



2022 GSA Survey Report

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Table of Contents

Executive Summary	1
1. Survey Design	2
1.1 Confidentiality	2
1.2 Survey topics.....	3
1.3 Distribution	4
2. Analysis	4
2.1 Survey Participation.....	4
2.2 Student Demographics	4
2.3. Campus Climate	8
2.4. Campus Safety	16
2.5. Mentorship	19
2.6. Finances, Housing & Transport	21
2.7. Benefits.....	26
2.8. Professional Development	29
3. Survey Conclusion.....	39
Appendices.....	40
Appendix A: GSA Annual Student Survey Policy	40
Appendix B: Selected Free Response Answers	42

Executive Summary

The GSA conducts an annual survey of all graduate students (MA and PhD) across SOM Departments. The first GSA survey debuted in 2013. Since then the GSA survey has served as a valuable tool to assess student needs, identify trends, and collect data to inform policy decisions within SOM graduate programs. In accordance with the GSA Survey Policy, design, distribution, and analysis of the GSA Survey is the responsibility of the current MA-PhD Committee student representatives. The Office of Assessment and Evaluation assists in survey design and implementation. The active GSA Executive Board and GSA Council provide feedback on survey topics and a final draft of the survey is approved by the GSA President.

Below is an overview of select findings and the survey structure. This report along with the 2021-2022 Action Items are available on the GSA website gsa.jhmi.edu.

Key Findings

This year, GSA created the 2022 GSA Survey Highlights to promote the survey report in a more manageable format for the graduate student body. For context of statistical comparisons made in this summary, GSA did not publish a report in 2021. We compared 2022 results with 2020 results. Notable results mentioned in the highlights and the 2022 survey included:

- 61.18% (n = 145) of students said that they were “very likely” to choose their PI/graduate research mentor again if they were to re-do their graduate career.
- The percent of students who were “somewhat satisfied” with Johns Hopkins’ security decreased from 46.3% in 2020 to 41.45% in 2022.
- The percentage of students who “strongly opposed” the proposed JH police force decreased from 27.4% in 2020 to 21.79% in 2022. The percentage of students “strongly in favor” increased from 16.6% in 2020 to 22.22% in 2022.
- The number of students who switched their primary research mentors decreased from 11.2% (n = 32) in 2020 to 7.48% (n = 26) in 2022. In 2020, the primary reason that students switched labs was due to mistreatment (48.2%), whereas in 2022, the primary reason was due to mentoring styles not meeting the students’ needs (34.62%).
- When the Lyft SafeRide service was still active during the distribution of the 2022 report, students indicated extending Lyft SafeRide hours and radius as their preferred changes for making the commute to campus easier.

For questions regarding the 2022 GSA Survey presented in this report please contact Kwaku Quansah at kquansa1@jhmi.edu or Courtney Brendal at cbrenda1@jhmi.edu.

1. Survey Design

Each academic year, the Graduate Student Association (GSA) conducts a survey to assess the performance of educational and graduate student employee resources across all facets of graduate student education at the Johns Hopkins School of Medicine, JHUSOM. Thus, all graduate students in both Master's degree and PhD degree programs are eligible to complete the survey. The data generated from this survey illuminates successful initiatives to be maintained, and unproductive measures to be shed. Most importantly, it identifies opportunities for growth towards a more equitable work environment for the largest employee demographic of our institution – graduate student employees. Per the GSA constitution, the Vice President of Policy & Programming is mandated to design, develop, and analyze the annual survey; assisted by the Office of Assessment and Evaluation, OAE. Throughout the development of a survey, members of the GSA Executive Board and GSA Council may provide input on survey ideas. Following the approval of the GSA Executive Board and the OAE, the survey report is disseminated to the student body at the tail end of the current spring semester.

The first GSA survey was conducted in 2013. Since then, the annual survey has continued to collect graduate student employee responses on various aspects of the graduate student experience at Hopkins. From these responses, important policy reforms and recommendations may be made by SOM graduate programs.

Since its inception, the GSA Survey results have been presented to the MA-PhD Committee and the GSA Council. The results have also informed the design of action items for the following academic year. In an effort towards more transparency and support for policy reform, a formal report, the GSA Survey Report, summarizing the results of each GSA survey since 2019 has been completed and distributed to the graduate student body. We continue in line with this purpose by distributing the 2022 GSA Survey Report. It is our hope that the content of this report will drive all stakeholders, from graduate student employees to program & university offices, to act towards a more equitable educational environment.

Supplementary to this 2022 GSA Survey report, a summary brief was generated by Courtney Ranice Brendal, 2022-2023 GSA Program Representative for Medical Illustration PhD program & member of GSA Policy & Programming Committee. This supplementary brief was designed as an innovative measure to provide an easily digestible survey data summary for the student body. This report, along with the supplementary brief, is available on the GSA website.

1.1 Confidentiality

Since the raw data provided in student responses is linked to information provided to the registrar's office, including training program and ethnicity, several precautions are in place to ensure student confidentiality. Student names are not present in the raw data. Access to the raw data is only open to the Office of Assessment and Evaluation, the Vice President of Policy & Programming (Kwaku K. Quansah), as well as the current MA-PhD committee student representatives (Taylor Evans and Rodney Williams) for the 2022 survey. In this report, and in all presented data summaries, responses of 5 and below are either aggregated meaningfully

or not included. Any free response answers presented have been reviewed to redact potentially identifying information provided in the answer.

1.2 Survey topics

Demographic Questions

In this section of the survey we asked students to describe their identities. We emphasized collection of demographic data so that we could identify if any discrepancies existed in the graduate school experience between different identity groups.

Student Support

In this section we assessed how well included and supported students felt within;

- Their lab/learning environment
- Their training program
- The university

Learner Mistreatment

In this section we assessed;

- The rate of mistreatment experienced and/or observed by graduate students
- Source(s) of mistreatment
- Frequency of mistreatment
- Whether mistreatment is reported
- Satisfaction with the result of reporting mistreatment

Mentorship

In this section we assessed;

- Sources of stress between students and their faculty mentor
- The number of students who had changed faculty mentors
- Reasons why students changed faculty mentors

Housing, Transport, & Safety

In this section we assessed;

- Where students live
- How students commute to campus
- Student opinions on campus security
- Use of campus security resources

Finances

In this section we assessed student financial wellbeing including;

- Student savings
- Student Debt

Benefits

In this section we assessed student's;

- Use and Satisfaction with University Health Services (UHS)

Professional Development

In this section we assessed;

- Top career choice(s)
- University resources used for career exploration
- Student publication rates
- Rate of student conference attendance and presentations

GSA

Questions in this section are used internally within the GSA to evaluate current student engagement with our programming

Closing Questions

In our closing questions we assess general student satisfaction with their personal and professional lives and ask for feedback in our survey design.

1.3 Distribution

The 2022 GSA Survey was designed and distributed using Qualtrics software. All PhD and Masters students within the School of Medicine training programs received an individualized link delivered to their university email account.

2. Analysis

2.1 Survey Participation

Of the 314 total respondents, 27.4% began but did not complete the survey, while 72.6% completed the survey.

2.2 Student Demographics

In this section of the survey, respondents were asked to describe their identities. We emphasized collection of demographic data so that any inequity mapped along demographic lines may be identified from the survey results.

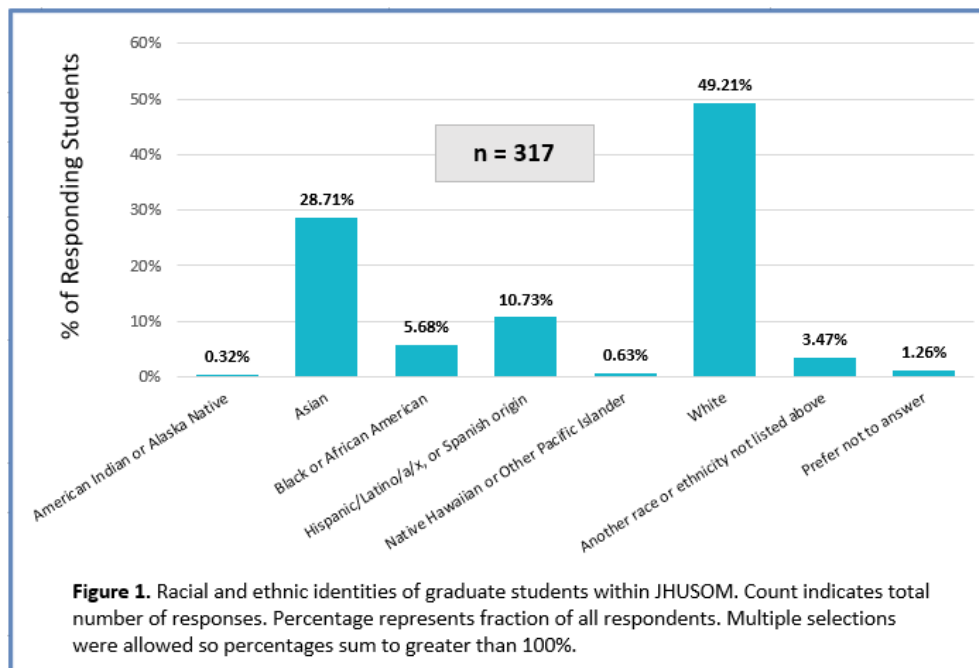
To capture campus diversity in identities, respondents were asked to share their racial/ethnic and sexual identity; veteran and international status; disability and caregiver status. The questions asked included:

1. With which racial and ethnic group(s) do you identify? Select all that apply.
2. What is your gender identity?
3. Would you identify yourself as transgender?
4. How do you describe your sexual orientation?
5. Are you a veteran of the armed services?
6. Are you in the United States on an educational or training visa?
7. Are you a first-generation college student?
8. Do you consider yourself a caregiver of a family member or family friend?
9. How do you describe your disability/ability status?

10. Are you interested in seeking a diagnosis or would you benefit from assistance in seeking diagnosis?

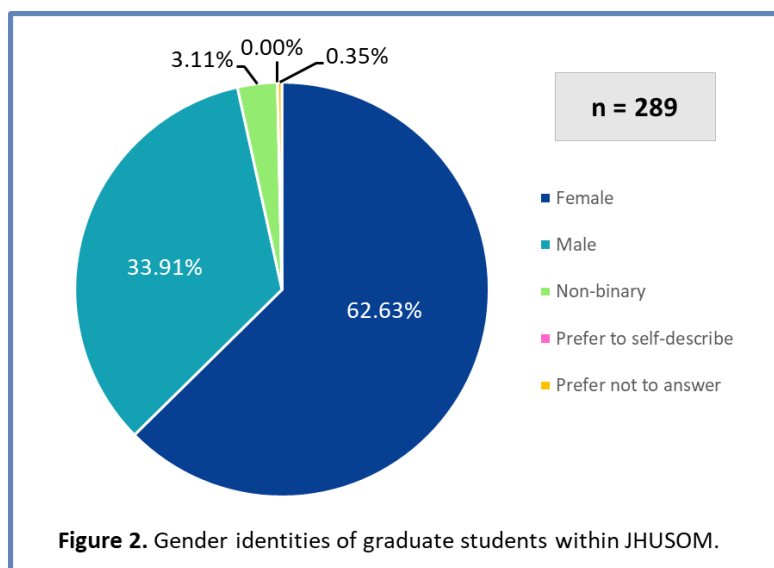
Racial and Ethnic Identity

The racial and ethnic identities of survey respondents are summarized in **Figure 1**. Some respondents identified with racial and ethnic identities that were not provided in the multiple-choice list. These included Arab, Middle Eastern, North African, Afro Arab, Persian, Mixed and Jewish.



Gender Identity

With respect to gender identity, respondents were able to select identities that may not be currently recognized on official student records. **Figure 2** shows the breakdown by gender identity. 62.63% and 33.91% of respondents identified as females and males respectively; 3.11% identified as non-binary and 0.35% preferred not to answer.



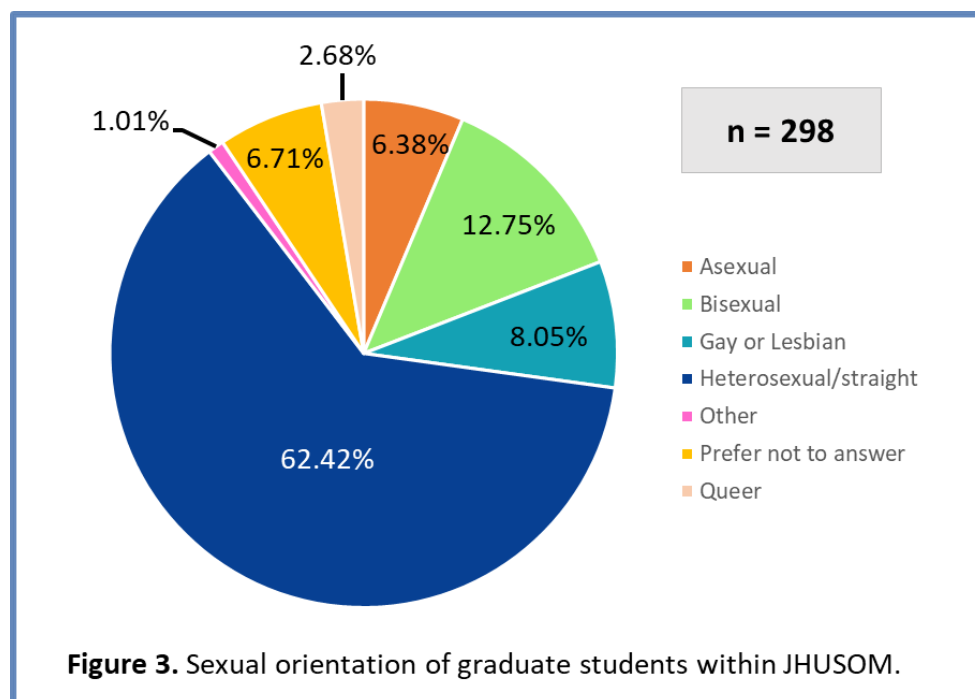
Of note, when asked whether they identify as transgender, 2.08% of respondents answered in the affirmative, as summarized in **Table 1**.

Table 1. “Would you identify yourself as transgender?”

Response	Count	Percentage of Respondents
Yes	6	2.08%
No	279	96.54%
Prefer not to answer	4	1.38%
Total	289	

Sexual Identity

Taking all LGBTQ+ identities together, 27.18% of respondents identified with an LGBTQ+ identity. 62.42% identified as heterosexual, 1.01% identified as ‘other’, and 6.71% preferred not to answer. **Figure 3** illustrates the breakdown of respondents by sexual identity.



1 respondent reported being a veteran of the armed forces, as summarized in **Table 2** below.

Table 2. “Are you a veteran of the armed forces?”

Response	Count	Percentage of Respondents
Yes	1	0.35%
No	288	99.65%
Prefer not to answer	0	0.00%
Total	289	

Visa Status

As shown in **Table 3**, 22.15% of respondents are on educational or training visa while attending graduate school at the School of Medicine.

Table 3. “Are you in the United States on an educational or training visa?”

Response	Count	Percentage of Respondents
Yes	64	22.15%
No	224	77.51%
Prefer not to answer	1	0.35%
Total	289	

First-generation College Student

This year, respondents were asked if they were first-generation college student. Given the unique challenges faced by first-generation college students in academic institutions, it is imperative that we identify the size of this demographic to inform policies and measures that impact their graduate school experience. From the results summarized in **Table 4**, 20.76% of respondents identified as first-generation college students, while 1.04% preferred not to answer.

Table 4. “Are you a first-generation college student?”

Response	Count	Percentage of Respondents
Yes	60	20.76%
No	226	78.20%
Prefer not to answer	3	1.04%
Total	289	

Caregiver Status

5.19% of respondents considered themselves as a caregiver for a relative or family friend. Of these, there were as many respondents (33.33%) that identified as caregivers for children under 10 as there were respondents that identified as caregivers for their parents. 20% identified as caregivers for non-parent adult family or friends, while 13.33% identified as caregivers for children between 10-18 years of age. **Table 5** summarizes this data.

Table 5. “Do you consider yourself a caregiver member or family friend?”

Response	Count	Percentage of Respondents
Yes	272	94.12%
No	15	5.19%
Prefer not to answer	2	0.69%
Total	289	

Disability/ability Status

With respect to disability status, 11.07% of respondents reported having a disability while 4.5% suspected that they might have a disability. Another 4.5% of respondents preferred not to answer. Respondents who suspected that they might have a disability were split evenly (30.77% each) into those who were interested in a diagnosis, those who were not interested in a diagnosis, and those who were on the fence about a diagnosis (**Table 6**).

Table 6. Student responses to “How do you describe your disability/ability status?”

Response	Count	Percentage of Respondents
I have a disability	32	11.07%
I suspect that I have a disability	13	4.50%
I do not have a disability	231	79.93%
Prefer not to answer	13	4.50%
Total	289	

2.3. Campus Climate

In this section, we assessed how well included and supported respondents felt within:

- Their lab environment
- Their training program
- The university
- Impact of Covid on Time-to-degree
- Disability support

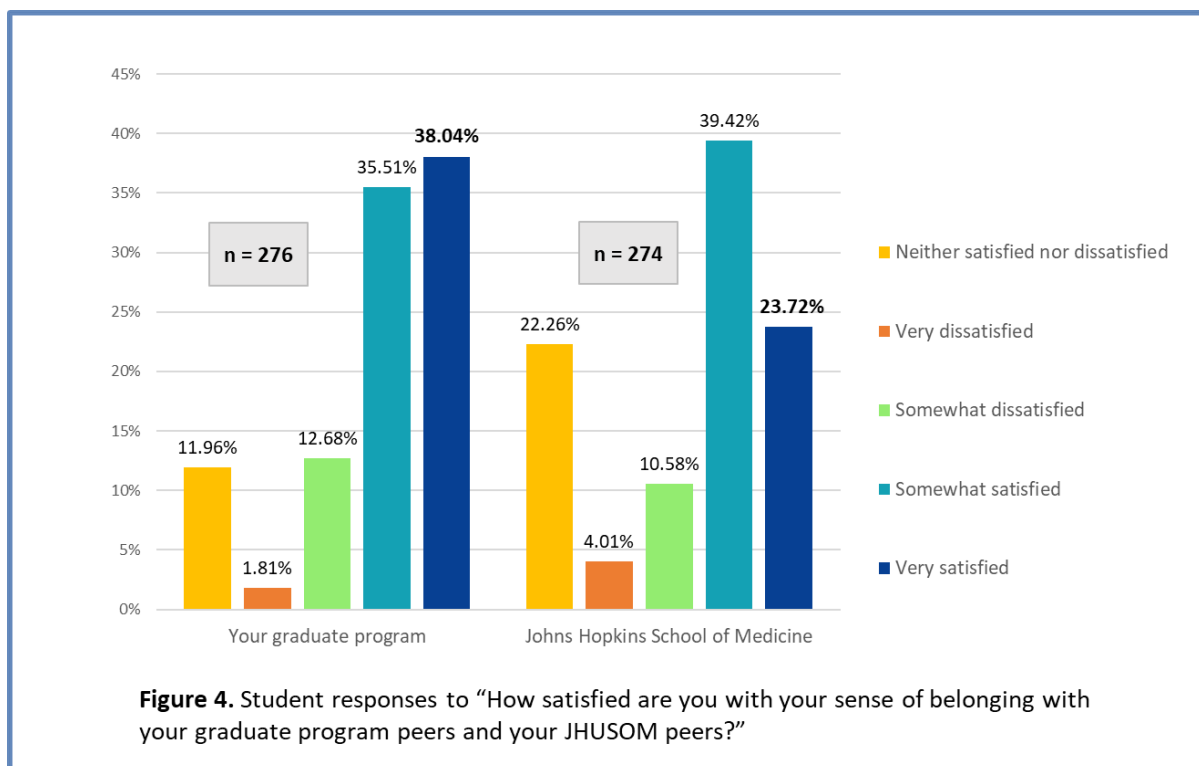
To assess graduate student satisfaction with their graduate program provisions and policies, the following questions were asked the following questions:

1. How satisfied are you with your sense of belonging within your graduate program peers and your JHUSOM peers?
2. How effective are faculty... JHU student resources at supporting trainees from all backgrounds?
3. Has another SOM affiliate ever made you feel as though a part of your identity was unwelcome?
4. About which part of your identity were you made to feel unwelcome?
5. If you are comfortable sharing, in what setting(s) were you made to feel unwelcome?
6. If you know the role of the individual who made you feel unwelcome, please select the relevant role.
7. If you were to start your graduate career again, how likely is it that you would select the following?
8. Why would you have chosen a different PI/faculty mentor?
9. How likely are you to recommend your program or JHUSOM to someone considering your field of study?
10. How would rate the outdoor safety of the Hopkins East Baltimore Medical Campus within this approximate perimeter: Eager, East Baltimore, Caroline and Castle.

11. In the past year, how often have you contacted Hopkins Security for the following issues?
12. How satisfied were you with the outcome(s) of contacting Hopkins Security?
13. Overall, how satisfied are you with Johns Hopkins' security?
14. What is your opinion about the establishment of a private police force on the Johns Hopkins medical campus?
15. How do you expect the implementation of an armed police force will affect your sense of safety on campus?

Sense of Belonging

We asked graduate students how satisfied they felt about being supported and accepted among their peers. An aggregate of 73.55% respondents (38.04% felt very satisfied + 35.51% felt somewhat satisfied) felt at least somewhat satisfied with support from their graduate program peers. Similarly, an aggregate of 63.14% respondents (23.72% felt very satisfied + 39.42% felt somewhat satisfied) felt at least somewhat satisfied with support from their JHUSOM peers. The data suggests that most graduate students found camaraderie and support from their peers, both within and outside their respective graduate programs. **Figure 4** summarizes this data.



Effectiveness of Resources for Support

Graduate students were asked to evaluate the effectiveness of ten resources for support. As illustrated in **Table 7**, support from training program peers was rated by 54.15% of respondents as ‘Very effective’, while support from UHS & PDCO was rated by 41.53% of respondents as ‘Very effective’. Similarly, support from peers across JHUSOM was rated by

40.74% of respondents as 'Very effective. Support from JHU leadership was rated by 19.74% of respondents as 'Very effective'.

The top 2 factors that influenced respondents' ratings were 'Content and/or tone of communications' and 'Openness to discuss various issues', as summarized in **Table 8**. This outcome suggests that communication tone and openness to discuss general issues are highly appreciated by graduate students when receiving support.

Table 7. "How effective are the following at supporting trainees from all backgrounds?"

Question	Very ineffective	Moderately ineffective	Neither effective nor ineffective	Moderately effective	Very effective
Faculty within your training program	1.98%	7.51%	11.46%	39.92%	39.13%
Program administrators within your training program	5.16%	8.73%	13.89%	38.49%	33.73%
Faculty within your department	1.21%	7.66%	13.31%	42.34%	35.48%
Staff within your department	2.10%	6.30%	8.40%	44.12%	39.08%
Peers within your training program	0.79%	5.14%	9.88%	30.04%	54.15%
Peers within JHUSOM	0.41%	3.70%	17.70%	37.45%	40.74%
JHUSOM leadership (i.e., Office of Graduate Biomedical Education)	3.46%	10.39%	24.68%	35.93%	25.54%
JHUSOM student resources (i.e., UHS, PDCO)	1.27%	5.51%	15.68%	36.02%	41.53%
JHU leadership (i.e., JHU President, JHU Provost's Office)	10.09%	13.60%	24.12%	32.46%	19.74%
JHU student resources (i.e., JHU Student Well-Being)	1.79%	5.80%	20.98%	37.50%	33.93%

Table 8. Student rankings of their top two factors that contributed to the responses reported in Table 7.

Factors	Percentage of Respondents	Frequency
Content and/or tone of communications	19.88%	69
Openness to discuss various issues	17.87%	62
Accessibility of resources	12.39%	43
Focus of programming and conversation	10.66%	37
Availability	10.09%	35
Methods of communication	9.22%	32
Timeliness of communications	9.22%	32
Finding students with similar interests	6.34%	22
Other, please describe	4.32%	15
Total	100%	347

Identity Acceptance

18.33% of graduate students of respondents had been made to feel unwelcome by an affiliate of the School of Medicine, while 72.51% had not had such experience. About 9.16% of respondents preferred not to answer for personal reasons (**Table 9**). When further asked about the setting in which respondents were made to feel unwelcome, 26.03% chose 'Shared research space', while 20.55% chose 'Classroom/lecture space'. An equal number of respondents (12.33%) chose seminar/workshop or virtual space such as email and zoom meeting.

Furthermore, for incidents in which respondents felt unwelcome, follow-up questions about the employee category of the aggressor revealed the top four aggressors to be:

1. Faculty/PI (35% of incidents)
2. Graduate Student (19% of incidents)
3. Program director/ coordinator (11% of incidents)
4. Postdoctoral fellow (9% of incidents)

Consistent with the 2020 GSA survey response to this question, faculty and other graduate students **most frequently** made graduate students feel unwelcome. Respondents also shared the part(s) of their identity for which they were made to feel unwelcome, by free response. Racial, gender, religious and parental identity were the most frequent responses received.

Table 9. "Has another JHUSOM affiliate ever made you feel as though a part of your identity was unwelcome?"

Response	Count	Percentage of Respondents
Yes	46	18.33%
No	182	72.51%
Prefer not to answer	23	9.16%
Total	251	

Physical & Mental Well-being Support

Given the importance of institutional support for graduate students' physical and mental well-being, we assessed the extent to which respondents felt that their physical and mental health were being prioritized by their research mentor, JHUSOM and JHU. More than half of respondents completely agreed that their research mentor created an environment that both valued and prioritized their physical and mental well-being, while less than 30% of respondents felt similarly about JHU or JHUSOM. Data is summarized in **Table 10**.

Table 10. Participant responses to how much they agreed with JHUSOM/JHU/graduate research mentor supports students' health and well-being.

	Completely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Completely agree	Prefer not to answer	Total count
My PI/graduate research mentor creates an environment that values my physical and mental well-being.	3.35%	3.35%	7.53%	16.32%	69.04%	0.42%	239
My PI/graduate research mentor creates an environment that prioritizes my physical and mental well-being.	3.35%	7.95%	10.04%	25.10%	53.14%	0.42%	
JHSOM creates an environment that values my physical and mental well-being.	5.44%	9.21%	19.67%	37.24%	28.03%	0.42%	
JHSOM creates an environment that prioritizes my physical and mental well-being.	10.04%	12.97%	25.52%	28.45%	23.01%	0.00%	
JHU creates an environment that values my physical and mental well-being.	5.44%	11.30%	24.69%	30.13%	26.36%	2.09%	
JHU creates an environment that prioritizes my physical and mental well-being.	7.53%	15.90%	27.20%	24.69%	22.59%	2.09%	

Quality of Graduate Program & Mentor Experience

To assess the quality of graduate program experience, we asked how likely respondents are to select their graduate program, mentor and JHUSOM, if they were to start their graduate career again. 42.98%, 42.19% and 61.18% were very likely to reselect JHUSOM, their graduate programs, and JHU respectively.

Respondents were further asked to select the top two factors that influenced their answers to the above question.

The top 4 factors that influenced how respondents felt about choosing JHUSOM again if they were to restart their graduate career were:

1. Campus Climate (45.92%)
2. Professional development opportunities (11.71%)
3. Courses available (10.81%)
4. Research opportunities (9.01%)

Importantly, 22% of respondents shared other factors via free response. The most frequently identified factors from the free response section were:

1. Finance/stipend
2. Accessibility and user-friendliness of resources

The top 4 factors that influenced how respondents felt about choosing their program again if they were to restart their graduate career were:

1. Graduate Program Climate (32.71%)
2. Core Courses/Curriculum (28.04%)
3. Professional development opportunities (16.82%)
4. Research opportunities (14.95%)

Among respondents who would have chosen a different PI/mentor if they were to restart their career, the top 5 reasons for their choice were:

1. Advising/Mentoring style (34.62%)
2. Management style (27.88%)
3. Research field of interest (13.46%)
4. Advisor availability (10.58%)
5. Lab funding (9.62%)

In response to how likely they are to recommend JHUSOM, their training program and mentor to applicants, 62.03% were very likely to recommend their PI/research mentor. On the other hand, 45.76% and 43.46% were very likely to recommend JHUSOM and their training program respectively. Data is summarized in **Table 11**.

Table 11. Participant responses to how much they agree with choosing JHUSOM/PI/Research mentor/their training program if they were to re-do their graduate career.

Question	Very unlikely	Moderately unlikely	Neither likely nor unlikely	Moderately likely	Very likely	Total count
JHUSOM	3.39%	7.63%	13.98%	29.24%	45.76%	237
Your training program	4.64%	8.86%	14.35%	28.69%	43.46%	
Your PI/graduate research mentor	3.80%	4.22%	13.92%	16.03%	62.03%	

[Impact of COVID on graduate experience](#)

To assess the impact of COVID related-issues on graduate students' time-to-degree, we asked respondents to estimate how much longer they expect their training to take, due to COVID disruptions. Out of 231 respondents,

- 104 anticipate no change in Time-to-degree (45.02%)
- 54 anticipate an extension between 6-12 months (23.38%)
- 49 anticipate an extension between 3-6 months (21.21%)
- 12 anticipate an extension under 3 months (5.19%)
- 12 anticipate an extension of more than 12 months (5.19%)

Disability Support

To assess the percentage of graduate students living with disabilities, and if they were receiving adequate accommodations, we asked the following questions:

1. Did you receive a diagnosis from a healthcare provider prior to starting graduate school?
2. Did you disclose your status to your program when beginning your training at Johns Hopkins?
3. Have you disclosed your status to your program at any point in your training?
4. Have you sought disability accommodations from your training program?
5. Have you dropped a course due to accessibility issues?
6. How effective were coursework requirement accommodations at meeting your needs?
7. How effective were the non-coursework requirement accommodations at meeting your needs?
8. How consistent were your accommodations implemented in the classroom?
9. How consistent were your accommodations implemented in the lab and generally outside of the classroom?
10. How supported do you feel disclosing or discussing your disability-related needs in the classroom?

Disclosing Disability Status

Out of 28 respondents, 75% reported having received a disability diagnosis from a healthcare provider prior to starting graduate school. However, half of the respondents did not disclose their status to their program at the beginning of their training at Johns Hopkins. 64.29% of respondents reported to have disclosed their status at other points in time during their training. **Table 12** summarizes the data.

Table 12. Summary of students' disability diagnosis disclosure in relation to the time they matriculated or began their training.

Answer	Diagnosis prior to graduate school?	Disclosed status at the beginning of training?	Disclosed status at any point in training?
Yes	75.00%	50.00%	64.29%
No	25.00%	50.00%	35.71%
Total	n =14	n = 28	n = 28

Further, we assessed the climate of support for students with disabilities discussing their needs in the classroom, labs, and within graduate programs.

From the 12 respondents who discussed their comfort in disclosing their needs within the classroom,

- 5 respondents felt moderately supported (41.67%)
- 5 respondents felt either moderately or very unsupported (41.67%)

Of the 7 respondents who received accommodations in the lab or outside the classroom, less than half reported feeling moderately supported.

Of the 17 respondents who rated how supported they would feel disclosing their needs and disability-related status within their graduate program, 10 respondents reported either feeling moderately or very supported (58.82%).

Disability Accommodations

For respondents with disabilities, we asked if they had sought accommodations from their training programs. Out of 37 respondents,

- 18 did not seek disability accommodations, accounting for 48.65% of respondents
- 12 sought coursework accommodations, accounting for 32.43% of respondents
- 7 sought non-coursework accommodations (e.g. Lab, seminar, events), accounting for 18.92% of respondents

Furthermore, we assessed how helpful accommodation provided by graduate programs, coursework chairs and the wider community were to students with disabilities.

Over 90% of 35 respondents reported that they have never dropped a course due to accessibility issues. We then asked students who have received coursework accommodations how effective their arrangements were.

- Coursework accommodation: Out of 12 respondents, 10 found coursework accommodation to be moderately effective (83.33%).
- Non-coursework accommodation: Out of 7 respondents, 5 found non-coursework accommodation to be moderately effective (71.43%).

When asked how consistently accommodations were implemented in the classroom setting, out of 12 respondents, 6 found accommodations to be implemented in a moderately consistent manner (50%).

Similarly, when asked how consistently accommodations were implemented in the lab and generally outside of the classroom, out of 7 respondents, a relatively equal proportion of students found their accommodations:

- to be implemented in a moderately inconsistent manner
- to be implemented in a very consistent manner
- to be implemented in a moderately consistent manner

When asked how seriously JHU and their respective graduate programs addressed the needs of students with disabilities, 27 students responded.

- 8 reported that their programs addressed their needs very seriously or in an extremely serious manner (29.62%)
- 7 reported that their programs addressed their needs slightly seriously (25.93%)
- 5 reported that their programs did not seriously address their needs at all (18.52%)
- Another 5 reported that their programs addressed their needs in a moderately serious manner (18.52%)

With respect to JHU, out of 27 respondents,

- 10 reported that JHU addressed their needs in a moderately serious manner (37.04%)
- 7 reported that JHU addressed their needs very seriously (25.93%)
- 5 reported that JHU addressed their needs (18.52%)

[JHU Office of Institutional Equity \(OIE\)](#)

To assess how frequently OIE resources were used, we asked if respondents had submitted a complaint to the OIE. Out of 231 respondents, 96.54% had not submitted a complaint while 2.6% of respondents submitted a complaint at some point during the year.

Out of the 2.6% of respondents who submitted a complaint, more than half were not satisfied with the way their complaints were handled.

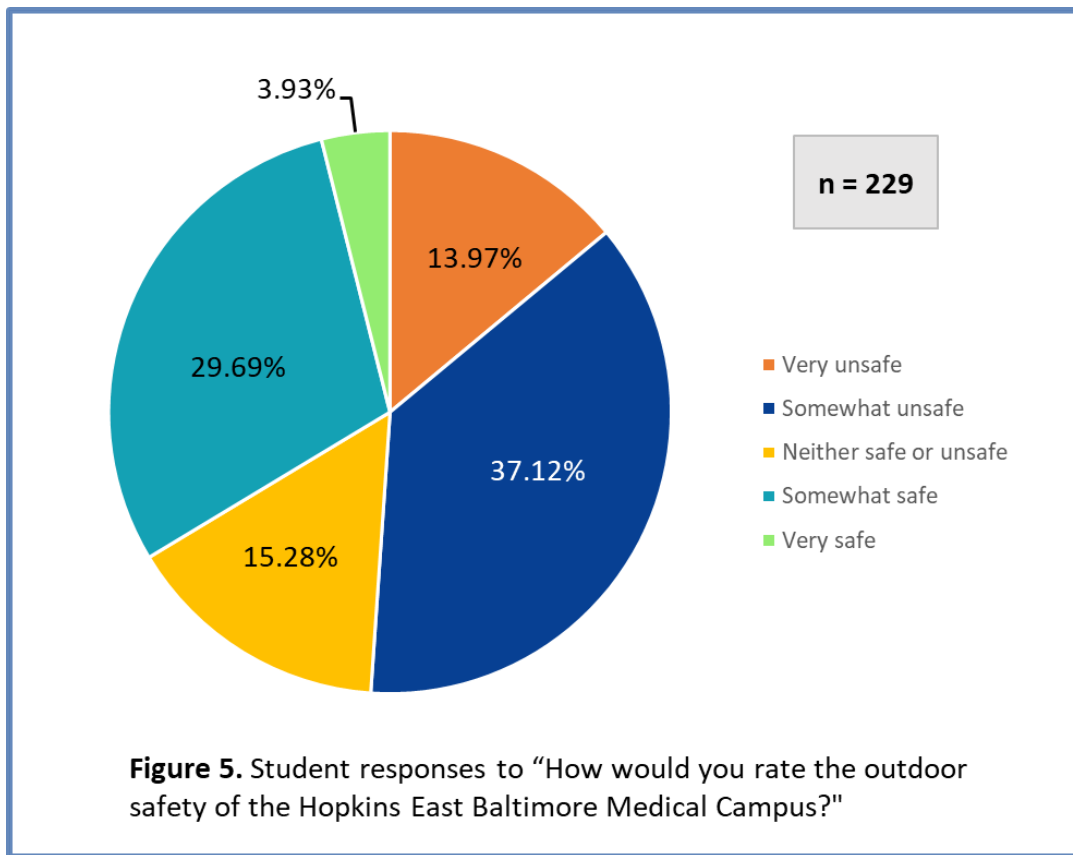
2.4. Campus Safety

In this section, we assessed:

- Sentiments on safety on the East Baltimore campus
- Incidents of crime experienced on campus
- Outcome of Hopkins Security support requests
- Sentiments on the proposed private police force on campus

With regards to campus safety and the proposed Hopkins Police force, respondents were asked a series of questions to assess their sentiments and experiences on these matters.

When asked to rate outdoor safety of the Hopkins East Baltimore Medical Campus, an aggregate of 33.62% felt either very safe or somewhat safe; an aggregate of 51.09% felt either very unsafe or somewhat unsafe while 15.28% felt neither safe nor unsafe. Data is summarized in **Figure 5**.



Next, when asked how often they had contacted Hopkins Security for escort or safety-related support, at least 90% of respondents responded ‘Never’. Less than 6% of respondents contacted Hopkins Security for any safety-related issue. **Table 13** shows responses per safety-related issue.

Table 13. “In the past year, how often have you contacted Hopkins Security for the following issues?”

Security issue	Never	Once or Twice	Three to Five Times	Six to Eight Times	Nine or More Times	Total
In-person escort on campus	221	12	0	1	1	235
Safety problem on campus	222	13	1	0	0	236
Safety problem off campus	222	11	2	0	0	235
Vehicle escort service on the East Baltimore campus	219	5	1	4	6	235
Vehicle escort service on the Homewood campus	210	10	3	4	7	234
Other	49	2	0	0	1	52

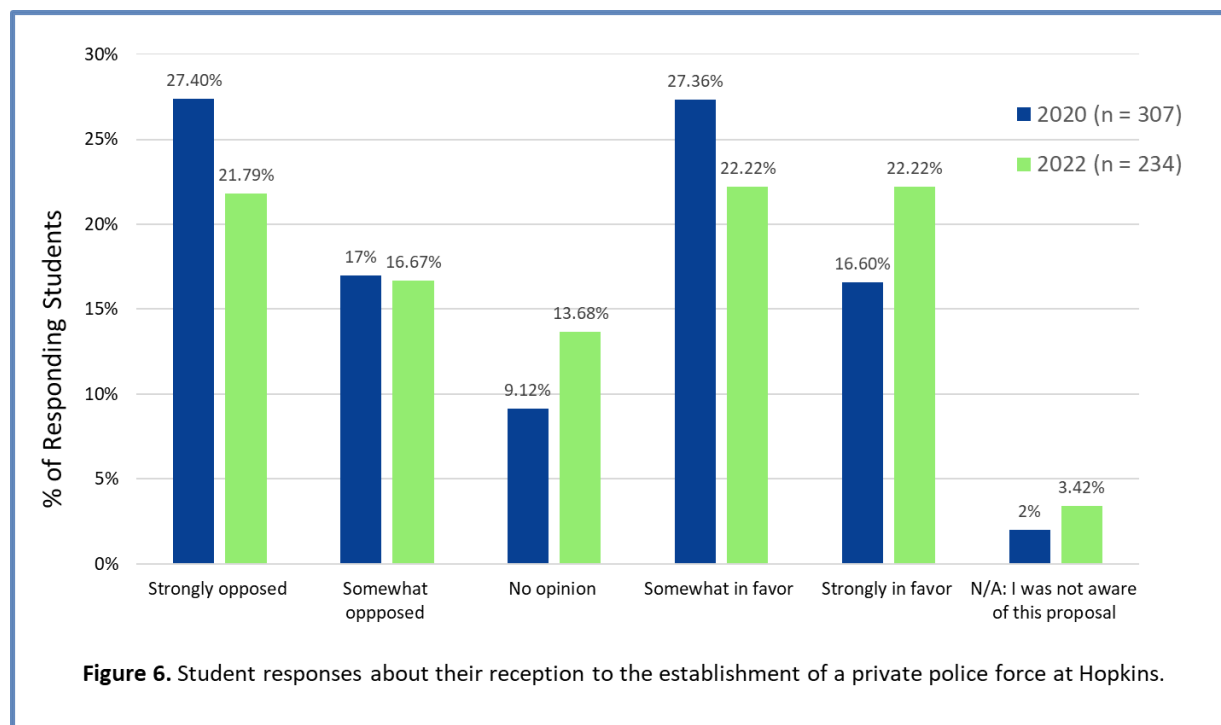
Respondents who had contacted Hopkins Security were asked to rate their satisfaction with the outcome of Hopkins Security support. The categories of Hopkins Security Services rated by respondents were:

- In-person escort on campus
- Safety problem on campus
- Safety problem off campus
- Vehicle escort service on the East Baltimore campus
- Vehicle escort service on the Homewood campus

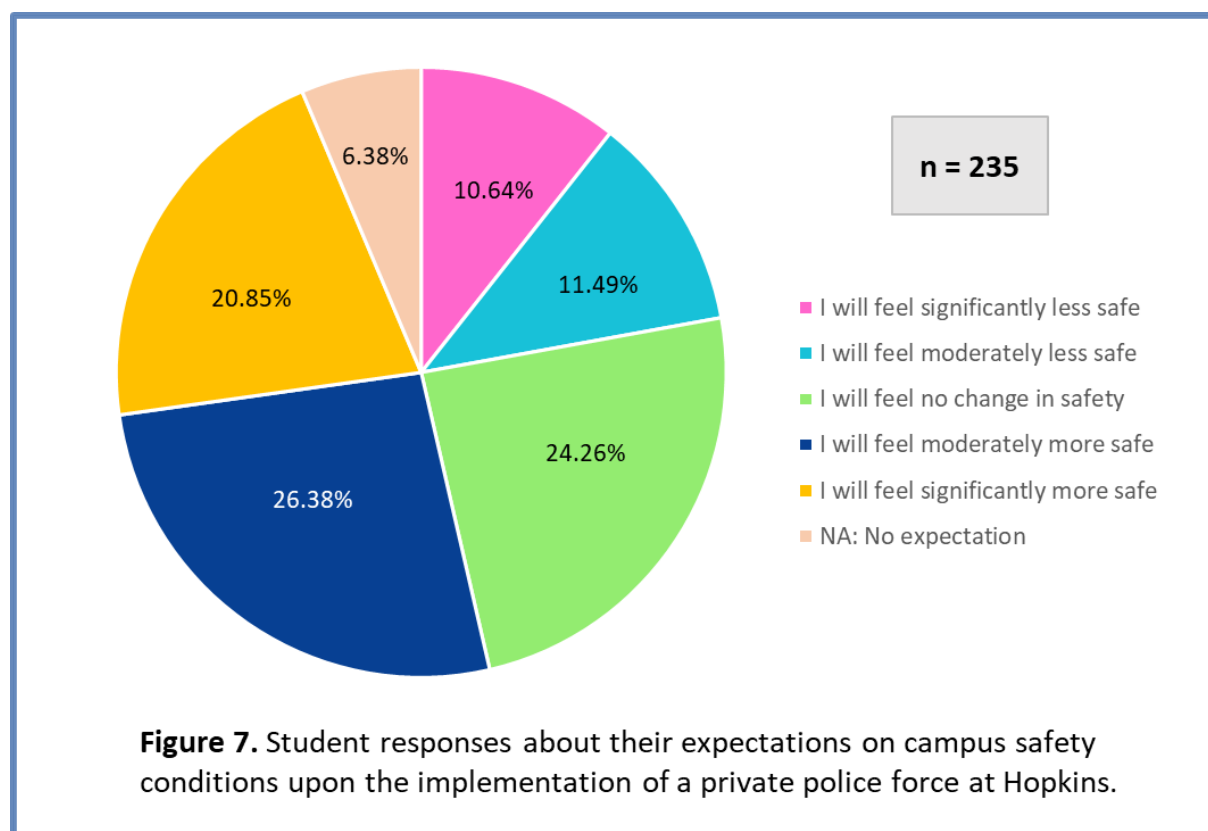
Most respondents were neither satisfied nor dissatisfied across all 5 categories of Hopkins Security Services. When asked about overall satisfaction with Hopkins' security, distribution of respondent satisfaction was as follows:

1. Somewhat satisfied (41.45%)
2. Neither satisfied nor dissatisfied (26.50%)
3. Somewhat dissatisfied (18.80%)
4. Extremely satisfied (8.97%)
5. Extremely dissatisfied (4.27%)

With respect to the establishment of a private police force at Hopkins, 38.46% of respondents were either somewhat opposed or strongly opposed; 44.44% were either somewhat in favor or strongly in favor; 13.68% had no opinion while 3.42% were not aware of this proposal. Compared to the 2020 survey, percentage of 'strongly opposed' and 'somewhat in favor' decreased from 27.4% to 21.79% for the former and 27% to 22% for the latter; percentage of 'somewhat opposed' remained unchanged; percentage of 'strongly in favor' increased from 16.6% in 2020 to 22.22% in 2022. Data shown in **Figure 6**.



Next, 22.13% of respondents reported that they would feel either moderately less safe or significantly less safe with a private police force while 47.23% would feel either moderately safer or significantly safer. Importantly, 30.64% of respondents either did not expect any change in safety or had no expectations at all. Data is summarized in **Figure 7**.



2.5. Mentorship

In this section, we assessed:

- Sources of stress between students and their faculty mentor
- The number of students who had changed faculty mentors
- Reasons why students changed faculty mentors

To assess the quality of mentorship experienced by graduate students at the School of Medicine, we asked respondents the following questions:

1. Have you selected your primary thesis advisor?
2. Not considering your first-year lab rotations, has your PI/faculty mentor changed since starting this program?
3. Why did you change PIs/faculty mentors?
4. What created conflict between you and your PI/faculty mentor?
5. What impact has this conflict had on your development as an independent scientist?

Out of 235 respondents, 91.06% indicated that they had selected their primary thesis advisor at the time of completion of this survey. Data shown in **Table 14**.

Table 14. “Not considering your first-year lab rotations, has your PI/faculty mentor changed since starting this program?”

Response	Count	Percentage of Respondents
Yes	21	91.06%
No	214	8.94%
Total	235	100%
Total	289	

Out of the 91.06% or 214 respondents, 7.48% or 16 respondents switched their official PI/faculty mentors. Data is shown in **Table 15**.

Table 15. “Why did you change PIs/faculty members?” (Select all that apply)

Reason for changing PI/faculty member	Percent
Mentoring/Advising style did not meet my needs	34.62%
Mistreatment	15.38%
Research topic	15.38%
Original PI/faculty mentor moved institutions	11.54%
Other (please explain)	7.69%
Scientific integrity concerns	7.69%
Lab funding issues	3.85%
Professional goals were not supported	3.85%
Total count	n = 16

The top 5 reasons why respondents switched their PI/faculty mentors are as follows:

1. Mentoring/Advising Style didn't meet my needs (34.62%)
2. Research topic (15.38%)
3. Mistreatment (15.38%)
4. Original PI/faculty mentor moved institutions (11.54%)
5. Scientific integrity concerns (7.69%)

Furthermore, the top 5 sources of conflict between respondents and their PI/faculty mentor were:

1. PI management style (16.79%)
2. Project direction (15.71%)
3. Work/life balance (12.5%)
4. Advisor availability (10%)
5. Career goals (7.5%)

2.6. Finances, Housing & Transport

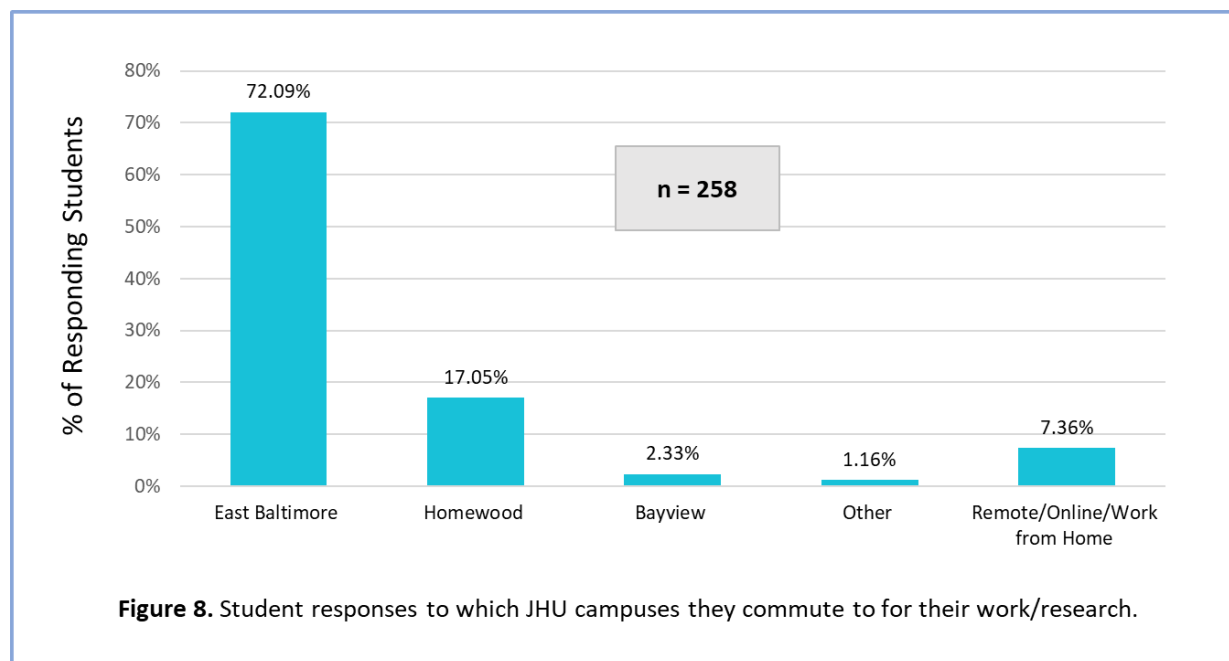
In this section, we assessed:

- Where students live
- How students commute to campus
- Student opinions on campus security
- Use of campus security resources
- Student savings
- Student debt

Transportation

The 2022 academic year was the final term of the Lyft SafeRide credit program which allowed graduate students to request rides before 8:30am and after 5pm. Riders were allotted \$300 monthly for Lyft rides to and from East Baltimore campus. In addition, multiple shuttle routes serving many neighborhoods in Baltimore were utilized by the graduate student body. Here, we assessed how well these services served graduate student transportation needs.

Out of 258 SOM respondents, 72.09% commuted to the East Baltimore campus for their research work. 17.05% and 2.33% commuted to Homewood and Bayview respectively, while 7.36% worked online or remotely. **Figure 8** summarizes the data below.



For respondents who commute, we asked about their primary means of transportation to/from campus. An aggregate of 43.24% of respondents rely on one form of transportation service provided by Hopkins. The top 6 transportation modes used by 377 respondents are as follows:

1. Walk - 21.75%
2. Hopkins JHMI-Homewood Shuttle - 21.49%

3. Lyft SafeRide - 15.65%
4. Driving (park in JHU garage) - 14.85%
5. Driving (park on the street or in a non-JHU garage/lot) - 8.49%
6. Bike/scooter - 6.9%

When asked how easy their commute to and from campus was based on their primary mode of transportation, about 51.31% of respondents described their commute to be either very easy or extremely easy. **Table 16** below summarizes total responses.

Table 16. “How easy is it for you to get to campus from your home?”

Answer	Count	Percentage of Respondents
Not at all easy	12	5.22%
Slightly easy	31	13.48%
Moderately easy	69	30.00%
Very easy	75	32.61%
Extremely easy	43	18.70%
Total	230	

To gather ideas on how best to better meet transportation needs of graduate student commuters, respondents were asked to rank suggested improvements to current transportation services. **Table 17** below summarizes the results.

Table 17. Student preference rankings for changes that would make traveling to campus easier.

Suggestion	Ranking from 1-11										
	1	2	3	4	5	6	7	8	9	10	11
Extended Shuttle Hours	12.6%	15.5%	14.5%	14.5%	15.5%	5.83%	4.85%	9.71%	0.97%	5.3%	0.0%
Extended Shuttle Routes	1.94%	2.91%	6.8%	5.83%	8.74%	19.4%	23.3%	9.71%	10.6%	8.7%	1.9%
Expanded shuttle routes	0.97%	4.85%	8.74%	5.83%	9.71%	12.6%	19.4%	19.4%	9.71%	6.8%	1.9%
Carpooling Resources	2.91%	2.91%	9.71%	7.77%	15.5%	15.5%	15.5%	10.6%	11.6%	6.8%	0.9%
Expanded Shuttle Routes	5.83%	9.71%	13.5%	17.4%	14.5%	20.3%	11.6%	3.88%	0.97%	0%	1.9%
Improved safe bike storage	0%	3.88%	5.83%	6.8%	7.77%	6.8%	6.8%	11.6%	23.3%	20%	6.8%
Extended Lyft SafeRide hours	24.3%	18.5%	6.8%	13.5%	6.8%	3.88%	1.94%	6.8%	9.71%	5.8%	1.9%
Wider Lyft SafeRide radius	17.5%	26.2%	10.7%	10.7%	7.77%	3.88%	2.91%	0.97%	8.74%	9.7%	0.9%
Additional subsidized parking	10.7%	9.7%	13.6%	12.6%	5.83%	5.83%	2.91%	3.88%	2.91%	26%	5.8%
Improved bike infrastructure	8.74%	3.88%	7.77%	4.85%	7.77%	4.85%	9.71%	23.3%	19.4%	8.7%	0.9%
Other	14.5%	1.94%	1.94%	0%	0%	0.97%	0.97%	0%	1.9%	0.9%	77%

Stipends & Housing

In order to provide data to support advocacy efforts for better graduate employee wages, we asked the following questions regarding stipends as applied to living costs in graduate school:

1. Please share approximately how much you pay monthly on expenses
2. Do you have a source of income outside your stipend?
3. How many months within the last year did you have trouble paying for your bare minimum monthly expenses with your stipend?
4. Would you be able to cover your bare minimum monthly expenses (eg. Rent/mortgage, utilities, childcare, food) without this added source of income?
5. How many times in the last 6 months have you had emergency expenses where you applied for OGBE emergency fund assistance?
6. What types of expenses contributed to these financial hardships?
7. If you were incurring a \$500 emergency expense, would you be able to cover it?
8. Are you currently making payments on undergraduate student loans?
9. Have you acquired new debt since starting this program?
10. What kinds of new debt have you acquired since starting this program?
11. Have you ever experienced a delayed or missed payment of your graduate stipend?
12. How long did this delayed payment last?
13. Is this payment delay still ongoing?
14. How many other rent-paying individuals do you live with?
15. Do you rent or own your primary residence?

We assessed how frequently graduate students had difficulty meeting their bare minimum monthly expenses with their stipend. Responses received from 225 respondents are summarized below:

- 38.22% of respondents had no trouble meeting their monthly expenses
- 26.67% of respondents had trouble meeting expenses for one or two months
- 24% of respondents had trouble meeting expenses for at least six months
- 11.11% of respondents had trouble meeting expenses for three to five months

The OGBE Emergency Fund was established to meet graduate student emergency expenses. We assessed how frequently respondents applied for the OGBE Emergency Fund and other emergency funds. Out of 220 respondents,

- 80.91% never applied
- 15.91% applied once or twice
- 1.82% applied between three to five times
- 1.36% applied at least 6 times

When asked if they would be able to cover an emergency expense of \$500, out of 226 respondents,

- 57.08% indicated that they could meet that expense from their savings
- 22.12% indicated that they would need to charge the expense to a credit card
- 11.5% indicated that they would need to borrow the money from friends or family

- 9.29% indicated that they would have to leave the bill unpaid

With regards to student loan repayment burden, 19.38% of respondents indicated they were making student loan repayments from their stipends, while 4.41% preferred not to answer. **Table 18** summarizes the data.

Table 18. “Are you currently making payments on undergraduate student loans?”

Response	Count	Percentage of Respondents
Yes	44	19.38%
No	173	76.21%
Prefer not to answer	10	4.41%
Total	227	

In the year 2022, Hopkins did not provide relocation funds to incoming students. Therefore, we assessed how many students had acquired new debt since starting their graduate career. Out of 227 respondents, 31.72% indicated that they had acquired new debt, while 2.2% preferred not to answer. **Table 19** summarizes the data.

Table 19. “Have you acquired new debt since starting the program?”

Response	Count	Percentage of Respondents
Yes	72	31.72%
No	150	66.08%
Prefer not to answer	5	2.20%
Total	227	

We asked respondents to specify the type(s) of new debt incurred since joining their graduate program. The top 6 responses from 126 respondents are as follows:

1. Credit card debt – 29.37%
2. Car loans – 19.05%
3. Mortgage – 17.46%
4. Medical debt – 13.49%
5. Personal loans from friends or family – 12.7%
6. Student loans (not undergraduate debt) - 6.35%

Due to previously reported incidents of missed graduate stipend payments, we assessed the frequency, outcome and nature of such (if any) incidents during the year 2022.

Out of 227 respondents, 22.47% reported to have missed payment at some point during the year 2022. 11.45% did not know if they had experienced a missed payment, while 0.88% preferred not to answer. Data is summarized in **Table 20** below.

Table 20. “Have you ever experienced a delayed or missed payment of your graduate stipend?”

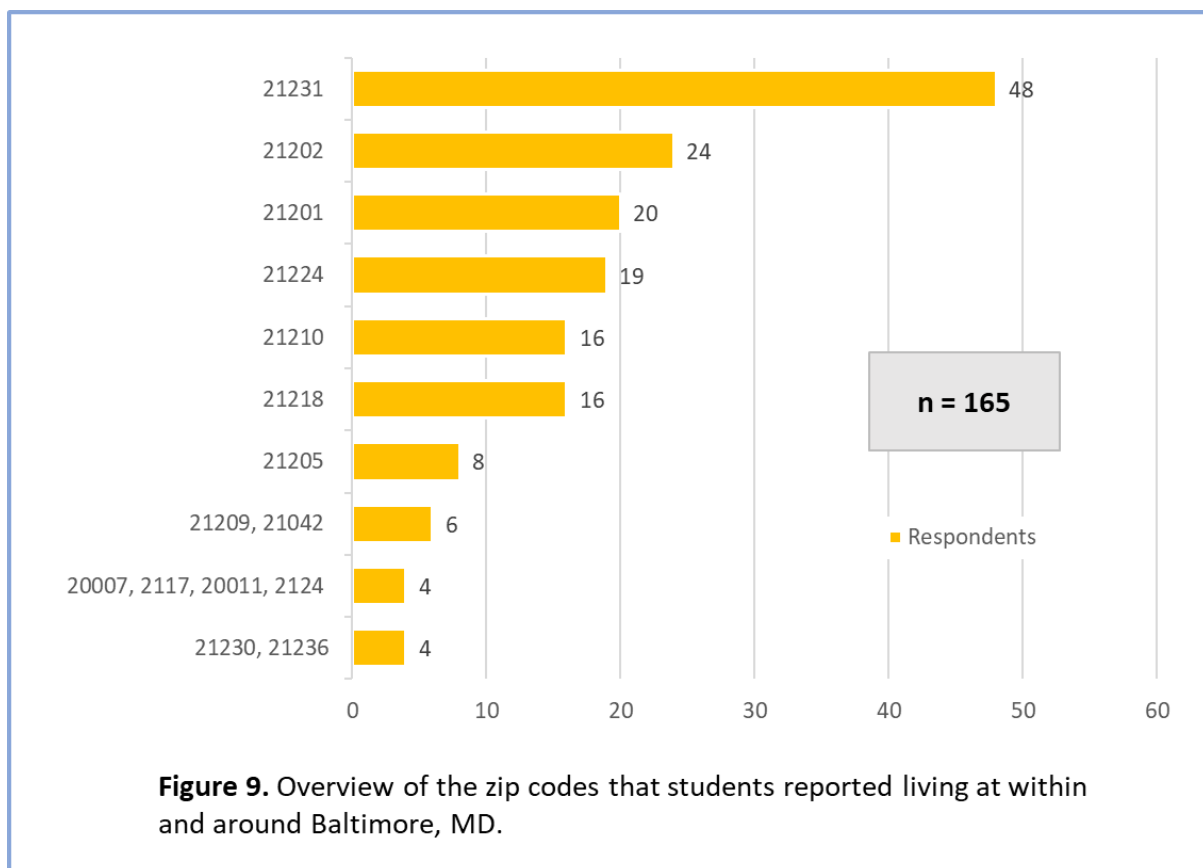
Response	Count	Percentage of Respondents
Yes	51	22.47%
No	148	65.20%
Prefer not to answer	2	0.88%
Do Not Know	26	11.45%
Total	227	

Respondents who reported having experienced missed payments were asked to estimate how long their payment was delayed. Out of 51 respondents to this question,

- 54.9% waited for 1 pay period (2 weeks)
- 29.41% waited for 2 pay periods (longer than 4 weeks)
- 13.73% waited for 3 or more pay periods (longer than 6 weeks)
- 1.96% indicated ‘Other’

Furthermore, we asked whether the delayed payments had been resolved. 96.08% of delayed payments were eventually fulfilled while 1.96% remained pending.

To assess where graduate students generally live within and around Baltimore City, respondents were asked to provide the zip code of their primary residence. **Figure 9** summarizes the responses collected.



We further asked how many other rent-paying individuals respondents lived with. Out of 226 respondents, 59.74% lived with at least one other rent-paying individual. **Table 21** below summarizes the complete data.

Table 21. “How many other rent-paying individuals (e.g. roommates, partners, spouses) do you live with?”

Answer	Count	Percent
0 - I live alone	91	40.27%
1	92	40.71%
2	28	12.39%
3	12	5.31%
4 or more	3	1.33%
Total	226	

Finally, we asked how many graduate students rented or owned their primary residence while in graduate school. Out of 227 respondents, 84.14% reported renting their primary residence while 15.86% owned their primary residence.

2.7. Benefits

This section covers use and satisfaction with University Health Services (UHS) / Student Health and Well-Being services (UHS Primary Care, UHS Mental Health, and Johns Hopkins Student Assistant Program (JHSAP)).

To assess the use and satisfaction with University Health Services (UHS), we asked students to indicate if and what kind of UHS services they use. Moreover, we asked students to indicate their satisfaction with the quality of health care provider interactions and accessibility and inclusivity of UHS resources.

Of the 288 responses received, 163 indicated that they use UHS primary care services, 64 used UHS Mental Health services, and 61 have not used UHS services (**Table 22**).

Table 22. “Have you used services from University Healthcare (UHS)?”

Answer	Count	Percentage of Respondents
Yes, UHS (primary care)	163	56.60%
Yes, UHS Mental Health	64	22.22%
No, I have not used UHS services	61	21.18%
Total	288	

We asked students to rate their level of agreement of the following statements used for UHS Primary Care, UHS Mental Health, and Johns Hopkins Student Assistant Program (JHSAP) services.

1. Days and hours are convenient.
2. Appointments are scheduled in a timely fashion.
3. It is easy to get a virtual appointment.
4. Health care providers are knowledgeable.
5. Providers are respectful of identity and culture.
6. Providers were helpful in assisting with referrals outside the scope of the practice.
7. I am confident that my care at UHS (Primary Care/Mental Health/JHSAP) is confidential
8. My peers are satisfied with the quality of services.

The top 3 statements that students strongly agreed with for UHS Primary Care were:

1. I am confident that my care at UHS Primary Care is confidential (51.55%).
2. Providers are respectful of identity and culture (48.45 %)
3. Health care providers are knowledgeable (40.00%)

The top 3 statements that students strongly agreed with for UHS Mental Health were:

1. I am confident that my care at UHS Mental Health is confidential (68.75%).
2. Providers are respectful of my identity and culture (64.06%)
3. Care providers are knowledgeable/It is easy to get a virtual appointment/Days and hours are convenient (51.56%)

The top 3 statements that students strongly agreed with for JHSAP were:

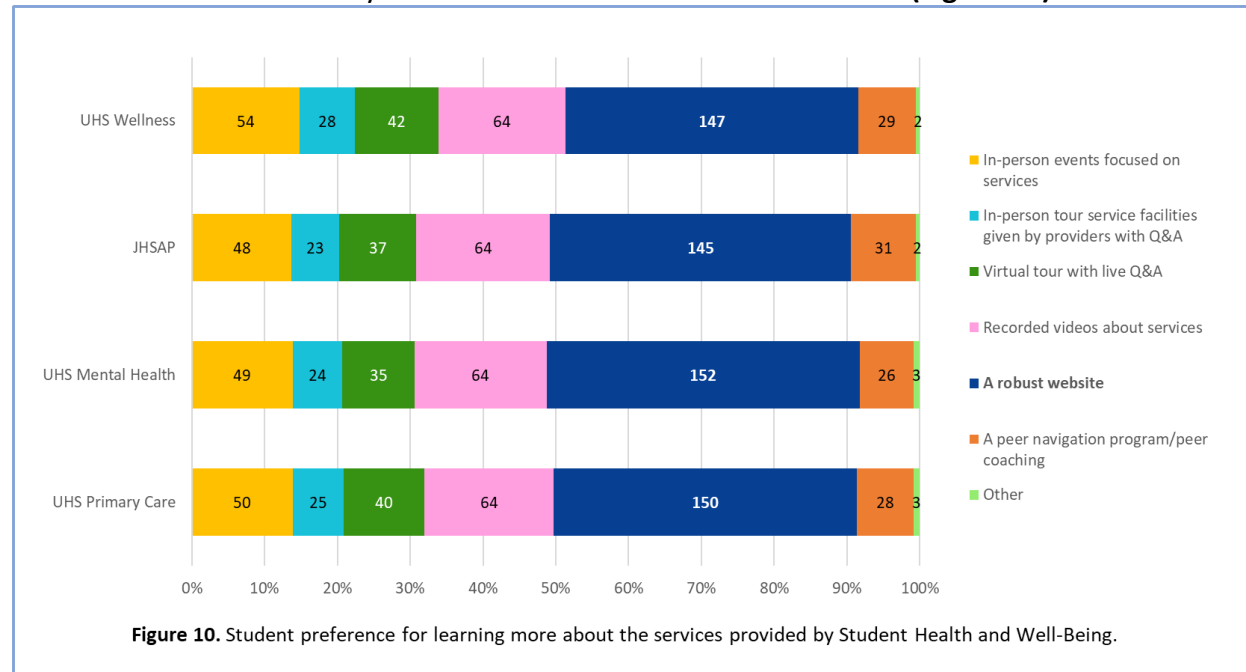
1. I am confident that my care at JHSAP is confidential (15.21%).
2. Providers are respectful of identity and culture (13.30%).
3. Providers were helpful in assisting with referrals outside of the scope of the practice (11.01%).

We asked students to rate their level of agreement with the following statements about the UHS Wellness office.

1. Days and hours of programming are convenient.
2. The location of programming and services are convenient.
3. My schedule allows me to participate in UHS Wellness activities
4. UHS Wellness staff are knowledgeable about multiple dimensions of wellness
5. The quality of UHS programs meets my expectations.
6. The topics of wellness programming meet my interests.
7. I am comfortable engaging in group activities related to wellness.
8. Programs and services are responsive to identity and culture.
9. My peers are satisfied with the quality of services.

11.32% of students said that they somewhat agreed that the topics of wellness programming met their interests. However, most respondents said that they did not know about the office or that the statements did not apply to them.

When asked their preferred ways for learning about Student Health and Well-Being services, students indicated that they would favor the use of a robust website (**Figure 10**).



We asked students to rate their knowledge and experience with Student Health and Well-Being services.

The top 3 services that students know about and use are:

1. UHS Primary Care (65.42%)
2. UHS Mental Health (33.18%)
3. Free Premium Membership to the Calm App (32.24%)

The top 3 services that students know about but have not used are:

1. UHS Wellness Office (58.49%)
2. UHS Mental Health (52.80%)
3. JHU Wellness website (51.42%)

The top 3 services that students do not know about are:

1. Silvercloud Modules (72.30%)
2. TimelyMD Mental Telehealth Services (65.26%)
3. JHU Wellness website (38.21%)

Finally, students were asked to choose 3-5 areas of health and well-being that they would like JHU to prioritize for their health and wellness programming:

- Alcohol and Drugs
- Burnout
- Environmental well-being
- Healthy relationships & consent
- Imposter syndrome
- Mediation & mindfulness
- Nutrition
- Physical movement/exercise
- Sexual health
- Sleep
- Stress & anxiety management
- Time management
- Other

The top 5 areas chosen were:

1. Stress & anxiety management (19.71%)
2. Burnout (18.83%)
3. Imposter Syndrome (13.29%)
4. Sleep (8.64%)
5. Physical movement/exercise (7.75%)

2.8. Professional Development

In this section, we assessed top career choice(s) of graduate students, university resources used for career exploration, student publication rates, and rate of student conference attendance among others. We asked questions such as:

1. What percentage of time do you spend on career related activities?
2. How satisfied are you with the distribution of your time?
3. From where do you obtain your career information?
4. What career(s) are you currently considering pursuing?
5. Please rank the careers you are considering
6. To what extent do various groups discourage or encourage you to seek opportunities related to your career development?
7. How many professional organizations have you joined since you joined graduate school?
8. How did you pay for the fees associated with joining a professional organization?
9. Which factors have prevented you from joining a professional organization?
10. Have you used services from the Professional Development and Career Office (PDCO)?
11. What is your preferred format for each PDCO program/service?
12. How many papers have you authored since beginning your graduate program?
13. How many first author papers have you authored since beginning your graduate program?
14. How many professional conferences have you attended while in this program?
15. Have you applied for an internal or external fellowship while in this graduate program?
16. Did you receive an internal fellowship while in this graduate program?

To assess whether graduate students were able to make time to consider their career plans, we asked respondents on what activities they spent most of their time. Out of 230 respondents,

- 54.43% spent their time on required activities for their degree (eg. Lab work, TA work, class attendance, writing papers, homework)
- 33.8% spent their time on personal life activities
- 6.61% spent their time on additional professional development activities (eg. PDCO workshops, optional internships)

And of these respondents, 40.18% were at least somewhat dissatisfied with how they used their time. **Table 23** below summarizes the data.

Table 23. Student rankings of the 3-5 topic areas of health and well-being that they believe JHU should prioritize for health and wellness programming.

Suggested Activities	Percentage of Respondents	Count
Alcohol and Drugs	1.00%	9
Burnout	18.83%	170
Environmental well-being	4.87%	44
Healthy relationships & consent	4.32%	39
Imposter syndrome	13.29%	120
Meditation & mindfulness	4.43%	40
Nutrition	6.87%	62
Physical movement/exercise	7.75%	70
Sexual health	2.33%	21
Sleep	8.64%	78
Stress & anxiety management	19.71%	178
Time management	7.86%	71
Other	0.11%	1
Total	100%	903

In order to assess where graduate students obtained career information, respondents were asked to select from a list of resources. The top 10 sources of career information were:

1. PI/advisor - 19.88%
2. Graduate Program – 17.8%
3. Professional Development & Career Office (PDCO) at JHSOM – 15.88%
4. JHU student group(s) - 9.94%
5. Alumni – 9.05%
6. Professional organizations – 6.23%
7. Biomedical Careers Initiative (BCI) - 5.93%

8. Phutures at JHU – 5.19%
9. Scientific journals – 5.04%
10. Other – 3.12%

With respect to career interests, the top ranked career interests were as follows:

1. Biotech/Pharma/Industry - 22.72%
2. Academic faculty, primarily research – 16.96%
3. Staff/Bench/Data Scientist – 10.24%
4. Academic faculty, primarily teaching – 7.84%
5. Consulting – 7.52%
6. Science Outreach and communication – 5.92%
7. Entrepreneur – 3.52%
8. Scientific/Medical Writing or Editing – 3.2%
9. Teaching, non-tenure track – 2.24%
10. Medicine – 2.24%

Graduate students are provided with opportunities related to their career development. We asked graduate students to rate the extent to which the following groups encourage or discourage them from seeking opportunities related to their career development. The groups were: Faculty Mentor (PI), Thesis Committee Members, Training Program, Primary Department, JHUSOM PDCO and other students at JHUSOM. Results are summarized in **Table 24** below:

Table 24. “To what extent do each of the following groups discourage or encourage you to seek opportunities to your career development?”

Question	Strongly discourages	Discourages somewhat	Neither discourages nor encourages	Encourages somewhat	Strongly encourages
Faculty Mentor (PI)	1.94%	6.31%	12.62%	29.13%	50.00%
Thesis Committee Members	0.79%	3.94%	24.41%	31.50%	39.37%
Training Program	1.51%	2.01%	22.61%	31.66%	42.21%
Primary Department (if different than program)	2.24%	3.73%	38.81%	24.63%	30.60%
JHSOM PDCO	0.00%	0.00%	11.73%	19.14%	69.14%
Other students at JHSOM	0.53%	0.53%	17.55%	32.45%	48.94%

Furthermore, membership of professional organizations is highly encouraged. We assessed how many graduate students had joined professional organizations. Out of 220 respondents, 62.73% had not joined professional organizations. About 22.73% had joined one professional organization while 14.55% had joined two or more professional organizations.

Data is summarized in **Table 25** below:

Table 25. “How many professional organizations have you joined since beginning graduate school?”

Number of professional organizations joined	Percentage of Respondents	Count
0	62.73%	138
1	22.73%	50
2	9.55%	21
3 or more	5.00%	11
Total	100%	220

Membership of professional organizations often requires dues and fees. This has proven to pose a barrier preventing graduate students from freely joining professional organizations of their choice. We therefore asked graduate students to share how they funded their professional organizational membership fees. A plurality of respondents (38%) paid out of pocket/ personal funds, while only 5% of respondents received funding from their graduate programs. In **Table 26**, a summary of the top sources of funding for professional organization membership fees is provided.

Table 26. “How did you pay for the fees associated with joining a professional organization?”

Source of funding for professional organization membership fees	Percentage of Respondents	Count
PI or other faculty	26.80%	26
There was no fee associated with student membership	15.46%	15
Funds from a fellowship or grant	11.34%	11
Graduate program	5.15%	5
I prefer not to answer	3.09%	3
Other, please describe	0.00%	0
Paid out of pocket/personal funds	38.14%	37
Total	100%	97

For those who had not been able to join a professional organization, we asked for a ranking of the top barriers preventing them from joining such organizations. The top 5 ranked barriers by 225 respondents are summarized in **Table 27** below:

Table 27. “Which statement(s) below capture factors that have prevented you from joining a professional organization?”

Suggested Responses	Percentage of Respondents
I do not have the funds to pay for the required fees	19.11%
I have no interest in joining a professional organization	11.11%
I have no time to find an organization to join	27.56%
I am unsure which professional organizations best align with my interests and career goals	38.22%
Other, please describe	4.00%
Total	100%

The Professional Development and Career Office (PDCO) provides a wide range of career development services. We asked whether graduate students have used services from the Professional Development and Career Office (PDCO) during the year 2022. Out of 221 respondents, 45.7% used PDCO services while 43.89% did not use PDCO services.

For respondents who reported having used PDCO services, we asked them to rank how likely they are to recommend PDCO services and events to a friend or classmate. A plurality of 43.56% of respondents were extremely likely to recommend PDCO services. **Table 28** below summarizes the data.

Table 28. “On a scale from 0-10, how likely are you to recommend using PDCO services and attending PDCO events to a friend, colleague, or classmate?”

Answer	Percentage of Respondents	Count
Not at all likely (0)	0.00%	0
3	0.00%	0
1	0.00%	0
2	0.00%	0
4	1.98%	2
Moderately Likely (5)	3.96%	4
6	1.98%	2
7	18.81%	19
8	15.84%	16
9	13.86%	14
Extremely Likely (10)	43.56%	44
Total	100%	101

And for respondents who had not used PDCO services, we assessed the top reasons why this was the case. The top three reasons were:

1. I plan to in the future – 45.67%
2. I do not have time – 34.65%
3. They are not relevant to me – 11.81%

To assess which formats of PDCO program/service were preferred by graduate students, we asked respondents to rank four formats of service. The results are summarized in **Table 29** below:

Table 29. “What is your preferred format for each PDCO program/service?”

Question	In Person	Virtual	Pre-recorded (Asynchronous)	No Preference	Hybrid
Career Panels	28.24%	18.52%	4.17%	14.81%	34.26%
Workshops/Clinics	33.18%	15.42%	3.74%	15.89%	31.78%
One-on-One Appointments	41.12%	18.22%	0.00%	19.63%	21.03%
Employer Events	51.64%	8.45%	0.94%	15.96%	23.00%
Networking Opportunities	57.75%	7.04%	0.00%	12.68%	22.54%

We also assessed how many graduate students authored publications during the year 2022, summarized in **Table 30** below.

Table 30. “How many papers have you authored since beginning your graduate program?”

Number of publications	Percentage of Respondents	Frequency
0	36.82%	81
1	25.45%	56
2	14.09%	31
3	10.45%	23
4	5.91%	13
5	2.27%	5
6	0.91%	2
7	1.82%	4
8	0.91%	2
9	0.00%	0
10 or more	1.36%	3
Total	100%	220

First-author Publications

Further, we assessed the number of publications for which they were the primary authors. The results are summarized in **Table 31** below:

Table 31. “How many first author papers have you authored since beginning your graduate program?”

Number of First-author publications	Percentage of Respondents	Frequency
0	68.95%	151
1	18.26%	40
2	10.05%	22
3	1.37%	3
4	0.91%	2
5 or more	0.46%	1
Total	100%	219

Professional Conferences

Graduate students are encouraged to attend professional conferences each year. We asked how many graduate students attended professional conferences in the year 2022. Results are summarized in **Table 32** below:

Table 32. “How many professional conferences have you attended while in this program?”

Number of Professional Conferences Attended	Percentage of Respondents	Frequency
0	38.18%	84
1	25.45%	56
2	16.36%	36
3	10.91%	24
4	3.18%	7
5	4.09%	9
6	0.45%	1
7	0.00%	0
8	0.91%	2
9	0.00%	0
10	0.00%	0
More than 10	0.45%	1
Total	100%	220

Fellowships

In addition to professional conferences and publications, graduate students are encouraged to apply to internal or external fellowships. We assessed how many graduate students applied for fellowships during the year 2022. **Table 33** below summarizes responses from 234 respondents.

Table 33. “Have you applied for an internal or external fellowship while in this graduate program?”

Suggested Responses	Percentage of Respondents	Frequency
Yes, an internal fellowship	9.83%	23
No	55.56%	130
Yes, an external fellowship	34.62%	81
Total	100%	234

Out of the total number of respondents who applied for internal grants, we asked how many of them ended up receiving the fellowship. The responses received are summarized in **Table 34** below:

Table 34. “Did you receive an internal fellowship while in this graduate program?”

Suggested Responses	Percentage of Respondents	Frequency
Yes	60.87%	14
No	26.09%	6
Application under review at the time of this survey	13.04%	3
Total	100%	23

Out of the total number of respondents who applied for internal grants, we asked how many of them ended up receiving the fellowship. The responses received are summarized in **Table 35** below:

Table 35. “Did you receive an external fellowship while in this graduate program?”

Suggested Responses	Percentage of Respondents	Count
Yes	45.68%	37
No	48.15%	39
Application under review at the time of this survey	6.17%	5
Total	100%	81

[GSA](#)

Questions in this section are used internally within the GSA to evaluate current graduate student engagement with our programming.

We asked respondents to rank the following topics in order of importance for consideration by the GSA. (1-most important, 9- least important). Results are summarized in **Table 36**.

Table 36. Student rankings of how they feel GSA should prioritize student advocacy.

Topic	Ranking of Topics (1-most important, 9-least important)								
	1	2	3	4	5	6	7	8	9
Campus	4.63%	8.80%	9.26%	8.33%	12.96%	19.44%	13.89%	14.81%	7.87%
Classes	2.78%	7.41%	5.09%	14.81%	12.50%	13.89%	18.98%	14.35%	10.19%
Diversity, Equity and Inclusion	11.11%	15.74%	15.74%	13.43%	11.57%	10.65%	7.41%	3.24%	11.11%
Health Care	6.02%	16.20%	20.37%	14.35%	17.59%	8.33%	9.26%	5.56%	2.31%
Mentorship	12.96%	15.28%	13.89%	13.89%	12.50%	16.67%	6.94%	4.63%	3.24%
Payroll	54.63%	12.04%	8.80%	6.02%	5.09%	4.17%	3.70%	4.63%	0.93%
Public Safety	4.63%	12.50%	12.96%	10.65%	11.57%	10.19%	17.59%	11.11%	8.80%
Recruitment	0.46%	0.46%	2.31%	3.70%	5.09%	6.02%	10.19%	33.33%	38.43%
Transportation	2.78%	11.57%	11.57%	14.81%	11.11%	10.65%	12.04%	8.33%	17.13%

In order to increase our outreach efforts, we also asked respondents how they acquired GSA related information. Results are summarized in **Table 37** below.

Table 37. “How do you acquire GSA-related information?”

Sources of GSA information	Percentage of Respondents	Frequency
AllGrad Listserv	44.80%	168
GSA Digest	25.33%	95
GSA Website	8.00%	30
Twitter (@jhmi_gsa)	4.27%	16
Instagram (@jhmi_gsa)	8.27%	31
Other, please describe	1.33%	5
Program Representative	8.00%	30
Total	100%	375

Finally, we asked respondents to rank the various sources of GSA information, summarized in **Table 38**. (1-most preferred sources, 7- least preferred sources).

Table 38. Student preference rankings for finding GSA information.

Question	Rank (1 - most preferred sources, 7- least preferred sources)						
	1	2	3	4	5	6	7
AllGrad Listserv	58.33%	36.11%	2.78%	2.78%	0.00%	0.00%	0.00%
GSA Digest	40.00%	44.00%	12.00%	4.00%	0.00%	0.00%	0.00%
GSA Website	18.18%	27.27%	27.27%	9.09%	18.18%	0.00%	0.00%
Twitter (@jhmi_gsa)	0.00%	37.50%	12.50%	50.00%	0.00%	0.00%	0.00%
Instagram (@jhmi.gsa)	31.25%	6.25%	43.75%	12.50%	6.25%	0.00%	0.00%
Program Representative	11.11%	44.44%	33.33%	11.11%	0.00%	0.00%	0.00%
Other, please describe	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

3. Survey Conclusion

The 2022 GSA Survey Report provides insights that are critical to making necessary policy reforms and safeguarding useful measures for current and future graduate student employees at the Johns Hopkins School of Medicine. Considering recent schoolwide changes, such as the replacement of Lyft SafeRide with BlueJay Shuttle, it is important that our experiences of and opinions on such changes be collected and shared with all stakeholders for the sake of transparency, accountability and clarity. It is also important to highlight successful efforts by offices such as the PDCO, that received largely positive reviews, to encourage the continued provision of such useful resources. For resources that were poorly reviewed in the year 2022, the responses collected indicate opportunities to improve. It is our hope that the university administration as well as empowered student groups and representatives take the necessary steps towards a better, more equitable institution.

Kwaku K. Quansah
GSA VP, Policy & Programming
2022-2023

Appendices

Approved 03/08/2023

Appendix A: GSA Annual Student Survey Policy

I. Purpose, scope, and definition:

- a. The GSA Annual Student Survey, hereafter referred to as the GSA Survey, is an annual survey of current graduate students in the Johns Hopkins University School of Medicine;
- b. The GSA Survey aims to quantitatively and qualitatively assess student concerns of the surveyed population. Topics covered include but are not limited to:
 - i. Finances,
 - ii. Satisfaction,
 - iii. Health,
 - iv. Safety,
 - v. Workplace Environment;
- c. GSA Survey results are used to inform JHUSOM administration and the GSA Council of student concerns and issues currently affecting the student population. These results guide the creation of the GSA action items for the coming year.

II. Design and distribution:

- a. At a GSA meeting at least one month before the survey is to be distributed, one of the two student MA/PhD committee representatives will open a discussion to address issues to be covered in the GSA Survey. This is a time for the student body to bring up concerns and topics they would like to see covered. Responses will be considered in the initial draft;
- b. An initial draft of the GSA Survey shall be drafted by the two student MA/PhD members and the Vice President of Policy and Programming, or by a committee headed by the two student MA/PhD committee members and the Vice President of Policy and Programming;
- c. The preliminary draft of the GSA Survey will be distributed to the GSA Executive board members and discussed at a GSA Executive Board meeting prior to the official distribution of the survey. All questions will be discussed and modified accordingly. The MA/PhD committee student representatives and VP-Policy and Programming will then finalize their draft of the student survey. The final draft will be distributed to the GSA executive board before sending it out to the general student body;
- d. The finalized, approved student survey will be distributed and student responses will be recorded and put into the database for one year. Responses are technically not anonymous, but the GSA will preserve your anonymity to the best of its ability;
- e. Measure to protect student privacy and confidentiality will include, but are not limited to: limiting access to the raw survey data to the two MA/PhD Committee Representatives and a member of the Office of Assessment and Evaluation, reporting data in aggregate, not distributing questions for which there are less than five datapoints, limiting sharing of free-response questions (and, when necessary, editing the responses to remove identifying information), and deleting the raw data from the survey distribution server after one year;

- i. A copy of the analyzed survey results will be saved in a secure location and only accessible to the MA/PhD Committee representatives;
- f. It is the responsibility of the GSA executive board and the program representatives to remind the students to take the survey;
- g. The survey shall be open to students for a minimum of two weeks.

III. Results:

- a. The two MA/PhD committee student representatives and the Vice President of Policy and Programming will be responsible for the analysis of the GSA survey responses;
- b. The two MA/PhD committee student representatives will present an overview of survey results to the MA/PhD committee;
- c. The survey results will be summarized in the Annual GSA Report, to be released no later than the end of the July following the survey;
- d. The GSA survey results will be communicated to the incoming GSA Executive Board during their initial training.
- e. Survey results will further be presented to the student body at either the August or September GSA meeting. After this meeting the presented data will be sent to the GSA council. The entirety of the results will available upon requested.

IV. Action Items:

- a. The incoming GSA Executive Board will draft a preliminary set of Action Items no later than the August Executive Board meeting;
 - i. Action items are specific recommendations, such as workshops and policies that are intended to improve the graduate student experience at Johns Hopkins School of Medicine,
 - ii. Included in the discussion will be the GSA Executive Board and the two MA/PhD committee student representatives at the discretion of the President,
 - iii. Discussion items will be recorded and considered at the executive board meeting at which action items are created;
- b. The preliminary Action Items will be presented at the GSA General Body Meeting following the conclusion of the GSA Survey presentation per section III.f;
 - i. There will be an open discussion time where students can put forth suggestions for action items based on areas for improvement identified through the survey;
- c. The final Action Items list should be compiled at the following GSA Executive Board Meeting;
- d. The final Action Items shall be presented to the GSA Council at the following GSA General Body Meeting. They shall be voted upon for their approval by the GSA Council;
- e. Once approved these Action Items should be distributed to the following parties:
 - i. The JHUSOM Graduate Student Body,
 - ii. The Associate Dean for Graduate Biomedical Education,
 - iii. The MA/PhD Committee,
 - iv. Student Committee representatives as applicable,
 - v. Other stakeholders with vested interests.

Appendix B: Selected Free Response Answers

Question: Please provide additional commentary related to your sense of belonging within the different facets of the Johns Hopkins community

I feel like I belong but I do not participate in a lot of activities
Program peers could be somewhat older than me, with one who was recruited with his PI when his PI moved to Hopkins being somewhat toxic masculine.
Due to the pandemic and the few times we've shared together, I haven't gotten the chance to connect with many of my peers. Furthermore, I struggled with mental health issues this past year, which made me feel a bit more isolated from them.
I think faculty and administration could do more to contribute to sense of belonging when there are barriers for marginalized groups to graduate education that they ignore
Little sense of belonging
There are not enough events to mingle with people in your cohort or programs on campus. There seem to be the same type of "events" like yoga, but nothing that suits those with other interests
it would be nice if gsa events were scattered around the medical campus. it's hard for me to get over the pctb from the other side of campus
It's been hard feeling part of a community as a cohort that started our studies in 2020 (during the pandemic)
My peers at Hopkins have created a great community. I'm happy to be part of this community.
As a mother, I often feel isolated due to inability to join in with certain social gatherings. People do not have to consider babysitters or children's schedules when planning outings so it makes sense that I am often left out of many things.
I don't know many people outside my program
Pathobiologybprogram is warm and nurturing
Barely know anybody in my cohort.
I like that I can do not science stuff with a lot of my peers. There's a good mix of people with diverse interests, so I can always find someone to share an interest with!
hopkins community has always been very welcoming and i have already made good friends
There's very little sense of community post 2020.
The school of medicine being so separate and isolated from each makes it more difficult for URMS, like myself, to seek out and build a community with other URMS
not very close with my program but good friends outside my program
Accepting academic climate, but I haven't really connected on a more personal level with many people of similar minority groups
Given the limited opportunities to interact with other programs, I do not feel a sense of community
I'm in a program that frequently feels like the redheaded stepchild of the SOM - part of the family but not really welcome? Much of the programming for SOM students inadvertently feels non-inclusive to me, but, ... given how different our program experiences, coursework, and career needs are, I don't want to suggest change. I'm only writing this because, from my perspective, I'm not really part of the SOM student fold and I would feel super awkward trying to force my way in.
I do not feel accepted being a white straight male. This feeling of not being accepted is exacerbated by being the only person in my family to go to college. I feel lost at times, and people look at me as if I already have a seat at the table when I am actually lost finding the room. While at Hopkins, in

my first year we had a "diversity and inclusion" meeting where white straight males were scrutinized. The comment of identifying a group based on race, gender or sexual orientation is alone inappropriate, but casting them in a light as 'the enemy' to society and social justice reform is wildly inappropriate. I've felt judged and casted out for being a white straight male and do not feel a sense of belonging by many of my peers, it especially hurts when the Hopkins faculty leading the discussion was the first one to identify the group. I also feel like this is never taken seriously nor will it ever be taken seriously, which is a constant-cycle to feeling left out. Which is also why I feel like I no longer want to pursue my dream of being in academia. I would rather pursue a career where I feel accepted for who I am.

The general student population comes from privileged socioeconomic status (mostly white and middle-upper class). Therefore, there is a lot of ignorance toward the inequities inherent in race and poverty in this country. This is compounded with all the international students and their lack of understanding with these issues and US history and culture.

I'm married and was already a parent when I entered my PhD program. The vast majority of other students came to the program straight from their undergraduate degrees and are still single. That creates a sizeable divide in perspective and community.

Everyone at Hopkins seems very down to earth.

It has been very difficult to create a sense of belonging during the COVID-19 pandemic when the university has been progressively removing protections (mandatory masking, testing availability, free KN95/N95 masks) that allow me to feel safe in my workplace.

I hardly know anyone outside of my program. I do have a good support system within my cohort and +1 minus one year, but beyond that I hardly interact with anyone else. I feel Hopkins has been very poor about activities leading to bringing programs together and I can't blame them, COVID has put a stop to a lot of activities that could have been scheduled.

Joining the program in 2020 has led to significant social isolation.

This is one of the few places in my life I have felt that I belonged

I don't feel administration is doing enough for people with disabilities. We feel outcast and pushed out of academia.

I started in 2020, so whaddayagonnado y'know?

I do not feel a particular sense of belonging.

I basically don't know anyone in my program or JHUSOM except the handful in my lab. I'm not willing to attend large in-person events and all of my classes have been virtual (intentionally). I would prefer there to be more virtual social events but no one else is interested.

Program peers have drifted away due to campus split (even some floor split on same campus). Never really felt included by JHUSOM peers outside of department

I have not been able to meet a lot of people due to COVID-related distancing and online interaction.

With the wider SOM, it depends on who I'm talking with, because some scientific grad students look askance at historians. But most of the time, it's more odd than uncomfortable because most people don't know my department even exists, and when they do find out, generally it becomes a pleasant conversation.

Question: About which part(s) of your identity were you made to feel unwelcome?

About which part(s) of your identity were you made to feel unwelcome? (optional)
Mental illness
The new Bloomberg Distinguished Professor lab makes me feel inferior being a PhD rather than a Post-Doc
disability status
Methodology used to perform research
My race
being a parent
the fact that i was pregnant, and later caring for a small child
Religious
ethnicity
I have been told to go back into the closet regarding my sexuality and gender identity.
First generation student status
blackness
Level of knowledge
Ethics and responsible conduct of research standards, independence as a researcher
sex, gender, ethnicity
Sexuality
Religion
My Catholicism
Religion
Non-binary, femme
Disability
Being a female
disability
Sexual orientation
Being White and from a rural place
The way that I dress

Question: Please share any additional comments related to how you perceive your PI/graduate research mentor, JHSOM or JHU value and prioritize your physical and mental well-being.

Please share any additional comments related to how you perceive your PI/graduate research mentor, JHSOM or JHU value and prioritize your physical and mental well-being (optional).
Personally, I have had a neutral experience however my best friend had to leave our program after horrible and negligent response to her inpatient hospitalization
I dont feel being taken care nor being neglected
Create checking-in mechanisms to identify and reach out to students who are struggling. People going through depression usually don't notice and isolate themselves. We could be more proactive.
The climate here is toxic-- as a competitive graduate school, we are pushed to burnout and ignoring our health needs until it harms us. It's an epidemic, and frankly it's ableist. I rarely feel safe disclosing my disability status because of the times I have, and it created problems. Hopkins likes to say it's supportive of mental health because of all its resources, but Hopkins is the one causing these mental health issues in the first place, so why don't we work to prevent those issues?
JHSOM and JHU do not support parents as I expected
institutional dismissal of covid as a potentially disabling health risk and prioritization of "back to normal" narrative comes at the expense of students with disabilities, students with children, or students with loved ones with disabilities
PI's can only be so flexible in dealing with physical and mental disabilities. The university says that they prioritize physical and mental health, but they don't seem to act on it. Offering a yoga class here or there or emailing an infographic isn't helpful. We need more access to homeopathic medical care, spaces on campus to take a breather, and allowed to control the pace of the project
low stipend
Leadership really ruins everything for me here at JHU/SOM
Excessive covid restrictions have damaged my mental well-being throughout the pandemic.
PhD salary from JHSOM should increase like other schools!!
taking contact lens fitting off our prescription directly affected me which is opposite to valuing my physical well-being. this is just an example
the stipend should be increased to account for inflation
JHSOM and JHU mandated vaccine boosters, despite 0 demonstrated benefit in student age group, 0 demonstrated benefit in attenuating disease transmission, and substantial risk of hospitalization for myocarditis. Medicine is not one-size-fits-all and should not be conducted by decree or threatening the patient's employment!
While JHU and JHSOM write communications and provide bandaid type services to address burnout and mental health issues in graduate trainees (Counseling, Exercise Programs, Meditation), there is still an unhealthy level of burnout and mental health crises at JHSOM. JHSOM needs to address the lab cultures that create these poor environments. Until they do, they are accepting and supporting a culture that does not value or prioritize a student's physical and mental well-being.
I will never trust an institution. Sorry.
My PI is amazing, my department admin is amazing and do everything they can, but i dont think the institution really cares about my concerns or that of others.

My PI is great, but the institution undervalues graduate student work.
While the school states they value my mental health, there are insufficient resources for all students to have access to and the expectation of success encroaches on the time students need for self-care.
It's hard to believe the university prioritizes my wellbeing when most of those above me don't even seem to realize I can barely afford to live in this rapidly worsening economic environment.
Arguably, JHU's commitment to instituting a private police force without regard to input from students, faculty, or community members, sends an incredibly strong message about who gets prioritized (wealthy white alumni donors and handwringing undergrad parents) and who doesn't (BIPOC and anyone with the intellectual wherewithal to question the (laughable) assumption that policing creates safety).
JHSOM and JHU do provide the appropriate wording and public guidance to help foster the well-being of their staff and students, but there is a very serious lack of accountability when faculty breach these posted ideals. Despite a plethora of official policies, guidelines, and positive branding, the institution appears powerless when faculty break many of these policies. Besides surveys, it does not appear that professors are required to report on the simplest of duties in mentorship, such as IDPs, student progress reports, or committee formation. Some faculty use this to their advantage in programs that lack reporting and accountability. By not having more universal policies and a culture of accountability, faculty will continue to act within the bounds they are given by the institution. Although this may be a great selling point to recruit faculty, it is disastrous for the teaching and training goals that JHU and JHSOM are founded upon. A powerful system of checks and balances is needed to protect all stakeholders, especially students.
It varies a lot between labs/ professors and PIs. I chose my PI because I enjoyed the environment in the lab, but I know a lot of PI's value productivity over everything else.
If JHSOM or JHU truly valued my physical and mental well-being they would commit to a stipend that is living wage.
JHSOM and JHU do not pay graduate students enough to live.
This is a nuanced/complicated question. I believe that there are individuals within administration who value my well-being and would prioritize it. But in a capitalist system the reality is that it is unreasonable to expect my employer to prioritize my well-being. I am happy that there are individuals who I feel genuinely care for and will advocate for my well-being...but the cold-hard fact is that my productivity is the priority for the institution not my well-being. Actively prioritizing wellbeing of employees is not exactly JHU's business model
I do not feel that JHU values, prioritizes, or cares about trainees
My mentor is fantastic, but JHU does not pay its graduate students a living wage
If JHU/JHSOM valued my physical and mental well-being, I and every other graduate student at JHU would be paid a living wage and have comprehensive medical benefits including easy access to mental health services at no cost to us.
The focus of jhu/jhsom is very clearly productivity and maintaining themselves as a "leader" at any and all costs. Graduate students are treated as disposable - if we don't help to maintain that public image, we are quickly made to feel unwelcome and unwanted until we quit. Numerous events are promoted in the name of "wellbeing" but continually fail to address the real systemic issues
My mentors are fantastic
JHSOM and JHU provide us with good mental health resources, but without a fair and livable wage, it puts a lot of stress on my mental well-being.
Feel very isolated

My PI is amazing, but graduate students are systemically undervalued and overworked within this institution. Our efforts to better the institution is often ignored. One big example is the implementation of the police force against the vehement protest of students.

I've reached out for help to everyone I can think of about my medical emergencies and absolutely no one wanted to help me. They wanted to get rid of me or pass me off to someone else and make it their problem. To this day, I have received no substantive aid in my situation. It is deeply ableist while Hopkins in the meantime practices tokenism. JHU does not care about my chronic illness at all and actively dismisses me.

I strongly feel that the administration has at this point washed their hands of COVID compliance issues and is only making token efforts to keep people safe.

The area around the JHSOM should be made safer so that I don't have to fear for my well-being as I walk around the campus.

Simply put, my physical/mental well-being would be far better if I had financial resources that matched or went above the cost of living for Baltimore. That would eliminate so many stressors for me.

If it weren't for my mentor, I would not have stayed at JHSOM/JHU. They do not value the graduate students which make them so famous.

Question: If you are comfortable elaborating, please share how an armed police force will affect your sense of safety on campus.

If you are comfortable elaborating, please share how an armed police force will affect your sense of safety on campus. (optional)

I am a Black woman in a society where my Blackness is scary and uncomfortable for others. I just want my PhD and I do not want to end up in a t-shirt or sign during a protest.

I don't trust someone with a gun because they have a badge. In fact, I trust them less. I cannot imagine a situation where having an armed campus police force will help me, and I can imagine many where it might hurt myself and others.

I have a lot of questions about why it is thought to be necessary. What the rules and regulations would be etc. I don't feel like I have good enough info to either be for or against the idea. In general, I tend not to think that more police are the answer, but I don't know how much Hopkins can influence necessary societal changes to effect proper change within the city.

If they could deter and patrol more often, I do not care if they are from private corporations or not. I just do not want to be harassed again on campus.

Weapons are not designed to improve safety: they are designed to be used for violence. Violence has no place in a hospital.

It is not just the medical campus, but I hope this would be deployed across the Hopkins Campus where many of us are around (Peabody, Homewood area) It depends if their presence can fend off aggressors on the streets and around campus area... if so, I would feel safer

As a Latino, I've grown to be a little wary of police interactions.

I'm white. I have privilege. They might discourage crime but at the expense of police brutality. I'd be more supportive if they had the proper training.

More guns is never safer

I feel less safe: if they enforce immigration-related issues and cooperate/share info with other entities I feel more safe: if they catch criminals

It entirely depends on how the officers conduct themselves.

I would feel more safe in regard to outside threats in the area, like muggings or carjackings from non Hopkins affiliates, but I do also fear any internal shenanigans occurring. The Baltimore police department is quite corrupt, and I don't want that to trickle into our system. There are VARIOUS

locations of crime on the perimeter that I see on the daily, and BPD sit in their boxes doing nothing.
Very uncomfortable with guns and often forget my ID which would make me nervous to speak to them without clear identification as a hopkins student.
I guess I would need to know more about what ongoing unarmed active patrols look like and how effective they are. All I see now is the guards sitting in the booths.
I understand that any armed police force will never keep the actual members of JHU safe, only the leadership and its properties
I don't know if an armed police force will make me feel safer or if it will be effective.
The community has received emails of shootings just blocks away from where we all study and work. The people involved in the shootings are sometimes armed with high caliber or automatic weapons. Not to mention the assault cases that students have experienced. There is little to no presence of the Baltimore Police Department in the Eastern Campus and if an assault or shooting were to happen nearby the JHU patrols cannot do anything about it. Having a private police force can help make the Eastern Campus a safer place for all students .
I think I will only feel safe if I have full understanding of the training process and have an opportunity to meet and work with officers. I do not feel safe walking around a campus of officers who have not invested any time into getting to know students. At this point, they are guests in our home so they should show respect towards us at all times. I never want to see that a student has been body slammed or wrongfully accused of a crime, but unfortunately, these things happens when officers are made to feel like they are above the law (superior).
because of numerous example of police abusing their power and putting people in danger. this is disproportionally at much higher degrees for poor and disadvantaged minorities
Although as a white student on campus, I will probably feel no change in safety, I will fear for my Black peers and the Black members of the community on campus.
I'm from Texas. Guns are everywhere. They are scary. I don't want a cop with a gun to be able to enter my building. I also fear for my black and brown colleagues. The PD will kill someone, its just a matter of when not if.
i really do not like police, although i do think their presence will deter crime to some degree, armed police forces at other schools have a history of harassing students on a racial basis. what i DO know for a fact is that a police force will cost SO MUCH MONEY. I would really rather the students get that money so they can be more selective about their housing, afford a car, etc, rather than pay it to a police force that very well may harass me. That's not where our money should go. As we have clearly seen in the incident at elementary school in texas recently, police waited 30+ minutes before attempting to stop an active shooter. If there was an active threat on campus, would they do the same? I just dont even believe they are truly interested in our safety, as we have seen time and time again. Theres no need to repeat this mistake.
As a queer person, I experience enough discrimination already.
I do not believe a private, armed police force is ethical. While I do not fit the profile of person who is frequently targeted by law enforcement in the US, I still do not feel safe in the presence of authoritative figures with guns. I do not believe the implementation of the police force is going to improve safety and crime on Hopkins campuses, and it will only further increase the divide between Hopkins and the surrounding community.
Having a world class research campus in a blatantly unsafe area is unacceptable, anything that will reduce crime is worth doing.
I believe that, while a private police force may increase feelings of safety for some JHU affiliates, it would likely decrease safety for many non-affiliates and also for affiliates of minority groups (especially racial minorities). I question whether JHU is able to regulate members of this private

police force, especially with respect to potential incidences of police brutality and discrimination, the severity of which would likely be exacerbated by the armed status of the force.
Research shows that policing does not decrease crime/increase safety. Research has also shown that police make black people feel considerably less safe. As a black trainee, armed police on this campus and in the surrounding areas of east Baltimore genuinely terrify me. It's sickening to know that the institution and certain peers do not want to recognize decades of research on this topic or recognize even the distress of their black counterparts.
Armed police on campus that are trained by the corrupt Baltimore Police Department does not make me feel safe. Anyone who does a moment of research on how the police make POC feel, and how the police treat POC would be opposed to the formation of the JHUPD. Black and brown students will be in increased danger when the JHUPD are formed because police officers are mostly trained in how to shoot a gun effectively and not trained as much in how to de-escalate situations.
I lost a close family member to police violence. Being around cops is an immediate trauma trigger for me, and what's more, having followed the all-too-numerous instances of police violence in the decades since has heightened my awareness of how commonly police actions go badly, how quickly "routine patrols" turn into brutality or death. In 2022, this is all widely known and part of national discourse. By instituting this police force in spite of community opposition (from students and faculty and community activists and community residents), Hopkins is really making clear which of its values are really lipservice (DEI), and which of its values are actual priorities (satisfying wealthy, conservative alumni donors and handwringing parents who are scared of Baltimore without ever living here). It's racist, and classist, and makes it harder for me to feel welcome in a space I never felt truly welcome in from the get-go.
I do think that the one benefit of armed guards would be to stop an active shooter in the area. That said, I think Hopkins is being intentionally DEAF to the demands of the non-Hopkins affiliated community around them. Armed guards (of any race/ethnicity) will unavoidably lead to the loss of black lives, or the lives of other minorities. Would having an armed police force help Hopkins? In many ways, yes. But they should really consider how much more it could infuriate community members. Hopkins is risking national attention and damage to their reputation/brand by forming its own police force. The moment black lives, minority lives, or any lives are lost from a mistake by these police, Hopkins will be in some serious public trouble, and it will have worsened its already terrible relationship with some members of Baltimore.
It will deter assaults that frequently happen at JHUSOM, we won't look like easy prey walking home from work if there are cops patrolling the area.
The medical campus has a lot of homeless people around it and a lot of us walk to campus or park far from the office.
I will feel more safe on campus.
1) We don't need more guns on campus! And 2) there is a preponderance of evidence that the presence of an armed police force will have a disproportionately negative impact on Black JHMI students, faculty, and staff. If Hopkins gives half a shit about equity and creating a safe and inclusive environment for all they would abandon these plans ASAP.
I may feel somewhat more safe, but I think the formation of a campus police force makes others feel much less safe.
I am not Black presenting and, therefore, I am not perceived as a threat by police. But if I were Black presenting, then I would feel less safe with additional officers patrolling campus.
Police target people that look like me, so discussions about how police are or are not the "right" answer to solving crime are deeply personal. Police will decrease my safety whether it is 2pm on a weekday or midnight on a weekend at work.
Police negatively affect the minority population and I don't want my colleagues to get killed or hurt by the racist police force

I empathize with the people of color and understand that the implementation of the police force will make for a more hostile and on-edge work environment. Additionally, I do not believe that the pros outweigh the cons in terms of the impact it will have on the east Baltimore Hopkins community and the surrounding non Hopkins communities.

It is evident at multiple other universities that do have their own police forces (Yale for example) that a private campus police force 1) does not stop crime on or off campus 2) does not aim protect students, only aims to protect property 3) actively endangers and in some cases physically harms students and community members 4) engages in anti-Black and anti-brown racial profiling and bias that leads to police officers harming students and community members. Both Homewood and East Baltimore campuses and the areas around them are over-policed. More policing of Hopkins and the surrounding areas and the creation of a private Hopkins police force will only endanger students and the Baltimore community more, particularly Black and brown students and community members. We do not need or want a Hopkins police force, and the creation of one will only make me as a person of color feel more unsafe.

There is substantial evidence to suggest that the Black and Brown community around Hopkins will be at greater risk of police violence with the implementation of a private, and thus, less accountable police force at JHU. The students, faculty, staff, and community are adamantly against the private police force and yet JHU leadership continue to pursue it. It is a disgusting and disgraceful objective that will harm the community, and JHU still claims to value human life.

I'm not sure of the effect this would have on the hospital, and while I know there's a lot of crime I would also like to know whether a devoted police force would help us with those numbers.

The Baltimore police are heavily understaffed and their arrival time is often way too long. I will feel so much safer with a Hopkins police force that is able to respond more quickly and efficiently. Often just the presence of officers/patrolling the area is great at increasing safety. And, it will provide additional jobs.

The police force has the potential to create push-back from the surrounding public, which will escalate the feeling of hostility towards JHU employees and students.

Legal arms in the hands of trained professionals are safe! I do not feel they will lead to more violence on campus but rather reduce it! Data has shown over and over again that guns are protective when used appropriately.

I am strongly opposed to the formation of this police in part because I know that it would harm the students of color and the surrounding community. Over policing is not the solution to our problems in east Baltimore.

As a white person, I'm less worried about my own safety and more about that of Black and brown affiliates and neighbors.

I think it is important for the private force to understand the immediate surrounding neighborhood and the nuances of the reason crime happens near the hospital. I believe their presence will be a deterrence to crimes in the area, but at the same time I worry that those with a hospital badge will immediately be held on higher ground than those without. I also think the word choice of 'armed police' is redundant and will skew the opinions of other people taking this survey. Baltimore understandably has a terrible history in policing so I think the SOM needs to hire police externally, outside of BPD and even the surrounding counties. While I am somewhat in favor, I don't think a police force will have a major impact on crime. However, in the instance of a mass shooter or similar tragic event (that is clearly not out of the realm of possibility), a police force that knows the neighborhood and people may be more effective than the current situation.

I will worry less about being robbed by some random person, and worry more about being shot by a power-hungry, high-school-peaking, probable domestic-abuser, and likely white supremacists' police officer.

Shooters come on to campus and commit crimes and have guns. It is difficult for people without guns to protect themselves from those who do.

I am worried about how the presence of an armed police force will negatively affect my peers of color. As a white female, I don't have a great perspective on this, so I trust my POC peers and colleagues who express fear and worry regarding a JHU police force.
I'm white and a woman. I have privilege. In any situation I think I would benefit from bias as opposed to anyone else. That doesn't mean I want the police force though because I know how it will affect other members of the community negatively.
If I get mugged, the Baltimore PD doesn't give a fuck, so I'd rather call Hopkins. Also, the Hopkins PD seems less likely to do a Freddie Gray or GTTF repeat. This doesn't affect my safety because I mostly stay safe by moving fast and staying out of the way.
Private police everywhere has previously shown to be not racially sensitive and as an international indian student I feel extremely unsure about this.
police are rarely preventative. there is no need to increase the number of armed people around campus.
These organizations disproportionately affect students of color in a strongly negative manner and lead to increased tension with the surrounding community.
There needs to be armed police to deter criminals from threatening the lives of people around the JHSOM.
It's a police force where the police officers carry guns and can arrest people without much question. If anything, it'll make students, faculty, staff, and community members feel more tense and threatened by the university that's already bulldozing its way through Baltimore. The police force seems like it'll be more of a vigilante group than basic security, and that just makes me feel intensely uncomfortable, especially after spending significant time in a country where private gun-carrying security firms are effectively mini police force vigilante groups serving white and wealthy interests.
The implementation of a Hopkins police force is a huge step in the wrong direction and flies in the face of an abundance of evidence suggesting that increasing police force is an ineffective method for reducing crime. Hopkins would do so much better to invest in the communities in the surrounding area, rather than simply trying to build up walls. I'm also very concerned about the idea of having armed police patrolling the campus with, as far as I can tell from the outlined plans, little to no oversight. There is ample data to suggest that our own students, particularly those in URM groups, would feel significantly less safe as a result of profiling/targeting, which is an undue burden on the people who are trying to live and work here.
Knowing that there is Hopkins Police will help me a lot to feel safer around the campus
The police have had a history of violence in Baltimore. I do not feel safe around them.