

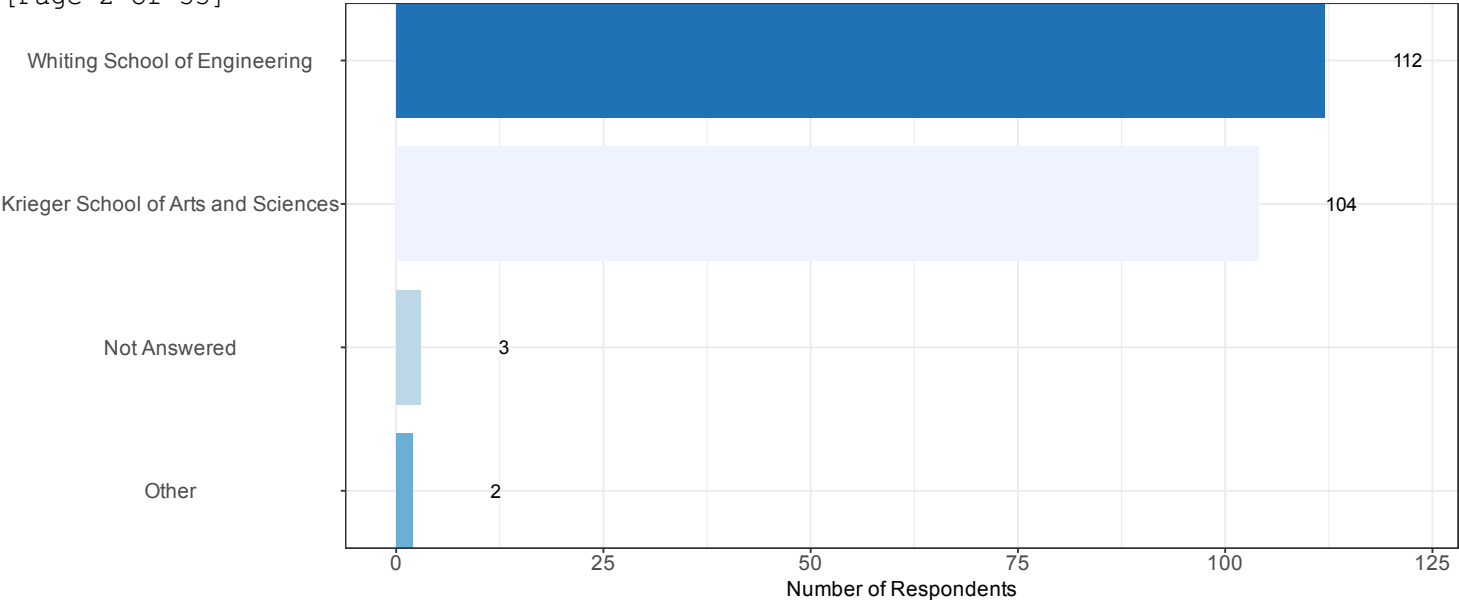
Title: GRO Return to Campus Survey Results (Survey sent out July 2020)

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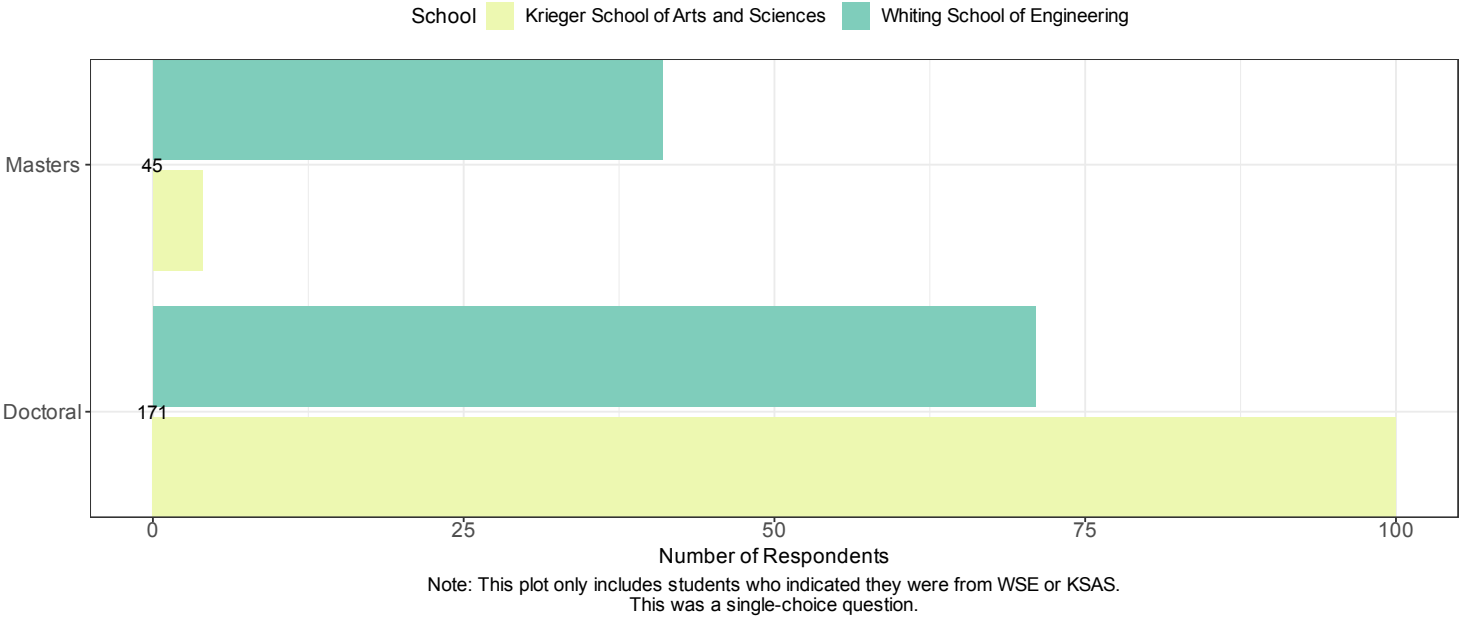
Summary of free-response answers.....page(s) 30-33

Q1: Which school are you in?

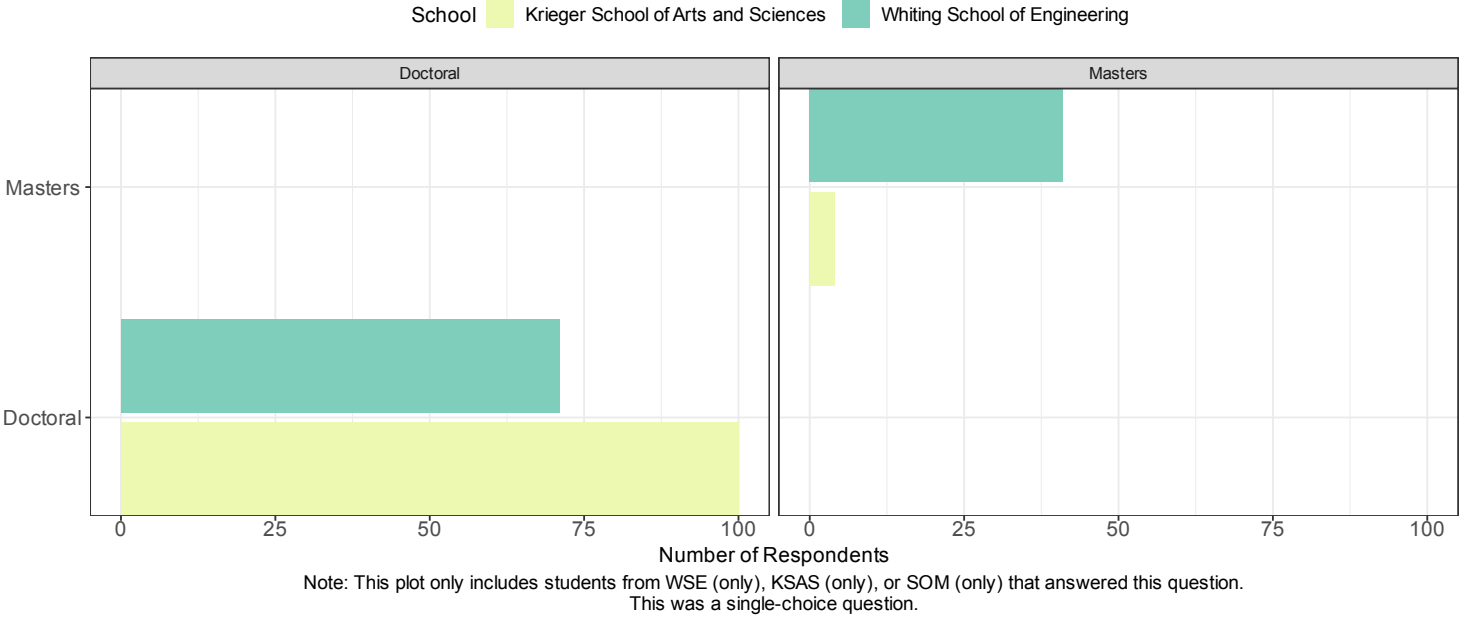


Note: This plot includes data from all survey respondents that answered this question.

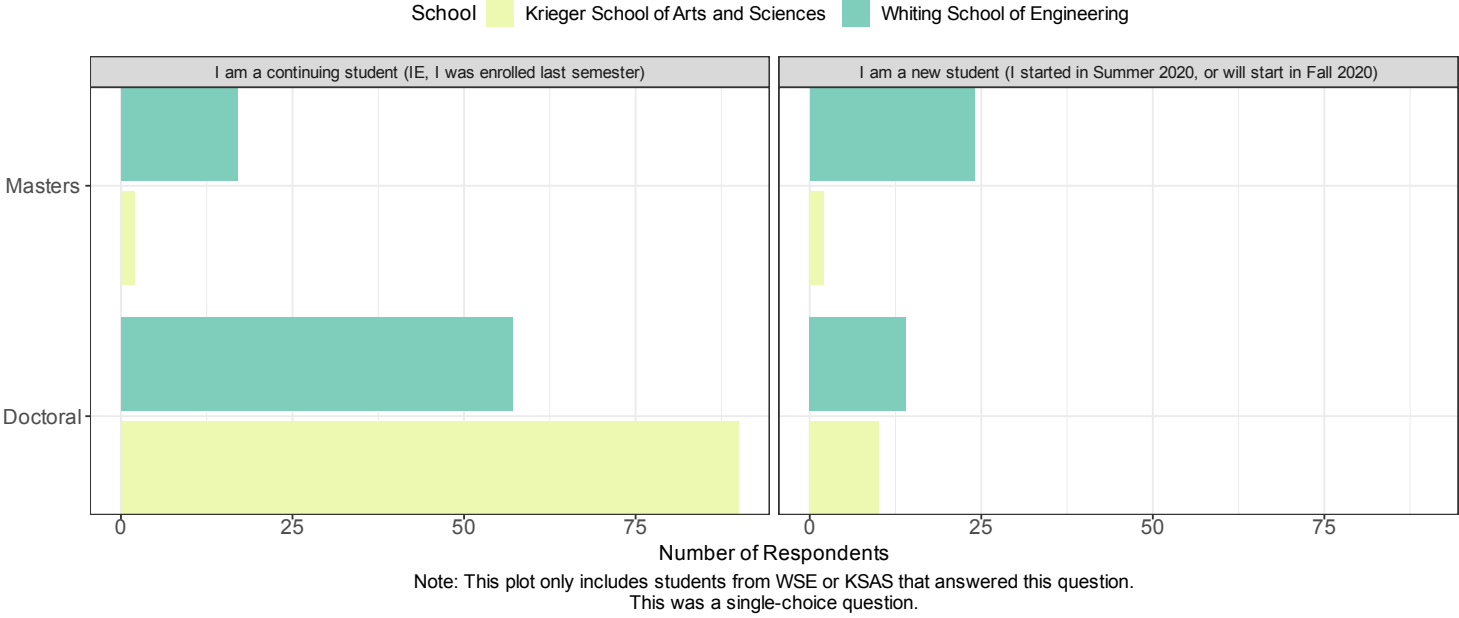
Q2: What degree are you currently pursuing?



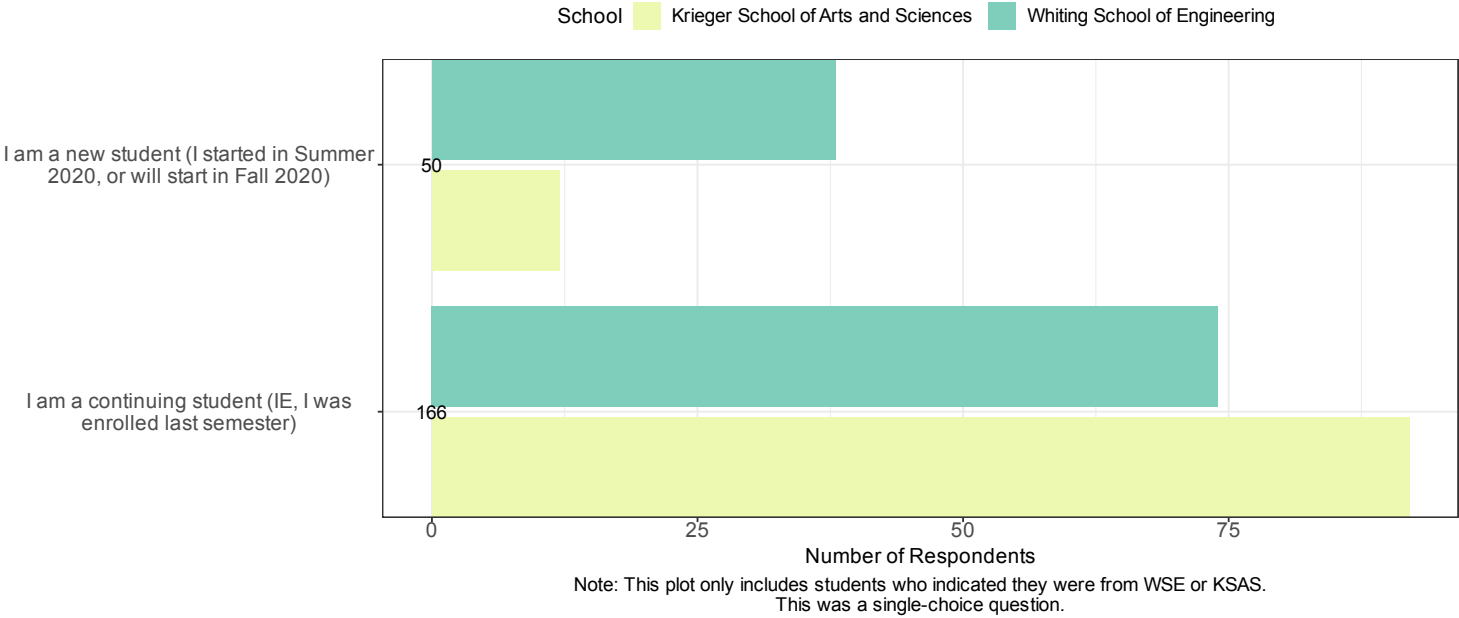
Q2 (by degree): What degree are you currently pursuing?



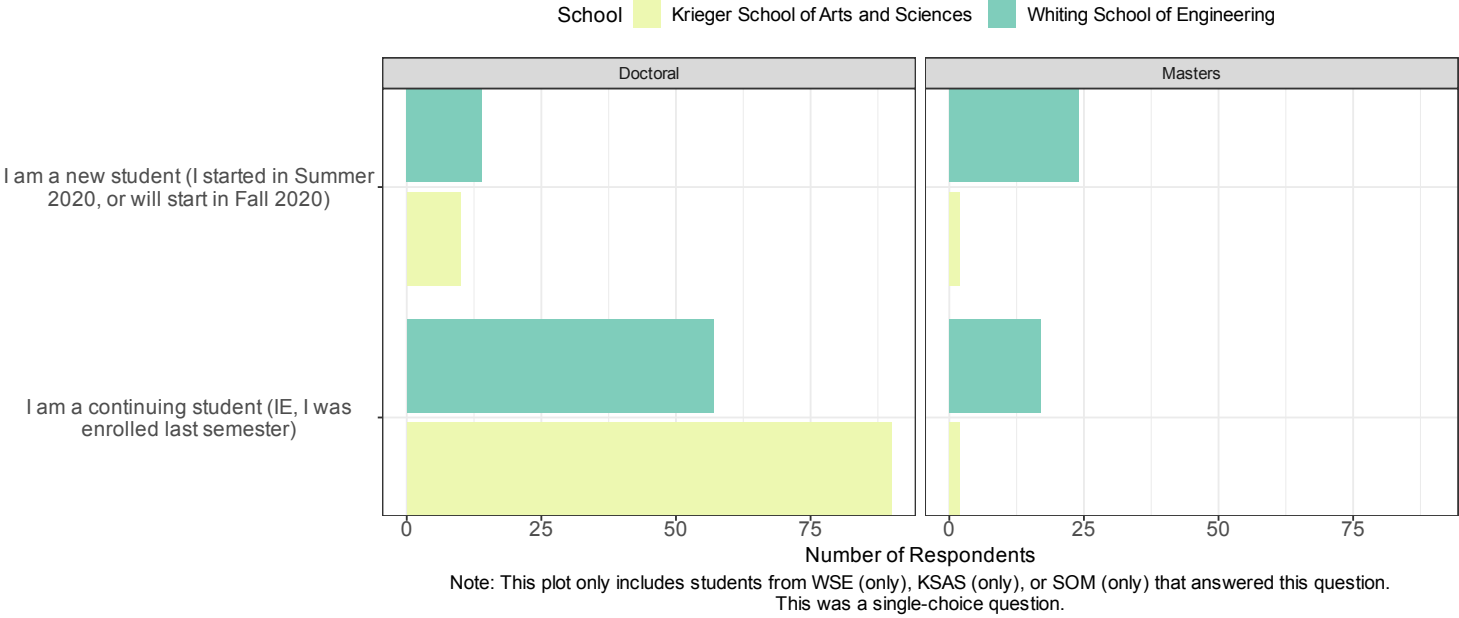
Q2 (by status): What degree are you currently pursuing?



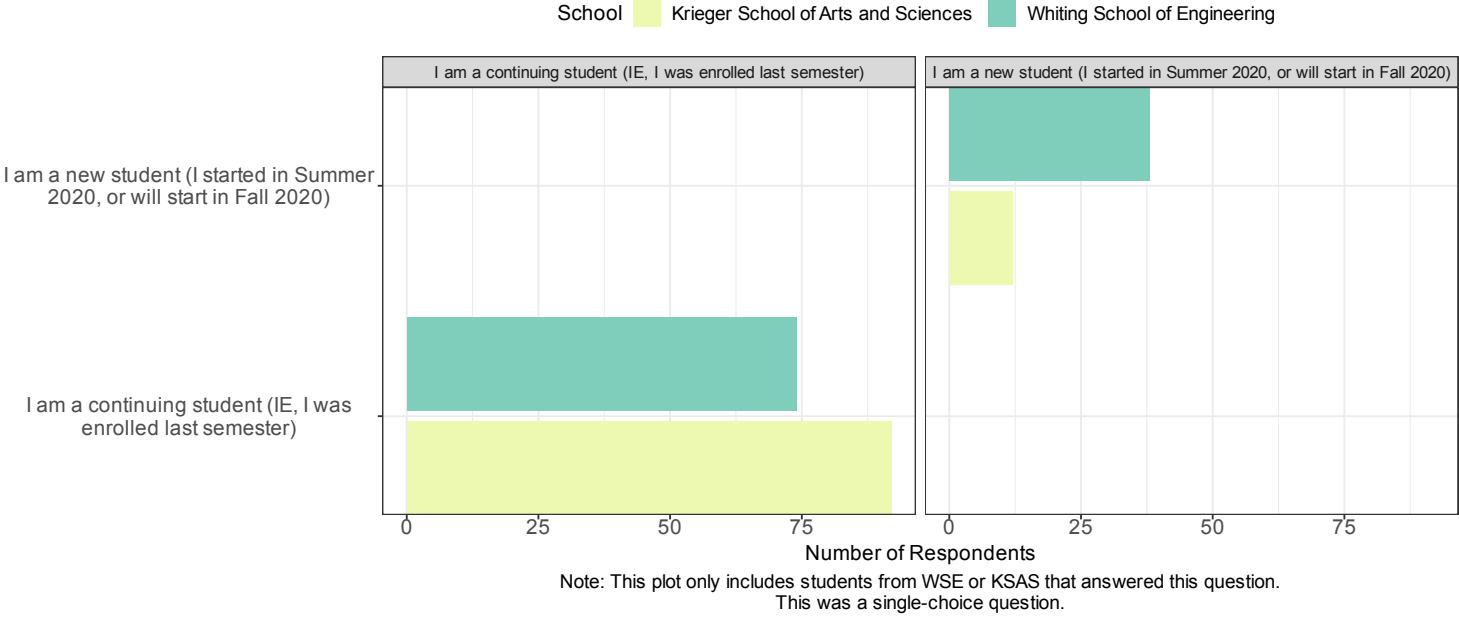
Q3: Are you a continuing student or a new student at JHU?



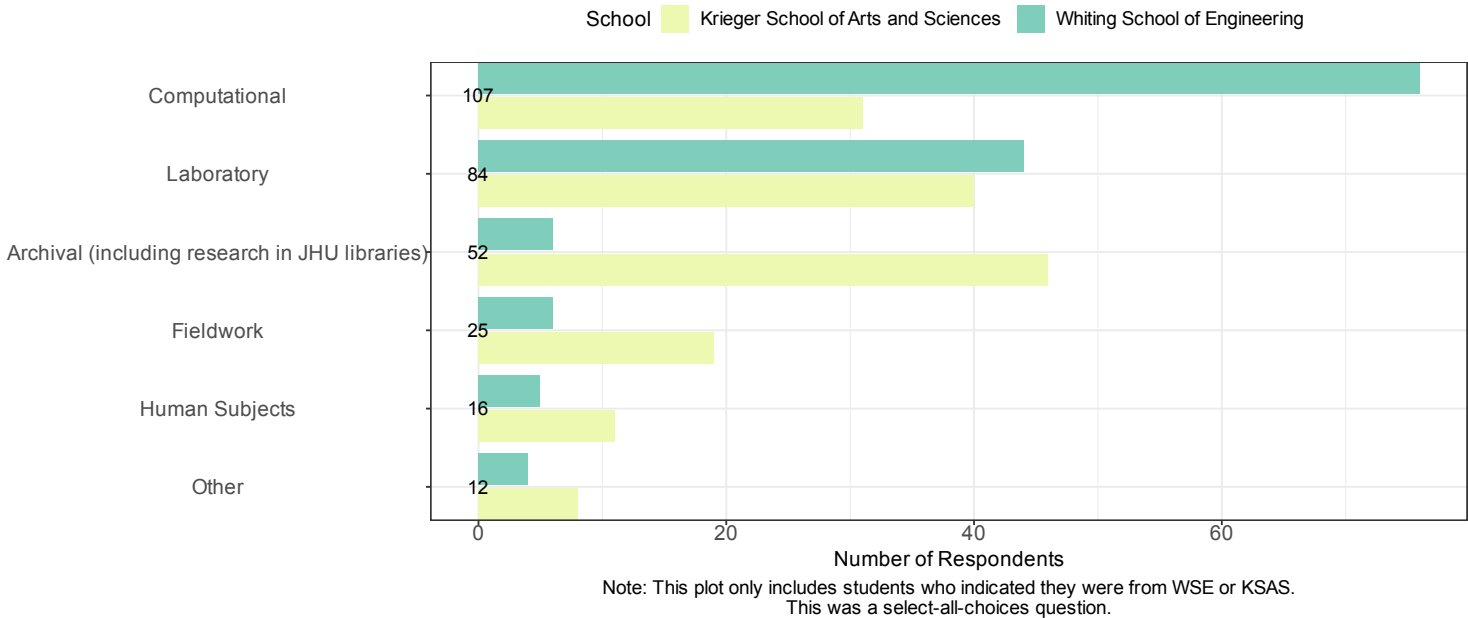
Q3 (by degree): Are you a continuing student or a new student at JHU?



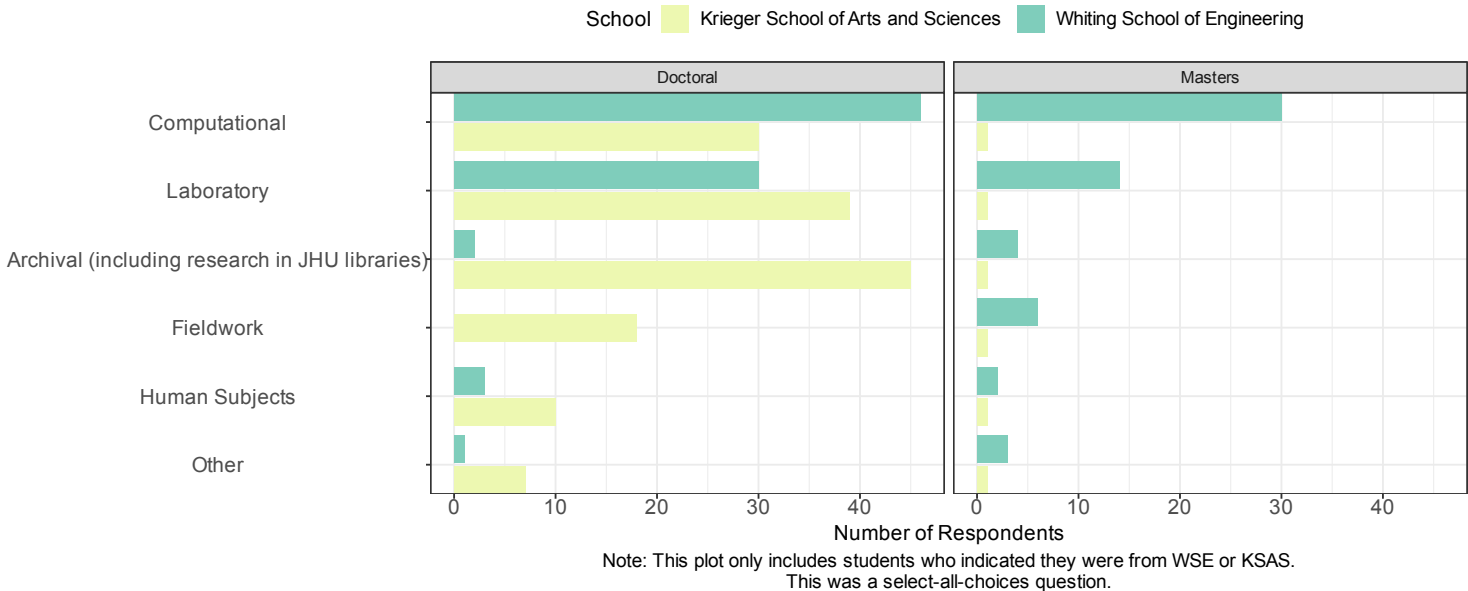
Q3 (by status): Are you a continuing student or a new student at JHU?



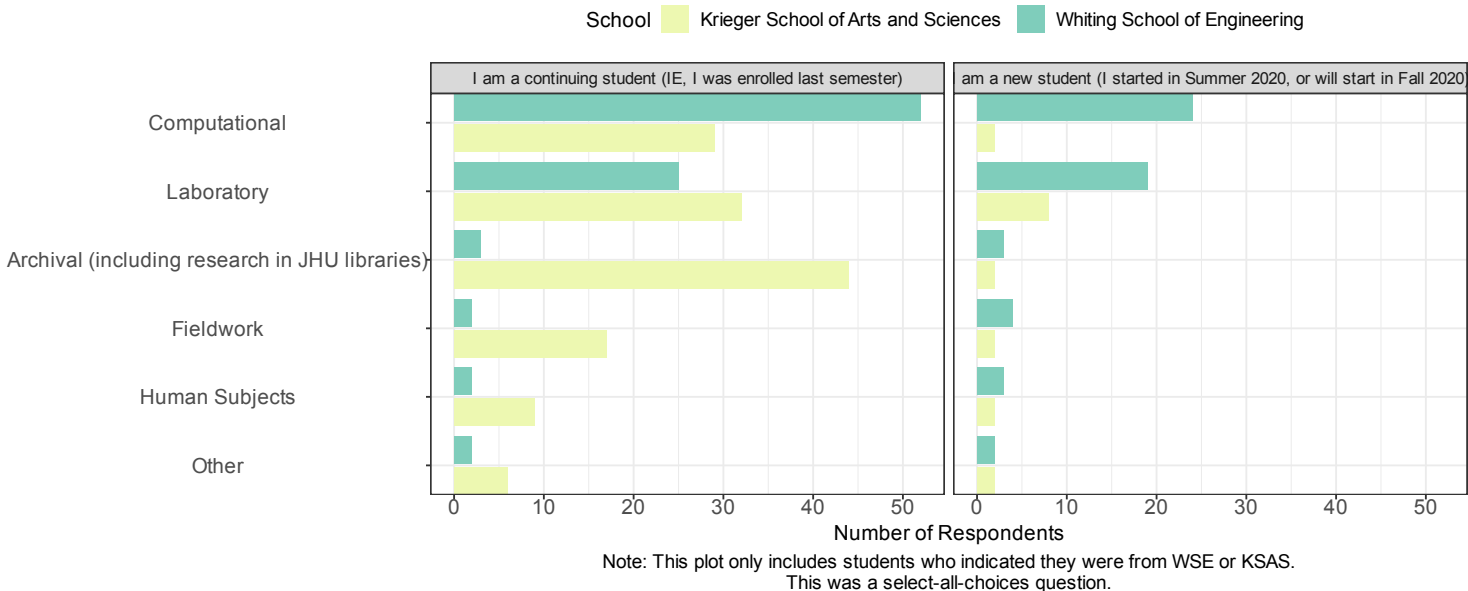
Q4: What sort of research does your work require? Select all that apply



Q4 (by degree): What sort of research does your work require? Select all that apply

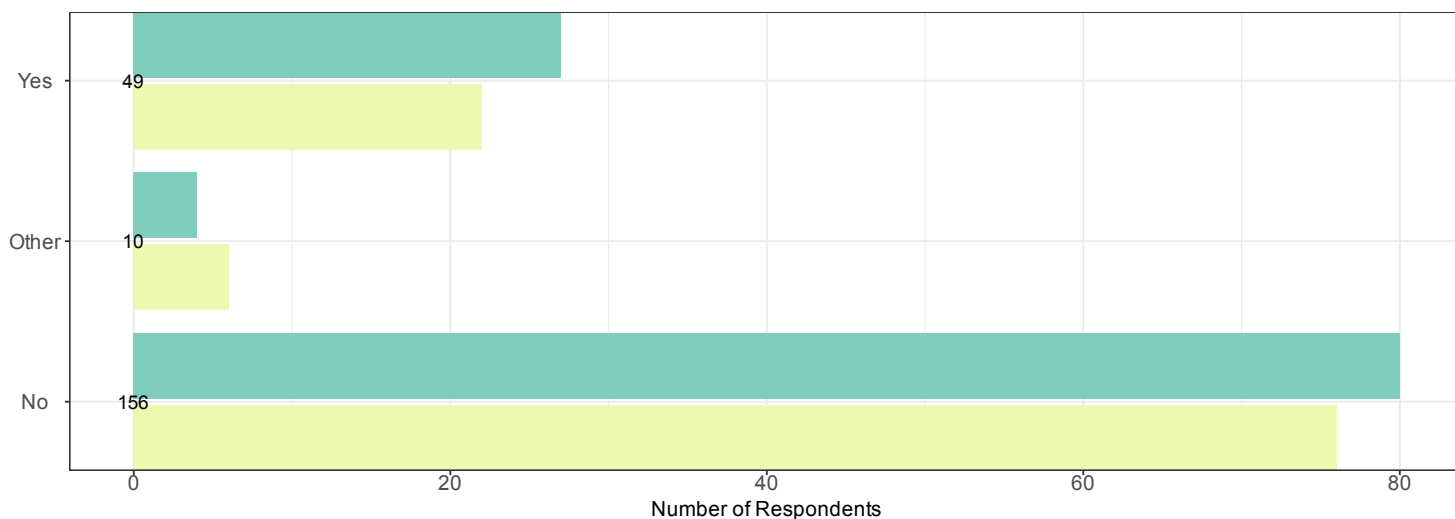


Q4 (by status): What sort of research does your work require? Select all that apply



Q5: Are you currently required to come to campus for research?

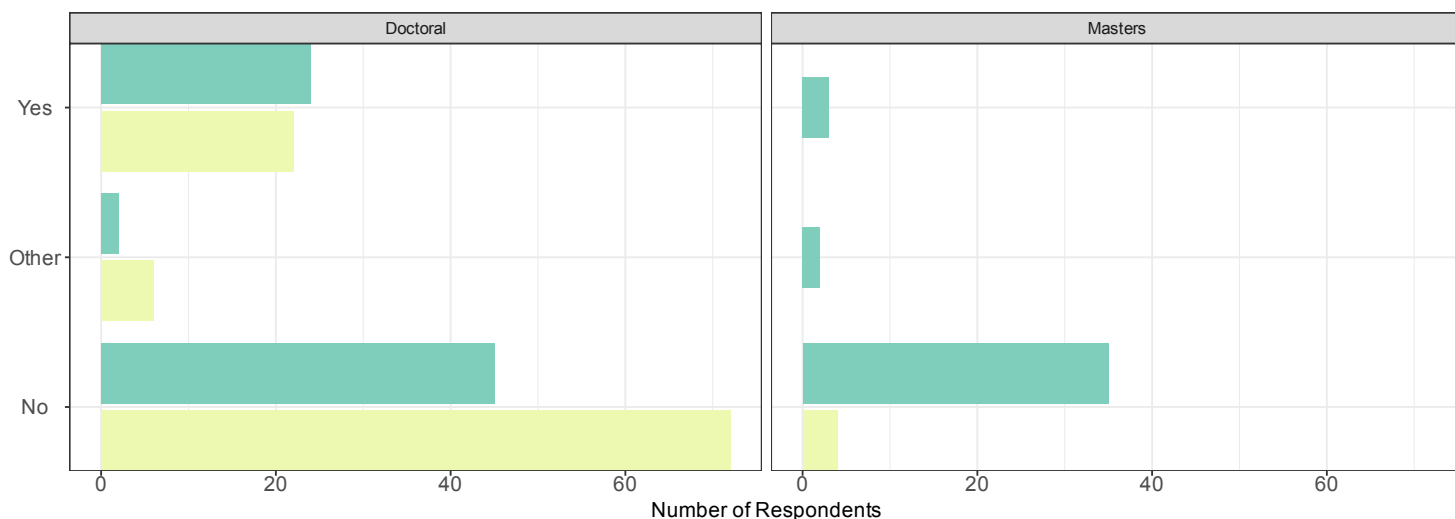
School ■ Krieger School of Arts and Sciences ■ Whiting School of Engineering



Note: This plot only includes students who indicated they were from WSE or KSAS.
This was a single-choice question.

Q5 (by degree): Are you currently required to come to campus for research?

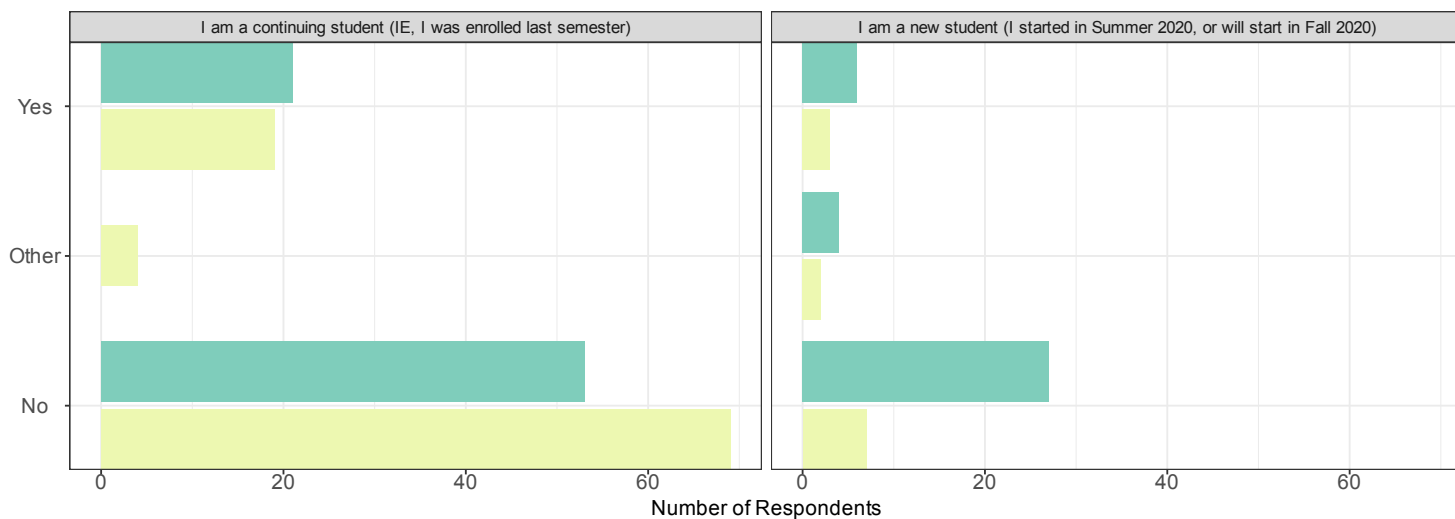
School ■ Krieger School of Arts and Sciences ■ Whiting School of Engineering



Note: This plot only includes students from WSE (only), KSAS (only), or SOM (only) that answered this question.
This was a single-choice question.

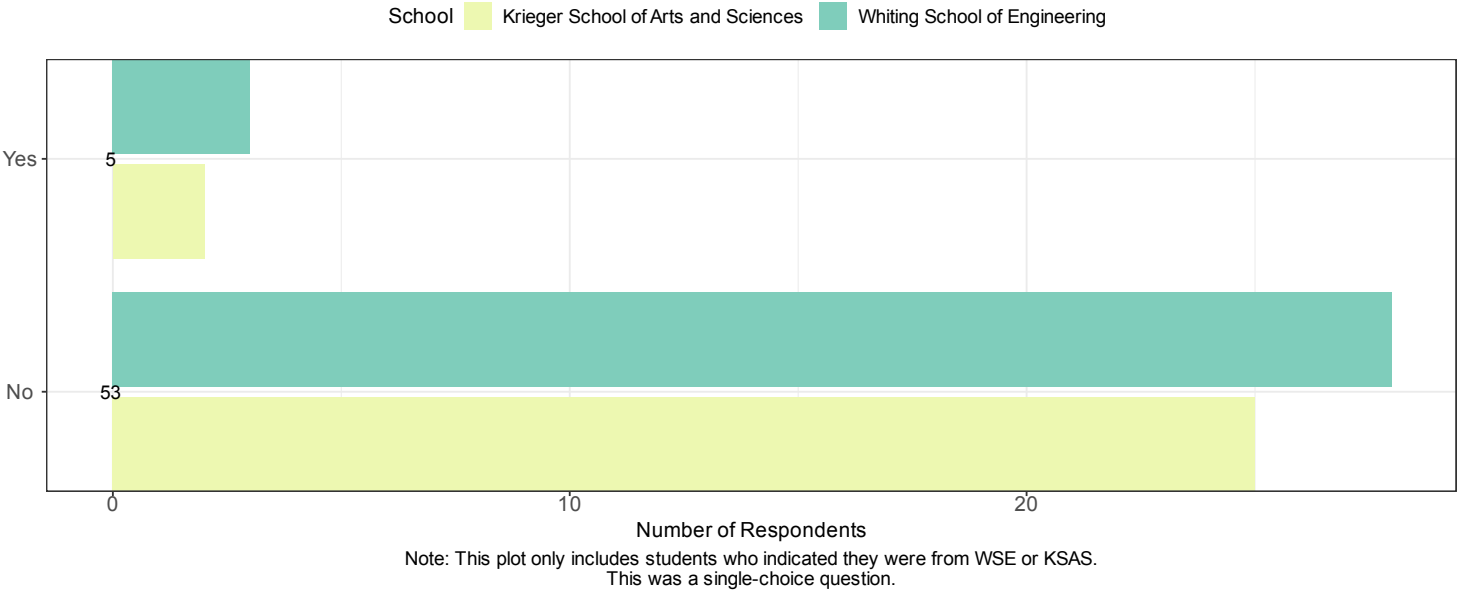
Q5 (by status): Are you currently required to come to campus for research?

School ■ Krieger School of Arts and Sciences ■ Whiting School of Engineering

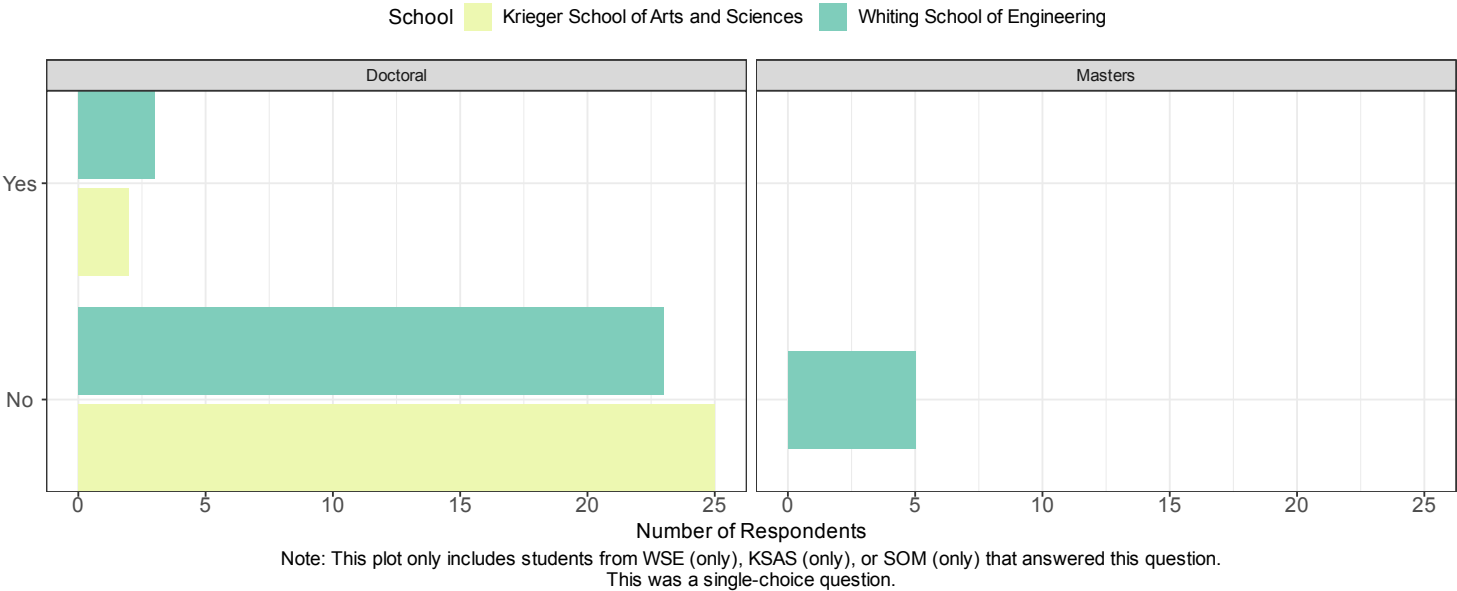


Note: This plot only includes students from WSE or KSAS that answered this question.
This was a single-choice question.

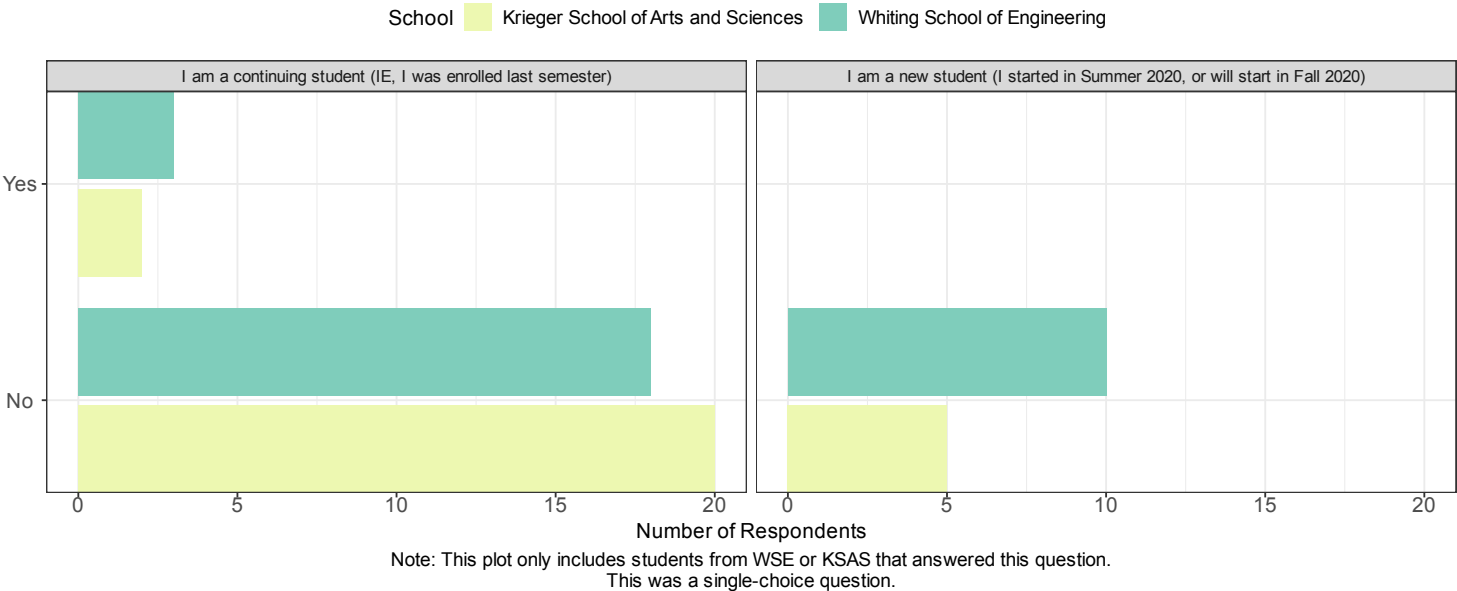
Q6: Were you coming to campus during the shutdown (between March 18th and June 15th) to perform research related to COVID-19?



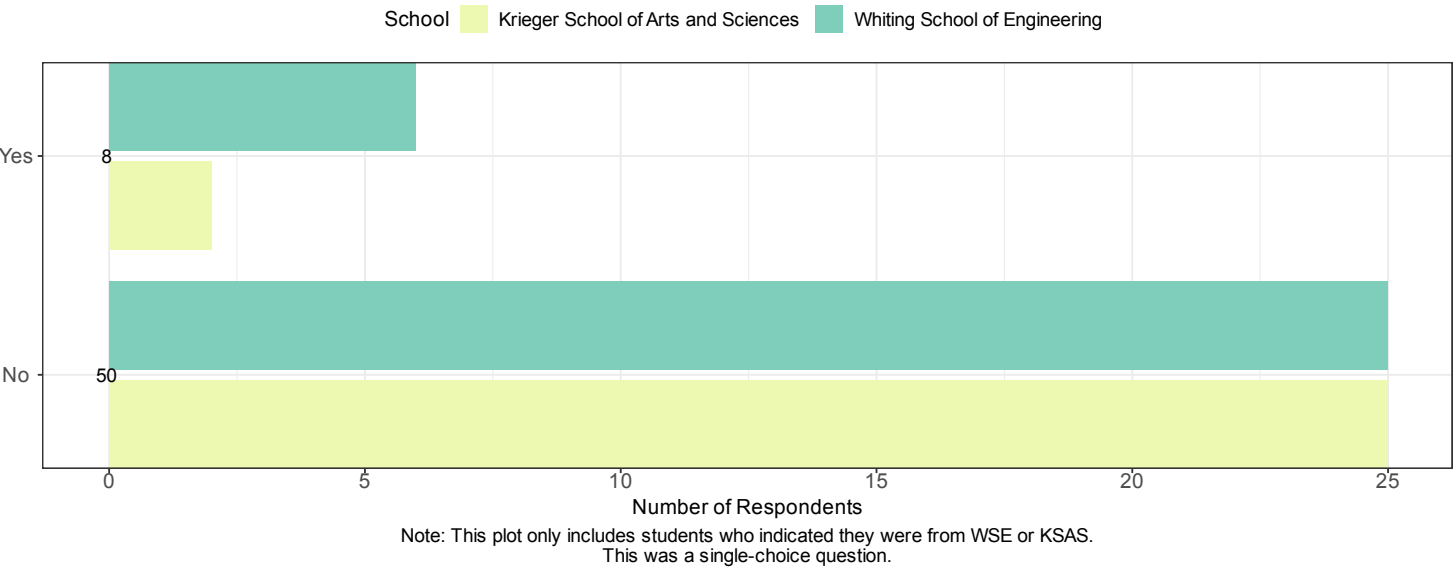
Q6 (by degree): Were you coming to campus during the shutdown (between March 18th and June 15th) to perform research related to COVID-19?



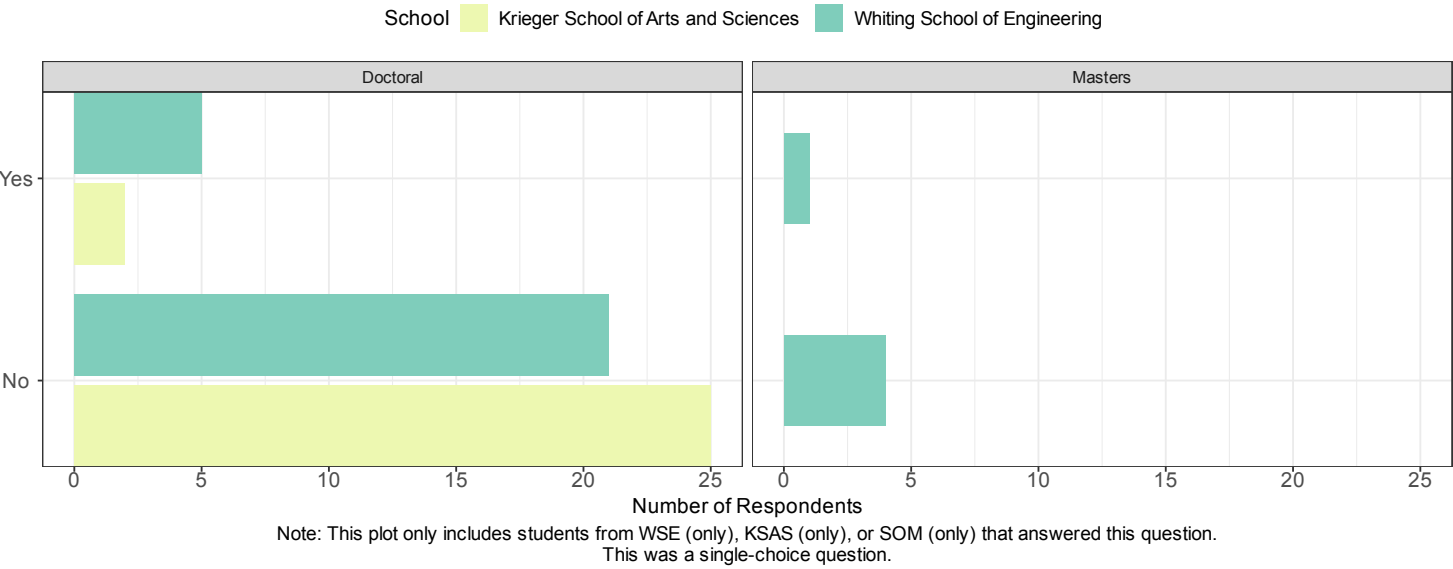
Q6 (by status): Were you coming to campus during the shutdown (between March 18th and June 15th) to perform research related to COVID-19?



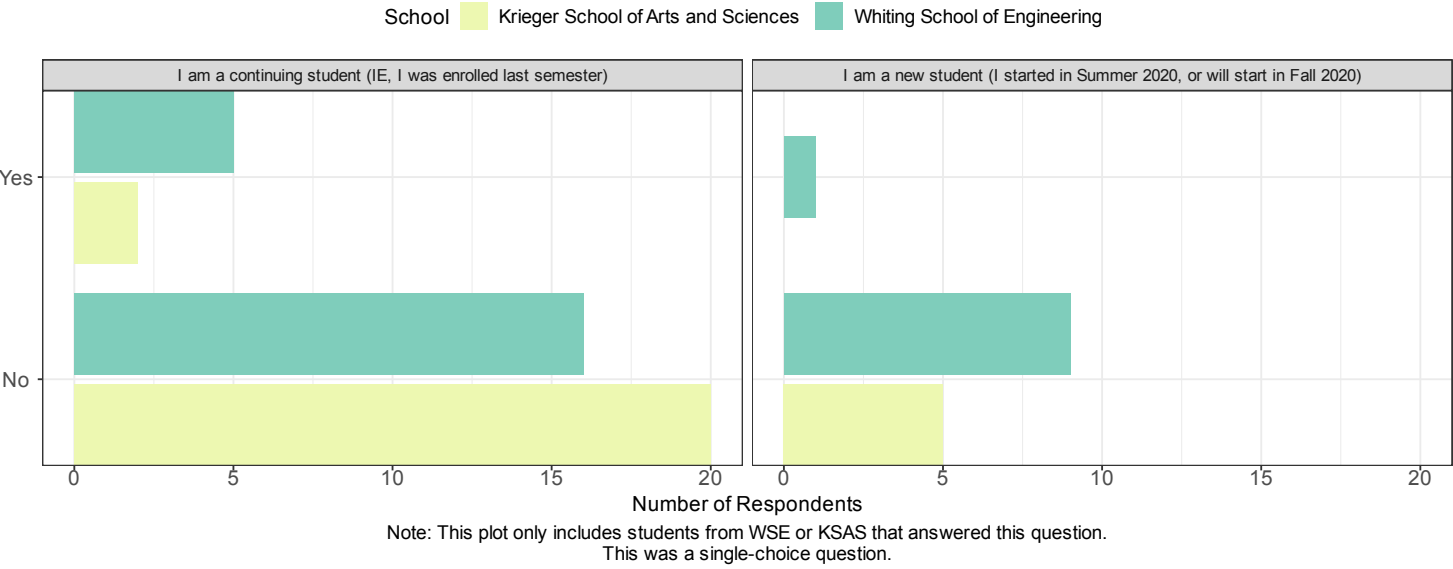
Q7: Were you coming to campus during the shutdown (between March 18th and June 15th) for research that was designated "critical" by your advisor, department, and Dean?



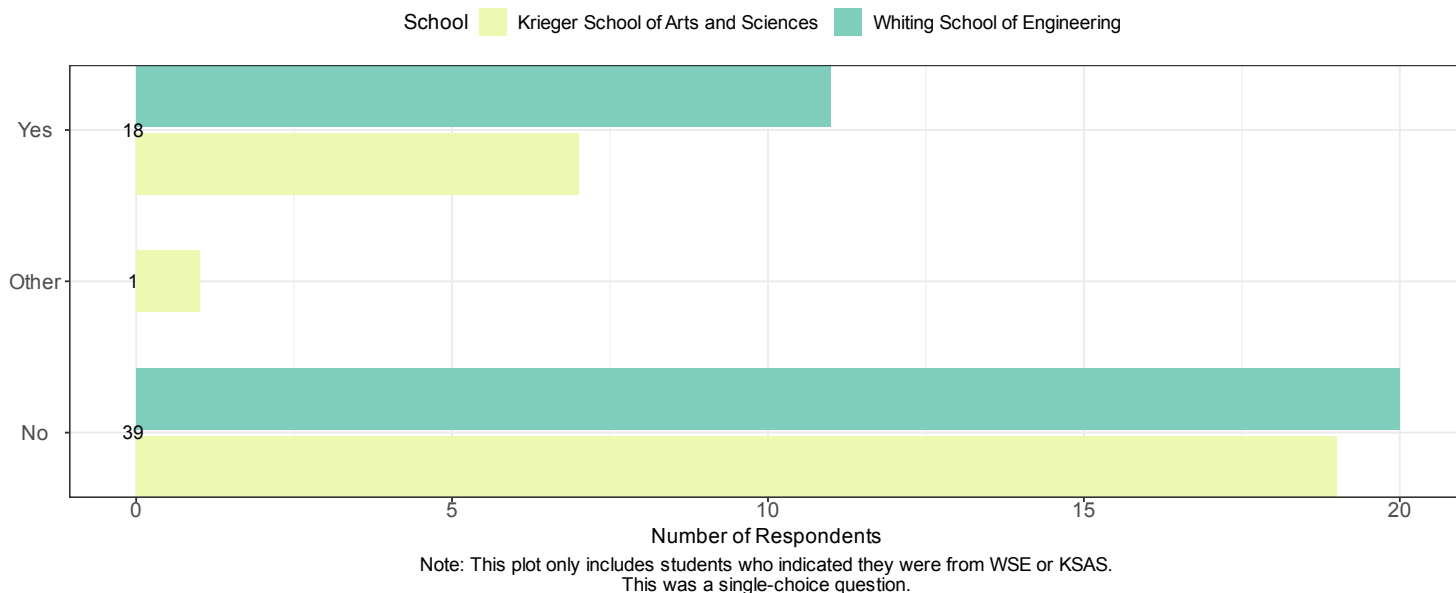
Q7 (by degree): Were you coming to campus during the shutdown (between March 18th and June 15th) for research that was designated "critical" by your advisor, department, and Dean?



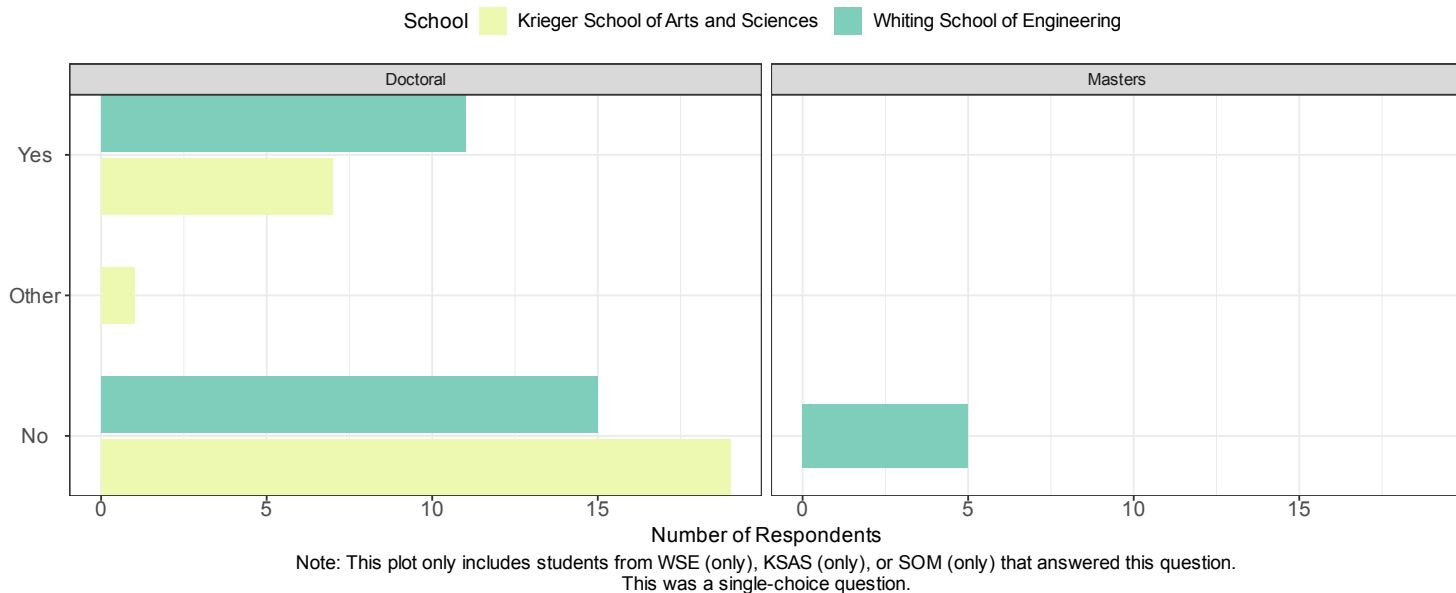
Q7 (by status): Were you coming to campus during the shutdown (between March 18th and June 15th) for research that was designated "critical" by your advisor, department, and Dean?



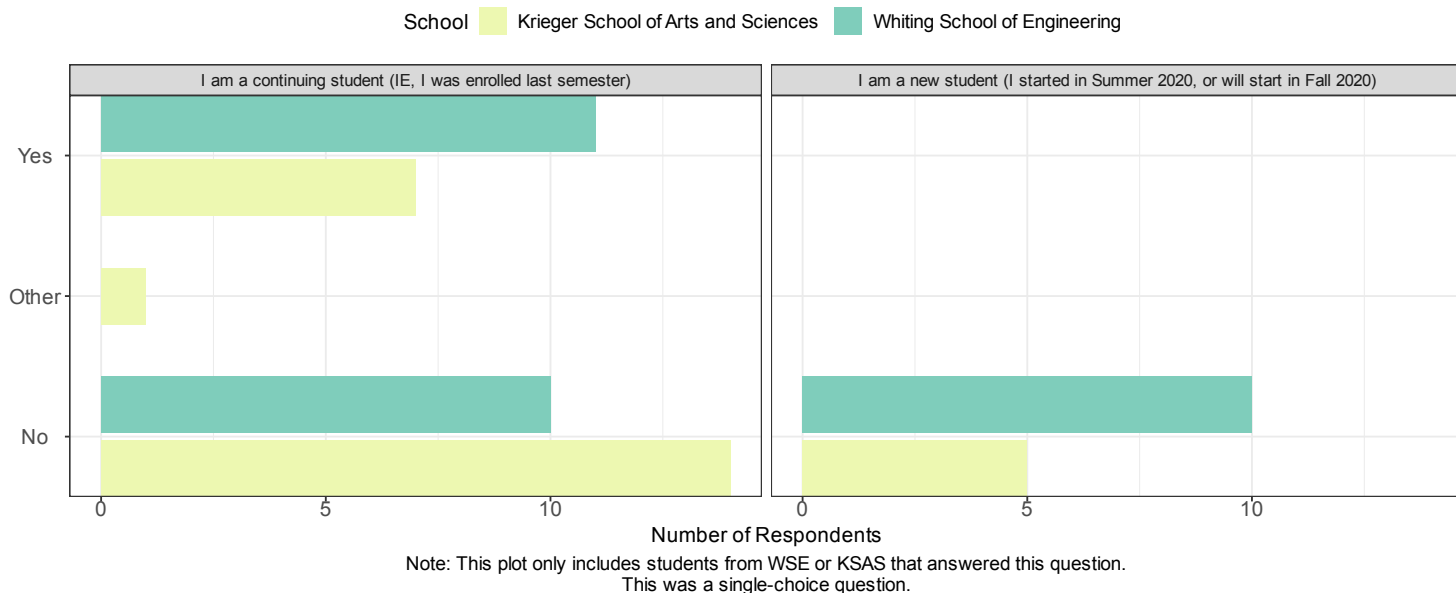
Q8: Were you coming to campus during the shutdown (between March 18th and June 15th) for essential equipment or reagent maintenance?



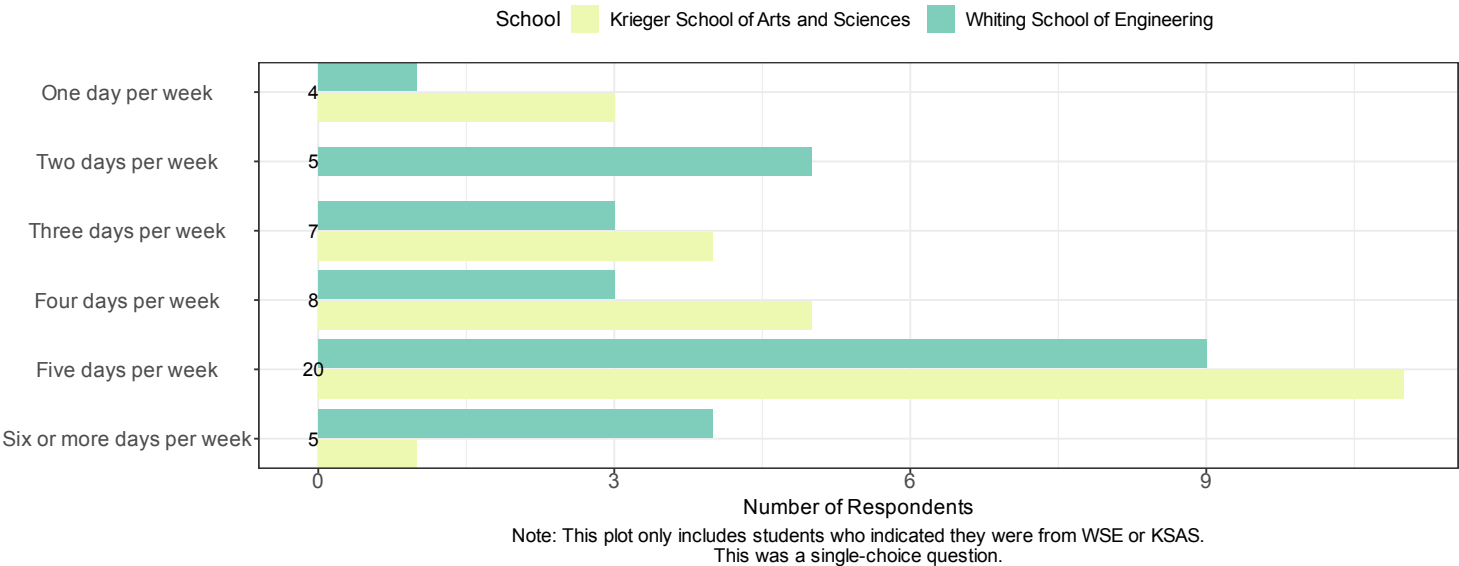
Q8 (by degree): Were you coming to campus during the shutdown (between March 18th and June 15th) for essential equipment or reagent maintenance?



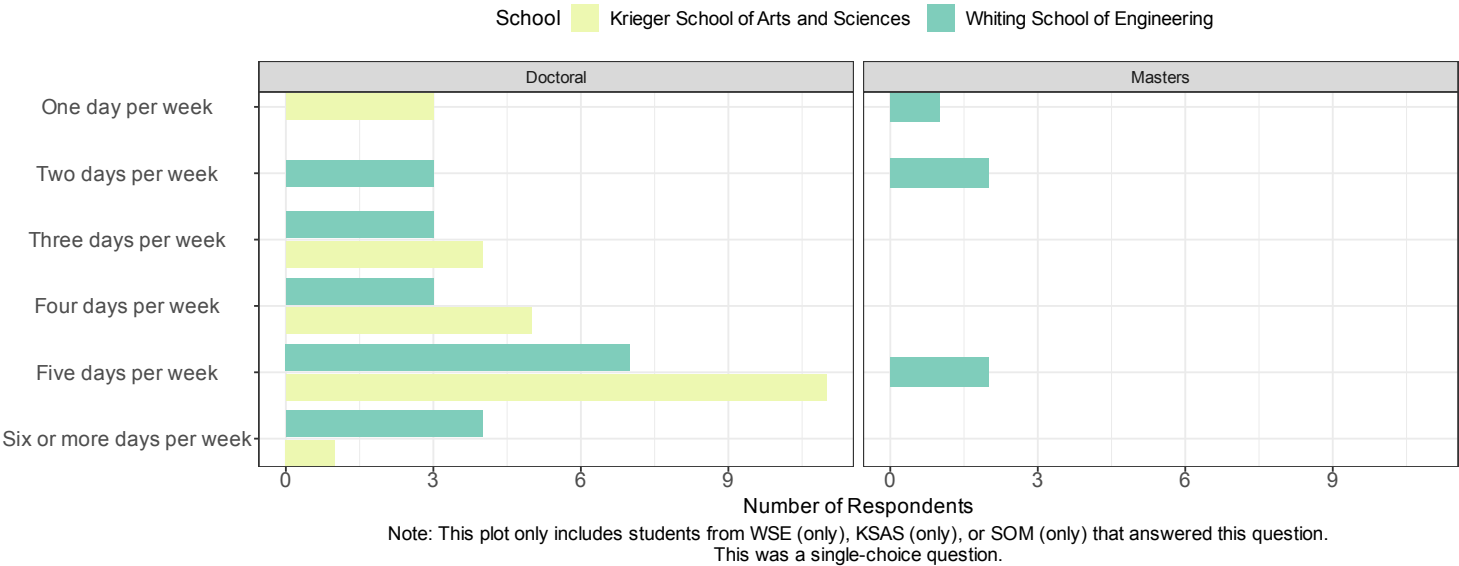
Q8 (by status): Were you coming to campus during the shutdown (between March 18th and June 15th) for essential equipment or reagent maintenance?



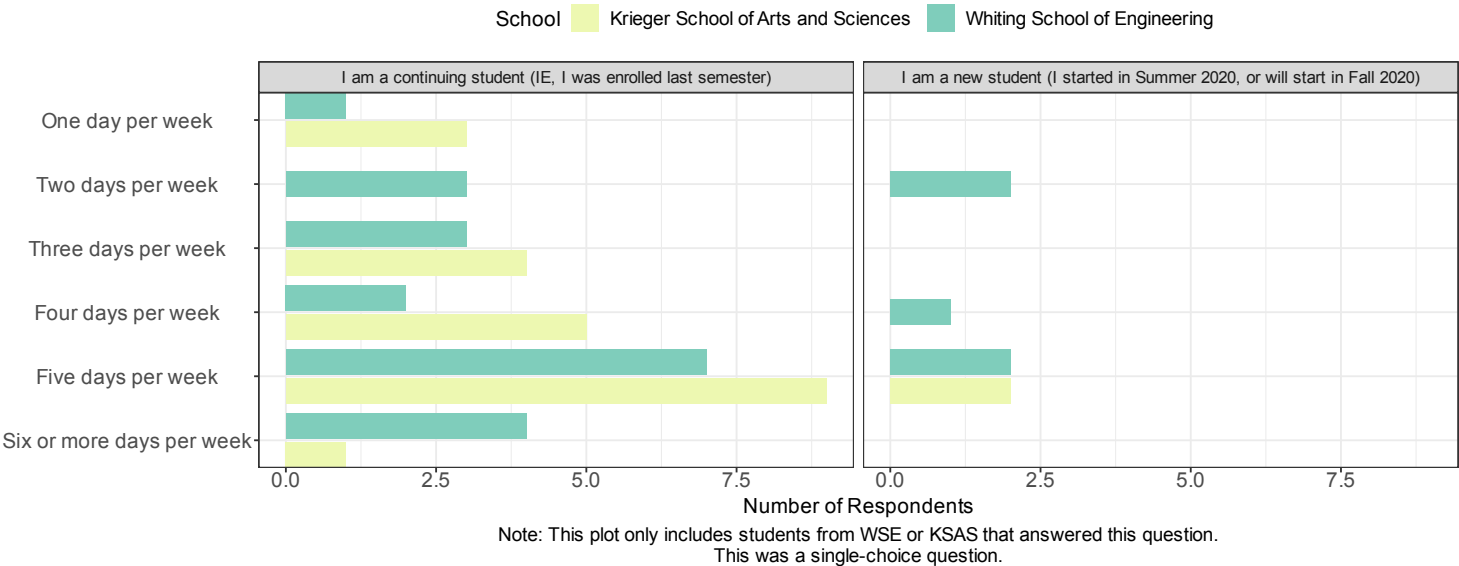
Q9: How frequently are you coming to campus in an average week? (If you are on a schedule where you only come to campus on certain weeks, report values for those weeks.)



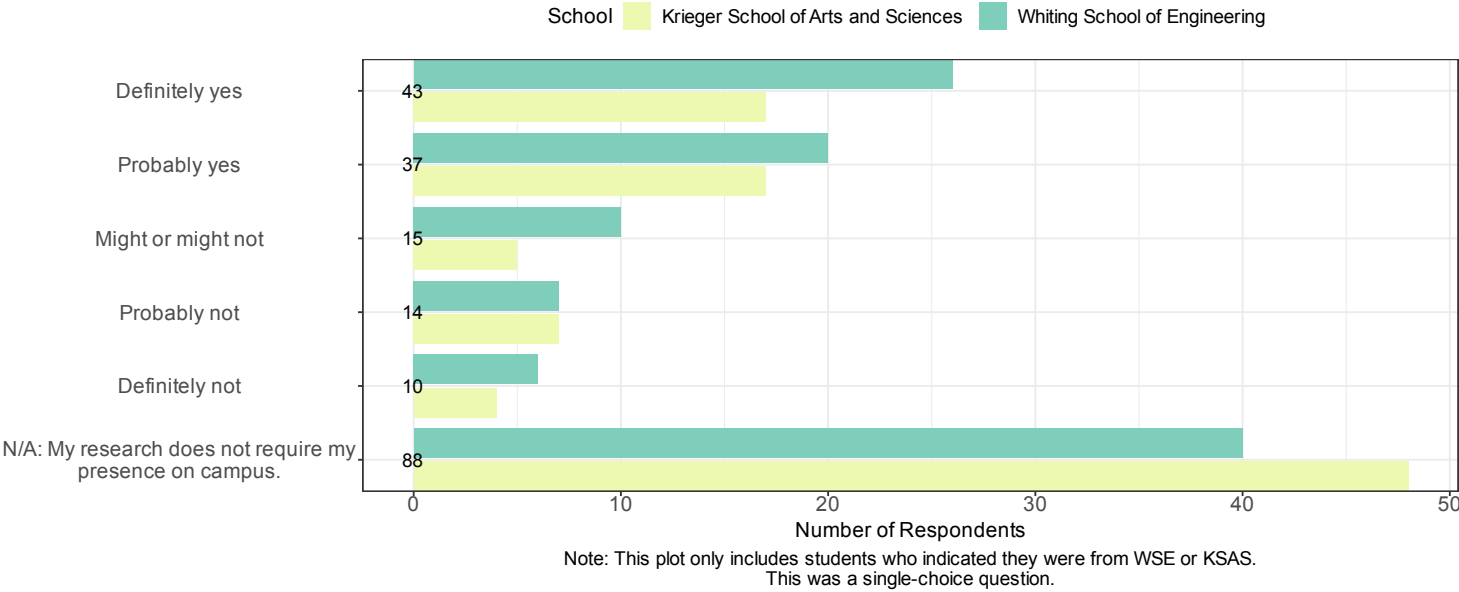
Q9 (by degree): How frequently are you coming to campus in an average week? (If you are on a schedule where you only come to campus on certain weeks, report values for those weeks.)



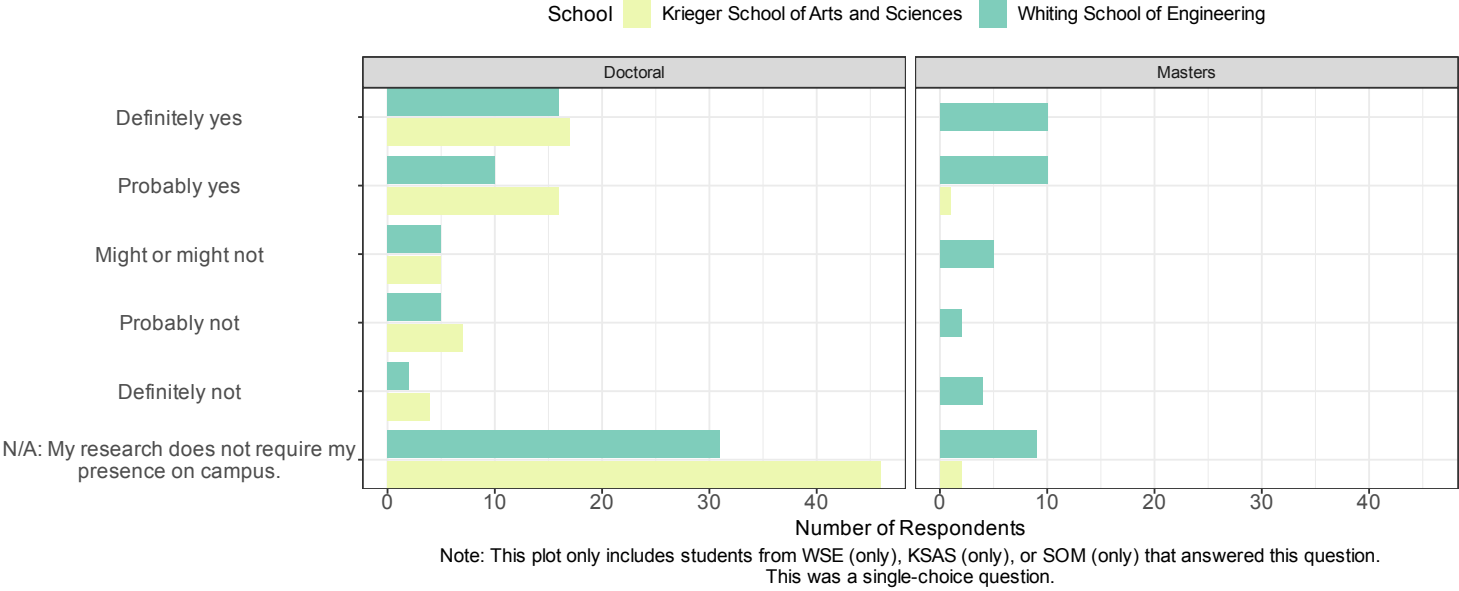
Q9 (by status): How frequently are you coming to campus in an average week? (If you are on a schedule where you only come to campus on certain weeks, report values for those weeks.)



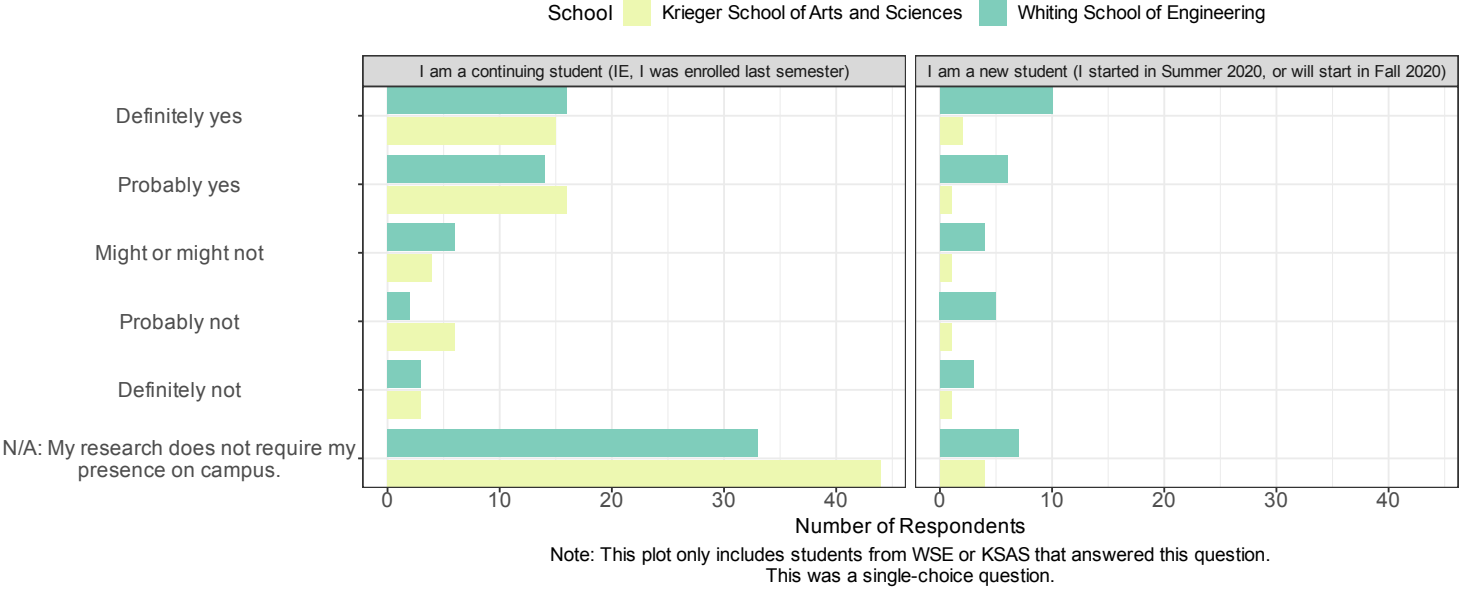
Q10: If your research requires you to be on campus to make progress, do you feel pressure to work on campus?



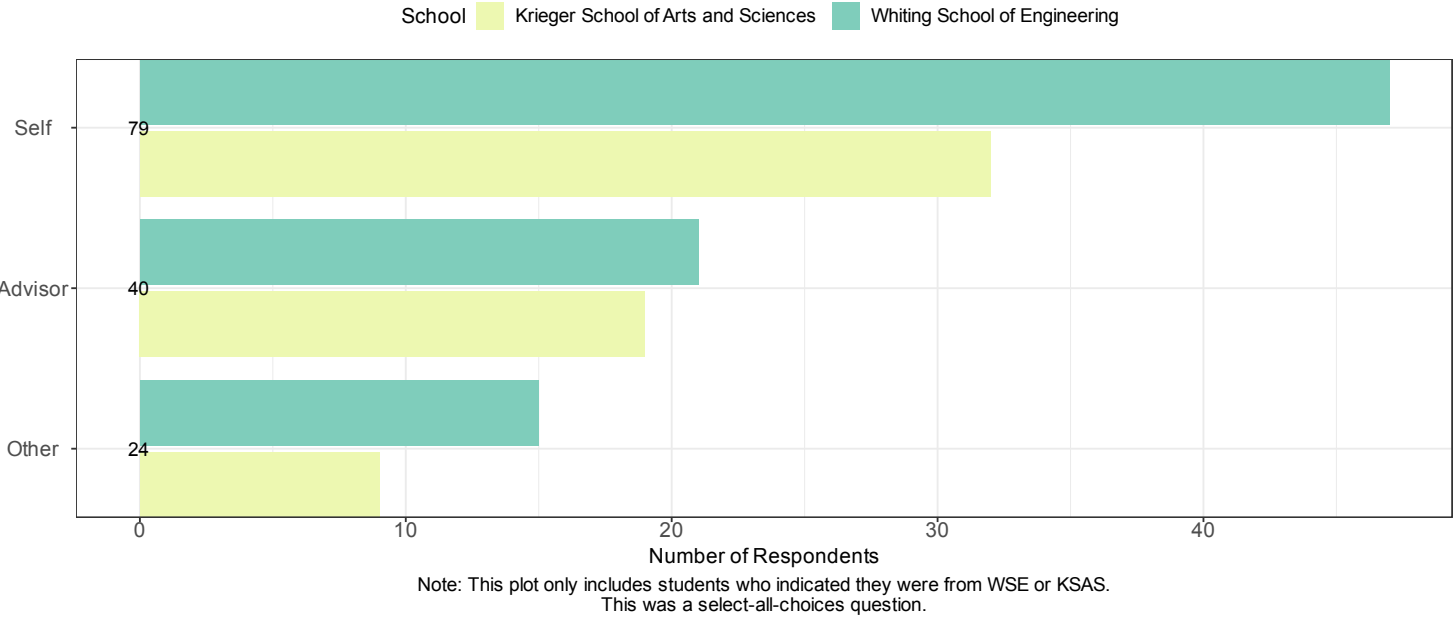
Q10 (by degree): If your research requires you to be on campus to make progress, do you feel pressure to work on campus?



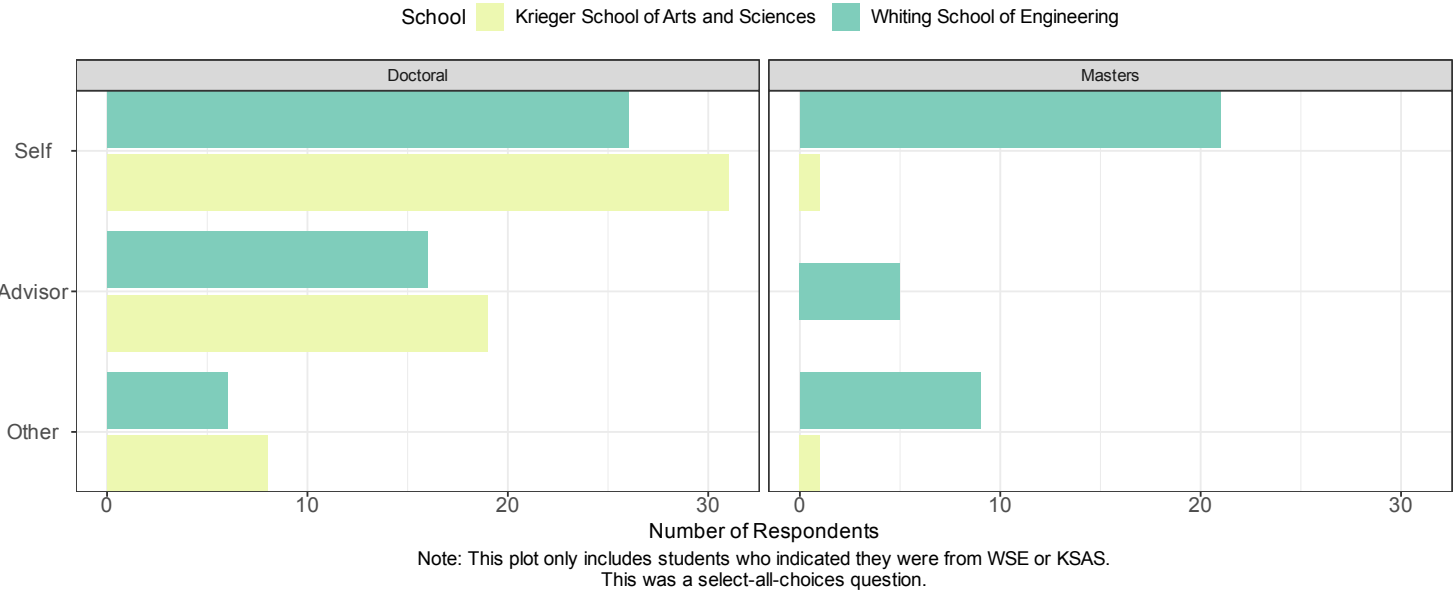
Q10 (by status): If your research requires you to be on campus to make progress, do you feel pressure to work on campus?



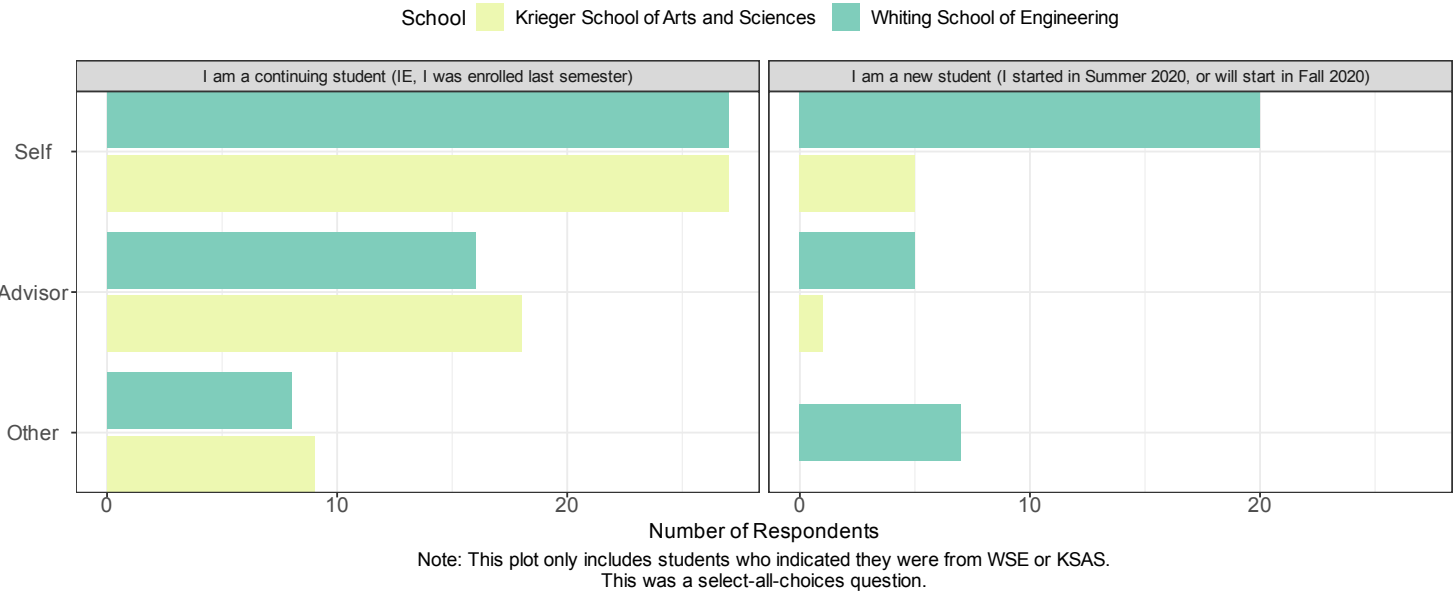
Q11: If so, what is the source of that pressure? (Select all that apply.)



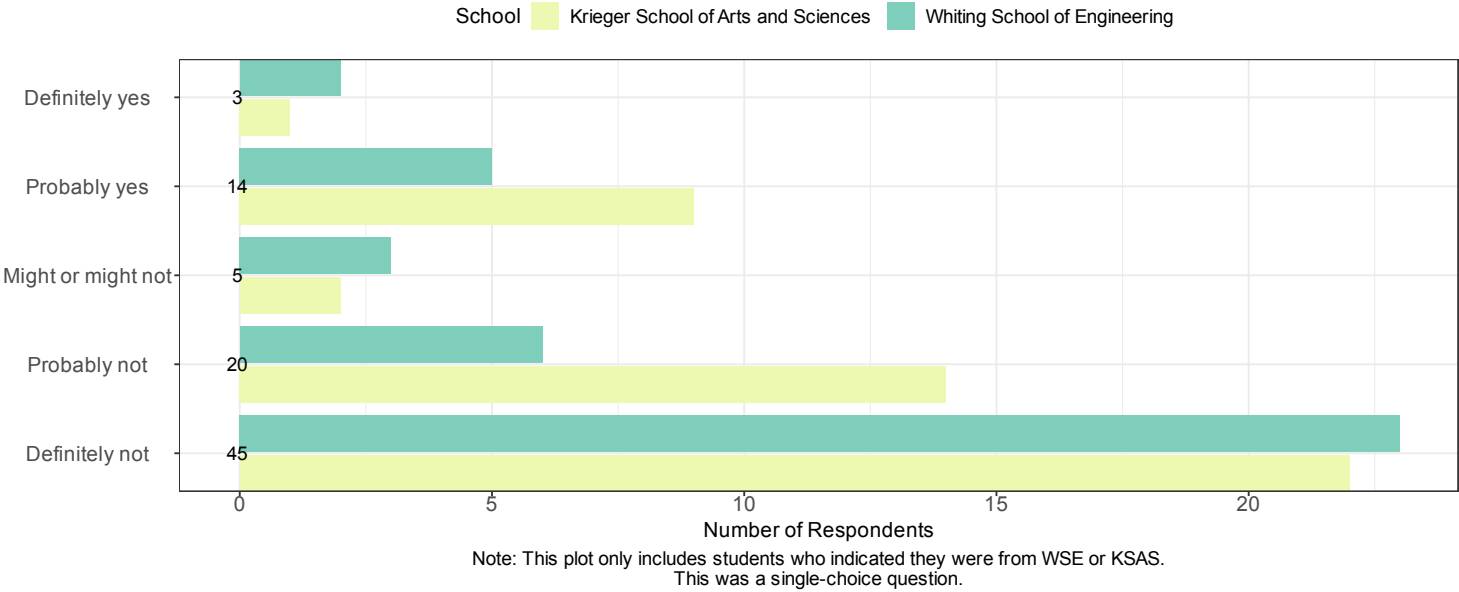
Q11 (by degree): If so, what is the source of that pressure? (Select all that apply.)



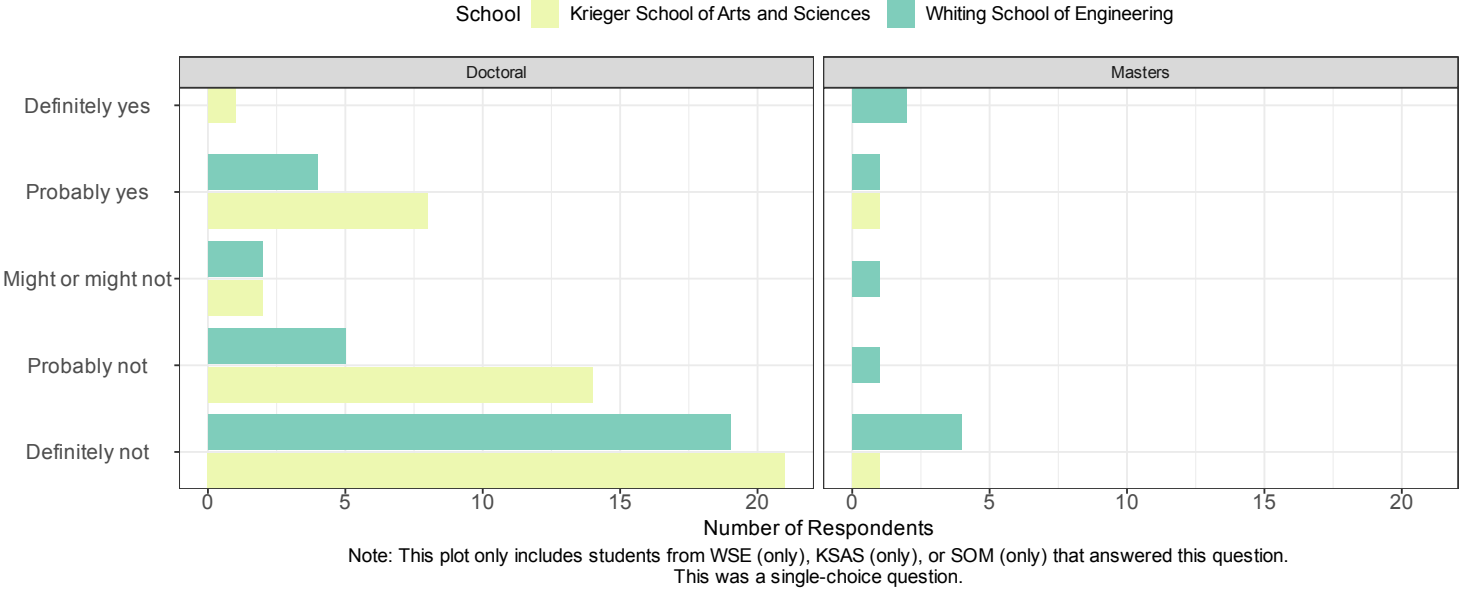
Q11 (by status): If so, what is the source of that pressure? (Select all that apply.)



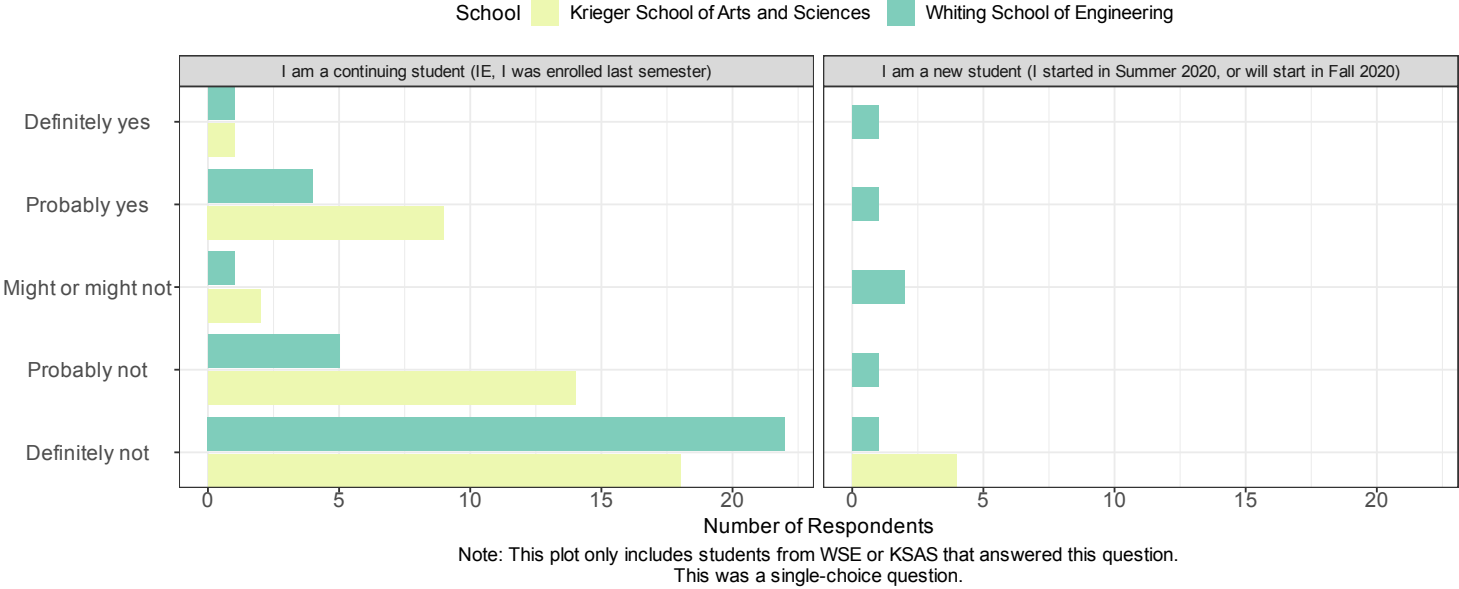
Q12: If your research does not require you to be on campus to make progress, do you feel pressure to work on campus?



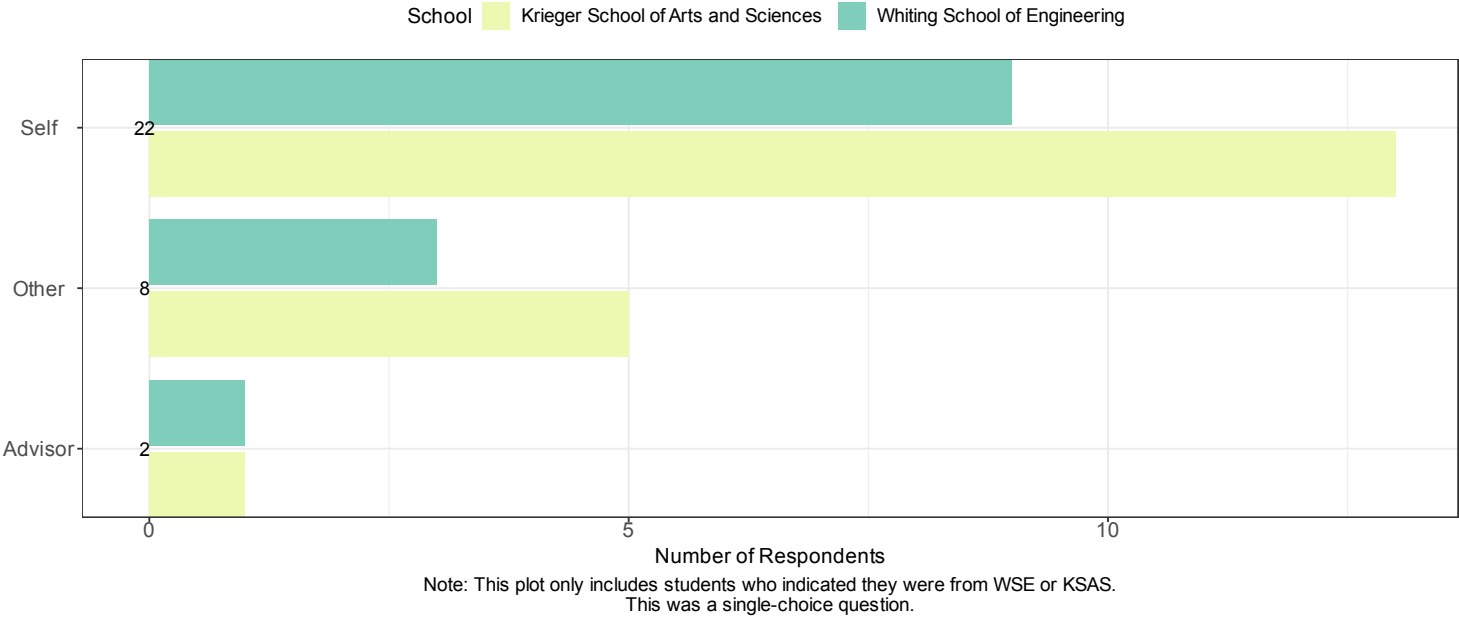
Q12 (by degree): If your research does not require you to be on campus to make progress, do you feel pressure to work on campus?



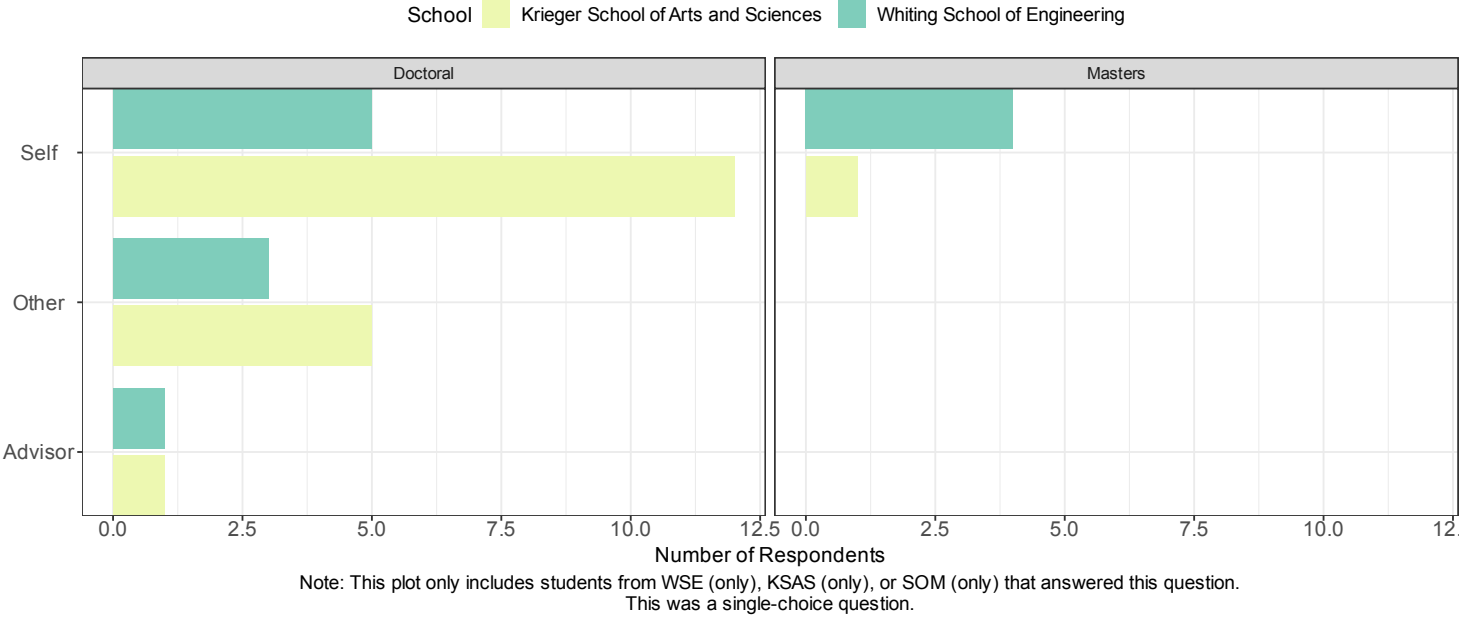
Q12 (by status): If your research does not require you to be on campus to make progress, do you feel pressure to work on campus?



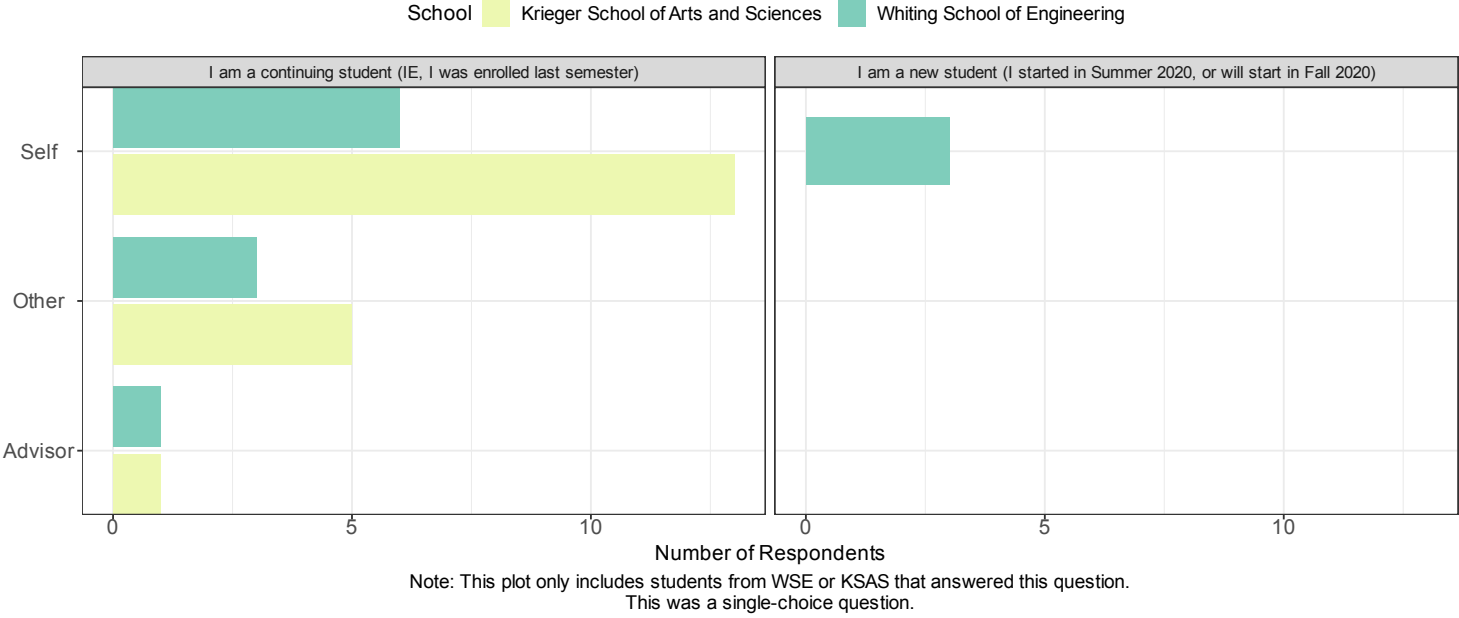
Q13: If so, what is the source of that pressure?



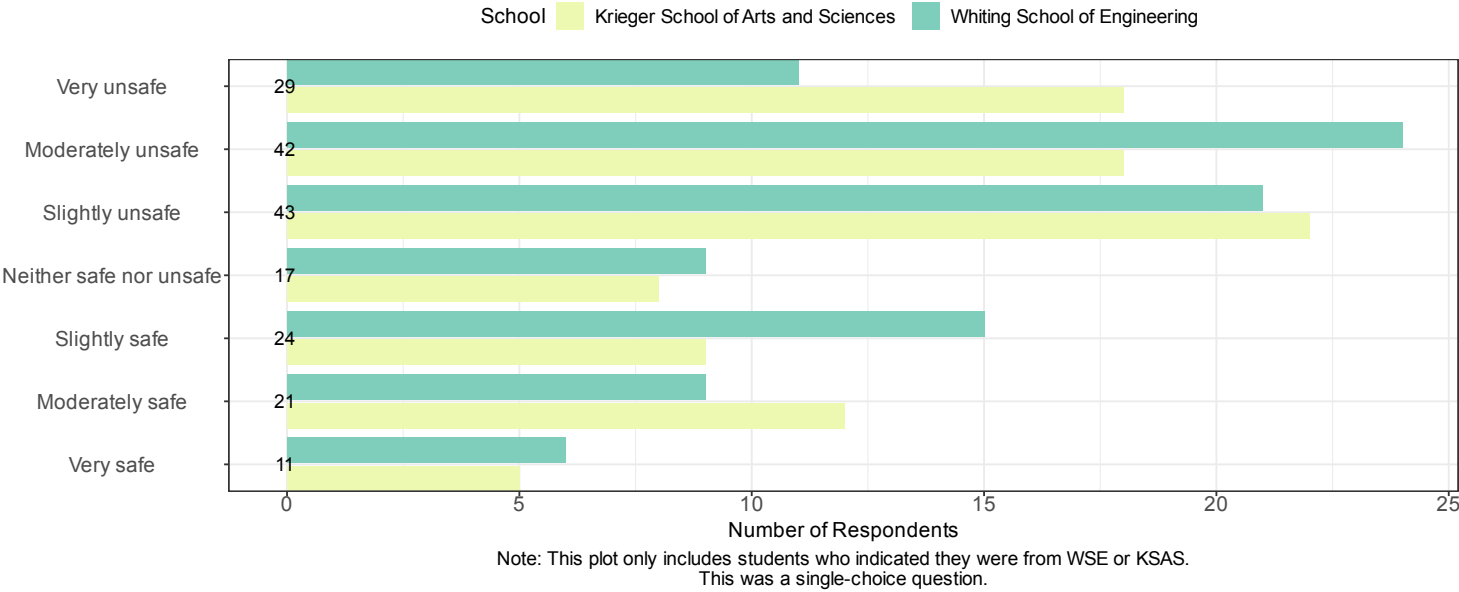
Q13 (by degree): If so, what is the source of that pressure?



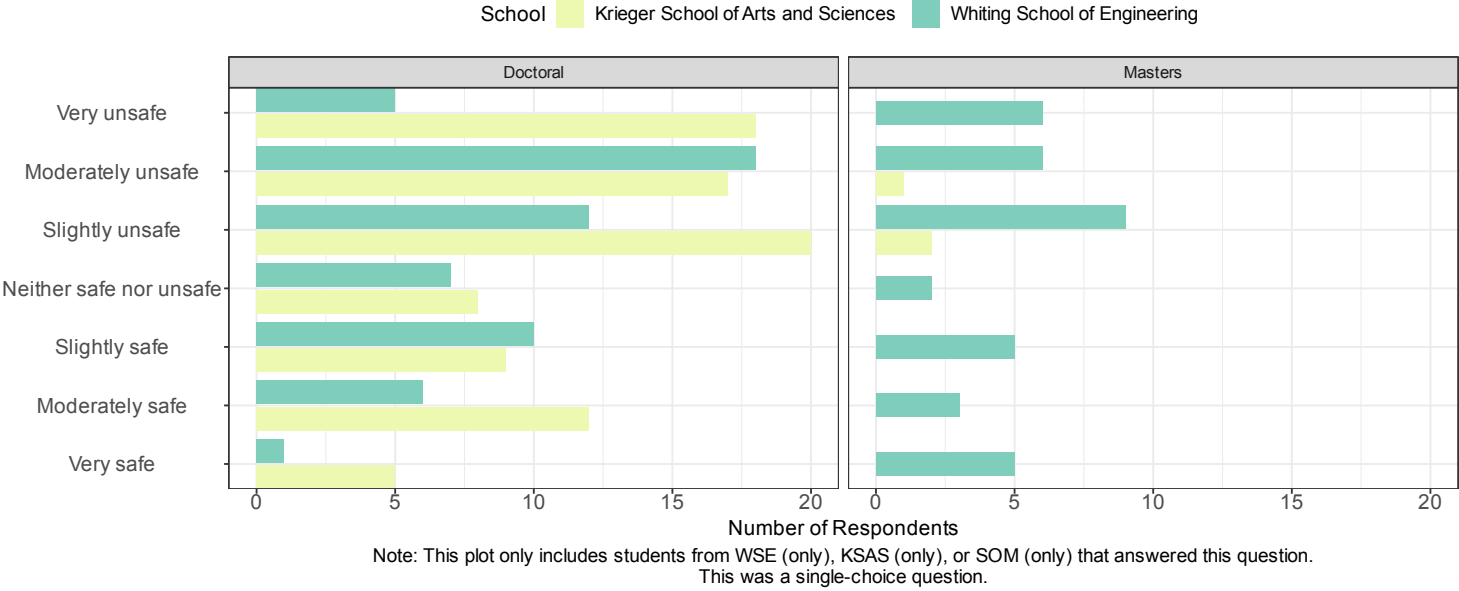
Q13 (by status): If so, what is the source of that pressure?



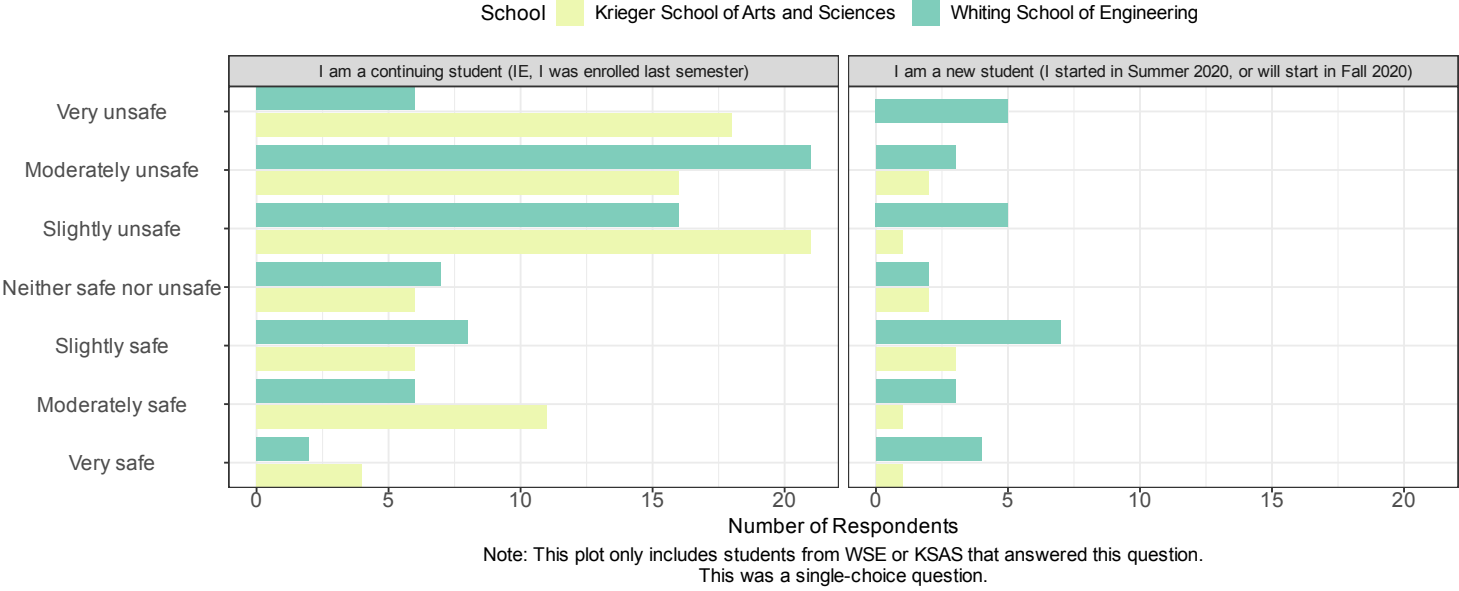
Q14: With regard to COVID-19 precautions, how safe do you feel working on campus?



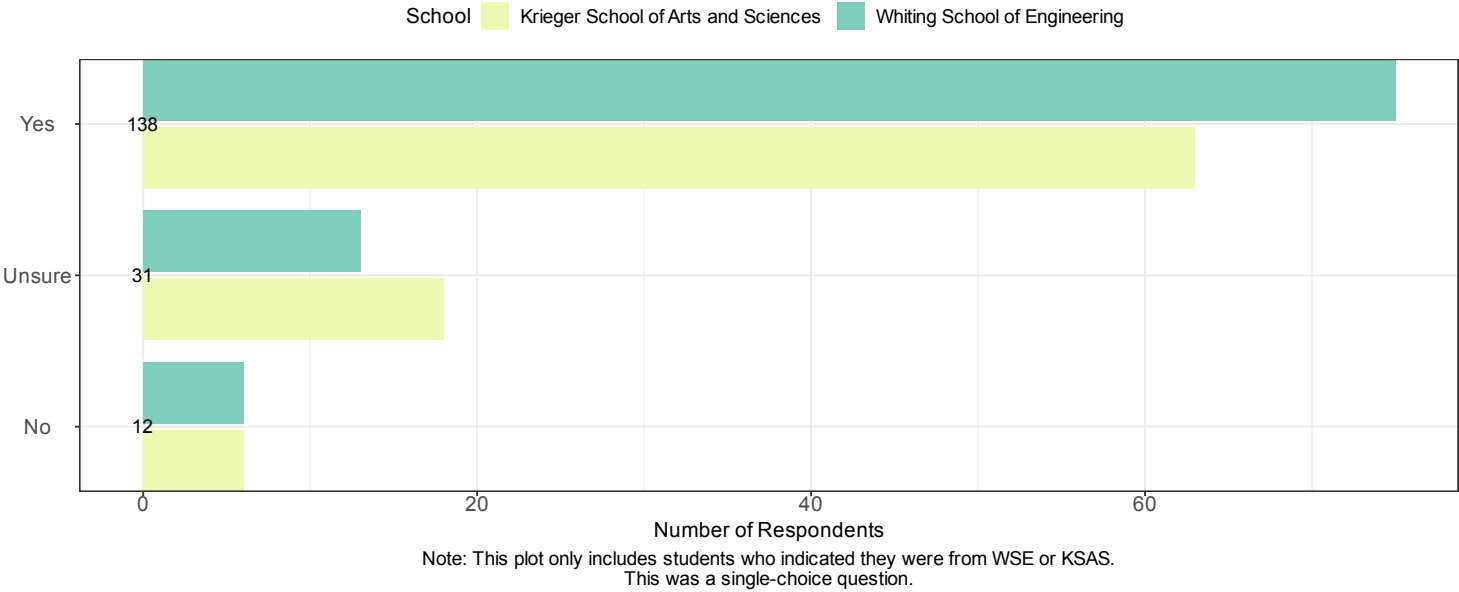
Q14 (by degree): With regard to COVID-19 precautions, how safe do you feel working on campus?



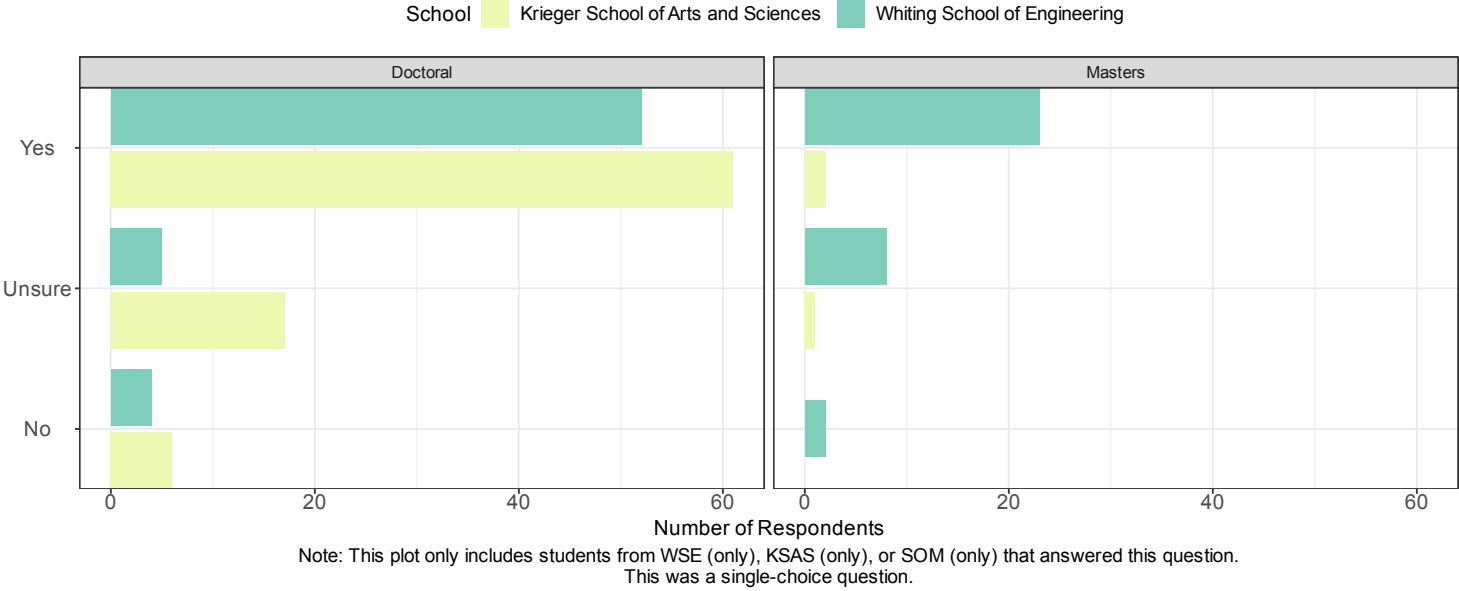
Q14 (by status): With regard to COVID-19 precautions, how safe do you feel working on campus?



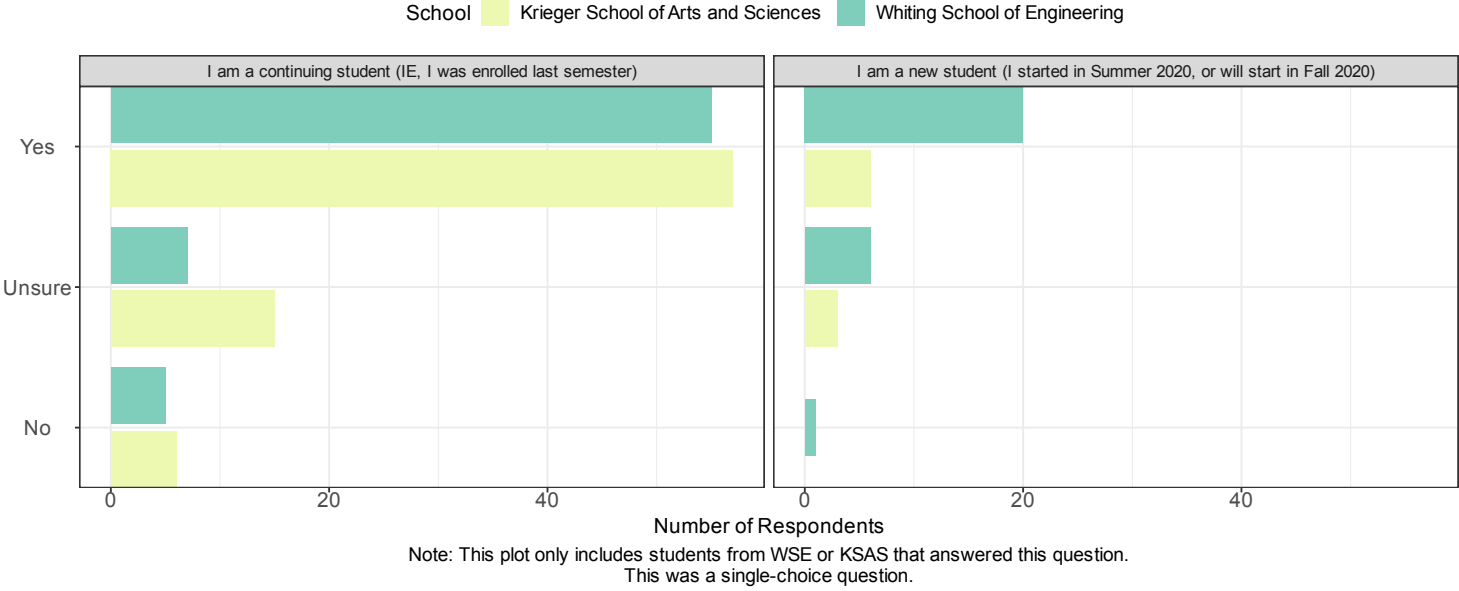
Q16: Do you feel comfortable sharing your concerns about COVID-19 safety with your faculty mentor?



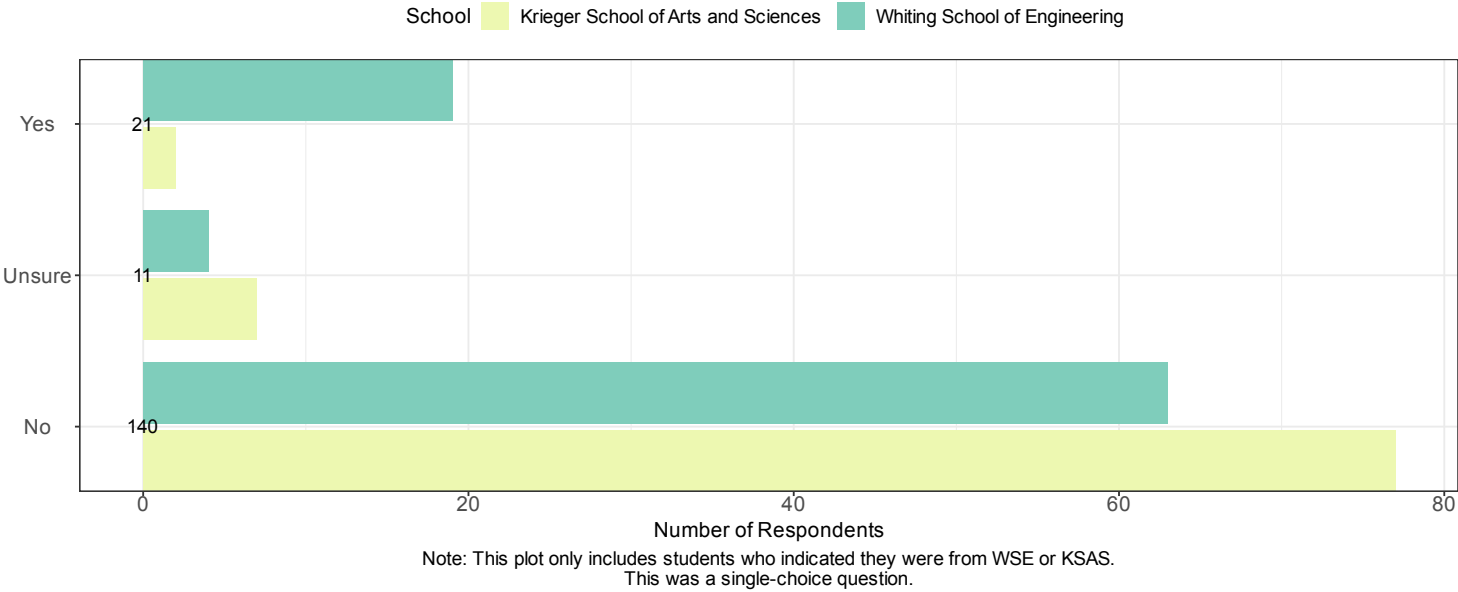
Q16 (by degree): Do you feel comfortable sharing your concerns about COVID-19 safety with your faculty mentor?



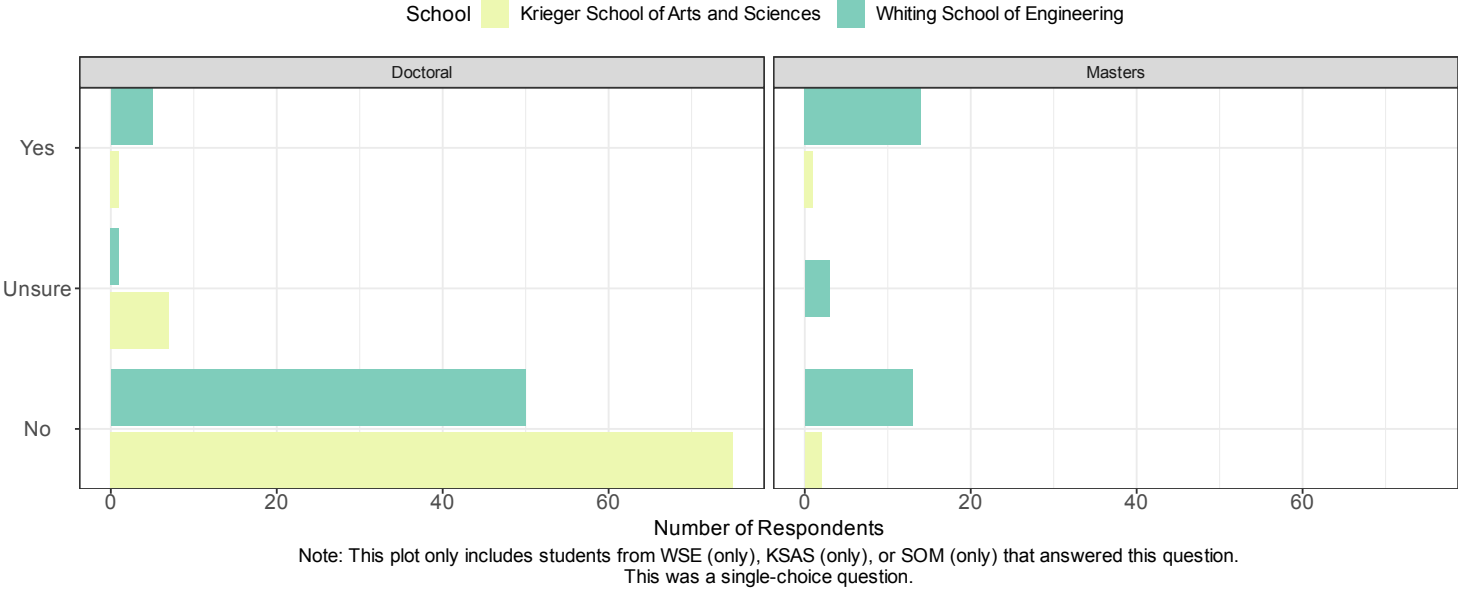
Q16 (by status): Do you feel comfortable sharing your concerns about COVID-19 safety with your faculty mentor?



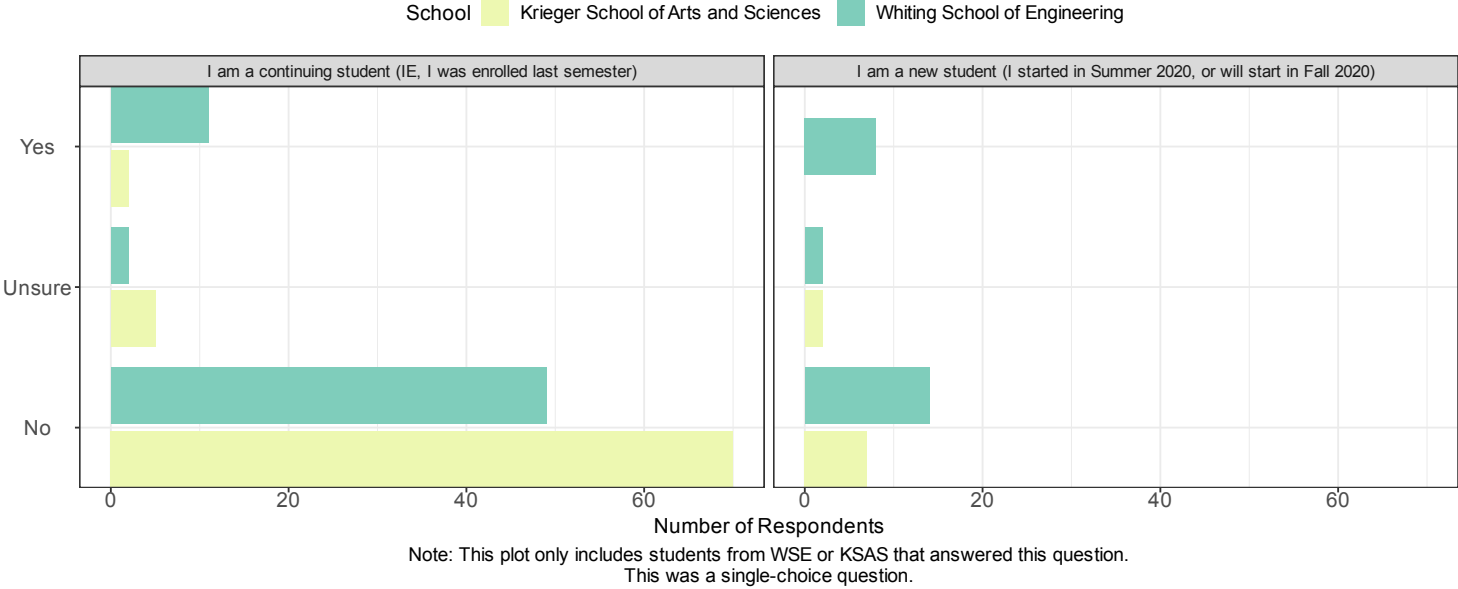
Q17: If you developed COVID-19 symptoms, would you feel pressured by your faculty mentor to continue coming to campus?



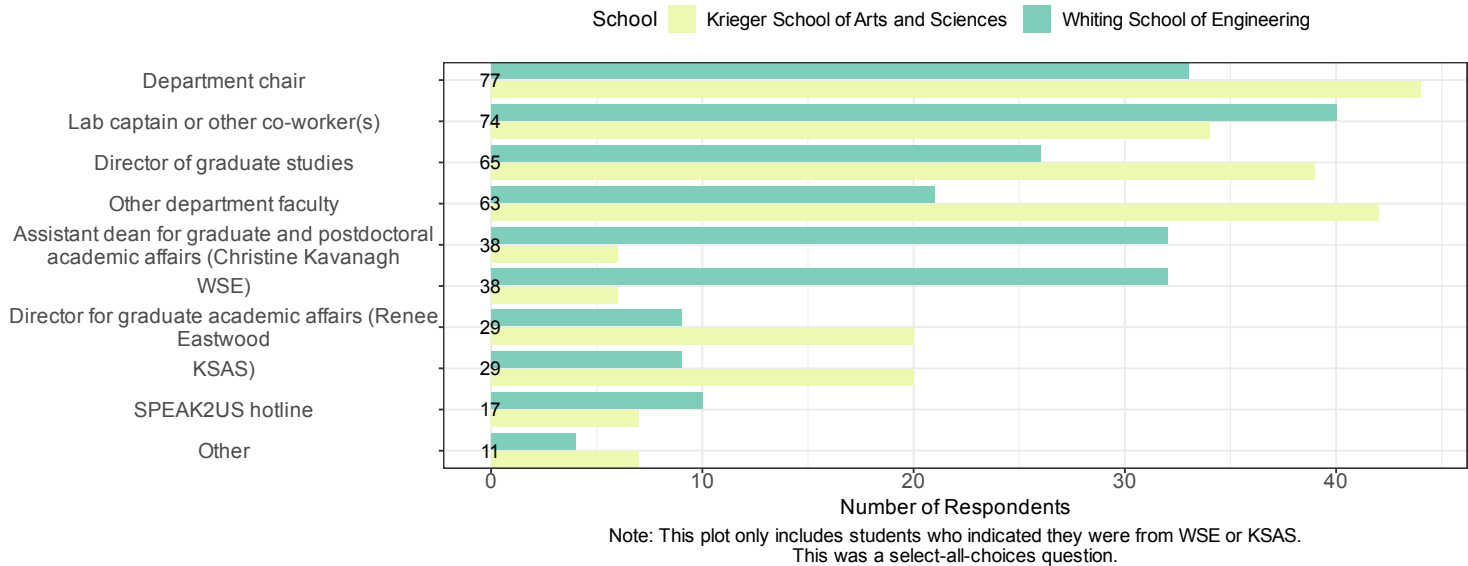
Q17 (by degree): If you developed COVID-19 symptoms, would you feel pressured by your faculty mentor to continue coming to campus?



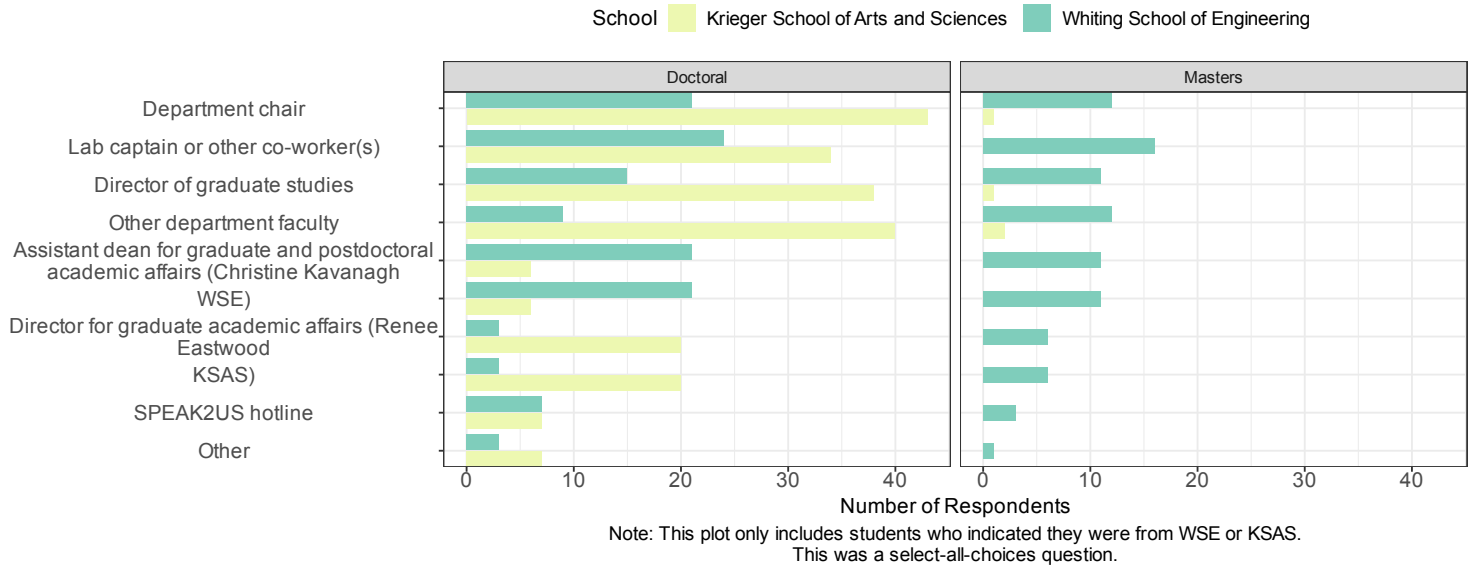
Q17 (by status): If you developed COVID-19 symptoms, would you feel pressured by your faculty mentor to continue coming to campus?



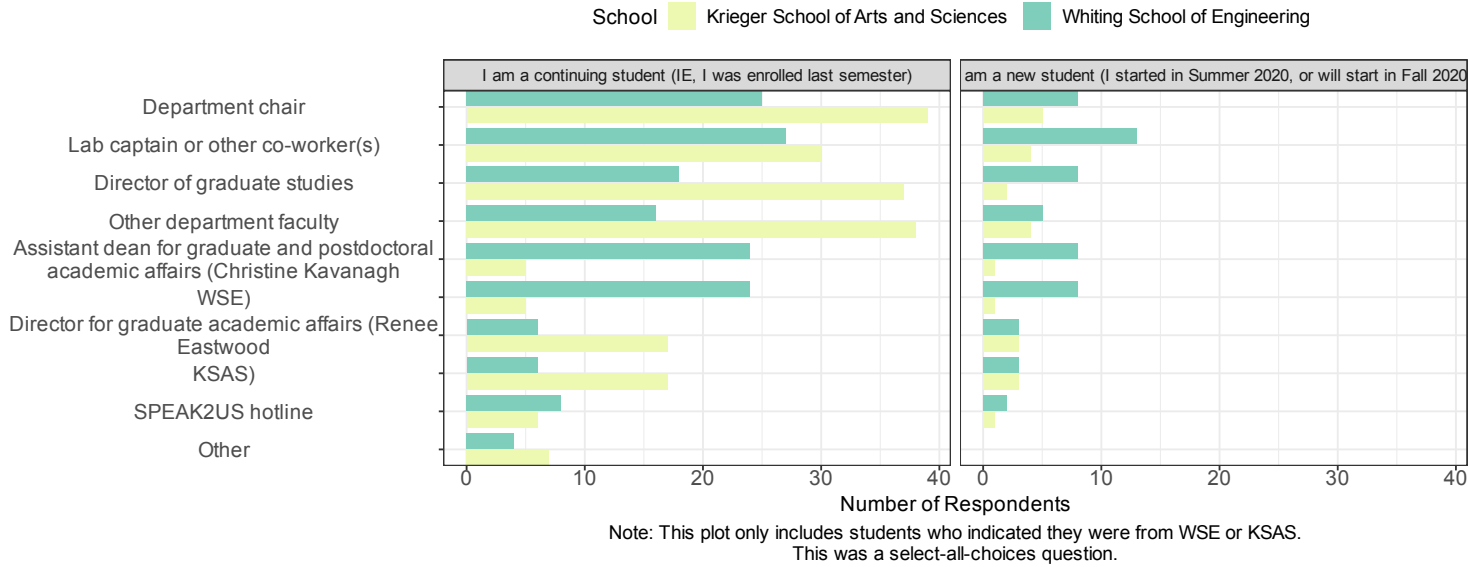
Q18: If you felt pressured or coerced by your PI with regard to COVID-19 related issues, who would you feel comfortable sharing your concerns with? Select all that apply



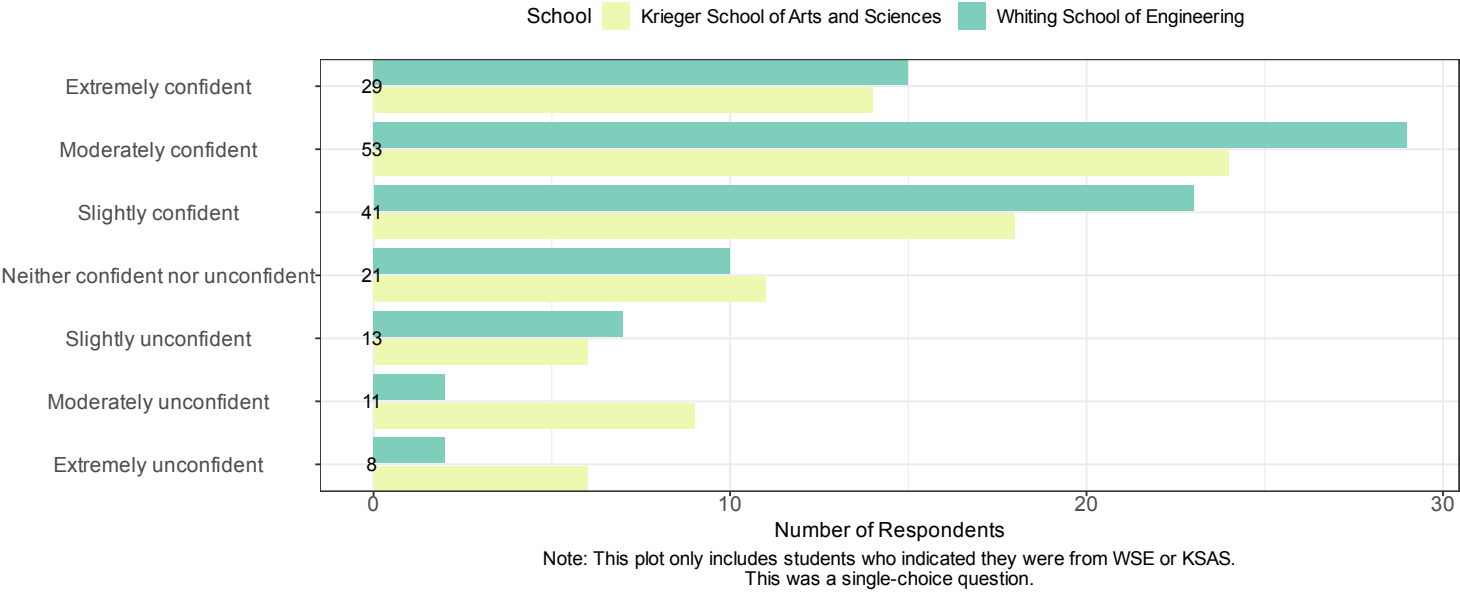
Q18 (by degree): If you felt pressured or coerced by your PI with regard to COVID-19 related issues, who would you feel comfortable sharing your concerns with? Select all that apply



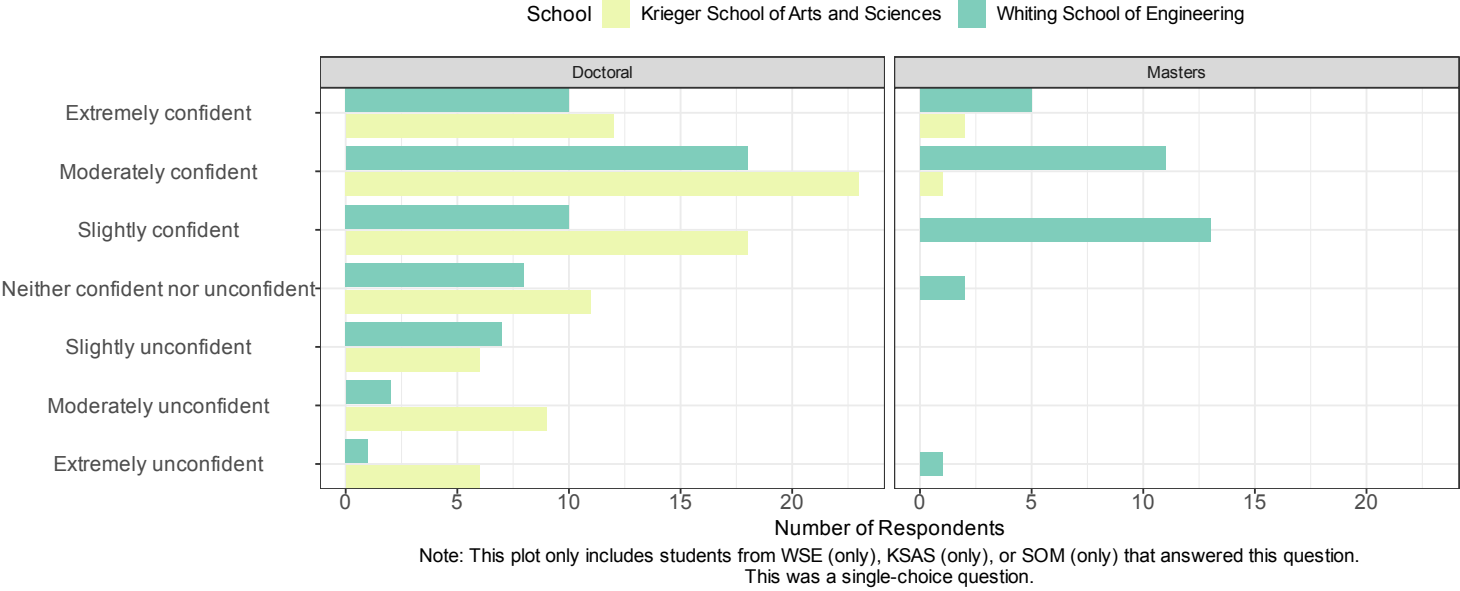
Q18 (by status): If you felt pressured or coerced by your PI with regard to COVID-19 related issues, who would you feel comfortable sharing your concerns with? Select all that apply



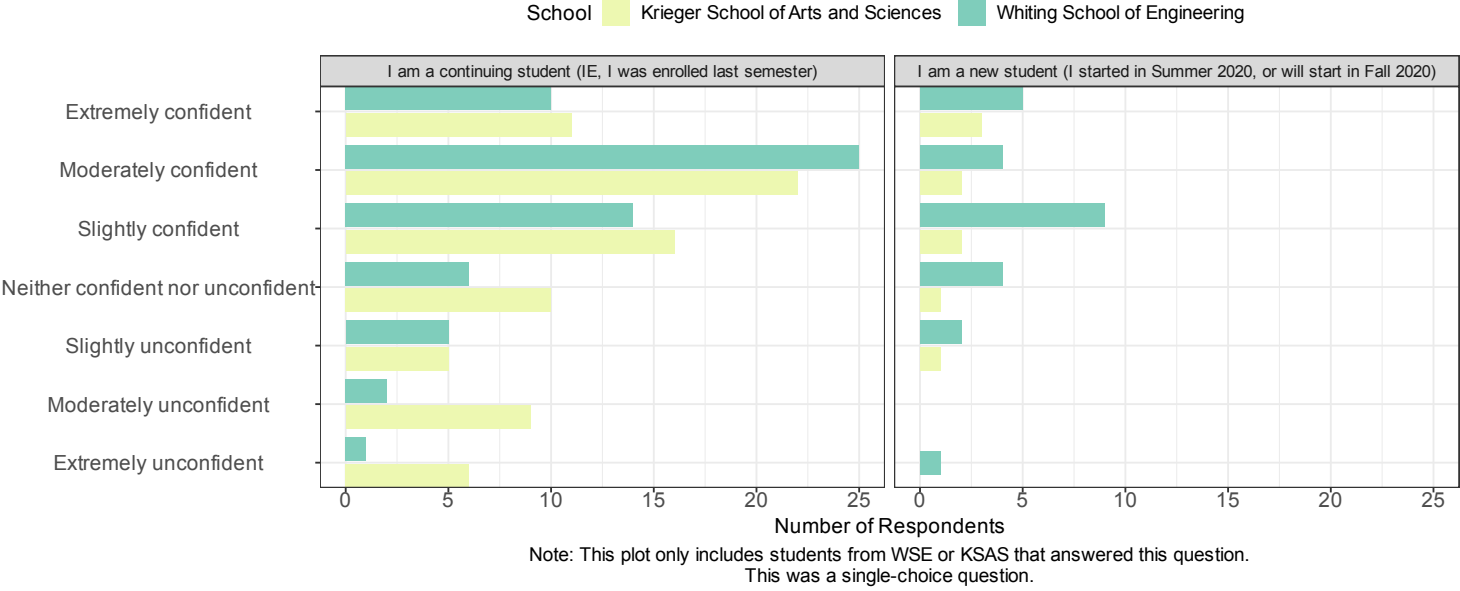
Q19: How confident do you feel that these resources could effectively address the issue of pressure/coercion?



Q19 (by degree): How confident do you feel that these resources could effectively address the issue of pressure/coercion?

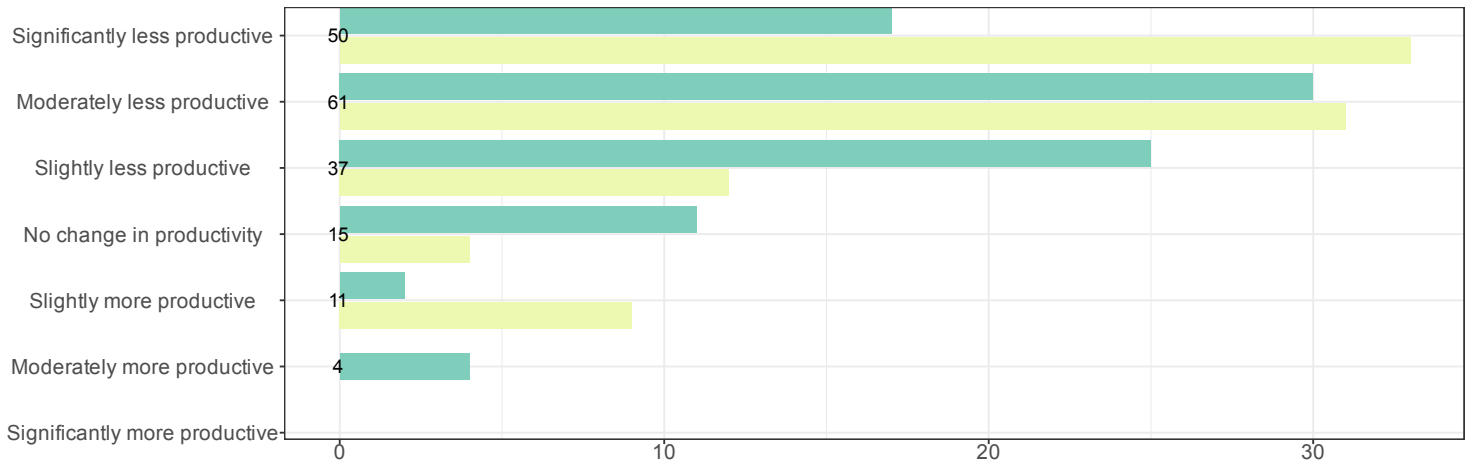


Q19 (by status): How confident do you feel that these resources could effectively address the issue of pressure/coercion?



Q20: In comparison to your level of productivity prior to the disruption, how productive are you with respect to your research activities?

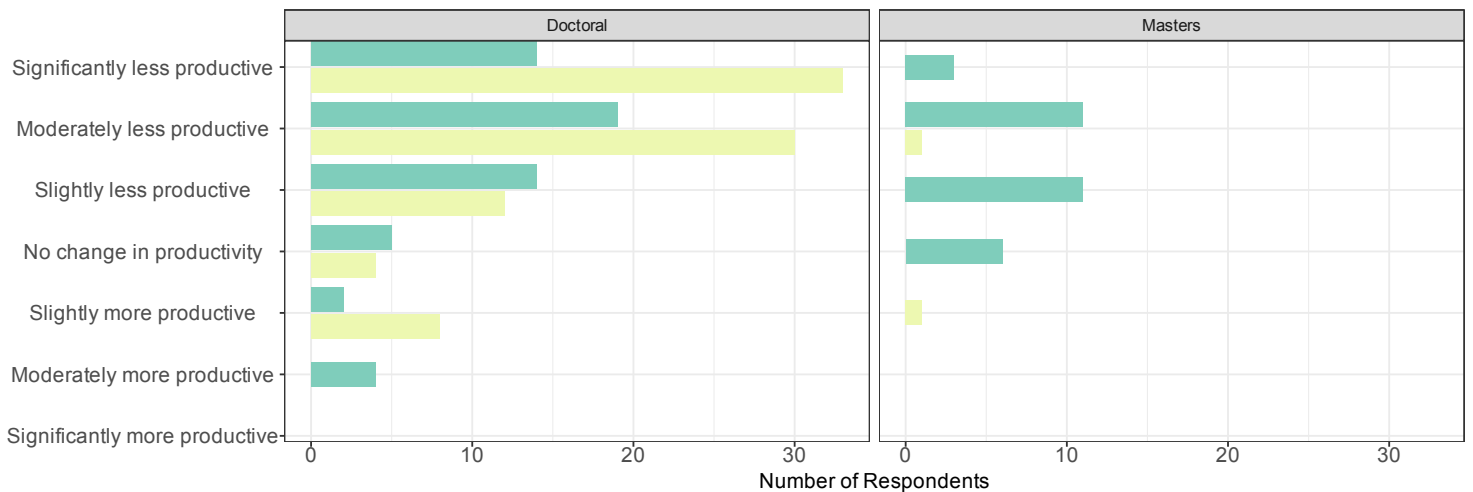
School Krieger School of Arts and Sciences Whiting School of Engineering



Note: This plot only includes students who indicated they were from WSE or KSAS. This was a single-choice question.

Q20 (by degree): In comparison to your level of productivity prior to the disruption, how productive are you with respect to your research activities?

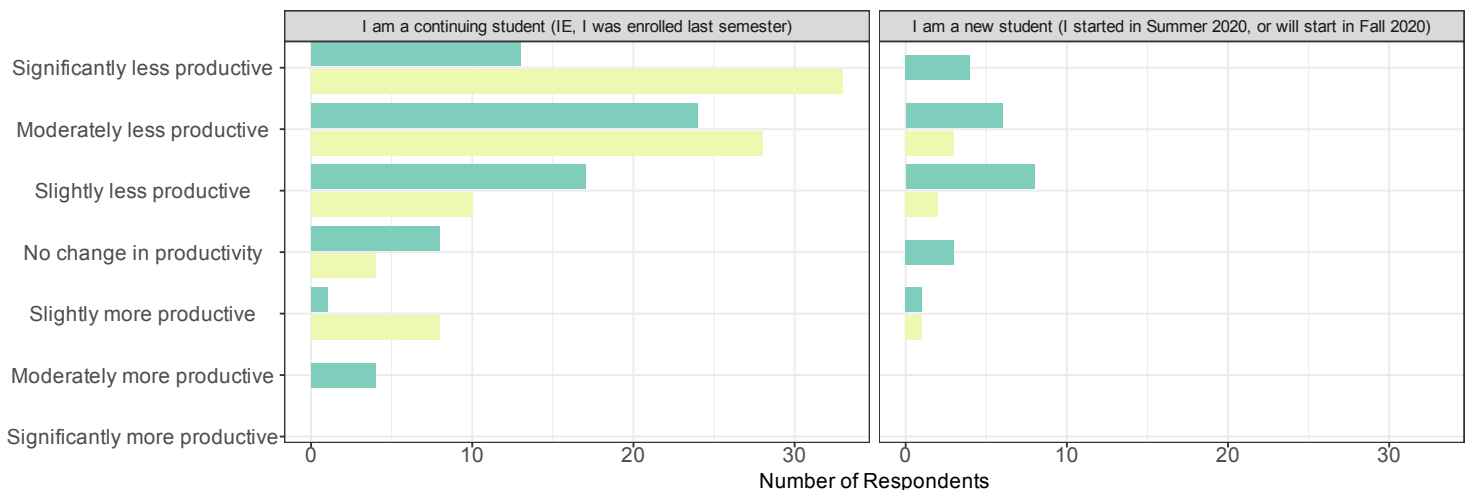
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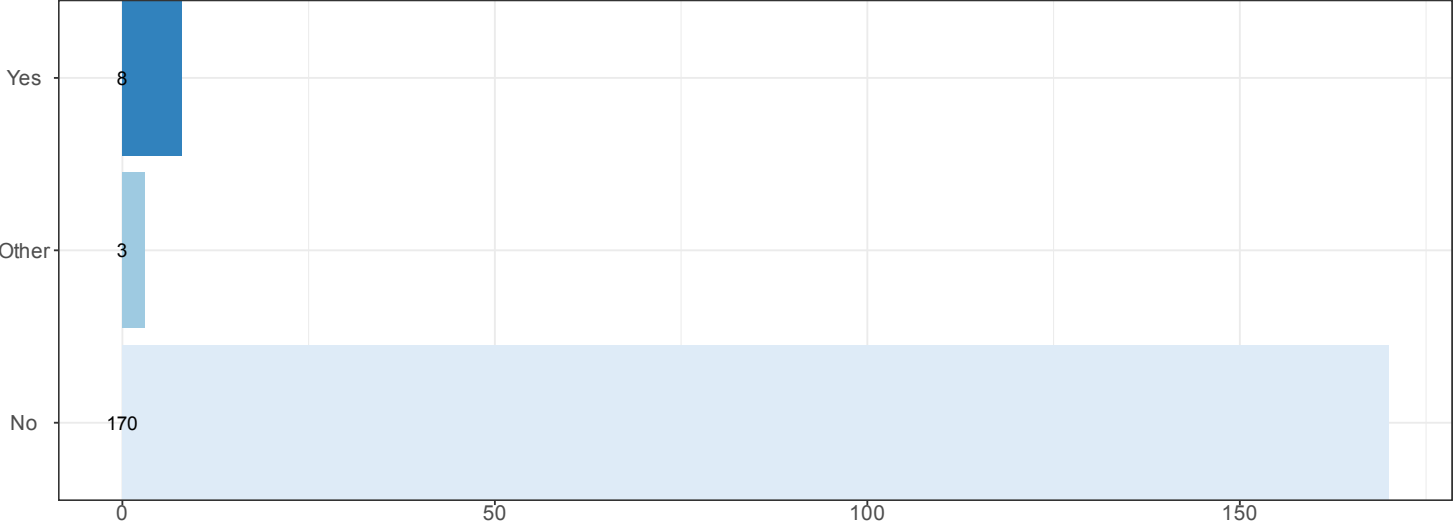
Q20 (by status): In comparison to your level of productivity prior to the disruption, how productive are you with respect to your research activities?

School Krieger School of Arts and Sciences Whiting School of Engineering



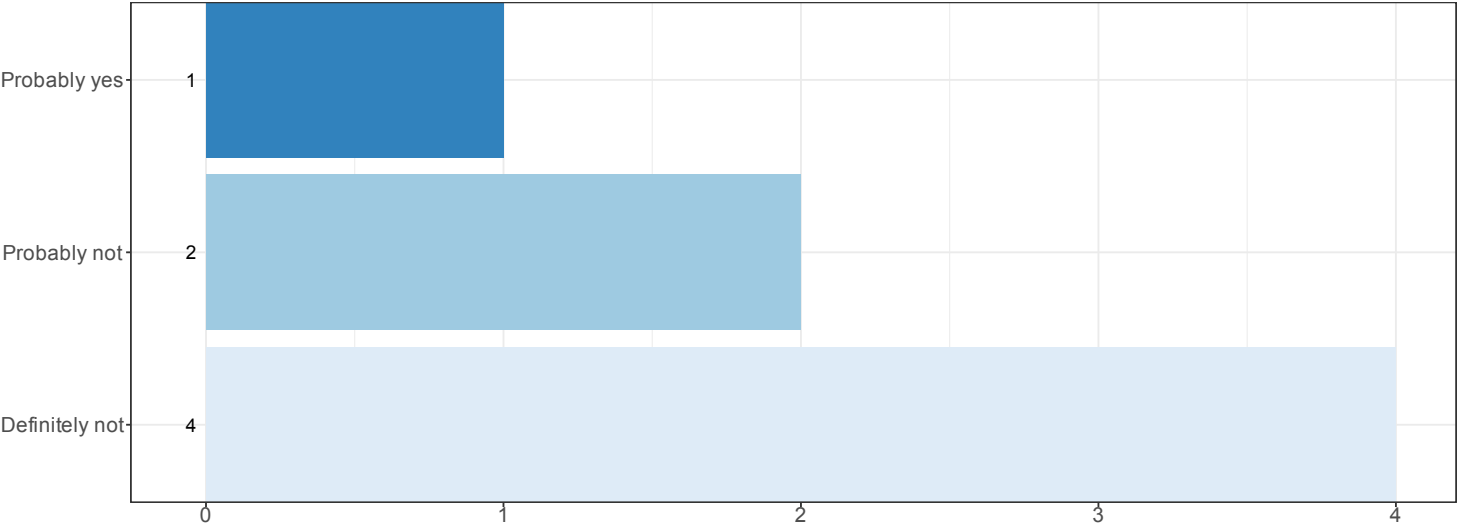
Note: This plot only includes students from WSE or KSAS that answered this question. This was a single-choice question.

Q22: Are you the primary caregiver for a dependent (children, elderly relative, etc.)?



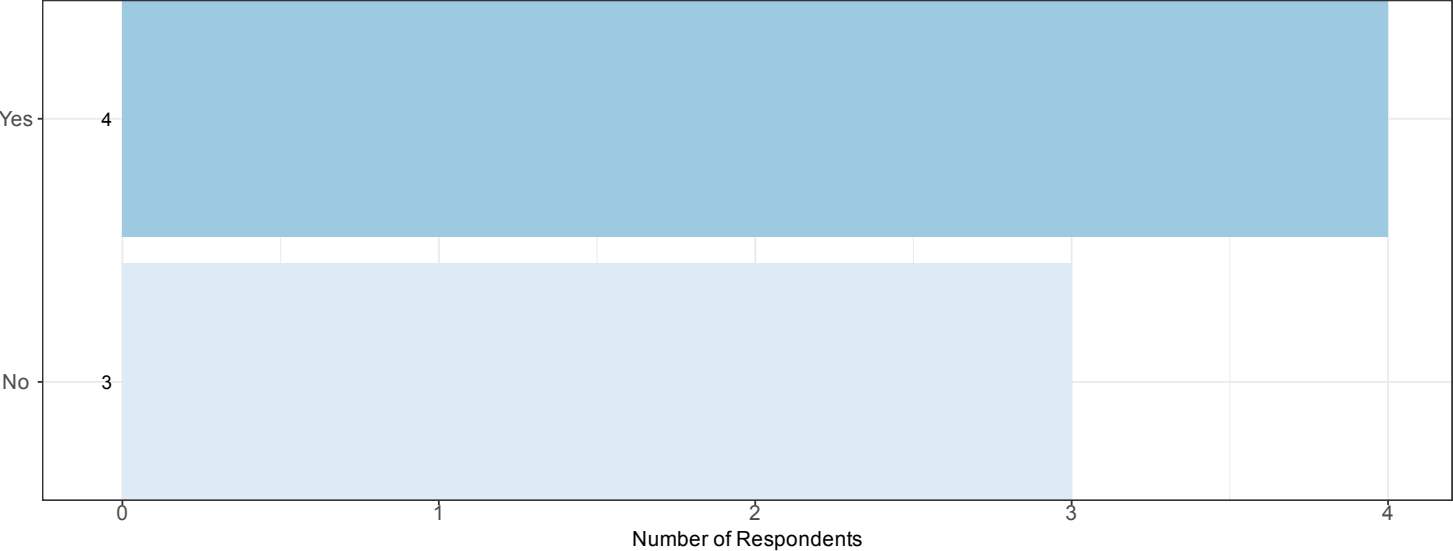
Note: This plot only includes students who indicated they were from WSE or KSAS.
This was a single-choice question.

Q23: Are you able to find satisfactory care for these dependents so that you are able to work?



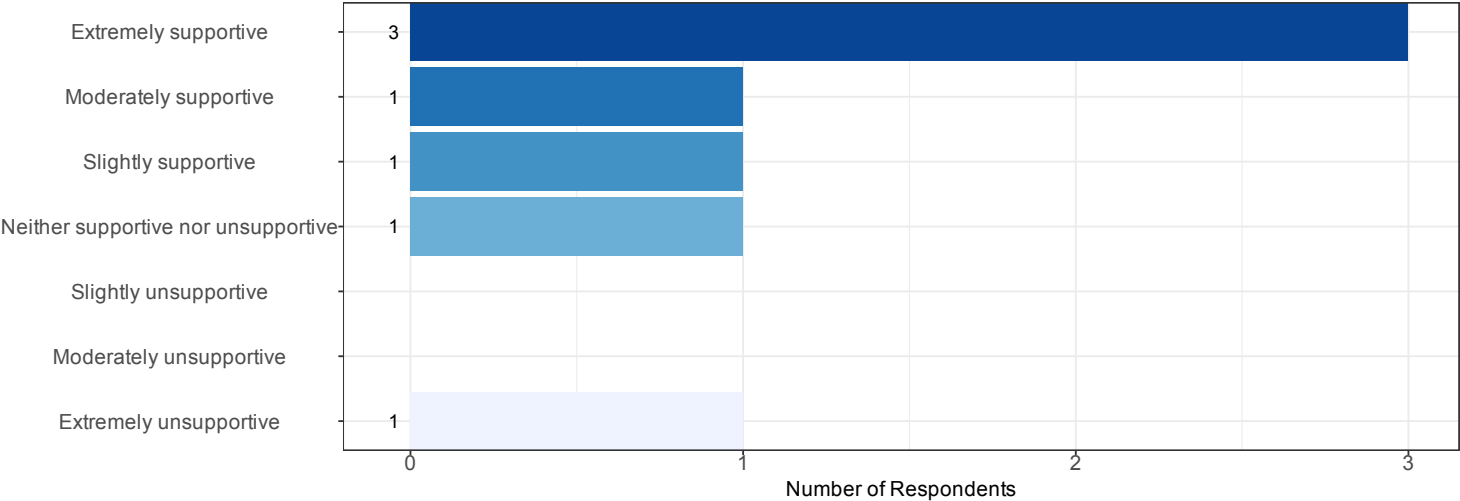
Note: This plot only includes students who indicated they were from WSE or KSAS.
This was a single-choice question.

Q24: Have you asked your school/department/advisor for support in finding solutions to balancing work with any dependent care concerns?



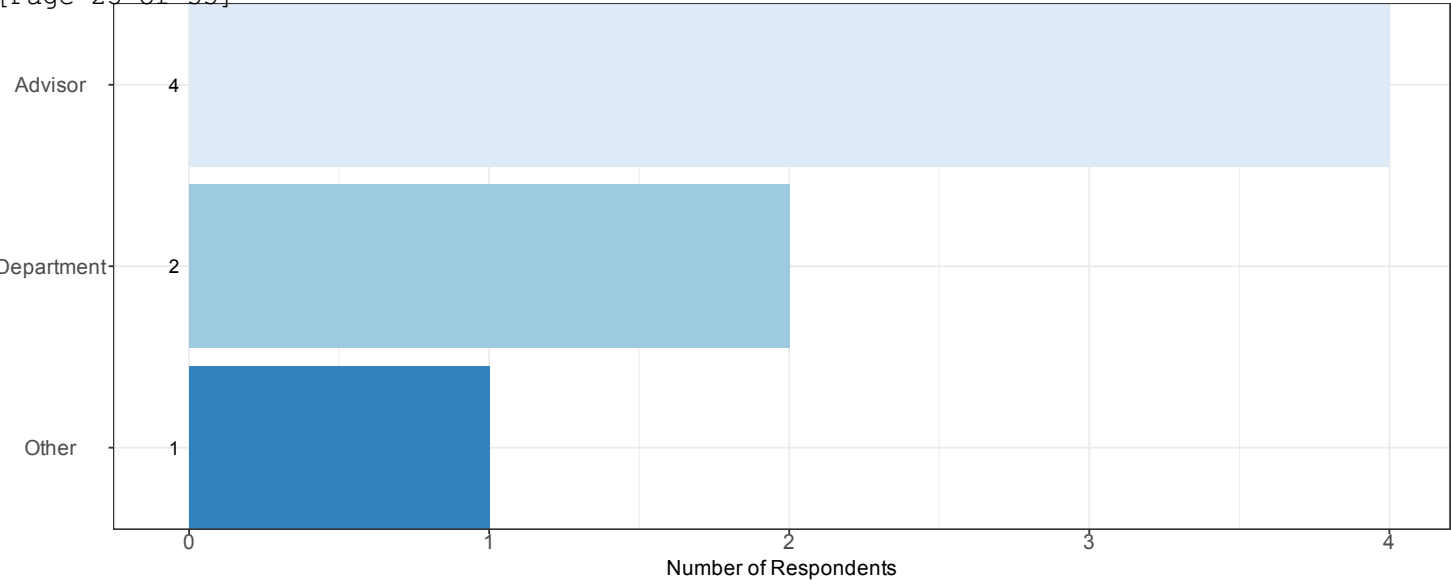
Note: This plot only includes students who indicated they were from WSE or KSAS.
This was a single-choice question.

Q25: How supportive has your school/department/advisor been with respect to helping you navigate the balance between caring for dependents and your work? (For example, helping connect you to university resources for dependent care, schedule flexibility, modified expectations, etc.)



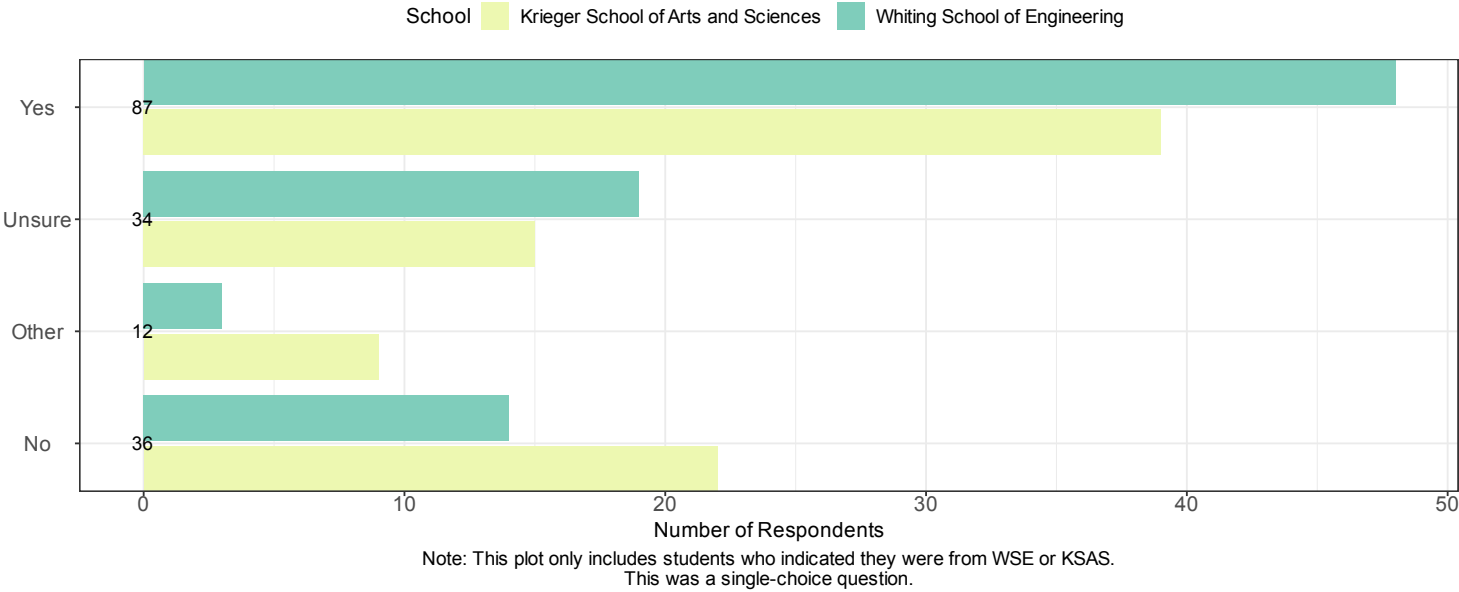
Note: This plot only includes students who indicated they were from WSE or KSAS.
This was a single-choice question.

Q26: Where has this support come from? Select all that apply

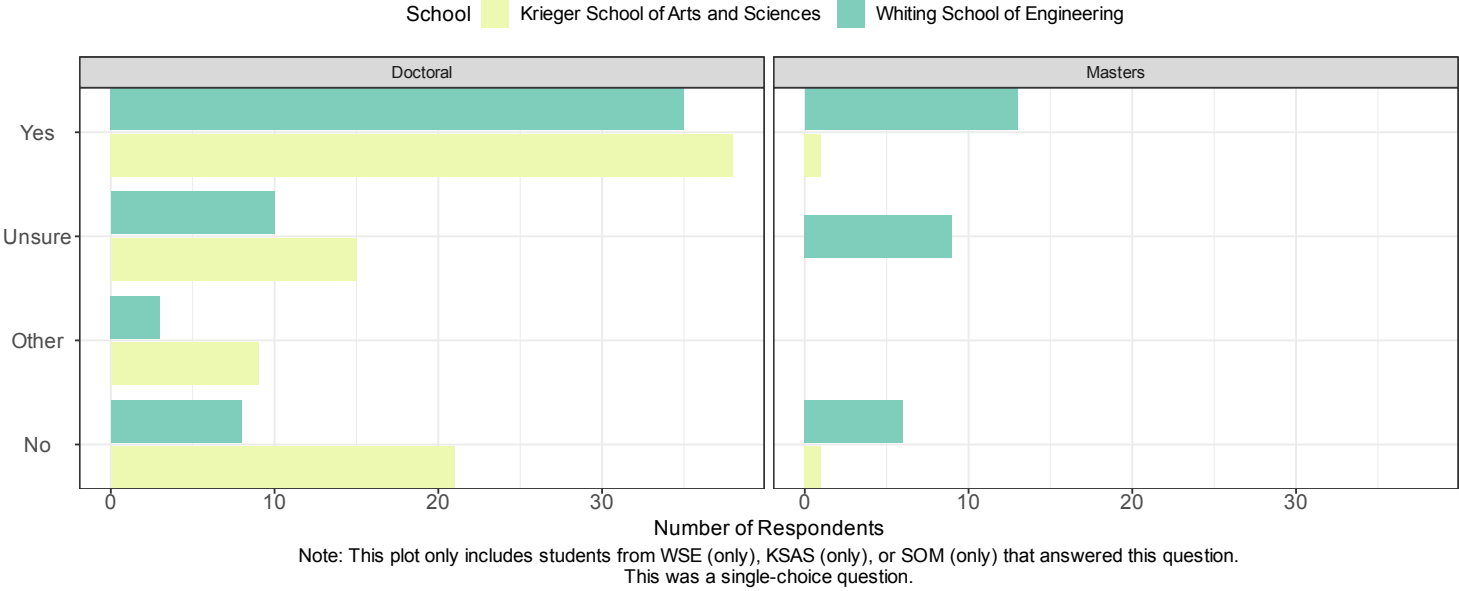


Note: This plot only includes students who indicated they were from WSE or KSAS.
This was a select-all-choices question.

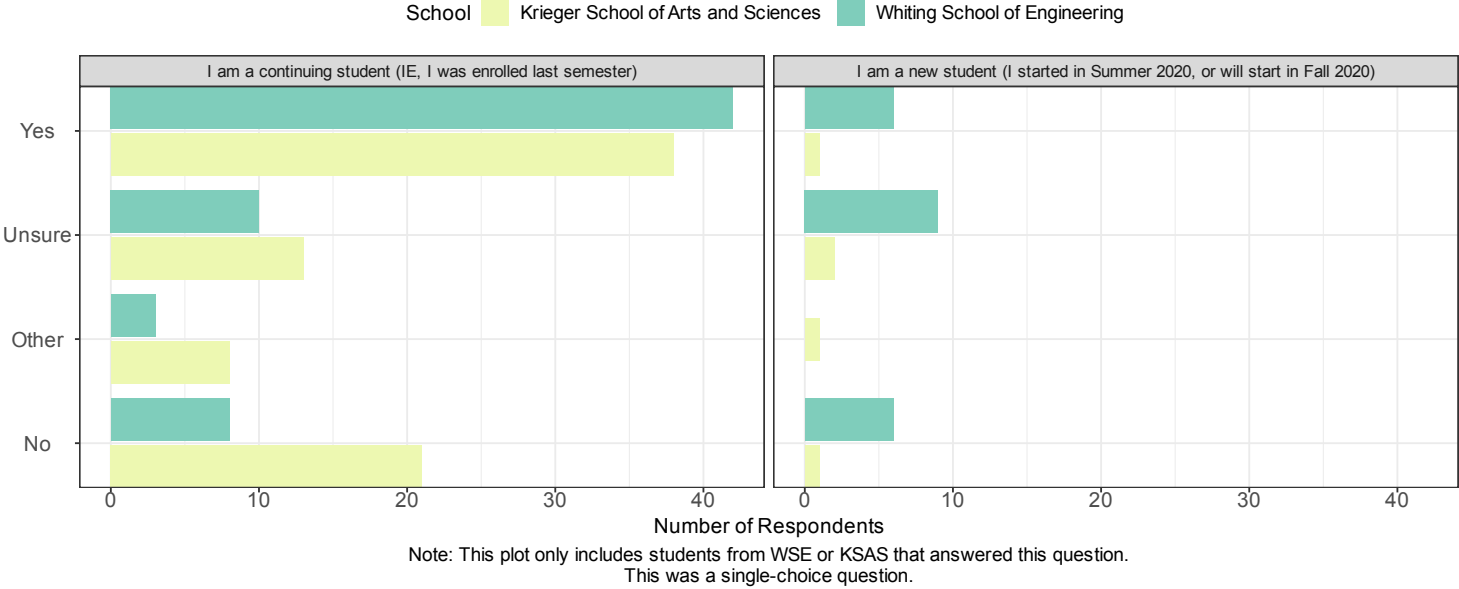
Q28: Do you have access to the shared facilities or programs that you need to complete your research?



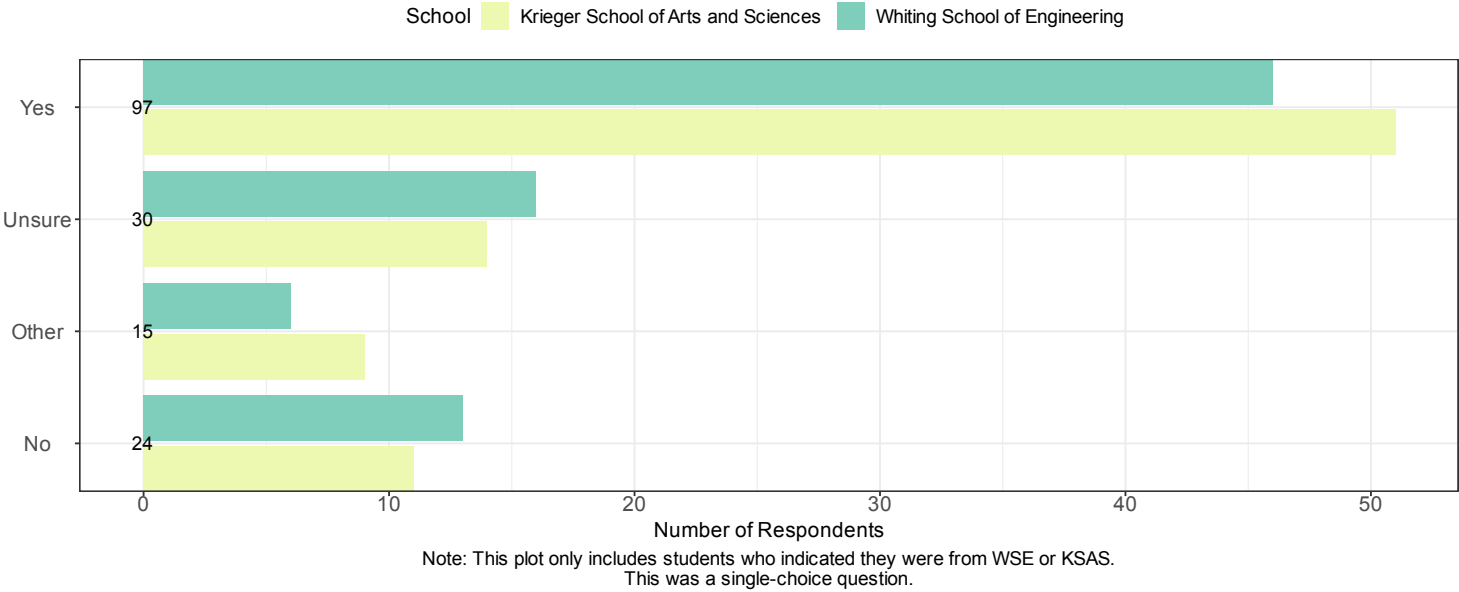
Q28 (by degree): Do you have access to the shared facilities or programs that you need to complete your research?



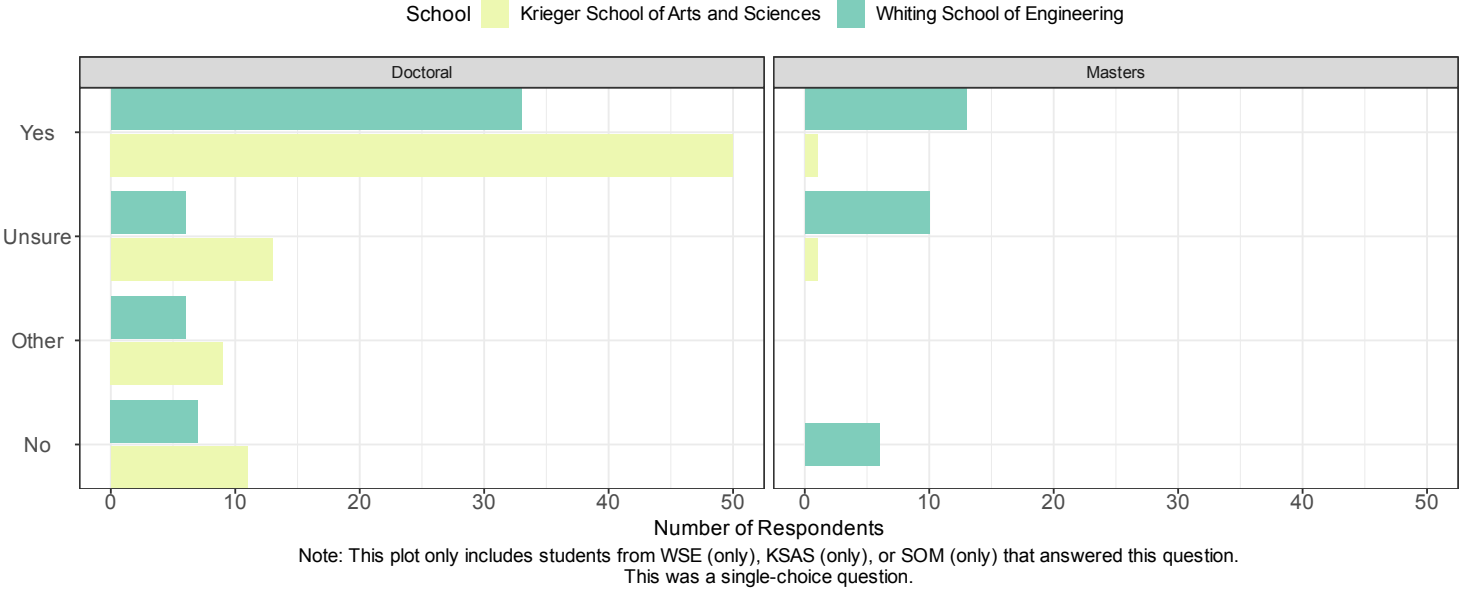
Q28 (by status): Do you have access to the shared facilities or programs that you need to complete your research?



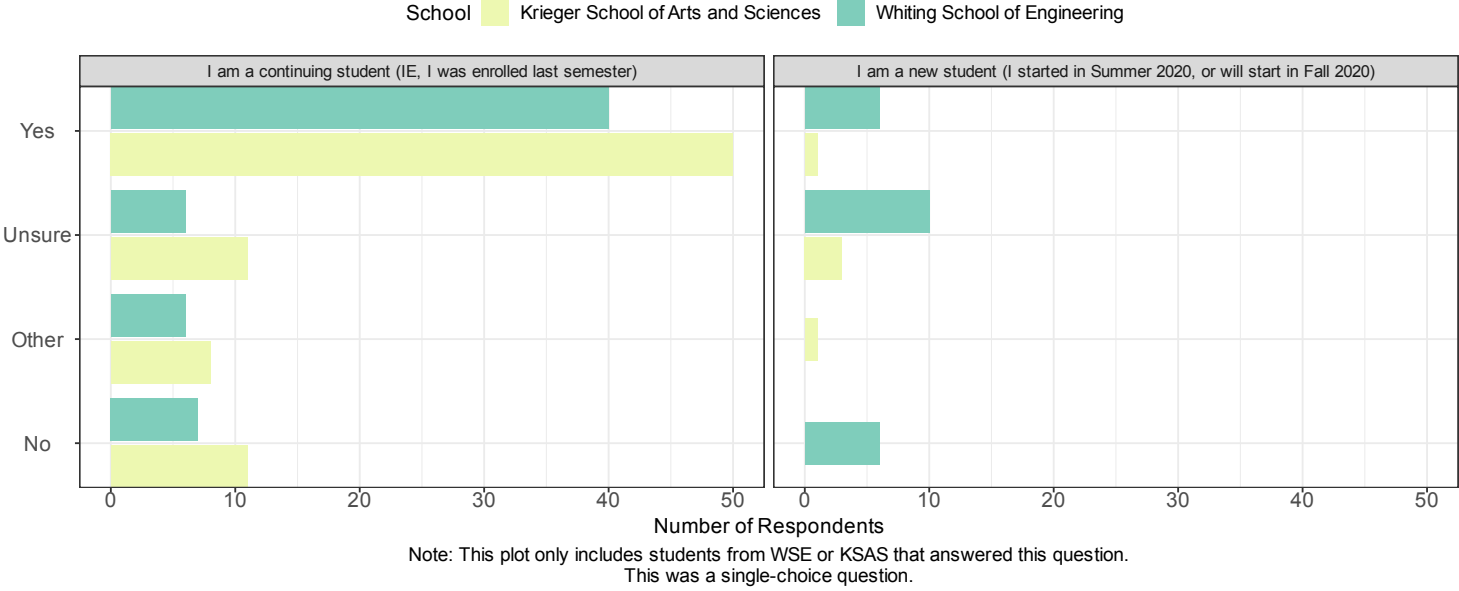
Q29: Do you have access to the necessary transportation to the facilities that you work in or require materials from?



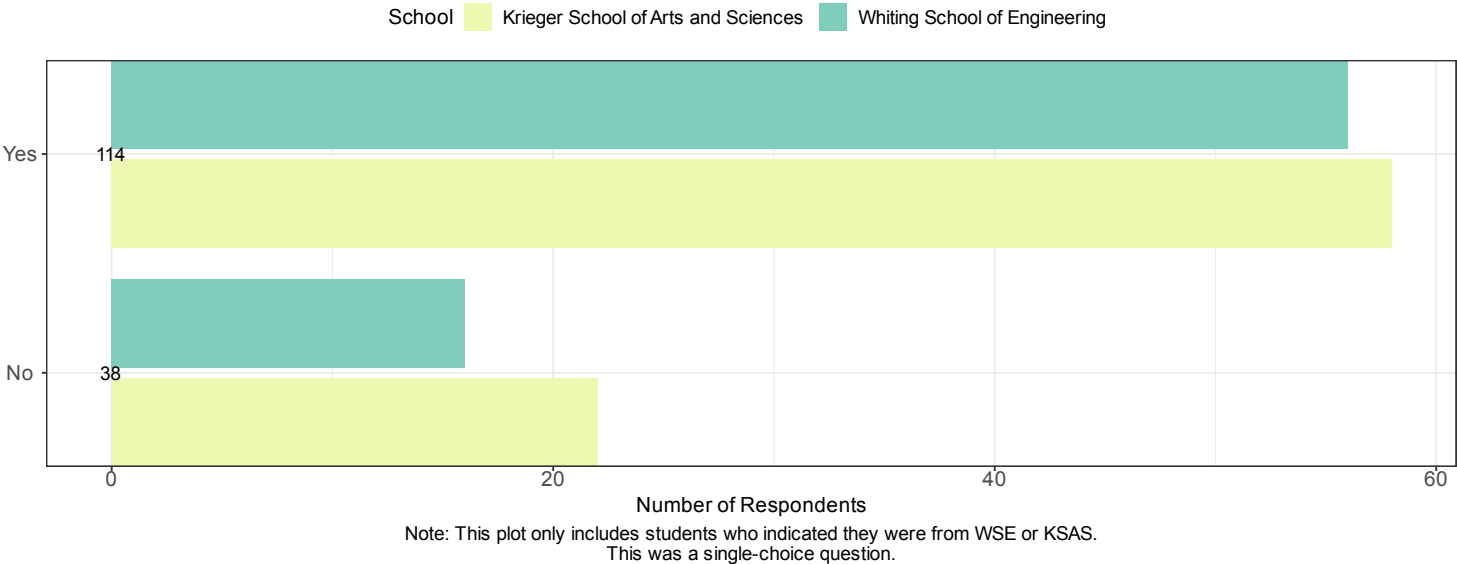
Q29 (by degree): Do you have access to the necessary transportation to the facilities that you work in or require materials from?



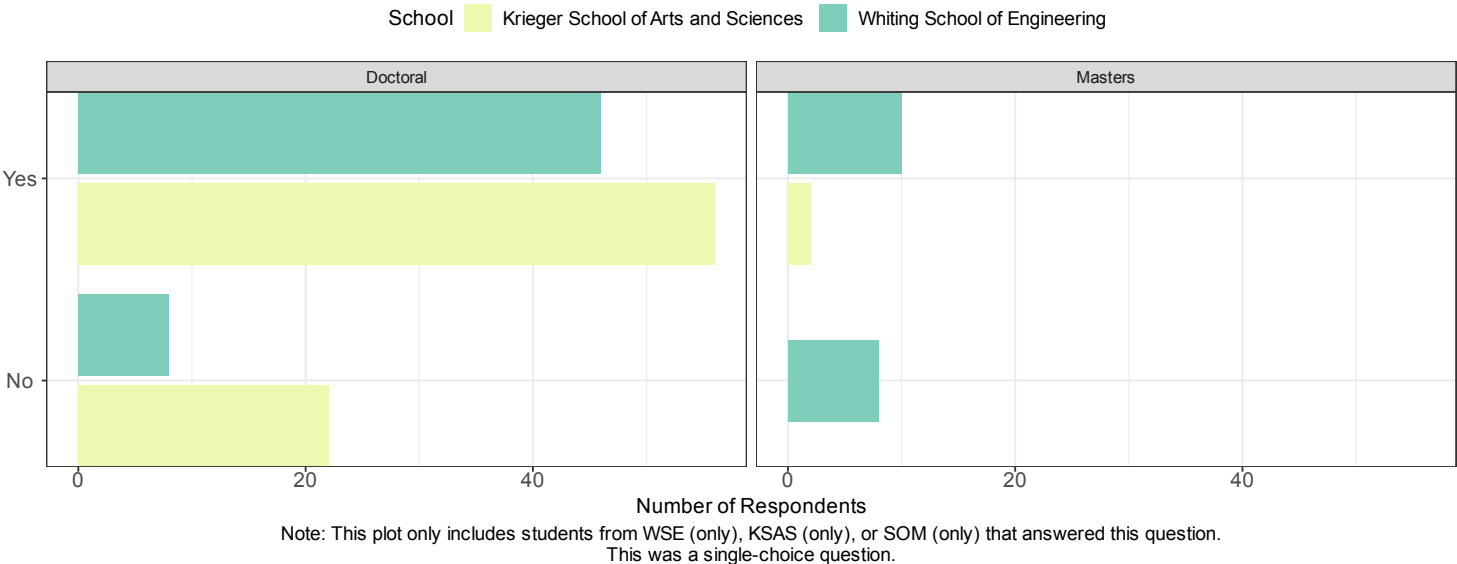
Q29 (by status): Do you have access to the necessary transportation to the facilities that you work in or require materials from?



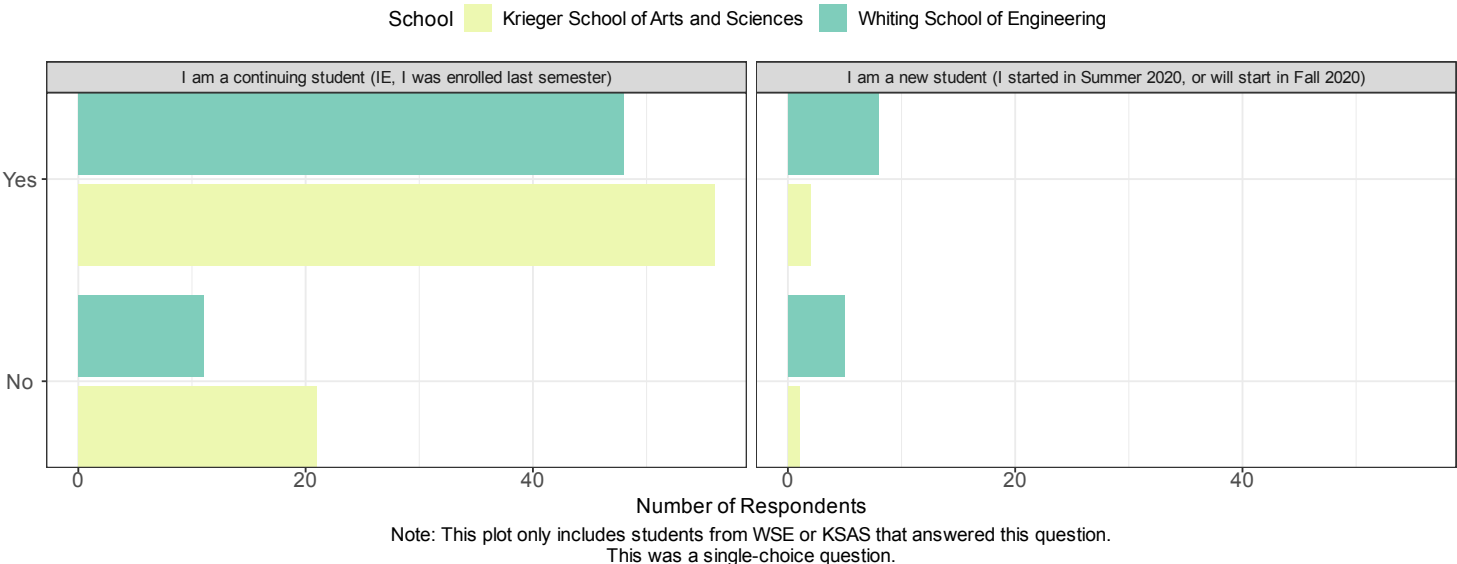
Q31: In light of the disruption to research activities, have you had a conversation with your research mentor regarding adjusting your research plans and expectations?



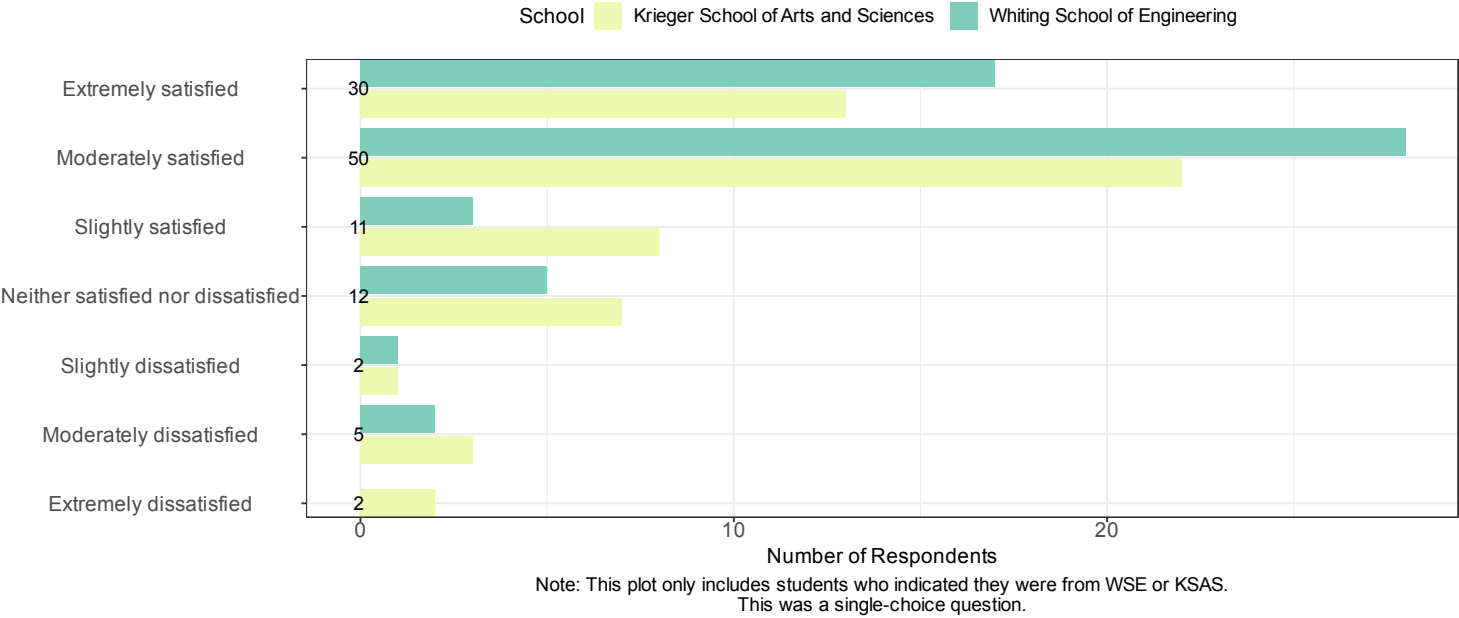
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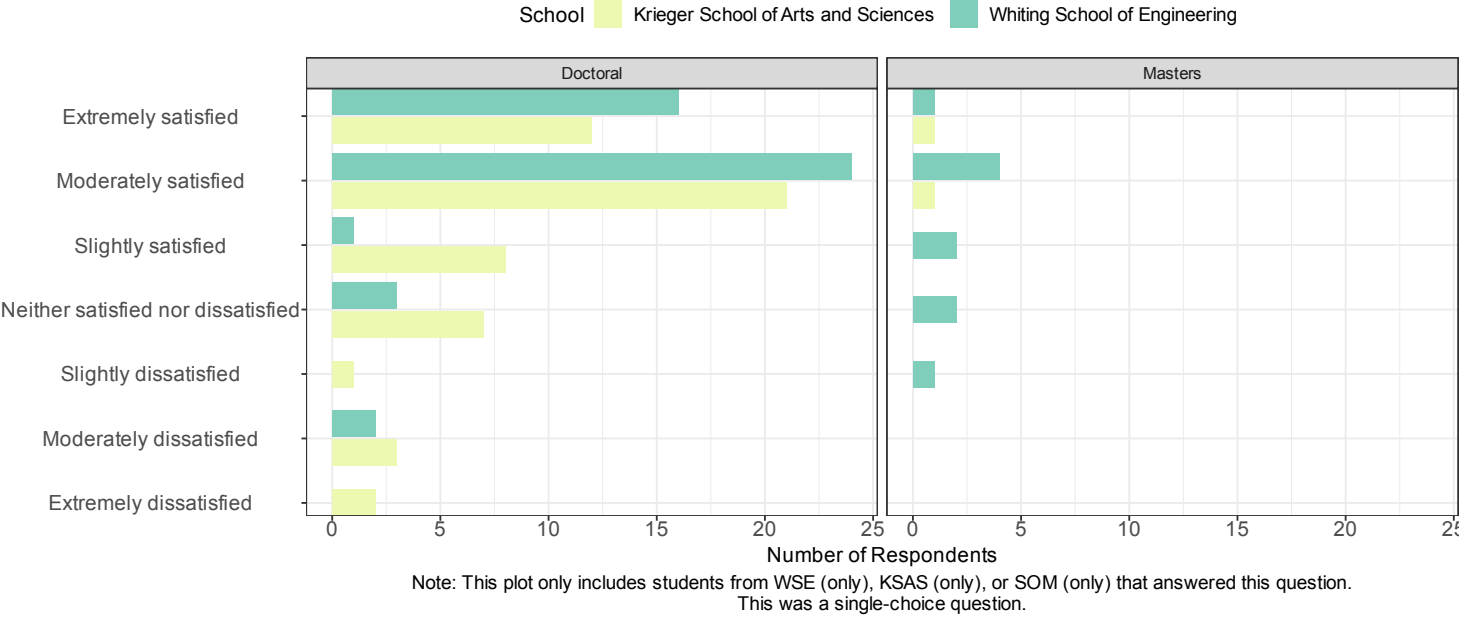
Q31 (by status): In light of the disruption to research activities, have you had a conversation with your research mentor regarding adjusting your research plans and expectations?



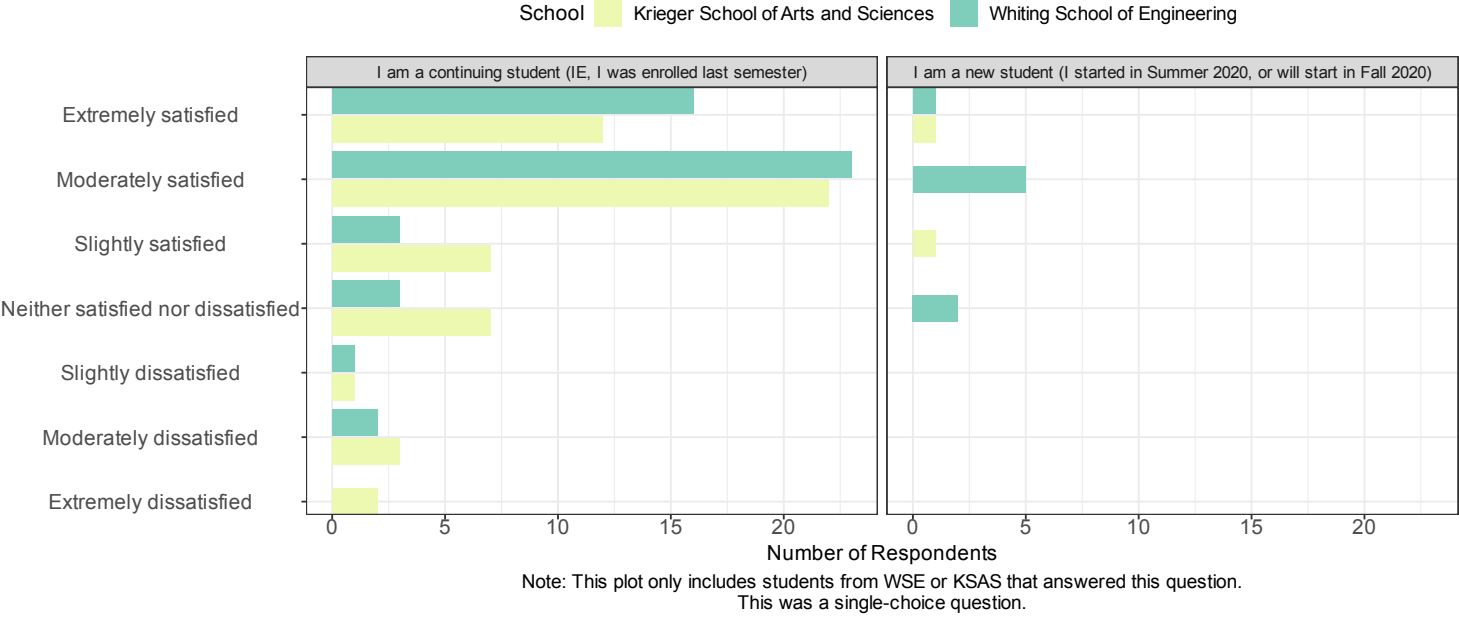
Q32: How satisfied were you with this conversation?



Q32 (by degree): How satisfied were you with this conversation?



Q32 (by status): How satisfied were you with this conversation?



GRO Return to Campus Survey Free Response Summaries

Question 15: "What factors contribute to your sense of safety? Please share below:" (note that this is a follow-up to Question 14: "With regard to COVID-19 precautions, how safe do you feel working on campus?")

89 total free responses to this question. Common reasons given for feeling unsafe working on campus included: lack of adherence to public health guidelines (such as masking and distancing)/inadequacy of these guidelines/mistrust of people to sufficiently follow these guidelines (31% of total respondents referred to this); the general state of the pandemic at the time of the survey (July-August 2020) (15%); lack of access to PPE and disinfectants/insufficient cleaning of communal surfaces (10%); lack of transparency/limited communication from university and department administration, especially regarding positive cases (9%); concerns over the adequacy of ventilation in campus buildings (8%). Other reasons that were given for feeling unsafe working on campus included: lack of testing for people working on campus (7%); increased density guidelines for labs and offices (4%); the general nature of COVID-19 spread, particularly the ease with which it spreads indoors (3%); concerns regarding safety of commute to work (2%); concerns over positive cases at JHU (1%); individual health risks (1%); increased lab safety violations as researchers split focus between COVID-19 protocols and traditional lab safety protocols (1%). The most common reason given for feeling safe working on campus was the implementation of public health guidelines (such as masking or distancing) at JHU (19% of total respondents referred to this). Other reasons that were given for feeling safe working on campus included: adequate access to PPE and disinfectants on campus (2%) and confidence in their ability to adequately protect themselves (1%). It is also important to note that 9% of respondents mentioned the presence/lack of presence of undergraduate students on campus in conjunction with their feelings of safety, with most students feeling safe because of the lack of undergraduate presence at the time of the survey and expressing concerns that they would no longer feel safe when the undergraduates returned to campus.

Question 21: "What factors affect your productivity? Please share below:" (note that this is a follow-up to Question 20: In comparison to your level of productivity prior to the disruption, how productive are you with respect to your research activities?")

113 total free responses to this question. Common reasons given for decreased productivity included: issues with resource or facility access, including limited access to archives, books, lab equipment, lab materials, printing, time in lab spaces, and printing (37% of total respondents referred to these issues); mental health issues, including depression, anxiety, fatigue, and uncertainty regarding the future (20%); inadequate or non-existent home workspaces (18%); working from home is just generally not as effective for some people (14%); lack of interaction or effective communication with advisors, lab mates, and/or collaborators (12%). Other reasons that were given for decreased productivity included: irregular schedules (9%), additional responsibilities at home (5%), general distractions (4%), boredom (2%), and unexpected housing changes (1%). Reasons given for increased productivity included: fewer distractions and interruptions, including meetings, seminars, and other tasks (4%); better

focus/increased comfort at home (3%); additional time for specific research tasks (2%), and additional experimental planning (1%).

Question 27: "Are there ways the university/department/advisor could better support you? Please share below:" (note that this is part of a follow-up block of questions for people who self-identified as primary caregivers in response to Question 22: "Are you the primary caregiver for a dependent (children, elderly relative, etc.)?")

Respondents reported that actions such as providing childcare, allowing for remote work, and creating substantial and enforceable safety measures for students who return to campus would be beneficial.

Question 30: "If not, why? What changes would rectify this? Please share below:" (note that this is in response to Question 29: "Do you have access to the necessary transportation to the facilities that you work in or require materials from?")

Of the individuals who did not have access to necessary transportation, given reasons included: state and national travel restrictions at the time, the unsafe nature of mass transit during a pandemic, the need for more frequent shuttles, and the need for reimbursement of work-related travel (such as travel to testing sites to get tested as required by the university).

Question 33: "What factors contributed to your degree of satisfaction with this conversation? Please share below:" (note that this is a follow up to Question 31: "In light of the disruption to research activities, have you had a conversation with your research mentor regarding adjusting your research plans and expectations?" and Question 32: "How satisfied were you with this conversation?")

51 total free responses to this question. Reasons given for satisfaction with the conversation included: the advisor being understanding, approachable, honest, communicative, creative, and supportive (47% of total respondents referred to this); the formation of a detailed and reasonable research plan in light of the pandemic (14%); limited impact of the pandemic on the student's progress (8%); the availability of necessary resources for the students project, including funding (6%); all relevant concerns were discussed during the meeting (4%), and the willingness of the advisor to allow remote work (4%). Reasons given for dissatisfaction with the conversation included: lack of a plan to provide financial support in response to progress delays (8%); dismissiveness of graduate student input and concerns (6%); the outcome of the meeting was a plan that was ineffective or vague (6%); existing research plans were not altered enough to help (4%); lack of acknowledgement of the realities of the pandemic and its impact on degree progress (2%); and lack of discussion on topics of importance to the advisee (2%).

Question 34: "What was your greatest concern this month?"

86 total free responses to this question. Answers were incredibly diverse, but common concerns included: pandemic concerns that were not JHU specific (21% of total respondents referred to this); uncertainty about the future, including JHU's plans for the fall semester and their strategy to deal with the pandemic going forward (12%); safety while working on campus

(10%); making adequate progress on research or towards a degree, especially considering setbacks and difficulties faced due to the pandemic (10%); obtaining necessary work materials (7%); getting COVID-19 themselves or family members becoming sick (7%); mental health issues, including depression, burnout, and anxiety (6%); and typical work concerns that would be expected should there not be an ongoing pandemic, such as deadlines and publication (6%). Other concerns reported included: obtaining resources necessary to live, such as food and housing (5%); visa concerns (5%); national or international political concerns (5%); balancing research with increased domestic responsibilities during the pandemic (5%); adapting to online learning or teaching (3%); unrealistic external pressure to make degree progress (3%); general financial hardship (3%); conflicts with advisors or other authority figures (2%); concerns over qualitative examinations given the ongoing pandemic (2%); concerns over GBOs given the ongoing pandemic, including scheduling issues (2%); access to workspaces (2%); concerns over enrollment and stipends for new students starting online (2%); boredom (2%); transportation issues (1%); scheduling issues (1%); access to COVID-19 testing (1%); concerns over funding extensions (1%); concerns over academic accommodation issues in the virtual format (1%);

Question 35: "Do you have any comments, concerns, or suggestions regarding the overall return to on-campus research?"

46 total free responses to this question. Answers varied, common responses included: the need for more places to safely work and eat on campus, students were especially concerned with the reopening of library carrels (24% of total respondents referred to this) the need for more clear communication and transparent decision making on the part of university administration (22%); the need for a more logical reopening of campus, including concrete plans in the event of an outbreak and for the enforcement of pandemic guidelines, keeping density low, and basing decisions on the state of the pandemic in Baltimore City (22%); concerns and questions regarding the return of undergraduates to campus and the safety risk that this would pose (13%); better access to necessary research and work materials (11%); and the need for more adequate testing (9%). Additional responses included: concerns about safe transportation to and from work (4%); suggestions to keep the density low on campus (4%); some comments that students did not intend to return until it was much safer (4%); the suggestion that a return to campus should not be required until a vaccine is available (2%); concerns that students with health risks would be penalized by the restart (2%); difficulties with online productivity (2%); concerns about exposure on campus (2%); the need for adequate support and PPE for cleaning staff (2%); concerns over lack of graduate student input in their designation as "essential employees" (2%); desire for campus shift work (2%); the need for additional funding/support due to time lost to the disruption (2%); lack of enforcement of the face mask requirement outdoors (2%); the need for guaranteed access to health services (2%); the need for JHU to cover the increased wifi and electric costs for people working from home (2%); and concerns over the assumption on the part of some faculty and administrators that the lab reopening is a return to normal when in reality productivity will still be low (2%).

Question 36: "Do you have any additional thoughts or concerns about navigating the student-mentor dynamic as we return to on-campus research activities?"

14 total free responses to this question. Responses included: the suggestion that additional guidelines and policies be created and distributed to faculty in order to remind them that they should be flexible, understanding, and supportive of students at this time, to facilitate conversations on progress, to ensure students aren't unfairly punished for prioritizing their health over their degree, and to outline reasonable expectations given the ongoing pandemic (50%); the concern that mentors need assistance in assessing reasonable progress at this time as some are assuming that the research restart means productivity will be normal without considering the realities of the situation (14%); concerns that virtual communication is difficult and can put a strain on the relationship, although it is necessary for safety reasons (14%); concerns that the pandemic will exacerbate poor relationships (7%); concerns that the existing avenues to report poor mentor dynamics are not adequate or safe (7%); concerns that some advisors are pressuring their students to return to campus (7%); and concerns that in some departments mentors have little power to provide funding extensions for their students (7%).

*All percentages are rounded to the nearest whole number and refer to the % of total respondents to the question who mentioned the given explanation in their free response.