacks in dissertation research can sometimes make it difficult to complete the program in five years. In either of these cases, a student may remain for a sixth year.

Nonetheless, it is unwise to *aim* for six years, since setbacks are common in research. Students should aim to be finished in five years. If all goes very well, then they can complete in five years, but an extra year is available if that would turn out to be helpful.

Six years is the absolute time limit for resident status in the program. Students who are not finished by the end of the sixth year must withdraw from the program or apply for non-resident status. It is possible, however, for exceptions to be made in truly unusual circumstances. A student wishing to remain for a seventh year must apply to the DGS. While exceptions are possible, we anticipate that almost all requests for a seventh year will be rejected.

The department is committed to ensuring that students stay on course to complete the Ph.D. program within six years. The department will place on academic probation a student who is substantially behind schedule. The department will provide the student a set of benchmarks to meet in order to return to schedule. The probation period will last at least six months. At the end of the probation period the student is either taken off probation, probation is renewed, or the student is dismissed from the program. Decisions on probation and termination of students will be made by the DGS in consultation with advisors.

The schedule that determines whether a student is put on academic probation is

(i) During the student's fifth year, the student must be on track to have a reasonably polished version of one chapter of the dissertation completed by the end of the summer following their fifth year in the program. This chapter is typically described as the student's "job market paper."

(ii) The student must have completed a reasonably polished version of the job market paper by the end of the summer following the student's fifth year.

(iii) The student must go on the job market, as described in the handbook's Section IV.A., in the late fall of the student's sixth year.

(iv) During the student's sixth year, the student must be on track to defend the dissertation at a GBO (discussed in this handbook's section I.G.7) by the end of the summer following the student's sixth year.

(v) The student's GBO must take place by the end of the summer following the student's sixth year.

These actions are taken in accordance with the [Graduate Student Probation, Funding Withdrawal and Dismissal Policy].

Students who have not defended their dissertation by the end of the summer following their sixth year are dismissed from the program. Exceptions granted to this normal progression are unusual, and are made by the DGS. In those cases, students are typically required to apply for non-resident status. Non-resident students pay ten percent of the resident student tuition and pay separately for medical insurance. Non-resident status is often allowed when a student has gone through the job market, taken a job, and has subsequently encountered an obstacle in completing the dissertation and/or scheduling the GBO. The university has a small grace period during which students can finish their dissertation at the beginning of the fall semester without paying tuition.

In rare circumstances the Chair, in consultation with the DGS, may relax any of these progress benchmarks. The only time this has occurred is during the coronavirus pandemic.

G.6. The Mentoring Relationship

Advisors train students and prepare them for their professional career. This mentoring relationship is an important part of graduate education. Following the university's policy on mentoring commitments, the DGS will be the department's point person to whom students can go if they have questions or concerns related to their own PhD advisor. In particular, if a student thinks that one of their mentors in the department is not providing the necessary mentorship, the student can appeal to the DGS.

The DGS will work with the student to determine what aspects of the mentoring relation need improvement. The DGS will make any necessary recommendations to the Chair, who is responsible for implementation. For example, the Chair may meet with the mentor to describe how the mentoring process should be modified, and require more monitoring of the mentoring relationship by the DGS. If necessary, the Chair may require another professor to replace the original mentor.

If the DGS is the mentor about whom the student is complaining, the DGS role is replaced by the chair of the admissions committee. If the department chair is the mentor, the DGS and the chair of the admissions committee are jointly responsible for implementing any necessary recommendations.

The Dean's office is available to help mediate mentoring disagreements. The formal university-wide web page is here. The Appendix to this handbook includes the university's policy on mentorship commitments—in other words, what the university expects of both students and faculty.

G.7. The GBO

The university requires an oral examination, called a Graduate Board Oral Exam (GBO), of all Ph.D. candidates. In our department, this exam occurs after the dissertation is completed. The university has detailed rules concerning this examination and the submission of the dissertation. A committee of three faculty from the department and two JHU faculty outside of the department evaluate the student's command of economics and the quality of the dissertation. The outside faculty must be at the level of associate professor or higher.

G.8. Plagiarism

Plagiarism is copying of another person's work (ideas, writings, etc.), published or unpublished, without proper citation. Plagiarism is a very serious offense in research. We will severely punish plagiarism in research papers, up to dismissal from the program. The Krieger School's formal policy for addressing plagiarism and other forms of cheating is here. A former student with a PhD may have the degree revoked if plagiarism is subsequently discovered in a dissertation. We advise students to familiarize themselves with proper procedures for citation in accordance with standards in scholarly journals and American higher education.

Should any student believe that another student has in some way plagiarized a research paper or dissertation work, the appropriate action to take is to report the alleged facts immediately to the Chair. No other way of dealing with suspected cheating is permissible.

H. Development Plans and Reviews

Each student needs to be on a path towards a professional career in economics. To help keep students on such paths, the Department conducts year-end reviews for all students who will continue in the program in the next academic year. These reviews also involve producing individualized development plans (IDPs) for students.

Annual reviews/IDPs take place in the second half of May/early part of June. Students first fill out a "Annual Academic Progress and Professional Development Plan" worksheet. Department administrators send these forms to students at the appropriate time. The forms are also in the Appendix to this handbook. Filled-in worksheets are returned to the administrators, who then send the forms to the students' advisors. The DGS serves as advisor for all first-year and second-year students. Dissertation advisors receive the forms for all third-year and higher students.

Advisors then schedule meetings with their advisees. Year-end meetings with third-year students include both the advisor and a second reader of the dissertation proposal. Year-end meetings with fourth-year and fifth-year students include the advisor and two other members of the student's dissertation committee. The faculty and students discuss the student's progress in the previous year and work out a plan for the next year. Faculty write up notes on the meeting for inclusion in the Review/IDP worksheet. The completed worksheet is sent to all participants and stored in the department.

Fourth-year and higher students have another review at the end of the fall semester. The meeting evaluates the progress made towards meeting the student's main research goals that were included in the previous year-end review, and outlines a research plan for the spring semester. This meeting takes place with the student's main dissertation advisor. The procedure for these fall semester reviews matches that for the annual reviews. Department administrators send worksheets to students at the appropriate time, students fill them out and return them, then the administrators send the forms to main advisors. Main advisors schedule meetings and write up the discussion in the worksheets. They then return the worksheets to department administrators, who provide copies to the students. The worksheet template is in this handbook's Appendix.

II. GRADING OF COURSES AND THE COMPREHENSIVE EXAMINATIONS

A. Course Grading

The grading of each course is entirely the responsibility of the instructor, and is based on whatever criteria the instructor considers appropriate, such as performance on a written or oral examination, a term paper, or a research project. If the student believes that a given course grade is unjust, the student should feel free to raise the question with the instructor, but the instructor's decision is final.

Courses are normally graded on the scale of C-, C, C+, B-, B, B+, A-, A, A+, with B- or above constituting a pass, all other grades a failure. In some courses the instructor chooses to grade pass/fail, such as in a reading course. The Research Workshops are always graded pass/fail.

A failing grade in a course, other than a first-year course, may be remedied by retaking the course and passing it. Subject to instructor approval, a failing grade may also be remedied by further examination, either written or oral, or any other method specified by the instructor. In case a student fails a course, and then passes it by any means other than retaking the course, the new grade must be a B-; the Department's records will show that the grade was originally a failure.

Cheating on course examinations is a very serious offense. Cheating may consist of two or more students collaborating to answer questions on an examination, or by one student copying the answers of another student when the latter student is unaware of the action, or by a student improperly using notes, readings or other materials on an examination. The department punishes cheating severely. Punishment can include expulsion from the program. The Krieger School's formal policy for addressing cheating is here.

Should any student believe that another student has in some way cheated on an examination, the student should report the alleged facts immediately to the Department Chair, or to the instructor of the course. No other way of dealing with suspected cheating is permissible.

B. Grading of Comprehensive Examinations

Students need not bring an examination booklet or any other paper to a comprehensive exam. A lined writing pad will be provided to each student just before the examination is administered. All backpacks must be left in the departmental office during the exam. Students are allowed pens, pencils, beverages, and snacks but calculators are allowed only at the discretion of the faculty monitor. All other items kept in a student's possession are subject to inspection. Each student's paper will be identified only by a number, not the student's name. The number will be stamped on each page of the student's writing pad. Students will be asked to write on one side of a page only, and to use a dark pencil or ink.

For the comprehensive examinations, a numerical scoring system is employed, using increments of 0.1 and ending at 4.3. As a guide, the following table of equivalencies with letter grades is given 2.0=C, 2.3=C+, 2.7=B-, 3.0=B, 3.3=B+, 3.7=A-, 4.0=A, 4.3=A+. The comprehensive examinations are passed if

> (a) each of the three examinations receives a score of 2.7 or more;
>
> and
>
> (b) the average score over the three examinations combined is 2.85 or more; otherwise the examinations are failed.

Students who take the exams in July have the option to retake any or all of the three exams in August. For any subject exam that the student takes in both July and August, the department uses the higher of the two scores in calculating the student's performance on the subject exam.

The Chair may modify any of these requirements in extraordinarily exceptional circumstances.

III. FINANCIAL SUPPORT

A. The First Through the Fifth Years

Students receive financial aid packages of a full tuition waiver (including health insurance fee) plus a stipend, as described in the university's offer of admission to the program. The department guarantees the tuition waiver and the stipend through the fifth year of study, provided that the student is making satisfactory progress at each stage.

B. Sixth Year Students

No funding is guaranteed in the sixth year. The department's policy for newly-admitted students (entering in Fall 2022) is that the department will endeavor to pay tuition and medical insurance for sixth-year students, along with a stipend. Year-six stipends will not exceed 60% of the stipend that is guaranteed to them at admission. For example, at the stipend level for 2022-2023 of $33,000, this is $20,000. No funding is guaranteed; the only guarantee is a cap on a stipend. The department hopes to provide support at this level, but we cannot control all aspects of our budget. We also reserve the right to not fund students whose performance in the program does not warrant funding.

We allow exceptions to the 60% stipend cap for students who receive fellowships that reduce the department's stipend expenses. For example, a student awarded a full-stipend fellowship in any of years one through five will receive in year six the KSAS-level stipend from the department.

The department's policy for students who entered prior to Fall 2022 has been detailed in a separate communication to these students.

Students will be notified in the spring semester of their fifth year what type of support the department will provide for the sixth year.

C. Other Fellowship and Aid

Several institutions and foundations besides the University provide graduate fellowships of various kinds. One such source is the National Science Foundation. We encourage students to apply for outside support, and the student should feel free to ask the faculty to assist them with the application. The award of outside support not only allows the Department to fund more students with the budget we have, it can mean additional money for the student. Such an award is a useful signal to prospective employers and should go on a student's curriculum vitae when going on the job market.

Each student who receives an award of outside support should notify the Department immediately. This will help the Department to distribute its funds more effectively.

D. Extra Jobs

A graduate student has three primary duties: First, the student should work diligently on their courses or their dissertation, depending on their year of study. Second, the student should develop teaching and research competency by fulfilling the duties of any teaching assistantship or research assistantship. Third, the student is required to attend at least one Research Workshop in third or later years of study. These tasks together are a full-time job. In recent years, however, the faculty has observed that some graduate students have taken jobs outside the department, such as Teaching Assistantships in other schools within the university.

Our experience has shown that this is not wise. In the case of international students on an F-1 visa, it may jeopardize the visa. While a graduate student may increase their income by taking a job outside the department, it has the by-product of substantially impeding progress on the dissertation. This is not an intelligent long-run strategy. The best strategy both psychologically and financially is: **Complete your PhD as soon as possible**.

Graduate students are welcome to take summer jobs (in between the Spring and Fall semesters), either as a research assistant in the department working with a faculty member, as a teacher in the summer program of the university, or as a research assistant at one of the institutions—public or private--in the Washington area. Such jobs are helpful in supplementing income from fellowships and are often a good learning experience. However, it is important that a student make progress on their dissertation as well in the summer. Hence, it is advisable for a student to take a summer job that permits him to work on their dissertation. Students should know that many outside jobs require the student to be a U.S. citizen or permanent resident, and to be proficient in English.

Experience reveals that the channels of communication by which knowledge of summer jobs is spread around are too diverse and ad hoc to make it feasible to coordinate the process through the Department in any systematic way. Nevertheless, it is useful to maintain an informal network of information, and so anyone who has knowledge of such jobs being available should inform the DGS. Similarly, anyone who is qualified and has need for a job should inform the DGS so that jobs and applicants can be matched as far as possible. Interested students should check the notices on the Departmental bulletin board. Job openings for summer positions are posted there.

To receive Curricular Practical Training when working outside the university in a teaching or research assistant job, international students must register for the course (180.898) "Research and Teaching Practicum" and fill out the appropriate forms from the international office. The course is offered every semester and in the summer.

IV. OTHER MATTERS

A. Information Technology

Humphrey Muturi (hmuturi@jhu.edu) is in charge of the department's IT systems. He is the first point of contact for "how-to" questions concerning computer accounts, local and remote access to the department's network, and specialized computer resources. Humphrey also maintains the department's IT web pages at econ.jhu.edu/computing-resources/. These web pages contain detailed information on computing resources in the department and the university.

The department also has faculty who serve as computing coordinators. Computer coordinators are available to answer broad questions about computing in the department, or specific computing questions that require an economics background. Current coordinators are listed under "Faculty Administrative Assignments" at the beginning of this handbook.

B. Getting a Job

The Department recognizes a responsibility in helping each student to obtain a first job, whether in academic or other walks of life. To this end, each year the department designates a Placement Director from among the faculty. It is the duty of the Placement Director to coordinate the efforts of faculty and students alike in obtaining the best possible results on the job market.

Students who do not have a complete, presentable job market paper as of the date on the timetable provided by the Placement Director will not receive support from the department's formal job placement process. A student's main advisor and the Placement Director determine whether the student satisfies this requirement.

Each Placement Director chooses their own way of organization, but the process necessarily involves some important common factors. Normally, early in the year when a student enters the job market, the student's curriculum vitae (including a thesis summary) is collected by the Placement Director, and these documents are assembled and sent around to a large number of economics department and other research-oriented agencies in this country and Canada (other economics departments do this too). Prospective employers use such documents, and responses to public advertisements and/or direct approaches to faculty members at Hopkins, to arrange preliminary interviews at the 'job market' meetings organized by the American Economic Association (AEA) in early January. The purpose of these interviews is normally for employers to arrive at a short list of candidates for further, lengthier interviews, to be conducted at the employer's home institution.

Job market candidates are required to complete several forms for the Job Market, such as a curriculum vitae, thesis abstract, and other notes and materials. These will be described in detail by the Placement Director to all students who are on the market. The Placement Director will instruct the students to have their thesis advisor look over the abstract and curriculum vitae before submitting it.

C. Residence and Term Leave

Neither the University nor the Department has (or would enforce) rules about how close to Hopkins students should live. However, to be a full-time student means being on the campus most of the week, and it is hard to do this if one lives at a considerable distance from the University. Past experience has shown that living more than thirty miles away tends to have a markedly adverse effect on performance. Hence students are urged in the strongest terms to live near enough to Hopkins to make possible genuinely full-time activity here.

At any time during the PhD program, a student may apply for a leave of absence of a semester or more. During a leave of absence a student is not expected to make progress toward the degree.

A leave of one semester (or more generally, an odd number of semesters) complicates a student's progress because the formal job market process for new PhD economists happens once a year, in late fall and winter. The department requires that students go on the job market no later than their eleventh active semester in the program. This corresponds to the fall of the sixth year for students who do not take any leave. Thus a student who takes a one-semester leave in any of years one through five must go on the market in their tenth semester. Students who take a one-semester leave during the fall of their sixth year will not be able to make use of the department's formal job placement support. The Chair may modify any of these restrictions in extraordinarily exceptional circumstances.

D. Awards

Eugenio and Patricia Castillo Award: The Department makes an annual award to the student who, in the Department's judgment, has displayed the best performance in their first two years in the graduate program. The recipient receives a small cash award. An alumnus of the Department, Eugenio Castillo, and his wife, Patricia, very generously fund this award.

Bruce Hamilton Research Seminar Award: The Department makes an annual award to the advanced graduate student (3rd year & up) who has demonstrated the best performance in one of the department's research workshops—not as a presenter, but as a participant. The recipient receives a small cash award, which is also generously funded by Eugenio and Patricia Castillo.

Professor Joel Dean Undergraduate Teaching Award: The Department makes two or three annual awards to students who have shown excellence as a teaching assistant or instructor. Recipients receive cash awards. This award is very generously funded by Joel and Monica Dean.

Clarence M. Guggenheimer Award: The Department makes a small cash award to a student for general outstanding performance in their work towards a PhD.

Carl Christ Fellowship: This fellowship honors a distinguished faculty member and is given to an outstanding graduate student. There is no cash award. Instead, part of the student's stipend is funded by this fellowship.

Faculty selection of these awards is normally made in the spring term.

E. Other Student Financial Support

The Department provides limited financial support for purchases of Stata software, conference registration fees, and travel expenses for paper presentations.

Stata

With one exception, the Department does not reimburse students for software purchases. The exception is for Stata. Any student in years three through six can receive a one-time reimbursement for a personal Stata/SE perpetual license (student pricing). Here, "one-time" means the student is reimbursed only once. For example, the student cannot ask for reimbursement in year three, then buy an updated version in year six and ask for an additional reimbursement.

Conference Registration Fees and Travel for Paper Presentations

The Department has limited funds for conference support. The lifetime limit per student is $1,500. The Department will reimburse, up to $200/conference, conference registration fees at conferences where the student is **not** presenting a paper. No other expenses associated with these conferences are reimbursed. The Department will reimburse conference registration and travel expenses for students whose research has been accepted for presentation at a conference. The Department does not pay fees for submitting papers to conferences or journals.

Financial support is provided only for "serious" economic conferences. This term is difficult to explicitly define but your advisor knows what it means. Prior to spending any money, the student must receive two approvals. First, the main advisor must agree that the conference is important for the student's professional development. Second, the DGS must approve the fund expenditure. The student should therefore ask their main advisor to email the DGS, confirming the importance of the conference. The DGS will then inform the student and the advisor whether expenditures will be reimbursed.

Reimbursements are handled by Jennifer Miller. The process is unfortunately complicated. Students must set up a Concur account, which is the University's reimbursement/payment system. This is a one-time process. Students then submit receipts to Jennifer. Directions for setting up a Concur account, as well as reimbursement forms, are available from Jennifer.

F. Graduate Advisory Council

The department has a three-member Graduate Advisory Council. The representatives, chosen by the graduate students, meet regularly with the Chair, DGS, and Admissions Committee chair to discuss issues of importance to graduate students. Representatives are chosen in summer and serve for the next academic year. One representative is chosen from the rising second-year cohort, one from the rising third-year and fourth-year cohorts, and one from the rising fourth-year and fifth-year cohorts.

G. Student Wellness

Graduate School can often be a time of stress as students manage not only their school work, but also work, relationships and other responsibilities. It is very common for students in such a position to experience periods of feeling down, overwhelmed, anxious or depressed. As with any illness, taking care of yourself and getting treatment is important. The JHU student wellness web site is

https://wellness.jhu.edu/about-health-and-wellness/

This site is a central location to explore the variety of health and wellness resources available to students.

Professionals in the Student Health and Wellness Center or Counseling Center are here to address your needs and provide both care and resources. If you are concerned about a friend or classmate, you can also contact those resources for a consultation. Please find their contact information below:

Counseling Center-https://studentaffairs.jhu.edu/counselingcenter/
3003 N Charles St
Homewood Apartments
Suite S-200
Baltimore, MD 21218
Tel: 410-516-8278

Student Health & Wellness Center- https://studentaffairs.jhu.edu/student-health/

1 E 31st St
Homewood Apartments
Suite N200
Baltimore, MD 21218
Tel: 410-516-8270

Students may also contact Renee Eastwood, Director for Graduate Academic Affairs, in our Dean's office. Her email is rseitz5@jhu.edu. Renee is Krieger's point person for helping graduate students. She can answer any questions that you might have and can help you navigate the various resources and options that are available to you.

H. General Student Support

The following offices are available to Homewood graduate students seeking assistance with academic and non-academic concerns.

Renee Eastwood
Director for Graduate Academic Affairs, Krieger School of Arts & Sciences
Wyman Park Building, Room 614 rseitz5@jhu.edu

Krieger School of Arts & Sciences Dean's Office - http://krieger.jhu.edu/about/contact/
Graduate Representatives Organization - http://studentaffairs.jhu.edu/gro/
JHU Counseling Center - http://studentaffairs.jhu.edu/counselingcenter/
Office of the Dean of Student Life - http://studentaffairs.jhu.edu/student-life/
Homewood Graduate Affairs - http://homewoodgrad.jhu.edu/
Homewood Admissions Office - https://www.jhu.edu/admissions/graduate-admissions/
Office of Student Disability Services - http://web.jhu.edu/disabilities
Office of Institutional Equity - http://web.jhu.edu/administration/jhuoie/contact.html

V. APPENDIX

This appendix contains worksheets for reviews. It also contains a university document, "JHU Mentorship Commitments of Faculty Advisors and PhD students."

Department of Economics
Krieger School of Arts and Sciences
Johns Hopkins University

Annual Academic Progress and Professional Development Plan
Review for First-year Students

This Annual Academic Progress and Professional Development Plan document is meant to help you, an Economics PhD student, reflect on and discuss with your advisor both (a) your academic and research progress and annual goals and (b) your professional goals, including your strengths, areas to explore, areas to improve, values, and plans. **This form will be completed annually throughout your doctoral studies and discussed during an annual meeting with your advisor**. This form is intended to be a springboard for conversation between you and your academic advisor. After the conversation has occurred, the student and advisor should sign this form, and each should then receive an electronic copy.

****

Name:

Date:

Advisor:

****

Academic Goals and Objectives

1. What areas of economics are you most interested in? Has your course work during the past year altered your ranking of the most interesting areas?

   Click here to enter text.

2. How well do you think you've mastered the material presented in your classes? Are there any courses that were particularly difficult for you?

   Click here to enter text.

3. Which courses do you plan to take next year?

   Click here to enter text.

Career and Professional Goals

1. What are your long-term professional goals? In particular, do you know whether you would prefer an academic, policy/government, or a private sector position after receiving your PhD? Which career options, tracks, or sectors do you want to learn more about?

   Click here to enter text.

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?

   Click here to enter text.

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

   Click here to enter text.

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?

   Click here to enter text.

Additional Comments

Student: please provide any additional comments you would like to share regarding your academic progress, professional goals, career plans, special concerns, or goals for the coming year.

Click here to enter text.

Advisor Section

First-year courses and grades

Click here to enter text.

Comments about student progress, special concerns, goals, or other thoughts

Click here to enter text.

Date of meeting where conversation occurred about above:

___________________________________ ___________

Student signature Date

___________________________________ ___________

Faculty advisor signature Date

Department of Economics
Krieger School of Arts and Sciences
Johns Hopkins University

Annual Academic Progress and Professional Development Plan
Review for Second-year Students

This Annual Academic Progress and Professional Development Plan document is meant to help you, an Economics PhD student, reflect on and discuss with your advisor both (a) your academic and research progress and annual goals and (b) your professional goals, including your strengths, areas to explore, areas to improve, values, and plans. **This form will be completed annually throughout your doctoral studies and discussed during an annual meeting with your advisor**. This form is intended to be a springboard for conversation between you and your academic advisor. After the conversation has occurred, the student and advisor should sign this form, and each should then receive an electronic copy.

****

Name:

Date:

Advisor:

****

Academic Goals and Objectives

1. In what area of economics do you plan to write your dissertation? Be as specific as you can. The department recognizes that specifics are in short supply for many students at the end of their second year.

   Click here to enter text.

2. Describe briefly your second-year paper. Discuss any challenges you faced in writing the paper

   Click here to enter text.

3. Are there any courses you have not yet taken that are important for your dissertation research?

   Click here to enter text.

Career and Professional Goals

1. What are your long-term professional goals? In particular, do you know whether you would prefer an academic, policy/government, or a private sector position after receiving your PhD? Which career options, tracks, or sectors do you want to learn more about?

   Click here to enter text.

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?

   Click here to enter text.

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

   Click here to enter text.

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?

   Click here to enter text.

Additional Comments

Student: please provide any additional comments you would like to share regarding your academic progress, professional goals, career plans, special concerns, or goals for the coming year.

Click here to enter text.

Advisor Section

Second-year courses and grades

Click here to enter text.

Comments about student progress, special concerns, goals, or other thoughts

Click here to enter text.

Date of meeting where conversation occurred about above:

__________________________________ ___________

Student signature Date

__________________________________ ___________

Faculty advisor signature Date

Department of Economics
Krieger School of Arts and Sciences
Johns Hopkins University

Annual Academic Progress and Professional Development Plan
Review for Third-year Students

This Annual Academic Progress and Professional Development Plan document is meant to help you, an Economics PhD student, reflect on and discuss with your advisor both (a) your academic and research progress and annual goals and (b) your professional goals, including your strengths, areas to explore, areas to improve, values, and plans. **This form will be completed annually throughout your doctoral studies and discussed during an annual meeting with your advisor**. This form is intended to be a springboard for conversation between you and your academic advisor. After the conversation has occurred, the student and advisor should sign this form, and each should then receive an electronic copy.

****

Name:

Date:

Advisor:

****

Academic Goals and Objectives

1. Describe your research progress during the past year. Third-year students should describe the progress made in producing a dissertation proposal, as well as any additional research. Fourth-year and higher students should discuss key milestones and accomplishments in their research during the past year.

   Click here to enter text.

2. What were any academic challenges you faced in the past year?

   Click here to enter text.

3. What are the main research goals you would like to accomplish in the upcoming year? Please be specific – for example, completing empirical analysis underlying the first chapter of your dissertation, constructing a formal model to support the intuition you've developed on your second chapter, and deriving testable hypotheses for the third chapter of your dissertation.

   Click here to enter text.

4. Do you anticipate any challenges in the next year in meeting your goals described in Question 3 above? What can be done to help reduce barriers in the coming year?

   Click here to enter text.

5. When do you expect to go on the job market?

   Click here to enter text.

Career and Professional Goals

1. What are your long-term professional goals? In particular, do you know whether you would prefer an academic, policy/government, or a private sector position after receiving your PhD? Which career options, tracks, or sectors do you want to learn more about?

   Click here to enter text.

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?

   Click here to enter text.

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

   Click here to enter text.

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?

   Click here to enter text.

Additional Comments

Student: please provide any additional comments you would like to share regarding your academic progress, professional goals, career plans, special concerns, or goals for the coming year.

Click here to enter text.

Advisor Section

Your assessment of the dissertation proposal

Click here to enter text.

Comments about student progress, special concerns, goals, or other thoughts

Click here to enter text.

Date of meeting where conversation occurred about above:

___________________________________ ____________

Student signature Date

___________________________________ ____________

Faculty advisor signature Date

Department of Economics
Krieger School of Arts and Sciences
Johns Hopkins University

Annual Academic Progress and Professional Development Plan
Review for Fourth-year and Higher Students

This Annual Academic Progress and Professional Development Plan document is meant to help you, an Economics PhD student, reflect on and discuss with your advisor both (a) your academic and research progress and annual goals and (b) your professional goals, including your strengths, areas to explore, areas to improve, values, and plans. **This form will be completed annually throughout your doctoral studies and discussed during an annual meeting with your advisor and a secondary advisor**. This form is intended to be a springboard for conversation between you and your advisors. After the conversation has occurred, the student and advisors should sign this form, and each should then receive an electronic copy.

****

Name:

Date:

Year in the program (e.g., 4th if you are finishing your fourth year):

Main Advisor:

Secondary Advisors:

****

Academic Goals and Objectives

1. Describe your research progress during the past year. Third-year students should describe the progress made in producing a dissertation proposal, as well as any additional research. Fourth-year and higher students should discuss key milestones and accomplishments in their research during the past year.

   Click here to enter text.

2. What were any academic challenges you faced in the past year?

   Click here to enter text.

3. What are the main research goals you would like to accomplish in the upcoming year? Please be specific – for example, completing empirical analysis underlying the first chapter of your dissertation, constructing a formal model to support the intuition you've developed on your second chapter, and deriving testable hypotheses for the third chapter of your dissertation.

   Click here to enter text.

4. Do you anticipate any challenges in the next year in meeting your goals described in Question 3 above? What can be done to help reduce barriers in the coming year?

   Click here to enter text.

5. When do you expect to go on the job market?

   Click here to enter text.

Career and Professional Goals

1. What are your long-term professional goals? In particular, do you know whether you would prefer an academic, policy/government, or a private sector position after receiving your PhD? Which career options, tracks, or sectors do you want to learn more about?

   Click here to enter text.

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?

   Click here to enter text.

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

   Click here to enter text.

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?

   Click here to enter text.

Additional Comments

Student: please provide any additional comments you would like to share regarding your academic progress, professional goals, career plans, special concerns, or goals for the coming year.

Click here to enter text.

Advisors' Section

Main and secondary advisors' comments about student progress, special concerns, goals, or other thoughts

Click here to enter text.

Date of meeting where conversation occurred about above:

___________________________________ ___________

Student signature Date

___________________________________ ___________

Main advisor signature Date

___________________________________ ___________

Secondary advisor signature Date

___________________________________ ___________

Secondary advisor signature Date

Department of Economics
Krieger School of Arts and Sciences
Johns Hopkins University

Progress Report, End of Fall Semester, for Fourth-year and Higher Students

This Annual Academic Progress and Professional Development Plan document is meant to help you, an Economics PhD student, reflect on and discuss with your advisor both (a) your academic and research progress and annual goals and (b) your professional goals, including your strengths, areas to explore, areas to improve, values, and plans. **This form will be completed annually throughout your doctoral studies and discussed during an annual meeting with your advisor and a secondary advisor**. This form is intended to be a springboard for conversation between you and your advisors. After the conversation has occurred, the student and advisors should sign this form, and each should then receive an electronic copy.

****

Name:

Date:

Year in the program (e.g., 4th if you are finishing your fourth year):

Main Advisor:

****

STUDENT SECTION

1. Describe the nature of your fall semester meetings with your main advisor – their frequency, whether they are in-person or virtual, and whether they are one-on-one or other faculty/students are present.

   Click here to enter text.

2. Describe the nature of your fall semester meetings with other faculty/and or advisors; same information as in (1).

   Click here to enter text.

3. As of the date of your last annual review, what were your main research goals to accomplish *for your job market paper* in the fall semester? Please be specific – for example, what empirical work did you want to complete, what model extensions did you want to produce.

   Click here to enter text.

4. What progress did you make towards these job market paper goals? What problems have come up that you've solved, and what problems (if any) have slowed your progress?

   Click here to enter text.

5. What papers (if any) are you working on other than your job market paper? With whom are you working on these papers? What progress have you made on these papers in the fall semester?

   Click here to enter text.

6. Outline your research plan for the spring semester for the job market paper and any other papers you are working on.

   Click here to enter text.

ADVISOR SECTION

The advisor's comments about student progress, special concerns, goals, or other thoughts

Click here to enter text.

Date of meeting where conversation occurred about above:

___________________________________ ___________

Student signature Date

___________________________________ ___________

Main advisor signature Date

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.

<u>Professional development:</u>

- **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.

<u>Respectful engagement and well-being:</u>

- **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.**

<u>Policies:</u>

- **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/