






1. 1. Since coming to JHSPH, how often have you participated in activities that, according to the above definition, would qualify as “community involvement”?

	Response Percent	Response Total
Not at all 	51.1%	144
About once a term 	29.1%	82
About once a month 	8.9%	25
About once a week 	11%	31
Total Respondents		282
(skipped this question)		0

2. 2. Would you like to _____ your current level of community involvement?

	Response Percent	Response Total
increase 	69.1%	195
decrease 	1.4%	4
maintain 	29.4%	83
Total Respondents		282
(skipped this question)		0

3. 3. Have you or your friends experienced any barriers to increasing your level of community involvement?

	Response Percent	Response Total
No 	46.1%	130
Yes 	53.9%	152
Total Respondents		282
(skipped this question)		0

4. Please select all the barriers that you or your friends experienced to increasing your level of community involvement. Check all that apply!

	Response Percent	Response Total
Don't have enough time. 	81.6%	142
Don't know how to find out about opportunities. 	19.5%	34
Not sure that the opportunities currently offered are helpful 	37.4%	65

to the community.			
Don't feel welcomed by the community.		23%	40
Don't feel safe in the community.		31.6%	55
Don't feel JHSPH's faculty and administration value community involvement.		46%	80
Don't have transportation to get to community sites.		15.5%	27
Other (please specify)		14.4%	25
		Total Respondents	174
		(skipped this question)	108

5. 4a. Academic credit for community involvement.

		Response Percent	Response Total
A lot		47.4%	128
Some		28.9%	78
A little		12.6%	34
Not at all		11.1%	30
		Total Respondents	270
		(skipped this question)	13

6. 4b. Community involvement requirement for students




		Response Percent	Response Total
A lot		22.6%	61
Some		26.3%	71
A little		18.9%	51
Not at all		32.2%	87
		Total Respondents	270
		(skipped this question)	13

7. 4c. More courses in which students gain practical experience through community involvement.





		Response Percent	Response Total

A lot		52.6%	142
Some		33%	89
A little		11.9%	32
Not at all		2.6%	7
		Total Respondents	270
		(skipped this question)	13





8. 4d. More courses about East Baltimore

		Response Percent	Response Total
A lot		27%	73
Some		38.5%	104
A little		24.4%	66
Not at all		10%	27
		Total Respondents	270
		(skipped this question)	13

9. 4e. More information sessions (lunch-time seminars, movies, panel discussions, etc.) about East Baltimore.



		Response Percent	Response Total
A lot		44.4%	120
Some		34.8%	94
A little		16.3%	44
Not at all		4.4%	12
		Total Respondents	270
		(skipped this question)	13

10. 4f. Greater emphasis on community involvement in JHSPH's mission statement.





		Response Percent	Response Total
A lot		45.9%	124
Some		29.6%	80
A little		19.6%	53
Not at all		4.8%	13
		Total Respondents	270

(skipped this question) 13





11. 5. Would greater emphasis on community involvement at JHSPH affect how you recommend the school to others?

	Response Percent	Response Total
A lot 	28.9%	78
Some 	31.5%	85
A little 	17.8%	48
Not at all 	21.9%	59
Total Respondents		270
(skipped this question)		12

12. 6a. "JHSPH has a responsibility to be MORE involved in the East Baltimore community."





	Response Percent	Response Total
Strongly agree 	51.1%	137
Agree 	38.4%	103
Disagree 	9.3%	25
Strongly disagree 	1.1%	3
Total Respondents		268
(skipped this question)		14

13. 6b. "Community involvement is an integral component of public health education."

	Response Percent	Response Total
Strongly agree 	51.5%	138
Agree 	39.9%	107
Disagree 	8.2%	22
Strongly disagree 	0.4%	1
Total Respondents		268
(skipped this question)		14

14. 6c. "JHSPH's lack of emphasis on community involvement is contrary to the philosophy of public health."








Response Percent	Response Total
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Strongly agree		42.2%	113
Agree		31%	83
Disagree		24.3%	65
Strongly disagree		2.6%	7
		Total Respondents	268
		(skipped this question)	14







15. Enter comments here.

Total Respondents	81
(skipped this question)	201

16. Affiliation with JHSPH - Degree Program

		Response Percent	Response Total
MPH Student		26.5%	67
MHS Student		18.6%	47
ScM Student		1.6%	4
Doctoral Student		43.5%	110
Postdoctoral Student		3.2%	8
Former JHSPH Student		3.2%	8
Other		3.6%	9
		Total Respondents	253
		(skipped this question)	29

17. Department

		Response Percent	Response Total
Biochemistry and Molecular Biology		2%	5
Biostatistics		3.2%	8
Environmental Health Science		6.3%	16
Health Policy and Management		24.9%	63
International Health		23.7%	60
Mental Health		5.1%	13
Molecular Microbiology and			

Immunology	■	4.3%	11
Population and Family Health Sciences	■	13%	33
Epidemiology	■	17.4%	44
		Total Respondents	253
		(skipped this question)	29

18. Gender

		Response Percent	Response Total
Male	■	20.6%	52
Female	■	79.4%	201
		Total Respondents	253
		(skipped this question)	29

19. Age (enter # only, in whole years)

Total Respondents	253
(skipped this question)	29

20. Years in Baltimore (enter # only, round to closest whole # of years - ex. 0, 1, 2, etc.)

Total Respondents	253
(skipped this question)	29

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Responses to open-ended questions

Question 3. Please select all the barriers that you or your friends experienced to increasing your level of community involvement. Please check all that apply!

Responses for those who selected "Other":

1. off-campus student
2. language barrier
3. After being assaulted in East Baltimore, I have moved out of the city and try to minimize my interaction with the East Baltimore community.
4. am a distance student, so what are the options?
5. I found the administration's commitment to community involvement to be insufficient. In order to overcome this institutional inertia would require herculean efforts to develop projects de novo.
6. part-time student, full-time employee - no time
7. quarter terms are so hectic it's hard to find time to do any community involvement, unless it's part of a class. Lori Leonard's Qualitative Research class in 3rd-4th terms allowed me to get really inv
8. if a suitable opportunity is presented to me i would volunteer but i do not have time to actively seek one or look for what is available.
9. failure of school to promote and to help with recruiting with my community activity.
10. Administration's requirements for hosting programs and/or guests is so stringent that it's prohibitive to efforts to increase involvement.

Question 7. Please add any other comments (including program suggestions) that you have about JHSPH's involvement in the East Baltimore community.

1. Even programs that exist and go under the banner of "empowerment" projects tend to be rather one-sided, and in my opinion token efforts.
2. I appreciate your focus on the JHBSPH commitment to the community in which we work. I think it is critical that all students, faculty, and staff recognize that they belong to this community, at least for the time that they inhabit this space. It certainly behooves us to leave it "healthier" than when we arrive. If faculty are on board, students are more likely to engage (particularly in the context of problem-based course work, practical application of research, etc)
3. I am often troubled about the amount of litter in the area around campus, particularly between campus and the Church parking lot. Since many students use that lot, perhaps once a month or once a term something could be done to clean up the route.
4. City should "clean" East Baltimore community from crime and dirt
5. This information should be shared with the Environmental Justice Board group at the Community Needs Assessment meeting with JHU members. This may bolster student participation in the project, which would be a definite benefit.
6. that was not 7 questions
7. The Urban Health Institute has the potential to be a much more visible and active body in engaging the East Baltimore community. InterAction currently is active in serving the community, but I think that considering the legacy of East Baltimoreans participating in research benefiting Hopkins but usually not giving back to the participants (lack of reciprocity), we need to offer East Baltimore more than just student volunteers to tutor, work at shelters/prisons, etc (although those students' efforts are laudable). Having faculty and institutional policies set an example of community service would mean a lot, and it's currently either missing or very underpublicized.
8. JHSPH looks at the issues around the world however forget to look at the issues at home. In India we have a sayin 'It is always dark below the lamp' Lamp spread light around forgets to light the part which is near and below it I guess JHSPH is doing the same thing
9. While I appreciate greatly the seminar/discussions that have occurred at JHSPH/HOMEWOOD regarding violence/juvenile detention/sociology in East Baltimore, I find it tiring to just sit and

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listen to this without resolving in a pragmatic and logical, stepwise manner what needs to be done, what WE can do to change things. I think this needs to be chalked out so students, faculty, the school at large and community members involved can walk away from these discussions with a solid plan of action. This is drastically lacking and is overlooked time and time again at these gatherings.

10. could we just laugh at ourselves a little for how much we gush about wanting to be involved in "The Community" at the same time we don't want to venture more than a block or two from campus?

11. I don't think that the problem is necessarily with the school itself. It seems through the Interaction office that there are more than a multitude of activities whereby students can get involved. I think instead of doing happy hours at a bar, there should be one activity per month which is centered on community service, for example students last year helped out at a soup kitchen during thanksgiving day, took some local kids to the science museum.....i think activities like these would be great. The problem does not necessarily lie with the school but more so with the students.

12. JHSPH is better than JHSOM (I was a student at both schools) in terms of support for community involvement. Still, other schools of public health offer much more extensive opportunities to gain experience in community mobilization, and to learn about the theoretical underpinnings of such work. The international opportunities at JHSPH are unparalleled, but as a follower of Paolo Freiere and Saul Alinsky, I recommend to applicants who seek experience in the praxis of health-related social change that they go elsewhere for public health training (Chapel Hill, Michigan etc). Parenthetically, apart from Dianne Becker's course Introduction to Community Medicine, the SOM utterly fails to impart to its students the skills necessary to evaluate (much less take action on) the root causes of why, to borrow a title from an excellent book that might be included in SOM curricula, some people are healthy and others are not.

13. Especially for more rigorous fields, fitting in community involvement into all the other competing requirements if very difficult. Unless it was required, I am much more focused on doing well in my classes.

14. Your last question was too definitive either in favor or against the school's support of the community of East Baltimore. You needed more intermediate answer choices.

15. The community has mixed feelings about JH. Some hate it, others respect it. Most people at JH have no involvement with the community, it seems, and perhaps fear the community (think it's dangerous). It's a shame that such poor health conditions have existed alongside JH for a century or more. JH has without a doubt done good things for and with the community and this should increase.

16. Eventhough it is not a Hopkins requirement or objective. I am sure that many members of the Hopkins community (faculty and students) are already (or have previously been) involved in community based programs in East Baltimore. I would as such suggest including a weekly/monthly column (on the jhsph website?)about the type of projects these individuals were/are involved in, their sucess and failure stories and their future needs, aspirations and directions. As this would help inspire others to start their own projects or join hands to help and support. Thank you for taking the time for doing all of this... I think this is great...

17. The last three questions imply that JHSPH is not sufficiently involved in the East Baltimore community. I believe that it is important to establish what the East Baltimore community expects from the JHSPH "institution" (students, staff and faculty represent the institution). We run the risk of imposing our mission on those who may not value the manner in which we carry out the various tenets of the public health mission. That said, motivating students to participate in community activities is important to me, and I think tying these activities to a requirement (e.g., credit hours) is not a "bad idea."

18. While I think we, as public health professionals, have a responsibility to the communities where we study and work, I want to be cautious about making community involvement a requirement. It shouldn't be done just for doing's sake and some people may do more harm than good if it is made a requirement. Instead, all should be educated about community involvement issues and institutional barriers decreased for those individuals who feel comfortable and have a real purpose to the work they do. As for student volunteers, I think one-time events are important and appropriate for a large group of those interested in sharing their time and efforts. Community agencies should direct the needs and solicit help from the schools for student help that is valuable to them, however. In addition, programs that are sustained beyond 1, 2, or 3 years are important to the community and those programs could be staffed by rotating groups of students. All the best with your information gathering!

19. n

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20. Lately, I must say that I have been guilty of accusing JHSPH of not caring about the people in their own backyard. This school is so focused on saving the health of international countries that it hardly even notices what's going on in Baltimore city. If I had a friend who wanted to get domestic public health training, I would not recommend JHSPH. But...if you're more interested in international health, this is the place to be.

21. I don't believe that community service should be mandated -- by the school or anyone else, for that matter. Increased "involvement" (seems vaguely defined) by the school and its faculty, staff and students in the E. Baltimore community is desirable, but lots of attention would need to be paid to HOW this is implemented. A fractured or piecemeal approach to involvement will only heighten the sense that E. Baltimore is a "lab" for SOM and SPH. Sustainable relationships need to be built and fostered, and this will be a challenge for students who pass through SPH in a year and are inundated with academic demands while they are here. I think building service/involvement into coursework is a very risky proposition, given the concerns I raised above.

22. It is very sad to see the inequalities in Baltimore. Apartments selling for several million dollars in the Inner Harbor area and boarded houses in other areas. I guess that's an accepted reality in the US.

23. Community involvement should be on a voluntary basis and should include only those services the East Baltimore community wants the school to provide. Maybe information sessions given by or including members of the East Baltimore community would be better than information sessions given only by students or faculty of JHSPH.

24. Just some comments on your survey questions... While I agree with your point that increased community involvement would be a plus for JHSPH, I think some of your questions towards the end lead the respondent to answer in this way. Just be careful not to devalue those people at Hopkins who do spend a lot of time in the community, because they are out there.

25. Seems like most talks on campus focus on other countries. I procrastinated a lot regarding community service this year - though there were definitely a lot of optys through the Source. Probably would have been more motivated if it was part of a course or assignment. The e-newsletter that comes out is great and probably the best ones on campus in terms of readability, recognizability, etc. The community seems to mistrust Hopkins.

26. I don't think it's a matter of not being involved in the community. Rather I think it's a matter of researching community members and not "giving back" to community members about findings that our research has shown. Nothing is done after the data are collected.

27. Thank you for doing this survey! I think it's really important and hopefully it will help to re-focus energy and efforts toward emphasizing greater involvement between JHSPH and East Baltimore.

28. So many of the issues we study in int'l health are mirrored in East Baltimore. We did study Baltimore in case studies throughout the year, but it seems as if the Hopkins community thinks of its surroundings as a study population or even less. We have an absolute duty to serve the surrounding areas to promote the school (many locals have few good words to say about the Hopkins institution, i.e. elitist), return a sense of community to our neighbors, and become better public health practitioners through practical experience.

29. It's about time. I just wonder if they'll listen. The other thing is that community involvement cannot just equal research because this exploits East Baltimore residents even further. Students must be aware of their own limitations and not make promises they can't keep. Some real collaborative partnerships and leadership would be good, so the community is articulating how it wants us to help. There is a lot of mistrust that I think should be respected as a healthy reaction to an unhealthy situation where Hopkins is buying out houses and elementary schools to build biotech. It's really quite disturbing but also a focal point for effective organizing.

30. I feel that East Baltimore is incredibly studied but is not embraced by the faculty. I would like to see more FACULTY run community activities. Perhaps also invite the community of East Baltimore to events at the school?

31. What about West Baltimore? I worked in a community center there, and the kids were great...why does it have to be an east side west side thing? Lets spread the love to the whole Baltimore community!

32. I've lived in Baltimore for about 4 years. My community service tends to be in other Baltimore neighborhoods because it existed before I was a student here. My capstone was East Baltimore-centered, but that was more because of proximity than because of a specific connection to the community. I think mandating service fundamentally changes the flavor of service, and also denigrates the East Baltimore community. Plus, although this is exactly why I am here, I have to be realistic that some are attend JHSPH for causes that do not mesh with direct service.

33. The short 8 week term schedule makes it difficult to have courses that are involved in the community because you are not participating long enough. Perhaps if there was one course offered

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every term that had students continually working with specific organizations so that they are not left high and dry after students leave.

34. You said 7 questions -- I counted 12... ;-)

35. Saving Lives Millions At a Time----Yeah...Right! If I'm not mistaken an overwhelming statistic of deathrates for many environmental, physical, social and who knows what other sorts of disparities occur right at the doorstep. I question the role of JHU in these matters. How contradictory-- I was so shocked and dismayed my 1st term here?!

36. While I agree that community involvement and that East Baltimore has great need it is important to remember other communities, even within Baltimore. I enrolled in a community involvement capstone prep course but dropped it after several weeks because all we talked about was East Baltimore. The volunteer work I was doing was in a community very different from East Baltimore. Remember to include immigrants, refugees, Hispanics, gays, and other diverse populations!

37. The tone of this survey leads readers in a negative direction that I don't appreciate much. I would have preferred a more neutral tone. Volunteerism is a crucial component of any community. However, I think people at JHSPH are darn busy as it is, and it is not necessarily their absolute obligation to take on the problems of the surrounding community. I suspect people already do what they can. Therefore, faculty, staff, and students must not be coerced or pressured into community involvement. Besides, change comes from within, and I have yet to see a plausible plan from the school or anyone else capable of improving the community situation. Secular organizations are simply not equipped to really have an impact.

38. As a student of both UMD and JHSPH the motivation of the student body to be connected to the community and the school's commitment to their neighborhoods is drastically different. There is a culture of community involvement lacking at JHSPH and it would be best fostered from faculty and not transitory students.

39. great idea kids, get this into the curriculum and you'll be flying!

40. Thank GOD somebody is bringing this up. The Nursing School has been involved in the community for years, but JHSPH is sadly far behind, though they have more money, students and it makes sense for PH people to be involved in the community. I hope something comes of this ...

41. The word 'involved' is a little ambiguous here. If you asked the residents of East Baltimore how 'involved' JHSPH has been, they might think more than necessary as far as making the community members their research subjects. I would only support increased involvement of implementing interventions that show the community what all of that great research has taught us how to DO and how to make it sustainable, too.

42. I have been a victim of two small property related crimes since moving to the East Baltimore area. Additionally, I've been harrassed numerous times while stopped at red lights with people even trying to get into my care. I made a decision to live here vs. some suburb to be more a part of the community. The crime makes me not want to participate in the community because I feel all I am getting from it is hassel.

43. Thank you for putting this survey out there. I would have much more respect for the school if I saw that it took more of an interest in the surrounding community. I hope this makes a difference.

44. I feel hypocritical saying that JHSPH should be more involved with the community because I am not personally as engaged as I could, or really should be. If community involvement was required, however, and if the School seemed more committed to helping its community, I would feel my volunteer work was related to my studies. At present, any involvement in E. Baltimore would be purely out of personal interest/ desire to help. I regularly say to people that one of the greatest shortcomings of the JHSPH is the fact that such an elite, globally recognized school of public health is located in the center of one of the worst public health crises in the U.S. From what I can tell, East Baltimore has improved little, if at all, due to the School's presence. If it HAS improved due to JHSPH-related efforts, that should be much better publicized within the Hopkins community. Thank you so much for taking this on and raising the issue with the administration (and newly appointed dean, when that happens)!

45. Community involvement shouldn't be forced. There are great (and expanding) avenues through which students can volunteer in East (and other neighborhoods of) Baltimore. Putting academic credit on service cheapens the idea of service.

46. Not paying employees such as cleaning staff etc. livable wages displays JHSPH's committment to the community, namely none at all. With an ~\$400 million budget per year, I believe they could pay their employees better.

47. i think there are a lot of information sessions right now on e. baltimore and baltimore in general. i have heard/known/read about community events through hopkins and other sponsoring agencies but have not participated... well, basically b/c i get lazy and don't make time to do it.

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practical applicaiton is a must in public health so if there can be classes that encourage a component of practical application that would be great. it would be especially useful for all those MD students who have never actually had any work experience but still manage to get themselves selected for an MPH at hopkins.... hmmm

48. Just a note on the survey... I have participated in the community, but very minimally...less than once per term...but not, 'not at all' ... this is mostly an issue becuae i've been around for so long... so it likely does not affect many others who are filling this out, but it's a small glitch.

49. I don't think its just about public health students and our education. Although that's important what I would really like to see is the Hopkins administration doing more to support the east Baltimore community. To have a major (and rich) university in the middle of such a poor neighborhood where crime and public health needs are both high, and to not only not do more to assist but instead to actively push people out of their homes and communities is unconscionable. The development around JHSPH seems to be contrary to community interests and it is totally contrary to public health principals of community participation and supporting local groups. Changing this is what would make me more likely to recommend JHSPH to future students. If we can't form "effective and useful partnerships" here at home, then we certainly shouldn't be working abroad to do so! So, while offering courses and volunteer opportunities is important, its much more important for the administration to put "our" money where their mouth is.

50. Seems that some members of the school are pretty active. would like to hear more about it.

51. Community involvement has been attempted time and again in East Baltimore. It will never last until some sort of *sustainable* effort is mounted. Piecemeal 'clean a street here', 'tutor a few students there' kind of stuff is not going to impact the neighborhood. Everyone wants to pass off community involvement to the students - but it is at the level of the *school* that it needs to happen. We have the urban institute - so why doesn't the school seek funding for a long-term, very involved community engagement/public health effort that the students could then volunteer to be part of? Something like that might be worth my time.

52. There seems to be a distinct "us" and "them" between Johns Hopkins and East Baltimore. The image of JH needs to be addressed in how the communities see Hopkins, as well as the ethics of JH acquisition of property in the community and their use of the community as "research" subjects.

53. locals don't like us much

54. Did you pretest this survey? Very leading questions. Need a neutral option for the agree/disagree questions.

55. Not all student's are new to the area. Many live and work in Baltimore regardless of attending JHSPH and are already active members of their community. Requiring community involvement for the school would have to take this into consideration. More classes should require projects within the community instead of hypothetical situations.

56. Encouragement to live in the community E Balto would help more than anything. Incentive to move closer/live in E. Baltimore. Esp the faculty. People don't care unless it is their own home.

57. My perception of JHSPH's relationship with East Baltimore is very negative. I see little community involvement on the school's part and yet it has a major impact on the surrounding area -- buying up low income housing for its own purposes without building new, equally affordable homes and such. In theory, an academic institution has no express obligation to work with the community in which it is located. Generally speaking, however, it is nice to lead by example, and so JHSPH should seriously consider taking a more pro-active role in the community.

58. The school is situated in the middle of a community and seems to function in spite of it. The high degree of security makes the school feel like a fortress in the middle of the neighbourhood. It is good that the school brings a lot of money in to the city, but most faculty live in the county, and students are bussed in from other parts of the city. It bothers me that there are so many food services venues inside the school, it feels like we are taking away business opportunities from the neighbourhood.

59. It's not just about going into East Baltimore and saying you were there. It's about sharing results from studies, handing out culturally appropriate materials to them and doing presentations where they are.

60. None, right now it's just mainly an issue of time.

61. If we only had time to do some of the things we would like to but cannot because we are always rushing to get some assignment or other done.

62. very good!!

63. Although I love that the SOURCE is a one-stop shop for community activities, I would like to see something similar for ACADEMIC partnerships. I have found that many faculty members look down on or are not interested in community involvement. This has been a problem in my own research, trying to find a faculty sponsor. And I don't mean producing research that could be translated to help communities, although that's important, too. I mean actually working with

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community-based organizations, and doing community-based participatory research. I would like to see a commitment at the Dean level (and since we're interviewing candidates, now's a great time to gauge their commitment) to bring in more faculty with a practice orientation and experience forging community partnerships. Considering the vast resources available at Hopkins, Baltimore should be the healthiest city in the world. The fact that it's not is a stain on our reputation. I have heard that many in the Baltimore community fear and distrust Hopkins; why shouldn't they, when we've allowed the neighborhood immediately surrounding our campus to deteriorate? I think there are many rich and rewarding research insights and partnerships waiting for us, if we had faculty leadership that would be willing to mentor students in working with the community.

64. I've been very involved in E. Baltimore through a volunteer tutoring program; I've learned a lot about E. Balto as a result of this and am very sad to be leaving the group of students I've worked with. I've also been involved in the community through a group research project for a class, which has made me very uncomfortable about Hopkins' relationship to E. Balto as something like a "poverty lab." I feel very strongly that involvement in the community should be encouraged and even required for classes, but I also feel that academic projects that involve community organizations and people from Baltimore need to be explicitly participatory and action-oriented, not purely for learning research skills or knowledge acquisition purposes.

65. My degree program was very short. I only had one year on campus. In order for Hopkins to be more involved in the community the relationships established should be with individuals who can participate for the long-term (faculty, employees). Student involvement is great, but it should be through working under the umbrella of a long-term relationship with Hopkins.

66. It is disgraceful that some of the worst communities in Baltimore are right outside the doors of one of the best public health institutions in the world.

67. Students in the international health department (like me) tend to be more likely to get involved in international outreach work of some kind -- I would support a broader focus for "community involvement" or a "practicum" experience that included communities beyond East Baltimore.

68. Thanks for the initiative! the first thing that impressed me when coming to the school was the enormous poverty surrounding the best school of public health in the world. This fact is very sad and the school needs to be more active about it, but the solution is not to put poverty at a side, but to truly engage in favoring changes for improvement in the community. It is time for a change and for better addressing this issue in the school priorities, maybe the future dean can think about that.

69. I think your group is on the right track. Our curriculum should articulate our interest in community based work and it should be valued.

70. While I support an effort to increase JHSPH student participation in the East Baltimore community, I'm somewhat skeptical of how this or other forms of JHSPH involvement might play out. "Participatory" and "community-based" research have become buzzwords in public health, & there seems to be a sense that they are, at baseline, more "benign" than the alternative(s). Yet any intervention -- including research -- into a community is fraught. I would be reluctant to support academic requirements or credits for student community service or involvement without a better understanding of what kind of projects students would be involved in, & what kind of support & supervision they would receive. East Baltimore doesn't need a bunch of Hopkins students running around cluelessly trying to "save the community" any more than it needs Hopkins researchers running around turning community members into test subjects. Moreover, I'd want to see a student push for "increased" JHSPH involvement in the community only if it will take the form of informed effort. The biotech park, for example, represents considerable community involvement on the part of JHSPH, & there is significant debate over its pros & cons. Yet all too often, we at JHSPH have knee-jerk reactions about the scourge of JHSPH plans for East Baltimore, without bothering to actually explore the situation. On whose behalf are we really speaking?

71. Community involvement as members of the JHSPH community may have the opposite of the desired effect, further alienating community members via a paternalistic attitude. Members of the east Baltimore community are plenty friendly and students should be encouraged to get involved in community activities in which they participate while not wearing their "public health" hat.

72. Have participated in the rare clothing and toy drives. but the delivery site was not in SPH but in some rowhouse on Wash street which I consider a barrier to participation. you did not offer me a chance to say I am about to leave so increase decrease or maintain my level of commitment is not applicable. It is totally hypocritical to have the school located in what looks like a blighted war zone. It seems obvious from the surroundings that the school is insular and there is little involvement with the immediate surrounding community. I have recommended the school to several people and have been embarrassed by their questions about how the school does not seem

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to be doing anything about the local public health. There is such a disconnect between the mission of ph and the neighborhood of the school... However safety is a major issue and it must be addressed. During my time at sph I have been jostled and verbally assaulted a number of times on Monument St. One of my friends was assaulted and beaten pretty badly. Perhaps the only way community work could be done is if a cadre of people did it together so they would be safe.

73. I found it very hard to have the time to commit to any outside activities, especially those requiring more than a 1 time committment. If you had more 1 time service activities, that might act as a gateway to get people more involved more frequently.

74. next time try to write less obviously leading questions....

75. Good luck - hope it makes a difference.

76. Shouldn't necessarily restrict to East Baltimore

77. Hopkins has done enough to East Baltimore. Let's leave them alone already.

78. I support the idea of behind the survey; however, the survey might be considered a bit biased...

79. JHU seems to have a history of not being perceived positively by the community. It will take a lot of effort and many years, if not decades, to change this state of affairs. The goal, however, is worthwhile. It is such a shame to have the school supposed to save millions at a time surrounded by some of the highest IMR in the country (and even the world!).

80. Oops I meant to check yes to the barriers question!

81. The school should have a more visible presence in the community.