

Program in Molecular Biophysics

2022–2023 Student Handbook v.2022.3.0

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Introduction

Welcome to the Program in Molecular Biophysics!

This handbook serves as a resource for graduate students and faculty in the Program in Molecular Biophysics (PMB). It is subject to change and will be updated on a regular basis. The latest version of the handbook can be found at <https://pmb.jhu.edu/the-program/>.

The information contained in this document is meant to facilitate the transition of first year students from undergraduate to graduate status and guide advanced students to degree. First year students should consult the FAQ section at the end of this handbook for useful tips.

PMB Graduate Student Milestones by Year

Year One

The first year in PMB has many more organized items than subsequent years. For this reason, PMB has created a google calendar that displays the dates and times of courses, modules, rotations, and other important activities. You can access the first-year calendar, named Biophysics2022, by giving Brett Weinstein (bweinstein@jhu.edu) your gmail address.

A word of warning, Day-to-day adjustments to a course or module meeting time may not be reflected in the calendar, so it is important that you check with your instructor or with Brett if you have any doubt.

Below, you will find a summary of major first year activities and dates (as of August 23, 2022). It is both *incomplete* and *subject to change* because adjustments are often made during the academic year. When changes occur you will likely get emails or announcements from instructors, TAs, administrators and staff, or the program director or co-director. Please pay attention to those announcements. We count on you to assimilate these changes into your schedule. If you have any question, confirm with instructors, administrators, staff, and each other.

Take care of yourself and your classmates

The rhythm of graduate student life is different from that of an undergraduate student. The first PMB year is intense. You will be busy with courses, rotations, modules, seminars, and other activities. You will need to develop strong executive functioning skills¹ from the beginning so that you are able to navigate the responsibilities of being a graduate student, enjoy learning, and avoid

¹ Executive functioning skills include planning (being able to make plans, carry them out, and set and meet goals), focus (concentrating on what's most important at any given time), self-control (having the ability to control how you respond to your emotions and stressful situations), awareness (noticing people and situations around you and how you fit into the picture) and flexibility (being able to adapt to changing situations). Text adapted from [this site](#).

excessive stress. Use the university resources described in this document to make the most of your training.

2022–2023: Back to normal?

As of Aug 23, 2022, we anticipate that classes and events will be held in person. However, the university may need to adapt quickly to developing circumstances affecting everyone’s health and safety. As much notice as possible will be provided for such changes. Keep in mind that the faculty and staff have no more advanced notice about changes to the COVID policies than you do. We are all doing our best in these challenging times. Watch for announcements.

Fall Semester

| | |
|--|---|
| Schoolwide Orientation (online on Canvas) | |
| Library Orientation | Aug 19 |
| Schoolwide Orientation BBQ/Welcome Bag Pick Up | Aug 19 |
| Program Orientation | Aug 25 |
| Institute for Biophysical Research Retreat | Aug 26 |
| Online Safety Course (MyLearning) | Aug 25 – 28 |
| Online “Avoiding Plagiarism” Course (MyLearning) | Aug 25 – 28 |
| Computer Boot Camp | Aug 29 – Sep 29 |
| Statistics and Data Analysis Module | Oct 10 – Oct 14 |
| Faculty Research Forums | TBA |
| Physical Chemistry of Biological Macromolecules | Aug 29 – Dec 09 (Final exam TBA) |
| Proteins and Nucleic Acids 1 | Aug 29 – Dec 09 (Final exam TBA) |
| Rotation 1 | Oct 17 – Dec 09 (Rotation talks Dec 09) |
| Biophysics Seminars | Sep – Dec |
| Student Evening Series | Sep – Dec |
| Self-study in Biochemistry, Cell & Molecular Biology | Ongoing – Schedule time for this in your calendars. |

Intersession

| | |
|--|---|
| Solutions Biophysics Module | Jan 3 – Jan 10 |
| NMR Module | Jan 11 – Jan 18 |
| Biophysics Seminars | |
| Self-study in Biochemistry, Cell & Molecular Biology | Ongoing – Schedule time for this in your calendars. |

Spring Semester

| | |
|------------------------------|--|
| Proteins and Nucleic Acids 2 | Jan 27 – May 19 |
| Rotation 2 | Jan 23 – Mar 17 (rotation talks Mar 17) |
| PMB Interviews/Recruiting | Jan 27 – Jan 30 |
| Single Molecule Module | Mar 20 – Mar 24 |
| Rotation 3 | Mar 27 – May 19 (rotation talks on May 19) |
| Biophysics Seminars | Jan – May |

| | |
|--|--|
| Student Evening Series | Jan – May |
| Self-study in Biochemistry, Cell & Molecular Biology | Ongoing – Make time for this in your schedule. |
| Join Thesis Laboratory | May 22 |
| Proficiency Evaluation | May 22 – 26 |

Summer

| | |
|-----------------------------------|-------------|
| Macromolecular Simulations Module | Jun 5 – 9 |
| X-Ray Diffraction Module | Jun 12 – 16 |
| RCR Course | TBA |
| SOM Registration* | July 3 |

*For students joining a lab at the East Baltimore Campus (SOM & SPH). This may have to be done *in person* on the specified date. Casey Rastegar is the contact person for confirmation.

Year Two

Fall Semester

| | |
|------------------------|------------|
| Elective* | |
| Biophysics Seminars | Sept – Dec |
| Student Evening Series | Sept – Dec |

Intersession

Biophysics Seminars
Schedule adjustments if needed

Spring Semester

| | |
|----------------------------------|-------------|
| Elective* | |
| RCR Workshop | TBA |
| Proposal Writing Workshop | TBA |
| Savvy Seminars Didactic Sessions | TBA |
| Biophysics Seminars | Jan – May |
| Student Evening Series | Jan – May |
| Graduate Board Oral Examination | April – May |

Summer

| | |
|---------------------------------|-----|
| Savvy Seminar Practice Seminars | TBA |
|---------------------------------|-----|

*One full semester elective (equivalent to three academic credits) is required and can be taken either in the fall or spring semester. Courses taught at the School of Medicine are typically half semester courses. Two of those courses are needed to complete the elective requirement. Ideally, the elective will be taken in the second year, although in extenuating circumstances, a student may wish to take a specialized elective course that is only offered in the student's third year. Courses required from the first-year proficiency evaluation count as electives. Electives (and third-year requests) must be approved by both the student's thesis advisor and by the PMB program director.

Check [here](#) for the Hopkins definition of the credit. Note that graduate credits are under revision; further information will be forthcoming during the year.

Year Three²

Fall Semester

| | |
|--------------------------------|-----------|
| Thesis Proposal Practice Talk* | Oct – Dec |
| Thesis Proposal Seminar | Nov – Dec |
| Student Evening Series | Sep – Dec |

*The practice talk is to be scheduled in the student evening series, one week prior to the seminar at the latest.

Intersession

Schedule adjustments if needed

Spring Semester

| | |
|------------------------|-----------|
| RCR Workshop | |
| Student Evening Series | Jan – May |

Year Four

Fall Semester

| | |
|-----------------------------------|-----------|
| Thesis Advisory Committee Meeting | Oct – Dec |
| Student Evening Series | Sep – Dec |

Intersession

Schedule adjustments if needed

Spring Semester

| | |
|------------------------|-----------|
| RCR Workshop | |
| Student Evening Series | Jan – May |

Year 5 to Final Year

Fall Semester

| | |
|-----------------------------------|-----------|
| Thesis Advisory Committee Meeting | Oct – Dec |
| Student Evening Series | Sep – Dec |

Intersession

Schedule adjustments if needed

² Although there is no program activity planned for the summer months beyond Year 2, graduate students are expected to work in the lab and must register according to the Registrar's schedule. See page 10.

Spring Semester

Thesis Advisory Committee Meeting Apr – May
Student Evening Series Jan – May

Final Year

Private thesis defense to thesis committee
Submission of final dissertation to MSEL
Thesis Seminar (after submission of corrected thesis to library)

Fall Semester (as applicable)

Thesis Advisory Committee Meeting Oct – Dec

Intersession (as applicable)

RCR Workshop

Spring Semester (as applicable)

Thesis Advisory Committee Meeting Apr – May

PMB Administration

Administrative Structure

Dr. Juliette Lecomte is the director of the Program in Molecular Biophysics. Dr. Karen Fleming is the co-director. They are jointly responsible for the day-to-day operations of the program. Major policy questions and serious issues concerning the status of individual students are addressed by the PMB Steering Committee, a standing committee composed of PMB faculty from the four participating schools and student representatives from both campuses.

Administrative Contacts

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Faculty Composition

The list of 38 participating faculty and their affiliations is on page 37.

Student Representatives

PMB student representatives are responsible for collecting and conveying student concerns to PMB administration, participating in yearly PMB steering committee meetings, and communicating relevant decisions reached at these meetings to the student body. Representatives will survey or otherwise solicit student input in advance of steering committee meetings and will summarize, anonymize, and present this information during a dedicated portion of the committee meeting. Representatives are highly encouraged to hold PMB-wide student-only meetings to facilitate self-organization of all PMB students, for example to create social coordinators and promote unity across campuses and cohorts.

Representatives will serve a two-year term and organize an election (May/June) at each campus on alternating years to choose a successor ensuring that the incoming representative will always work with an incumbent representative.

Summary of criteria for students' vote:

- Eligible candidates are in their third or fourth year
- One candidate will be chosen for each campus
- Two-year, staggered appointments, with a new third year representative being voted in every year from alternating campuses

Useful Information

School and Departmental Affiliation

Although the faculty members of PMB come from many departments, all students in the program are enrolled in one of only two departments: the Thomas C. Jenkins Department of Biophysics in the School of Arts & Sciences on the Homewood Campus or the Department of Biophysics & Biophysical Chemistry in the School of Medicine on the East Baltimore Campus.

- All first-year students are enrolled in the Thomas C. Jenkins Department of Biophysics in the School of Arts & Sciences on the Homewood Campus and register there.
- If a student chooses (usually in May of the first year) a thesis advisor at the School of Medicine or the School of Public Health (the East Baltimore Campus), that student must register in and transfer enrollment to the Department of Biophysics & Biophysical Chemistry in the School of Medicine.

There are a few important issues that arise because of PMB's interdivisional character.

- The health insurance carriers for students at the two campuses are similar but not identical. Students who register in the School of Medicine must make sure that their insurance is transferred.
- The East Baltimore Campus has a system of ID badges. It is difficult to get into the buildings at off hours without a badge. Students doing rotations on the East Baltimore Campus must request a badge from Teri Pennington in the Department of Biophysics & Biophysical Chemistry, WBSB 608E. This badge is needed even if a student has a Homewood photo ID badge (J-card).

Registration

To maintain full-time student status (for tax and undergraduate loan deferment purposes) students must register for research every semester (fall, spring, and summer) that courses are not taken.

Registering on time is important: missing the deadline will result in substantial fines to be defrayed by the student. For additional information, go to

<https://studentaffairs.jhu.edu/registrar/students/graduate-registration/>

Financial Support

It is expected that financial support covering living costs will be made available to all accepted students throughout their education, as long as satisfactory progress towards the degree is being maintained. Most PMB students are provided with stipend and tuition support for their first two years by an NIH training grant. From the start of year three to completion of degree, stipend and tuition expenses are borne by research grants to the student's thesis advisor. If financial emergencies arise during a student's thesis research (owing to interruption in external funding to the thesis advisor, for example), every effort will be made by the program to help support student expenses, although in such situations, it is expected that support will primarily be provided at the departmental level.

Employment

All Kirschstein-NRSA fellows (individual fellowships) and trainees (institutional training grants) are required to pursue their research training full time. Full time is generally defined as devoting at

least 40 hours per week to research training activities, or as specified by the awardee institution in accordance with its own policies. It is the experience of PMB faculty and recent graduates that 50 hours per week is generally necessary for successful research progress and timely graduation.

Beyond the full-time training, NIH recognizes that Kirschstein-NRSA fellows and trainees may engage in part-time employment incidental to their training. Fellows and trainees may spend on average, an additional 25% of their time (e.g., 10 hours per week) in part time research, teaching, or clinical employment, *so long as those activities do not interfere with, or lengthen, the duration their NRSA training.*

Leave

PMB follows NIH policies for vacations, holidays, parental, and sick leave. See section 11.3.16 of <https://grants.nih.gov/grants/policy/nihgps/nihgps.pdf>

Vacations and Holidays

Trainees and fellows may receive the same vacations and holidays available to individuals in comparable training positions at the grantee or sponsoring institution. Trainees and fellows shall continue to receive stipends during vacations and holidays. **At academic institutions, the times between semesters or academic quarters (e.g., winter, spring, and summer break) are considered an active part of the training period.**

As such, students are to receive **10 days** of vacation each year, plus normal University holidays, such as Thanksgiving while they are on the training grant. Spring and fall breaks (as scheduled in the undergraduate calendar) are **not** considered University holidays. Once students are off the training grant their vacations are negotiated with their faculty advisors, but generally fall under the NIH guidelines applied to trainees.

Sick Leave

Trainees and fellows may continue to receive stipends for up to 15 calendar days of sick leave per year. Under exceptional circumstances, this period may be extended by the NIH awarding office in response to a written request from the Program Director, countersigned by an Authorized Organization Representative in the Johns Hopkins Sponsored Projects Office. Sick leave may be used for medical conditions related to pregnancy and childbirth. In rare cases, students require extended medical leave.

Parental Leave

Trainees and fellows may receive stipends for up to 60 calendar days (equivalent to 8 work weeks) of parental leave per year for the adoption or the birth of a child. Either parent is eligible for parental leave. This leave is available to new parent trainees regardless of whether leave is available to their spouse/partner. The use of parental leave must be approved by the training Program Director.

Students should notify their advisor in a timely manner when requiring sick leave and should provide medical documentation when appropriate. Students should also notify their advisors well in advance when planning parental leave.

The leave-of-absence policy is described in detail on page 33.

Training Grant Information

T32-GM008403 should be acknowledged in any publication resulting from work performed by a student while being supported by the training grant before July 1, 2020.

T32-GM135131 should be acknowledged in any publication resulting from work performed by a student while being supported by the training grant after July 1, 2020.

Please make sure that your publications are compliant with NIH policies with timely depositions.

Academic Advisors

Students are advised to discuss questions about the program, minor academic problems, and other issues that may arise with the PMB academic advisor. Drs. Juliette Lecomte and Karen Fleming will serve as academic advisors for first-year PMB students. For PMB students in their second year and beyond, Juliette Lecomte will serve as academic advisor. First-year students are provided with a first year faculty mentor.

Minor issues with research advisors should be discussed as soon as they arise with either the first year mentor or the academic advisor. Also see the section on Grievance, Conflict Resolution, and Ombud.

Participation in Program Evaluation and Assessment

To continue to improve and modernize the Program in Molecular Biophysics, and to be sure students are advancing in their thesis research, all students will be asked to participate in various polls and surveys throughout their time in the program. There are two types of surveys. The first is well established and focused on programmatic components of PMB, such as coursework, rotations, opportunities for advancement, resources for career placement, and overall program satisfaction. These surveys will be administered by the program or the Center for Teaching Excellence & Innovation (CTEI) on the Homewood Campus, and are currently scheduled in the second and fourth year, and upon completion of the Ph.D. These surveys are anonymous.

The second type of survey is in the development phase. It is an annual evaluation of each student's thesis advisor, starting in year two. Thesis advisor evaluations will be conducted by the Office of Academic Assessment at the School of Medicine. These evaluations will be used in two ways. First, they will inform the program director and steering committee on overall mentorship from the

student perspective, including breadth of mentorship styles and commitment to training. For this purpose, survey results are anonymized in terms of both students and their advisors. Second, when individual surveys indicate a problem between the student and advisor, the Office of Academic Assessment communicates these surveys directly to the program director, revealing the identities of the student and the advisor. In such cases the program director and co-director work directly with the student to mediate a workable solution.

Program Requirements

General Expectations

In their first year, students are expected to divide their time equally between coursework and rotation laboratory work, *spending approximately 25 hours on each during the first rotation. For rotations two and three (spring semester), students should shift additional effort (~35 hours) to their rotation work, given the lighter course load in the spring.* The most important decision made during the first year is the choice of a thesis advisor, and therefore attention to rotation work is essential. The first summer is normally devoted to module completion, RCR course, and *mostly thesis research.* Less coursework is required in the second year, with the expectation that students will spend 75% or more of their time conducting thesis research in the semester they take their elective, and 100% in all other semesters. (Effort distribution should be adjusted according to the number, timing, and type of elective, whether half or full.) The first thesis review will take place in the fifth semester. At the end of that semester, students will be evaluated on research progress and their ability to articulate the importance of their thesis project. Subsequent thesis reviews will occur on a yearly (year 4) and half-yearly (years 5 and beyond) basis. The Ph.D. dissertation defense is conducted in a private session with the Thesis Defense Committee. After successful defense and submission of the corrected thesis to the library, the student presents a public thesis seminar required by the program.

In addition to these PMB-specific milestones, there are general university-wide responsibilities that graduate students at Johns Hopkins University are expected to adhere to, as well as rights that graduate students can expect. A detailed list of these rights and responsibilities, which include subjects such as accessibility, academic freedom, and professional relationships with advisors and other students, is available at <https://e-catalogue.jhu.edu/university-wide-policies-information/rights-privileges-responsibilities/>

Core Courses

The following courses are required of all entering PMB students. Because of curriculum upgrade, some changes may apply, to be communicated when available.

- Physical Chemistry of Biological Macromolecules (*García-Moreno & staff, Homewood*)
- Proteins and Nucleic Acids 1 (*Woodson/Bowman, Homewood*)
- Proteins and Nucleic Acids 2 (*Berger & staff, SOM*)
- Introduction to Computing Course (*Bowman & staff, Homewood*)
- Safety Course (*online*)
- Avoiding Plagiarism Course (*online*)

- Responsible Conduct of Research Course (*Bosch & staff, Homewood*)
- Modules in Molecular Biophysics (6) (*Lecomte & staff, Homewood*)
- Biophysics Seminar (*Lecomte, Homewood*)
- Elective
- Savvy Seminars (*Fleming, Homewood*)
- Writing Workshop (*Barrick/Bowman, Homewood*)

All students are expected to attend every lecture and turn in assignments on time. Failure to attend classes could result in a failing grade for the course or a probation period.

Seminars

Seminars presented at the University serve as more than a set of unrelated talks on specialized topics. Each department's seminar series is put together as a whole, integrating speakers and topics into a single series. The seminar series knits the department together, providing a common intellectual experience for students, postdocs, faculty, and staff. During your scientific career, you should make it a priority not only to attend the seminars that are of interest to you personally, but also to attend your department's seminar series.

To help establish this habit, first year students are required to attend (1) the biophysics seminars on the campus where they are doing their rotations; (2) all named lectures; and (3) the *Chalk It Up* series (see page 18). Homewood biophysics seminars are held on Mondays, 12 noon; SOM biophysics seminars are held on Wednesdays, 1:30 PM. Repeated absences will result in a failing grade for the seminar course.

During their second year, students are required to attend the biophysics seminars on the campus where they are doing their thesis work, and all named lectures and *Chalk It Up* series.

Beyond the second year, students are expected to attend as many seminars as possible, and all named lectures and *Chalk It Up* series.

Policy on Grades

- Students must receive a grade above a C+ in any of the required courses or the course must be repeated.
- Failure to receive a grade above a C+ in two required courses is grounds for termination from the program.
- Failure to receive a grade above a C+ in a required course a second time is grounds for termination from the program.

During each semester, students must keep a grade point average of 3.0 (B) for all courses. Falling below the GPA of 3.0 for one semester will result in a warning to the student; falling below it for two semesters is grounds for termination from the program (see Probation and Dismissal from the Program, page 29).

The grade requirement is not intended to discourage students from taking advanced courses in other disciplines (e.g., physics, chemistry, and mathematics). Such courses can be exempted from the "B" requirement by arrangement with the program director.

When courses are not taken, dissertation research must be completed with a passing (P) grade. A failing grade(F) will lead to probation (see Probation and Dismissal from the Program, page 29).

Responsible Conduct of Research

Conducting research with the highest ethical standards is essential both for good science and for maintaining the public trust of science and scientists. PMB strives to impart such standards on all trainees through regular classroom instruction in the Responsible Conduct of Research (RCR). Moreover, the NIH requires that all fellows receive regular RCR instruction as part of their training. There are two activities required to meet these requirements:

- PMB students must take an RCR class offered during summer of their first year and organized by the University on the Homewood campus.
- All trainees and fellows beyond the first year must attend a yearly mandatory RCR workshops, organized by PMB faculty. The timing of these workshops varies. Watch for announcements. **Failure to attend the RCR workshops without prior alternative arrangement with the program director will result in probation.**

Rigor and Reproducibility

The NIH has introduced a requirement to ensure “rigor in designing and performing scientific research and the ability to reproduce biomedical research findings.” Rigor and reproducibility are intrinsic to the research conducted in every PMB laboratory. In addition, all courses and modules emphasize these cornerstones of science advancement.

Faculty Research Interests

Once on site, new students have opportunities to learn about current faculty research interests besides perusing the PMB website.

- An annual retreat for the Hopkins biophysics community is held during orientation week, giving a full picture of the research taking place in PMB laboratories and a chance to think about rotation possibilities.
- Faculty forums are held during the fall semester. According to timing these can provide information for the first rotation and are especially useful for subsequent rotations.
- Students should identify PMB faculty/research programs they are interested in and should feel free to set up one-on-one meetings to discuss research, thesis mentorship, and rotation possibilities.

Laboratory Rotations

The most important decision each student will make in their time at Hopkins concerns the lab in which they will conduct their thesis research. The first-year laboratory rotations are the primary means by which students will inform this key decision. Thus, the main goal of each rotation is to give the student experience with specific research and the feel for a laboratory and campus.

Each student is required to complete three laboratory rotations during their first academic year. Each rotation has a duration of eight to nine weeks (dates are given on page 6). Although these

rotations are short on the timescale of scientific discovery, students should strive to advance their projects and make scientific contributions in each.

All three of these rotations must be performed in the laboratories of PMB faculty members, without exception.

Students are expected to choose at least one rotation on the Homewood campus and one on the East Baltimore campus. The order in which students select their three rotations should be determined primarily by their long-term (i.e., thesis) interests (highest interest = first rotation). Students should take charge of contacting faculty to discuss possible rotation and thesis projects. Scheduling considerations include availability of individual faculty members and coordination with other first-year students. Students will meet one-on-one with the program director and co-director (Lecomte and Fleming) in mid September to discuss interests and availability. At this meeting, students should share their top three choices for rotation labs, ranked in order of preference.

For the first two rotation periods, only one PMB rotation student is permitted in an individual lab. In particularly difficult situations, the director and co-director will assess whether an exception can be made to the one-student-per-lab rule. In the third rotation period, multiple PMB students can rotate in the same lab. Even if an exception is made to the rule of one PMB student per lab for the first two rotations, the requirement to conduct at least one rotation on the Homewood and one on the East Baltimore campus still applies.

At the end of each rotation period, students will present 10-minute talks with their rotation advisors and other 1st-year students present. All other PMB faculty and students will be invited to attend.

Students are expected to choose a laboratory and begin their thesis research following the completion of their third rotation. In unusual circumstances, the program director may authorize a fourth rotation (see Probation and Dismissal from the Program, page 29).

Occasionally, incoming students spend part of the summer before their first year working in the laboratory of a PMB faculty member. These students are registered as graduate students but *the summer period does not substitute for one of the student's three rotations*. However, such students may choose to do their first (or a subsequent) rotation in that same laboratory.

It is expected that students will work diligently during each rotation, regardless of their choice of thesis laboratory.

Rotation Evaluations

The rotation advisor must complete a form evaluating the student's effort, interest, comprehension, and skill. This form will become part of the student's departmental academic file. An evaluation with unsatisfactory rankings will result in a warning letter to the student, and a second rotation with unsatisfactory rankings is grounds for dismissal (see Probation and Dismissal from the Program, page 29). The form is appended at the end of the handbook.

At the end of each rotation, students must meet with their rotation advisors and discuss their rotation evaluation form. Students should expect a frank and open discussion of both strengths and any weaknesses perceived by their rotation advisors. Although it is sometimes difficult to discuss

weaknesses, students should view such feedback as constructive and should work on improving these areas in future rotations and beyond.

Co-Director Check-ins

After their first rotation, first-year PMB students meet individually with Dr. Fleming to review their overall progress and adjustment to graduate school. Dr. Fleming also discusses each student's first rotation experience and possible trajectory to ensure that they are on a path toward identifying a thesis advisor and lab. For academic year 2022–2023, the individual meetings are likely to take place during winter intersession or early in the spring semester.

Another check-in will occur after the first year is over. These meetings will be take place in June.

Biochemistry, Cell and Molecular Biology Placement

Proficiency in biochemistry, cell, and molecular biology is evaluated formally with a first-year proficiency interview, normally scheduled in mid or late May. Students who have never taken courses in these areas are welcome, but not required, to take courses during their first year. Tutorials or self-directed study provide alternative avenues for preparing for the evaluation. The proficiency interview functions as a placement evaluation. If a student performs poorly in one or more areas, the examiners will recommend coursework to help the student gain a better understanding of those areas. Another purpose of the proficiency interview is to provide the students with an opportunity to experience an oral exam similar to the Graduate Board Oral examination required by the University. In that sense, we refer to it as an exam, although no grade is associated with it and failing has no consequence other than a course recommendation. Performing poorly on the proficiency interview does not jeopardize a student's standing in the program.

Seminar Series

It is an essential part of the educational process for students to attend seminars, both in the area of biophysics and in other areas. Some of the regular biophysics offerings are listed below. First year students are expected to attend the series on the campus where they rotate. Beyond the first year, students are expected at minimum to attend the series on the campus where they work. The third year proposal (see page 22) is considered as a regular seminar and should be attended by all PMB students.

- The Thomas C. Jenkins Department of Biophysics seminar series is held on Mondays noon–1 PM on the Homewood campus.
- The Department of Biophysics & Biophysical Chemistry seminar series is held on Tuesdays, 11:00 AM–noon on the East Baltimore campus.
- The biophysics departments sponsor “named lectures” (e.g., Carlson and Kossiakoff lectures). These special events take place on one or the other campus and host experts in the field. All PMB students are expected to attend these lectures.
- *Chalk it up to Biophysics* seminars are held four to five times per year, as part of the Jenkins Department of Biophysics seminar series and as part of the Department of Biophysics & Biophysical Chemistry Series, at times to be announced. They are presented by PMB faculty and emphasize the

conceptual basis behind the work of an individual laboratory. Students past their second year are expected to attend. Attendance is mandatory for first- and second-year students.

- *Student-invited seminars.* PMB students are offered the opportunity each year (usually in the spring semester) to invite one speaker of their own choosing. Past speakers have included David Baker, Dorothy Kern, Erin O'Shea, Stephen White, Elizabeth Rhoades, Michael Levitt, Julie Forman-Kay, and William Bialek. Each year, two senior students are identified by the PMB director to organize the speaker selection and visiting schedule. The 2023 speaker and date will be announced as soon as available.

Writing Workshop

Writing is a critical part of the enterprise of science. To develop formal writing skills, PMB students will participate in a workshop in the spring of their second year that helps them develop their scientific writing skills. Students will meet with PMB faculty over approximately two months to develop a set of "Specific Aims" and a five-page research proposal that describes the goals, background, significance, and details of their thesis project. The workshop will cover best practices in topics ranging from grammar and sentence construction, organization of paragraphs, the main sections in a research proposal and their functions and creating and placing figures and tables. Students and faculty will meet in groups and in one-on-one sessions and will get direct feedback on their written proposal from faculty, students, and in the course of preparing their proposal, their faculty mentors.

The proposal that students generate in the Writing Workshop will be used, with minor tweaking, as part of the Thesis Proposal Presentation and Review in the fall of their third year. In addition, it is hoped that students will use this proposal as the starting point for submission of an NIH F31 predoctoral fellowship. These fellowships not only provide research support to the student's thesis lab, they are prestigious awards that bring significant advantage to the recipient student in applying for postdocs, postdoc research fellowships, and subsequent professional positions.

Savvy Seminars

An oral presentation is one of the main forms by which scientists communicate their findings. Whether in the context of the classroom, the relatively informal lab meeting or as an invited speaker at an international colloquium, the ability to effectively present scientific results is an important skill to master. To develop these presentation skills, students will participate in a class designed to cover the planning and execution steps necessary to produce an engaging oral presentation. Students will learn to articulate the big biological questions, tell a story that stimulates interest in their chosen subject, and effectively convey their experimental findings. Key methodological steps in planning will guide students on how to create slides with compelling visuals, and how to use technology to their advantage. Students will each prepare, present, and receive feedback on a 15-minute talk on their thesis project in the style of the Biophysical Society short talks. In addition, each student will receive and evaluate a video of their presentation so they can see themselves through the eyes of others.

Student Evening Series

The student evening series (SES) offers speaking opportunities to all PMB students. It is designed to provide research feedback and build camaraderie within and across cohorts. Frequency is approximately once per month and the setting will depend on the location of the presenter's lab (Homewood or East Baltimore campus). The series is organized by two 4th year PMB students, who are selected by the attending students at the conclusion of the final meeting of the previous year. The main task for these organizers is to draw the schedule of speakers for the coming year (by August 1), consulting with Brett to avoid potential conflicts with other program activities (e.g., recruiting, third-year practice talks, retreat organizers, organizers for the student invited speaker). The student organizers also work with Brett to advertise the schedule and announce upcoming presentations to the entire PMB class. *Participation in the student evening series is a PMB requirement.*

Third-Year Seminar Practice Talk

Third-year students are required to present their thesis projects to other PMB students at least one week in advance of their formal presentation date. See below for details. These presentations are held in the evening and must be scheduled carefully because third-year reviews occur during a short period of time in November and December. *Participation in the student practice talks is a PMB requirement.*

Graduate Board Preliminary Oral Examination

- **Oral exam requirements:** The Graduate Board of Johns Hopkins University requires all Ph.D. programs to administer an oral examination to their students. For PMB students this examination is a preliminary one, to be taken in April/May of the second year.

The GBO examining committee consists of five primary members, with two alternates. The Graduate Board requires that two members of the examining committee be from outside the student's department or program. To comply with the spirit of the rule, PMB uses three of the examining faculty from outside the campus where the student is enrolled (outside examiners), and two faculty from within that campus (inside examiners). PMB composes examining committees for students performing thesis research on the Homewood campus and for students working on the East Baltimore campus. The composition of the committees is decided by the program director in accordance with the spirit of the Graduate Board rules.

It is PMB's policy that the student's faculty advisor cannot be a member of the examining committee and cannot be present during the examination. The advisor will be asked to make a brief presentation about the student to the examining committee prior to the examination while the student is not in the room.

- **Scope of the exam:** The preliminary oral examination is designed to test reasoning abilities and the breadth and depth of the student's knowledge. The exam does not focus extensively on the student's thesis research area, although GBO committees often ask for a brief description of the project to provide some background. The topics covered in the GBO can in principle be quite broad; however, the PMB GBO focuses first and foremost on molecular biophysics. The materials that students have encountered in their first-year curriculum, and in particular, biomolecular structure,

function, physical chemistry, and methods of inquiry related to these topics, are central to the examination. Students can also expect some coverage of material from the proficiency evaluation.

- **Setting up the oral exam:** The program administrator will notify students of when they are scheduled to appear.
- **Outcome of the oral exam:** The Graduate Board requires that the GBO examining committee report the results of the examination in written form. The reporting form allows for a “pass,” “conditional pass,” or “fail.” An option to retake may also be offered. If the decision is a “conditional pass,” the conditions (nature of the work, deadline, etc.) will be stipulated by the committee at the end of the examination. It is the responsibility of the student and the advisor to ensure that the conditions are met.

Thesis Proposal Seminar

At the end of the 5th semester (October–December), students will present their thesis project both orally and in written form. This review is composed of a public presentation outlining the thesis project, and a question–answer session with the Thesis Review Committee. (See page 22 for details).

Thesis Requirements

Thesis Advisor

Students are expected to choose one thesis advisor from among the PMB faculty at the conclusion of their third rotation. This is a critical choice for both student and advisor, and it should be made with care. Faculty are not required to accept all students interested in their laboratories. In unusual circumstances, the director may authorize a fourth rotation (see Program Requirements).

Annual Thesis Reviews

To ensure progress toward degree, every student undergoes regular thesis reviews. The first review is administered by the Thesis Review Committee (TRC). Subsequent reviews are administered by the Thesis Advisory Committee (TAC). The frequency of meetings is once a year in Year 3 (by the TRC) and 4 (by the TAC), and twice a year beyond Year 4 (by the TAC).

It is a University requirement that every student enrolled in the program must have at least one yearly thesis review.

In general, the only circumstance in which a yearly or second yearly thesis committee meeting is not necessary is when (i) the student has completed all work to be included in the thesis and is actively writing the thesis, or (ii) the TAC has previously indicated that the student was likely to graduate within six months. In this case, the TAC and student will agree on an outline of the thesis and a time frame for completion.

Actual writing of the dissertation is monitored by the advisor.

Third-Year Thesis Proposal Seminar and Review

In the fall of their third year, PMB students will present a public seminar describing their thesis project. The presentation will be immediately followed by a closed-door discussion with a committee of program faculty. This Thesis Proposal Seminar and Review (TPSR) serves several purposes. 1) It helps students to think critically about their thesis project, from the background and premise, to the feasibility of experiments, and to the larger impacts that will result from their research. 2) It provides the students with experience in making an oral seminar-style presentation. 3) It serves as a first post-GBO thesis review by a committee of PMB faculty. An important additional component of this seminar/evaluation is a written thesis proposal prepared by the student in the writing workshop in the spring of the second year.

Students on the Homewood campus will be evaluated on that campus, during the normal Monday noon seminar time slot in the T.C. Jenkins Department of Biophysics or an alternative day depending on the number of presentations. Students at the East Baltimore campus will be evaluated on that campus, likely in a fixed morning time-slot (currently Wednesdays at 9:30 AM).

Core committee: PMB has two TSPR core committees, one on the Homewood campus and one on the East Baltimore campus. Each core committee is composed of two PMB faculty members from the hosting campus. The same core evaluates all students in a given campus in a given year. The core committee is selected by the PMB director, each member serving for two years. Appointments to the core committee are staggered to ensure continuity. In the second year of service, the core member serves as the TPSRC chair.

Reviewing committee: The reviewing committee (the TPSRC) consists of the core committee (two PMB faculty, see above), the thesis advisor, one ad hoc **PMB** faculty and one alternate ad hoc **PMB** faculty chosen by the student and thesis advisor (the ad hoc and alternate must not be core committee members). The committee composition must be approved by the program director. *All members of the TPSRC are charged with reading the proposal and providing substantial feedback to the student.* The thesis advisor is designated as the reader; as such, the advisor will be responsible for meeting with the student and going over the written document prior to delivery to the rest of the committee.

Scheduling: The PMB director will coordinate with the core group and thesis advisor to find a suitable presentation date. Once this date has been established, the student will ask the selected ad hoc committee member and alternate to serve on their committee. It is the student's responsibility to inform the program (Brett Weinstein) of the committee composition and to provide the seminar coordinator for either the Jenkins Department (Liz Wilson in 110 Jenkins Hall) or the Department of Biophysics & Biophysical Chemistry (Casey Jacobs) with a presentation title.

Format of the proposal and review documentation: The student must provide a five-page research proposal to the TPSRC at least one week prior to the review. The format is similar to that requested by the NIH for F31 submissions (see page 41). Student and advisor should arrange a meeting to review the document prior to sending it out to the committee. The student and advisor should also meet to discuss matters related to the Individual Development Plan (IDP) required by NIH and fill the Individual Development Report (information available on the PMB web page and in Appendix). The ID report should be sent to the committee with the proposal. The student should also send a copy of the signed ID report form to Brett Weinstein.

Practice talk: Each student must schedule an evening practice talk with their PMB classmates no later than one week prior to their public presentation. Students should coordinate with Brett to be sure there are no conflicts with other program activities and events. These practice talks are meant to provide feedback on narrative, slides, and speaking style, and are a program requirement for the presenter. *All PMB students are required to attend.*

Note that third-year proposals are presented during a narrow window of time for fairness to all presenters. It is therefore essential that practice talks be scheduled early so that they can be reasonably spaced.

Format of the review: Third-year thesis reviews are unique in that they begin with a public presentation (seminar format) describing the thesis project. The presentation is expected to last ~30 minutes. Following the presentation, the TPSRC meets with the student in private to discuss the thesis proposal and preliminary data. The TPSRC should also discuss the filled ID report with the student. The closed-door phase of the third-year thesis review should take ~30 minutes. Additional time should be reserved for the committee to meet with advisor and student individually. Scheduling should therefore allow for ~1h 15 min.

Outcome: The committee chair will fill the evaluation form and summarize the committee discussion. Comments should be made about the proposal and the seminar. It should also contain recommendations and requirements if any. The reader is tasked with critiquing the written proposal separately and providing edits to help the student improve their writing. The TPSRC can require that a student provide periodic written reports or have an additional thesis review during the year, if it is felt that there are deficiencies in the project, the seminar, or the written proposal.

The review form must be circulated among committee members for editing and approved by the committee as a whole. The filled form is sent to Brett as soon as possible after the meeting. The evaluation is then sent to the student for signature.

Mid-stage Thesis Review

In Year 4 and beyond, students meet one-on-one with their Thesis Advisory Committees (TAC) to discuss their research progress and their future research and career plans. Mid-stage reviews happen once in year four (in October or November) and twice in years five and beyond (in October or November and April or May). The object of the thesis review is to provide detailed discussion and specific guidance about the ultimate content of the thesis. The program director must approve the Thesis Advisory Committee (TAC) composition prior to the first meeting.

The TAC will consist of the student's advisor, the ad hoc member from the TPSRC (if appropriate), and two more PMB faculty. There is no restriction as to which campus TAC members are drawn from, but **the TAC must be composed of PMB training faculty**. Exceptions may be considered if additional expertise relevant to the thesis topic is absolutely required and is not represented by any of the training faculty. In any case, members of the committee must appear on the list of faculty approved to serve on GBO committees by the Homewood Graduate Board or the equivalent office at the School of Medicine. The TAC will meet with the student in the Fall of Year 4 and Year 5, and then every six months until the final thesis defense, at which time a fifth member, also from PMB faculty, will be added.

Prior to every review, the student should arrange a meeting with the thesis advisor to discuss matters related to the Individual Development Plan and fill the ID report (information available on the PMB web page and in Appendix). At the close of each review, the TAC and student must initiate the scheduling process to ensure that the next meeting will occur within the prescribed time window.

The student must provide a one-page research progress summary *at least one week in advance of the meeting*. Prior to the meeting, the student must also send the filled ID report to the committee for discussion at the meeting. The student should send a copy of the signed ID report to Brett Weinstein.

Format: TAC meetings will consist of a closed-door presentation by the student. The student should include relevant background, results, challenges, and future plans to complete the thesis. Without interruption, the presentation should last approximately 30 min, and the student should plan accordingly. During the presentation, committee members are likely to interrupt and ask questions or offer suggestions. The meeting ends with a discussion of the student's long-term plans after leaving PMB and the steps the student has taken to achieve those goals. In total, the meeting should last no longer than 1.5 h.

Outcome: The committee chair, appointed by the program director, will complete a committee report summarizing the discussion and any specific recommendations. As for the third year review, the review form must be circulated among committee members for editing and approved by the committee as a whole. The filled form is sent to Brett Weinstein as soon as possible after the meeting. The evaluation is then sent to the student for signature. This report will become part of the student's permanent record.

Scheduling: It is the responsibility of each student to schedule their TAC meeting within a given window of time, i.e., October–November in the fall of year 4 and beyond, and April–May in the spring of year 5 and beyond. No review can be scheduled during June–August. The time and date for the next meeting should be set at the conclusion of each meeting or soon after. Once the meeting time and date are identified, students should communicate this information to the Academic Program Administrator (Brett Weinstein), who will keep track of each student's committee meetings in the same way s/he keeps track of student GBOs. **Failure to schedule a timely review meeting will result in a grade of F for dissertation research. Repeated failures will result in academic probation.**

At the TPSR and all subsequent reviews, the TPSRC and TAC panel will expect to hear from each student about career and training plans following completion of the dissertation, as well as long-term plans. If a student plans to do a postdoc, the student should discuss general research areas and any thoughts on specific labs that are of interest, starting in Year 4 (the first TAC review). If a student is considering a non-postdoc path, the student should discuss interests and any initial investigations into the chosen area, including possible internships.

The purpose of the TAC meeting is to monitor progress and provide guidance. In most cases, the timing and frequency indicated above are adequate. However, every student meets with different circumstances, and a departure from the schedule may be helpful. Thus, if a student or committee member deems that a meeting is needed outside of the October–November or April–May windows, corresponding arrangements will be made. The student will proceed as for a regular meeting.

Individual Development Plan and Report

Discussion of an IDP is an integral part of each thesis review. The form used by PMB addresses both the progress of the student toward selecting a career path beyond graduation and how the program can be improved to facilitate such progress. See also Career Counseling on page 29. Note the requirement of attending the NIH Career Symposium.

Thesis Defense Committee (TDC) and Final Oral Examination

The final oral examination committee, or Thesis Defense Committee (TDC), must consist of **five PMB faculty members** (plus one alternate). The TDC will be composed of the four members of the student's TAC plus one additional faculty member and one alternate of the student's choosing. **The TDC must be composed of PMB training faculty.** Exceptions will be considered if additional expertise is absolutely required. In any case, members of the committee must appear on the list of faculty approved to serve on GBO committees by the Homewood Graduate Board or the equivalent board at the School of Medicine. Any change to the committee composition (including exchange between regular and alternate status prior to the defense) must be approved by the program director.

Two of the five members of the TDC will serve in the official capacity of "readers" of the thesis. In all but the rarest of circumstances (which must be approved by the program director), the primary or "first" reader is the student's advisor. In consultation with the student's advisor, the student chooses one faculty member from the remaining four TDC members to serve as second reader, and must obtain approval from that member. **The 2nd reader must be a PMB faculty approved by the PMB director.** As described below, the two readers vouch for the thesis in its entirety in a letter to the graduate board. As such, the two readers must read the thesis in its entirety. **This is particularly important for the advisor (first reader),** who should read the thesis and provide necessary edits to make the thesis presentable **prior** to its circulation to the TDC.

To ensure balance, the committee composition must be approved by the program director. The program director will choose the committee chair. Once the committee is approved and the advisor agrees that the thesis is ready to be distributed, the student may schedule the exam. It is the student's responsibility to contact the faculty members on the exam committee and to schedule the date, time and place of the exam. **Students who have scheduled their defense must provide the information to Brett Weinstein as soon as available.** All five committee members and the alternate receive a copy of the dissertation **at least two weeks prior to the exam.**

Failure to deliver copies of the thesis at least two weeks prior to the exam may result in a postponement of the defense. Unapproved changes to the committee composition and roles may also result in a postponement or nullification.

The final oral exam is a closed-door exam and serves three purposes:

- To evaluate the quality of the dissertation (if approved, the 1st and 2nd readers sign a letter of acceptance addressed to the Graduate Board);
- To determine that the student's knowledge in the immediate scientific area of their dissertation is sufficient; and
- To authorize the student to go forward with presenting the thesis seminar after submission of the corrected document to the library.

If the exam committee concludes that the student's knowledge is insufficient or the dissertation needs additional work, the student can be asked to return for a re-examination. The student's final exam committee has the authority to ask for substantial changes to the thesis and additional "bench" work.

The student should be prepared to make a presentation during the final oral exam to highlight the major findings of the dissertation, approximately 45 minutes in length. TDC members are expected to interrupt throughout the presentation to discuss various points. In general, this oral examination will last 2 hours.

It is the intention of the Steering Committee that the examining faculty conduct a rigorous assessment of the student's scientific knowledge and evaluate the dissertation research in a substantive and critical manner.

Thesis Approval

The final thesis must be approved, in a form specified by the Graduate Board, by the two thesis readers. If the final oral examination committee approves the student's dissertation, the two readers sign the letter accepting the thesis. *The readers reserve the right to delay signing the letter until all revisions are made to the document according to the committee's recommendations.* This may include additional experimental work, substantial rewriting, and inclusion of new chapters. The signed letter is submitted to the Graduate Board, along with a confirmation that all other PMB requirements have been met. Guidelines for the format and submission of the thesis are available from Brett Weinstein or Casey Jacobs. Thesis submission fees are covered by the two Biophysics Departments.

Thesis Seminar

After the student has passed the final oral exam, the readers' letter accepting the thesis has been submitted to the Graduate Board, and the thesis has been submitted (and approved) by the library, the student is required to present a seminar on the work that led to the degree. *The public seminar cannot take place before all corrections have been made, and the library has approved the document.* The thesis seminar should be scheduled at a time when a majority of the faculty from the TDC can be present. It is preferable that the seminar be held in person on the campus where the student earned the degree. However, circumstances such as employment at the time of the presentation may make this difficult. A remote presentation is acceptable. The seminar will be announced by the department granting the degree.

Granting of Degree

The Chair of the Thomas C. Jenkins Department of Biophysics or Director of the Department of Biophysics & Biophysical Chemistry will consider that a student has fulfilled the requirements for the Ph.D. and sign the Certificate of Completion granting the degree only after the following conditions have been met:

- Passing the final oral examination. (Note: this examination is a program requirement, not a Graduate Board requirement. Each student satisfies the Graduate Board Oral requirement by passing the Graduate Board Oral exam taken at the end of the second year.)

- Submission to the Graduate Board of an approval letter signed by two readers accepting the thesis as partial fulfillment of the requirements for the Ph.D.
- Submitting a final, corrected and revised thesis that has been approved by the two thesis readers to the library. In some cases, approval by the entire thesis committee may also be requested. In timing the submission of the student's thesis to the library, the student should be aware of graduate board deadlines for awarding of degrees. Delaying submission by one day can delay degree conferral by as long as four months.
- Presentation of the student's thesis seminar.

It is university policy that all program and university requirements for the Ph.D. must be completed in 9 years or fewer from start of the doctoral program.

Participation in Scientific Meetings

Annual Retreat

The annual retreat is sponsored by the Institute for Biophysical Research (IBR, the broader community of biophysics researchers at the university) and brings together IBR laboratories from departments throughout the Schools of Arts & Sciences, Engineering, Medicine, and Public Health. Both platform presentations and a poster session are scheduled, and students and postdoctoral fellows are strongly encouraged to participate. All PMB students are expected to attend the IBR retreat every year. Advanced PMB students will have an opportunity to give short "lightning" talks. PMB students at the start of their fifth year will typically give full platform talks on their thesis research. In addition to providing an opportunity for PMB students to present their research and practice public speaking, the retreat gives faculty and students within the Institute the opportunity to hear about current research in other laboratories.

While on the Training Grant

The training grant can provide limited funds to allow students to attend meetings. Such travel is not an automatic right, but has to be justified (to present a poster, for example). Students must apply to the director for permission. To minimize costs we encourage students to attend meetings in Baltimore or DC. Typically, students will be able to attend one meeting during their two years on the training grant. Students no longer supported by the training grant are **not** eligible for training grant travel support. Funds are allocated on a yearly basis and cannot be rolled over.

Beyond the Training Grant

Presenting results at conferences and attending professional workshops are important components of doctoral training. Every research laboratory has its own participation policy. Students should consult their thesis advisor for information.

Applying for a Doctoral Fellowship

All PMB students are encouraged to apply for doctoral fellowships and should take steps early on to craft a competitive submission. This typically requires several weeks of intense planning, thinking, and writing.

The second-year writing workshop helps students prepare for their third-year proposal presentation and for submission of a fellowship application. Besides the research part covered in the workshop, fellowship applications have multiple components that vary according to the agency and must follow specific guidelines.

Students should read the submission guidelines early and fully prior to working on their application. They should make a list of what is needed and draw a schedule for each part. For the research portion, the successful applicants interact with their research advisor early and frequently. In addition, it is essential to provide ample time (at least two weeks) to the advisor, references, and director so that they can contribute the relevant supporting pieces as it may not be possible for them to satisfy last minute requests.

The process of writing a strong application is time consuming for the student, the research advisor, the references and often the director as well. It is also time consuming for Hopkins administrators. Students should warn Nancy Foltz (nfoltz@jhu.edu) on the Homewood campus or the Research Management Services (Su Heisler, sheisle1@jhu.edu, and Tonia Shealer, tsheale1@jhmi.edu) on the East Baltimore campus of their intention to submit an application *at least one month ahead of the agency deadline*. The completed application must be provided to their office *at least one week ahead of the agency deadline*. The role of the administrators is to process the application through university channels. Students are responsible for providing administrators with final versions of carefully proofread and edited documents.

Internships and beyond

Internships

Although there is no PMB requirement for an internship, students who plan to pursue a career path outside of academic research and teaching are encouraged to do an internship in a field related to their training. These opportunities include internships in Science Policy (both with the federal government and private organizations), Biotechnology and Pharma (with private companies), and Science Writing.

Students should not consider internships until they have made significant progress with their thesis research and are getting high-quality, publishable results. Ideally, by the time a student goes for an internship, they will have one or more manuscripts published or at least submitted for publication. Students who are struggling to get their thesis project on track should first focus on their research. Choosing the right time should be made in consultation with the thesis advisor and members of the student's TAC.

All internships must be approved both by the student's thesis advisor and by the program director. The main goal of internships is to allow a student to determine whether a particular career path is right for them, and to make some connections within that path. This can effectively be achieved in three months or less. As a result, it is highly unlikely that an internship longer than three months will be approved by the program director. It is important that students understand that they will *not* be paid a stipend by their thesis advisor or by the program while they are on internship. Instead, interns are typically provided a stipend by the organization hosting the internship. However, a student's university health insurance coverage will remain active through the three-month internship period.

Interested students should follow guidelines and process the relevant memorandum of understanding early. Last minute requests may not be honored.

Career Counseling

PMB uses several mechanisms to prepare its trainees for post-graduation employment. These include ID self-reflection, discussions with advisor and thesis committee, career panels, career symposium, availability of various offices, and university-wide events.

NIH Career Symposium: Fourth-year students are required to attend the annual NIH Career Symposium normally held in May. The requirement is repeated in year six. Third and fifth year students are welcome to attend as well.

Professional Development Career Office (PDCO): This office is located at the School of Medicine (<https://pdco.med.jhmi.edu/>). Students are encouraged to check the PDCO website regularly or to follow the PDCO twitter feed (@jhuphdcareers).

Phutures: This career development program was recently launched on the Homewood campus. The Phutures program provides support and activities that are complementary to PDCO. As with the PDCO, the Phutures program is available to all PMB students; students should sign up for announcements to learn about events and activities. See <https://provost.jhu.edu/integrative-learning-and-life-design/life-design/phutures/> for more information.

PMB Career Workshops: PMB makes an effort to host all-day events at which an expert (most often a PMB alum) from a particular career path is brought to Hopkins to discuss their career path and best ways to prepare position for a career in their area, and best practices for identifying, applying for, and getting a job in their area. This event generally includes a presentation by the speaker, group discussions, and opportunities for one-on-one meetings. First and second year students are welcome to these events but are not required to participate.

Probation and Dismissal from the Program

The program director, co-director and faculty will make every effort to help a student who is performing poorly. However, if a student's performance remains unsatisfactory, the director or thesis review committee will take action. A likely course of events is the following:

- The student will receive a letter of warning and may be placed on probation.
- If the student's performance does not improve or the terms of the probation are not met, they will receive a second letter stating a fixed date of termination from the program.

- Before a student is terminated from the program, the Steering Committee will be consulted to review the grounds for dismissal.

Information regarding Probation and Dismissal can be found at

<https://homewoodgrad.jhu.edu/academics/policies/>

Unsatisfactory performance includes coursework grades that are below expectations, unsatisfactory rotation evaluations, and unsatisfactory dissertation research (see Policy on Grades and Rotation Evaluations). **Unsatisfactory performance also includes, and is not limited to, failure to follow PMB instructions for thesis reviews** (see Mid-stage thesis review) **and failure to attend RCR sessions** (see Responsible Conduct of Research). In addition, if no mutually agreeable arrangements for thesis research between a PMB faculty member and a student have been made by the end of July in the first year, the director will consult with the Steering Committee as to whether the student should be permitted to continue looking for an advisor or asked to leave the program.

Grievance, Conflict Resolution, and Ombud

For conflict resolution, the ombud is Annalisa Peterson (<https://www.jhu.edu/ombuds-office/>).

Grievance and conflict resolution resource (Office of the Provost)

<https://provost.jhu.edu/education/academic-grievance-policy-students-and-postdoctoral-fellows/>

Grievance and conflict resolution resource (School of Medicine)

<https://www.hopkinsmedicine.org/som/education-programs/graduate-programs/academics/academic-resources/policy-finder.html>

and

[Conflict Resolution Procedures in the Context of the Relationship Between Faculty Mentors/Advisors and Graduate Students](#)

General Resources for Graduate Students

Mentorship Commitments

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

Office of KSAS Graduate Affairs

The Office of KSAS Graduate Affairs addresses the needs and concerns of KSAS graduate students and helps develop policy with the KSAS Dean's Office. Renee Eastwood is the current Director for KSAS Graduate Academic Affairs, rseit5@jhu.edu.

Office of Graduate Biomedical Education

<https://www.hopkinsmedicine.org/som/education-programs/graduate-programs/academics/academic-resources/office-graduate-student-affairs.html>

Graduate Representative Organization

The GRO is an organization that represents the Homewood graduate students. The GRO coordinates graduate student orientation, advocates for student concerns, organizes social events and sports tournaments, etc. For more information, visit <http://gro.jhu.edu/>, gro@jhu.edu.

Graduate Student Association

The GSA is the major graduate student organization of The Johns Hopkins University School of Medicine. For more information, visit http://www.hopkinsmedicine.org/som/students/life/graduate_student_association.html

Student Health & Wellness Center

Graduate school can be stressful. Research is challenging, and experiments often don't work. Multiple times. Students often feel pressure from family, from their advisor or committee, from fellow students, or from competition with another research group. In addition, planning life after PMB can be stressful. Should I postdoc? Where should I postdoc? Will I get a position in industry? In science policy? These and other uncertainties are hard to deal with, and can lead to anxiety, fatigue, anger, and detachment. In short, like many of life's challenges, graduate school can lead to depression. There are a lot of simple techniques and activities that can help counteract these feelings. These include exercise, hobbies, meditation, journaling, and socializing with friends. We encourage all students to develop and maintain habits that will work for them.

However, for some students, even the best habits may not be enough to maintain mental wellness. In such cases, students may experience a variety of signs of depression, including continued stress and anxiety, sadness or anger, difficulty sleeping, difficulty focusing on lab work and/or classwork, and detachment from their social network. If students find themselves suffering from one or more of these symptoms, they should take them seriously, and get help. Students should understand three things about depression: 1) it is far from abnormal, 2) it is treatable, and 3) Johns Hopkins has excellent resources for dealing with depression and promoting mental health. Students who are struggling with these issues are encouraged to speak with their advisors. If students are uncomfortable speaking with their advisors for professional (or any other) reasons, they should speak with people in the PMB program, in particular, Program Director Juliette Lecomte and Administrator Brett Weinstein. These conversations will be used to get students to mental health experts and work towards a solution that allows the student to engage in long-term laboratory research at the highest level for the duration of graduate school. In addition to taking action within PMB, students are referred to the Health and Wellness Center and to Counseling centers described below. Conversations will be confidential to the extent allowed by Hopkins policies. Students should be aware that all Responsible Employees who receive reports or otherwise become aware of discrimination, harassment and/or retaliation are required to promptly report such misconduct to OIE. Go [here](#) for additional information.

The Student Health and Wellness Center provides confidential health care to the Homewood campus community. The clinic is located at 1 East 31st Street, Suite N200. The health care staff consists of board certified/eligible physicians, nationally certified nurse practitioners, a licensed nurse, medical assistants/technologists, and a nurse mid-wife. The center is open Monday through Friday from 8:30 AM to 5:30 PM. During the academic year, it is also open on Saturdays from 11:00 AM to 2:00 PM. For more information, visit <https://studentaffairs.jhu.edu/student-health/>.

The health and wellness of students are of utmost importance to us here at Johns Hopkins. If you are struggling with anxiety, stress, depression, or other wellbeing-related concerns, please consider contacting the Johns Hopkins Student Assistance Program (JHSAP). If you are concerned about a friend, please encourage that person to seek out counseling. JHSAP can be reached at 443-287-7000 or jhsap.org. Additional resources are available at <https://www.hopkinsmedicine.org/getting-help>

If you have a disability or any health issue and may require accommodations in this course, please contact the Disabilities Services Coordinator for graduate students in the School of Medicine (Kristina Nance, GradDisabilityOffice@jhmi.edu, 667-208-8058) to discuss your specific needs.

Counseling Centers

The Counseling Center at Homewood offers individual and group counseling, consultation and referral services, and help with career decision-making. Services are confidential and free of charge. The Counseling Center is located at 3003 N. Charles Street, Suite S200 and open Monday through Friday from 8:30 AM to 6:00 PM. 410-516-8278. For more information, visit <http://web.jhu.edu/counselingcenter>.

Students on the East Baltimore campus are eligible for services through the Johns Hopkins Student Assistance Program (JHSAP). 443-287-7000, jhsap@jhu.edu. For more information, visit <http://jhsap.org/>.

Sexual Assault Response & Prevention

Johns Hopkins University is committed to promoting a safe and supportive environment for each and every member of our community. The website provides clear and consolidated information on sexual assault policies and available services and support in the event of an incident of sexual assault. Sexual Assault Helpline 410-516-7333, <http://sexualassault.jhu.edu/>.

Office of Institutional Equity

This office oversees concerns relating to sexual harassment, discrimination/compliance, and disability services. <http://web.jhu.edu/administration/jhuoie>; Wyman Park Building, Suite 515, office telephone 410-516-8075, disability support services 410-516-8949.

Johns Hopkins University Career Center, Homewood campus

The Johns Hopkins Career Center serves all full-time students (freshmen through Ph.D. candidates) in the Krieger School of Arts & Sciences and the Whiting School of Engineering. <https://studentaffairs.jhu.edu/life-design/>; Wyman Park Building, Suite 2 west, 410-516-8056, lifedesignlabhomewood@jhu.edu.

JHMI Professional Development Career Office (PDCO)

The PDCO, located on the East Baltimore campus, works with graduate students, as well as postdoctoral fellows, and early-career faculty to help them explore and prepare for a variety of career paths, and is available to students on the Homewood and the East Baltimore campuses. For more information, see <https://pdco.med.jhmi.edu/>; 1830 E. Monument St., Suite 2-107, 410-502-2804, jhmipdo@jhmi.edu.

KSAS Phutures Program

The Phutures Program, located on the Homewood campus, serves similar roles as the PDCO, and is also available to all PMB students. See <https://provost.jhu.edu/integrative-learning-and-life-design/life-design/phutures/> for more information. The provost office is in Garland Hall, Suite 265, 410-516-8070.

Policies Regarding Leave of Absence and Standing in the Program

Leave of Absence (Homewood Campus Policy)

Graduate students may apply for up to four semesters of leave of absence (not including the summer term) when medical conditions, compulsory military service, or personal or family hardship prevents them from continuing their graduate studies. Financial difficulty alone does not warrant a leave. For detailed and up-to-date leave of absence (LOA) policies, see

<http://homewoodgrad.jhu.edu/academics/graduate-board/new-grad-board-residency-page/>

To be approved for a leave of absence (LOA), graduate students on the Homewood campus must complete the LOA application, available here:

<https://homewoodgrad.jhu.edu/academics/graduate-board/enrollment-status-change-forms/>

Students must provide the proper documentation for their given situation:

- **Medical Condition:** a letter from a physician (this may be a letter from a doctor at the Student Health and Wellness Center), the Counseling Center or the Office of Student Disability Services
- **Military Duty:** a letter or verification from the Armed Forces
- **Personal or Family Hardship:** a letter from the applicant explaining the hardship

During a leave of absence, students do not receive a stipend, regardless of whether they are supported by the training grant, by funding from their advisor, or through their own fellowship. A leave of absence will be granted for a specific period of time, not to exceed a total of two years. When approved for a leave of absence, the Chair of the Homewood Graduate Board will notify the student. During the leave period, a student may not be enrolled at another university. Before applying, students should consult their department for information regarding funding for when they return from their LOA. Prior to requesting the LOA, it is also highly recommended that the student contact the Health Insurance Coordinator in the Registrar's Office for information on how the LOA will affect their health insurance coverage. When on an approved LOA there is no tuition charge; the period of leave is simply regarded as an interruption of the degree program.

A student on a leave of absence is not to make use of any University services or facilities (e.g., counseling center, health center, library, athletic facilities, etc.). Moreover, a student on a leave of

absence is not to work on his or her research, either in the laboratory (here at Hopkins or at the laboratory of a collaborator) or remotely via electronic means. Nor should a student generate written content related to his or her thesis; this includes manuscripts to be published, and thesis material.

The PMB director may decline to approve a student's request for a leave of absence, in which case the student may appeal directly to the Graduate Board or the Dean of Graduate Education.

Returning from Leave of Absence (Homewood Campus Policy)

When returning from leave of absence, a graduate student must complete and submit the Application to Return from Leave of Absence before registering for classes. The form must be accompanied by a letter (from one of the sources below) for their given situation that explains what progress has taken place in the student's absence that would enable him/her to be successful upon return.

- **Medical Condition:** a letter from a physician (including the Student Health and Wellness Center), the Counseling Center or Office of Student Disability Services
- **Military Duty:** a letter or verification from the Armed Forces
- **Personal or Family Hardship:** a personal letter

Any additional letters of support (e.g., from an advisor, department chair, etc.) are welcome. When approved for returning from a leave of absence, the Chair of the Homewood Graduate Board will notify the student.

Importantly, given that students are not permitted to work on their thesis while on leave, students must return to full-time status prior to resuming and completing their thesis research and dissertation.

Leave of Absence (East Baltimore Campus Policy)

The stipulations for leave of absence on the East Baltimore campus are similar to those on the Homewood campus and are currently under revision. Contact the Program Director or the Biophysics and Biophysical Chemistry staff for additional information if needed.

Code of Conduct

Academic Integrity and Student Conduct

Students are expected to know and abide by university policies governing student conduct and academic integrity. Sanctions for misconduct may range from a warning to expulsion.

- **Academic Integrity:** In all aspects of their work, students assume an obligation to conduct themselves in a manner appropriate to the Johns Hopkins University's mission as an institution of higher education. Students must refrain from acts that they know, or under the circumstances have reason to know, may impair the academic integrity of the University. Violations of academic integrity include, but are not limited to: cheating, plagiarism; submitting as one's own work the same or substantially similar work of another; knowingly furnishing false information to any agent

of the University for inclusion in the academic records; dishonesty in discharging teaching assistant duties; falsification; and forgery.

- **Student Conduct:** The University expects all students to respect the rights of others, and to refrain from behavior that impairs the University’s mission of teaching, research/scholarship, and outreach to the local, national, and international community. Violations of appropriate student conduct may include, but are not limited to: harassment (physical or verbal)³, intimidation or verbal abuse, actions that are a danger to one’s own personal safety or that may harm others, and actions that destroy, impair, or wrongfully appropriate property.

A Johns Hopkins University guide, [Academic Ethics for Undergraduates](#), is accessible on the web. Although the guide is written for undergraduates, the principles regarding academic integrity apply to all students in the University.

Procedures for handling allegations of misconduct by full-time and part-time graduate students in the Schools of Arts & Sciences and Engineering can be found at <http://homewoodgrad.jhu.edu/academics/policies/>

PMB Code of Conduct

PMB follows Johns Hopkins code of conduct and that of the Biophysical Society (BPS, <https://www.biophysics.org/code-of-conduct>). To paraphrase the latter, PMB is committed to providing an environment that encourages the free expression and exchange of scientific ideas. It is committed to the philosophy of equal opportunity and respectful treatment for all, regardless of national or ethnic origin, religion or religious belief, gender, gender identity or expression, race, color, age, marital status, sexual orientation, disabilities, veteran status, or any other reason not related to scientific merit.

All PMB activities intend to promote an environment that is free of inappropriate behavior and harassment by or toward all students, staff, faculty, and all university personnel. PMB expects anyone associated with the program to respect its rules and policies.

JHU/PMB and Anti-Discrimination

PMB is against all forms of discrimination. As presented by the Office of Institutional Equity: “The Johns Hopkins University is committed to equal opportunity for its faculty, staff, and students. To that end, the university does not discriminate on the basis of sex, gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or

³ Definition of harassment: The term “harassment” includes but is not limited to epithets, unwelcome slurs, jokes, or verbal, graphic or physical conduct relating to an individual’s race, color, religious creed, sex, national origin, ancestry, citizenship status, age, gender or sexual orientation that denigrate or show hostility or aversion toward an individual or group.

Sexual harassment refers to unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Behavior and language that are welcome/acceptable to one person may be unwelcome/offensive to another.

expression, veteran status or other legally protected characteristic. The university is committed to providing qualified individuals access to all academic and employment programs, benefits and activities on the basis of demonstrated ability, performance and merit without regard to personal factors that are irrelevant to the program involved.”

Go to <https://oie.jhu.edu/discrimination-and-harassment/equal-opportunity-statement.html> for the full statement.

PMB and Race Equity

PMB strives to achieve race equity in all its activities and foster an anti-racist culture (see the PMB website). The Biophysics Race and Equity Group (Biophysics REG) was founded in the wake of the events of May 2020.

- The mission of the Biophysics REG is to foster a welcoming and inclusive climate that celebrates the contribution of each of its members, regardless of race.
- The Biophysics REG partners with the PMB steering committee to develop and implement anti-racist and anti-discriminatory policies.
- The Biophysics REG is invited to share its findings and recommendations with the Steering Committee during its biannual meetings.
- The Biophysics REG organizes regular events open to PMB students, faculty, and staff, and to all members of the Hopkins Biophysics community. These events may include workshops, presentations from outside speakers, and discussions of books, films, and scholarly publications related to racism and inequity at large and in the STEM fields.
- The Biophysics REG is initiating an annual climate survey to assess the well-being of students.
- The Biophysics REG is open to all interested parties and welcomes new members at any time. Drop an email to pmb@jhu.edu to indicate your interest.

University Computer Policy

The University’s policy for student use of shared information technology resources is available online. This policy has been officially adopted by Johns Hopkins University. Similar criteria apply to **all** students affiliated with Hopkins biophysics graduate programs. Consult the following website for additional detail, go to <https://policies.jhu.edu/> and download the TECH001 document.

2022–2023: Additional information

Additional rules of conduct, related to public health, must be followed as prescribed by the university. For information and updates, visit <https://covidinfo.jhu.edu/> or the relevant university site.

PMB Faculty Composition

| | Name | Department | School |
|----|-----------------------------------|--|-----------|
| 1 | Arroyo-Curras, Netzahualcoyotl | Pharmacology & Molecular Science | SOM |
| 2 | Bailey, Scott | Biochemistry & Molecular Biology | BSPH |
| 3 | Barrick, Doug | Biophysics | KSAS |
| 4 | Berger, James | Biophysics & Biophysical Chemistry | SOM |
| 5 | Bowman, Greg | Biophysics | KSAS |
| 6 | Camley, Brian | Physics | KSAS |
| 7 | Fleming, Karen | Biophysics | KSAS |
| 8 | Fried, Stephen | Chemistry | KSAS |
| 9 | Frueh, Dominique | Biophysics & Biophysical Chemistry | SOM |
| 10 | García-Moreno, Bertrand | Biophysics | KSAS |
| 11 | Gray, Jeffrey | Chemical & Biomolecular Engineering | WSE |
| 12 | Green, Rachel | Molecular Biology & Genetics | SOM |
| 13 | Greenberg, Marc | Chemistry | KSAS |
| 14 | Ha, Taekjip | Biophysics & Biophysical Chemistry, Biophysics | SOM, KSAS |
| 15 | Hilser, Vincent | Biology | KSAS |
| 16 | Hristova, Kalina | Materials Science & Engineering | WSE |
| 17 | Johnson, Margaret | Biophysics | KSAS |
| 18 | Kaiser, Christian | Biology | KSAS |
| 19 | Kavran, Jennifer | Biochemistry & Molecular Biology | BSPH |
| 20 | Lau, Albert | Biophysics & Biophysical Chemistry | SOM |
| 21 | Lecomte, Juliette | Biophysics | KSAS |
| 22 | Liu, Chang | Biophysics & Biophysical Chemistry | SOM |
| 23 | Liu, Jian | Cell Biology | SOM |
| 24 | Myong, Sua | Biophysics | KSAS |
| 25 | Ostermeier, Marc | Chemical & Biomolecular Engineering | WSE |
| 26 | Prigge, Sean | Molecular Microbiology & Immunology | BSPH |
| 27 | Rokita, Steven | Chemistry | KSAS |
| 28 | Sadegh-Nasseri, Scheherazade | Pathology | SOM |
| 29 | Sohn, Jungsan | Biophysics & Biophysical Chemistry | SOM |
| 30 | Spangler, Jamie | Biomedical Engineering | WSE |
| 31 | Tolman, Joel | Chemistry | KSAS |

| | Name | Department | School |
|----|--------------------|------------------------------------|---------------|
| 32 | Townsend, Craig | Chemistry | KSAS |
| 33 | Twomey, Edward | Biophysics & Biophysical Chemistry | SOM |
| 34 | Wolberger, Cynthia | Biophysics & Biophysical Chemistry | SOM |
| 35 | Woodson, Sarah | Biophysics | KSAS |
| 36 | Wu, Bin | Biophysics & Biophysical Chemistry | SOM |
| 37 | Xiao, Jie | Biophysics & Biophysical Chemistry | SOM |
| 38 | Zhang, Yaojun | Physics | KSAS |

The [PMB website](#) has research interest descriptions and contact information.

PMB FAQ: 2022 First year information

Q: What is a J-Card?

A: The J-Card is your university ID. It gives access to some buildings and is linked to J-Cash, a prepaid spending account and is required to park in campus lots. For more information including how to download the J-card app, go to <https://studentaffairs.jhu.edu/jcard/>

Q: What pandemic precautions are in place at JHU?

A: Information is available at <https://covidinfo.jhu.edu/> and <https://covidinfo.jhu.edu/information-for-graduate-students/>
Check these sites frequently for the latest developments and advice.

Q: Where is the PMB office located?

A: The PMB office is located on the Homewood campus in Jenkins 201. The Biophysics Department office is located in Jenkins 110. The Biophysics and Biophysical Chemistry Department office is located in 608D Wood Basic Science Building, School of Medicine. Contact information is on page 9 and following.

Q: Where is my mailbox?

A: Your mail will be held at the Biophysics Department Office. You will be notified when mail has arrived for you.

Q: Will I be given access to Jenkins Hall?

A: Yes. During the Fall 2022 semester, you can access to Jenkins Hall using your J-card.

Q: Will I have access to my rotation laboratory?

A: Yes. For each lab rotation, you will be given access according to the department's procedure. Ask your PI.

Q: How do I register?

A: Graduate students register on line. Be mindful of the deadlines. Late fees are exacted by the Registrar and are the financial responsibility of the student.

Q: How do I register for an interdivisional class?

A: To register for courses at other divisions of the university than their own, students must complete an Interdivisional Registration (IDR) request form and obtain appropriate approvals. Once completed, the form must be returned to the student's home division's Registrar's Office. Forms can be accessed at <https://studentaffairs.jhu.edu/registrar/wp-content/uploads/sites/23/2020/04/IDR-Arts-Sciences Fillable.pdf>.

Q: What is my schedule for the first year?

A: Your schedule is outlined in this handbook. Details are available on SIS and events are listed on the Biophysics2022 Google calendar

Q: I have plans for the summer. Can I skip the first year RCR requirement?

A: No.

Q: How do I sign up for health insurance?

A: All students are enrolled in health insurance each year automatically. Any dependents must be enrolled each year. If you do not need health insurance, you should waive the policy. If you do not waive the policy for each year you do not require it, your student account will be charged the fee.

For more information including how to print the insurance ID card, see:

<https://studentaffairs.jhu.edu/registrar/students/student-health-benefits/>

Q: How do I get paid?

A: Contact Administrative Manager, Jessica Appel (jappel@jhu.edu) to be entered into the payroll system. Once your hire has gone through the payroll system, you will be assigned a personnel number (PERNR). This along with your JHED ID (assigned at matriculation) will allow you to access many things.

Q: When do I receive my first paycheck?

A: Your first stipend payment will be on 9/15/2022. Paychecks are issued semi-monthly on the 15th and last day of the month. If either day fall on a Saturday, Sunday or Holiday you will be paid the day before. All students should sign up for direct deposit. If you opt to receive a paper check, it will be mailed to your address on file. Please double check the accuracy of this address and notify the administrative office if you change your address.

Q: Is my stipend taxable income?

A: Yes. Stipends are taxable income, but there is no withholding for the first two years of study while receiving NIH T32 fellowship income. You should file quarterly taxes. If you need more information, please visit the Tax Office website at http://finance.jhu.edu/depts/tax/fellgrad_adm.html.

Q: How do I set up direct deposit?

A: We highly recommend setting up direct deposit. You can do so via <http://ess.johnshopkins.edu/>. Employee Self Service (ESS) is a convenient, secure, user-friendly enhancement to the central HR/Payroll system that will allow you to view your personal and payroll data and easily make changes. You can also access ESS via your myJH.edu page. Once you have logged into your myJH page select HR and then ESS. You will be asked to login again and then a verification code will be sent.

Using Employee Self Service, you will easily be able to:

- Update your permanent address
- Update your emergency contact information
- View your personal data and work addresses
- Update your direct deposit information
- Make changes to your tax withholding information
- View your pay statements

You will be able to perform these tasks quickly, without complicated forms or additional assistance.

Q: What is xTrain?

A: PMB students are supported by an NIH training grant during the first two years. xTrain is the NIH eRA Commons module that manages appointments. If you receive an email requesting that you set up an eRA Commons account, please follow the directions given in the email. All students supported by the training grant will be appointed and have an electronic appointment form to complete. Note that you will need an ORCID number/account (see <https://orcid.org/>). Registering takes a few minutes.

At the end of the first year and if you are in good standing, your appointment will be renewed. At the end of the second year you will be prompted by an email to sign your termination form. Actual dates will vary according to funds availability. *It is important that you act on xTrain requests from PMB staff without delay.* Every year, a small number of students encounter difficulties with xTrain that are inherent to the system. Relay error messages to Jess so that she can help with resolution.

Format Guidelines for Third Year Proposal

The proposal should not exceed five page, inclusive of figures and tables and exclusive of references. The recommendations below are adapted from [the NIH application guidelines](#).

Paper Size and Margins

- Use paper size no larger than *standard letter paper size* (8 ½" × 11").
- Provide at least one-half inch margins (½") - top, bottom, left, and right - for all pages.

Font (size, color, type density) and Line Spacing

Adherence to font size, type density, line spacing and text color requirements is necessary to ensure readability and fairness.

- **Font size:** Must be 11 points or larger. Smaller text in figures, graphs, diagrams and charts is acceptable, as long as it is legible when the page is viewed at 100%.
 - Some PDF conversion software reduces font size. It is important to confirm that the final PDF document complies with the font requirements.
- **Type density:** Must be no more than 15 characters per linear inch (including characters and spaces).
- **Line spacing:** Must be no more than six lines per vertical inch.
- **Text color:** No restriction. Though not required, black or other high-contrast text colors are recommended since they print well and are legible to the largest audience.

The following fonts are recommended, although other fonts (both serif and non-serif) are acceptable if they meet the above requirements.

- Arial
- Georgia
- Helvetica
- Palatino Linotype

PMB Email Etiquette and Netiquette Tips

Since March 2020, our modes of communication have evolved toward greater emphasis on electronic format. We now have multiple apps to interact with each other, from Slack to email, each with its own purpose and flavor. To help you be your best professional selves with faculty and staff, here are some *email* tips.

1. Reply to emails promptly. Depending on the topic, this could mean within an hour, a few hours, or a day. If you need more time to address the substance of the email, write and let the sender know that you will be responding later.
2. If you will not be responding to email for a few days or more because you are away, set up an automatic reply. Recipients will then know why they have not heard from you and when they can expect to hear.
3. If you write to someone and do not hear back in 2–3 days, it is OK to write again. Professors and staff can get swamped with multiple professional obligations and get behind on email (or even just miss a few that land in their spam folder). You can start the follow-up with something that acknowledges that, such as “Dear Dr. XXX or Ms. XXX, I know how busy you are but....” or just “Dear Dr. XXX or Mr. XXX, I am following up on my previous email to see if....”

If you are uncertain about how to compose a professional email, here are additional tips.

1. Start by remembering that email communication is different from texting. Communicating in a professional manner will be important for your career and this is a good time to get the rules straight.
2. Begin your email with “Dear Dr. XXX”; Hi Dr. XXX is also acceptable. “Hey Dr. XXX” or “Hey Jane” is informal and may not be to everyone’s taste. Avoid at first.
3. Faculty and staff have different preferences for being addressed by either their last name (more formal) or first name (more casual). If unsure, please start by using their last name (with Dr., Ms., etc. as above); if your correspondents sign emails with their first name, then a first-name basis should be fine.
4. Sign all emails with your name. Even if you signed your name earlier in the thread, sign it again each time you write.
5. As you sign off, you cannot go wrong by including “Regards”, “Best regards”, “Sincerely” or the like; omitting it is probably fine.
6. Keep the same rules in mind for any professional interaction outside of the university (with vendors, invited speakers, assistants, potential employers, etc.)

For group online interactions such as you have in class, either with your peers or with your own students, here are “netiquette” tips.

1. Be very clear and stick to the point when writing posts.
2. Do not use all caps to make your point; it is like yelling.
3. Check for spelling/grammar errors and do not use slang.
4. Be respectful of others with appropriate choice of language.
5. Be inclusive and considerate.
6. Challenge others, but avoid personal attacks.
7. Be careful when using humor online – it can easily be misinterpreted.
8. Catch up with the conversation before you write.

About social media postings:

Think carefully before posting questionable content on social media/online, given that it can impact your future academic and professional opportunities and relationships. Unsure about what is questionable? Here are tips: <https://www.studyinternational.com/news/social-media-mistakes-to-avoid-in-college/>

Useful Abbreviations

| | |
|-------|--|
| ABD | All But Dissertation |
| B&BC | Biophysics and Biophysical Chemistry |
| BPS | Biophysical Society |
| BSPH | Bloomberg School of Public Health |
| CER | Center for Educational Resources |
| DBO | Doctoral Board Oral (same as GBO) |
| DEI | Diversity, Equity, and Inclusion |
| EB | East Baltimore |
| GBO | Graduate Board Oral (same as DBO) |
| GM | General Medicine |
| HW | Homewood |
| IBR | Institute for Biophysical Research |
| IDP | Individual Development Plan |
| JHMI | Johns Hopkins Medical Institutions |
| KSAS | Krieger School of Arts and Sciences |
| LMS | Learning Management System |
| MSTP | Medical Scientist Training Program |
| NIH | National Institutes of Health |
| OIE | Office of Institutional Equity |
| ORCID | Open Researcher and Contributor ID |
| PDCO | Professional Development Career Office |
| PMB | Program in Molecular Biophysics |
| RCR | Responsible Conduct of Research |
| REG | Race and Equity Group |
| SIS | Student Information System |
| SOM | School of Medicine |
| T32 | Ruth Kirschstein Training Grant |
| TA | Teaching Assistant |
| TAC | Thesis Advisory Committee |
| TBA | To Be Announced |
| TDC | Thesis Defense Committee |
| TPSR | Thesis Proposal Seminar and Review |
| TRC | Thesis Review Committee |
| WSE | Whiting School of Engineering |

Disclaimer: **This is not a legal document.** This booklet presents current guidelines and practices in the Program in Molecular Biophysics. The Directors and Steering Committee reserve the right to modify requirements, create new ones, and otherwise alter graduate program practices without advance notice.

Addenda

Rotation Evaluation Form

(available in the Curriculum and Resources sections of the PMB website)

Individual Development Report Form

(available in the Curriculum and Resources sections of the PMB website)

Thesis Review Form

(available in the Curriculum and Resources sections of the PMB website)

JHU Mentorship Commitments of Faculty Advisors and PhD Students

(available in Resources sections of the PMB website and [here](#))

Rights and Responsibilities; Policy on Mentoring Commitments for PhD Students and Faculty Advisors

(available in Resources sections of the PMB website and [here](#))

Policy on Annual Academic and Professional Development Discussions for PhD Students and Their Faculty Advisors

(available in Resources sections of the PMB website and [here](#))