University of Maryland, Baltimore Survey of Faculty COVID-19 Experience – June 2020

Prepared by

Christina Cestone, PhD

Executive Director, Faculty Center for Teaching and Learning

Gregory C. Spengler, MPA

Associate Vice President for Institutional Effectiveness

August 6, 2020

Faculty Survey Response Representation

- There were 1,161 responses, of which 1,072 were regular and 89 were adjunct faculty
- Overall about 47% of regular faculty participated
- Less than 50% participation: Medicine and Pharmacy
- Between 50% and 75% participation: Dentistry and Carey Law
- More than 75% participation: Nursing, Social Work, Graduate School, and HSHSL

School	Total Responses	Adjunct Responses	Non-Adjunct Faculty Responses	Fall 2019 Non-Adjunct Headcount	Percent Participation
Dentistry	100	6	94	179	53%
Law	75	23	52	93	56%
Medicine	656	15	641	1617	40%
Nursing	144	24	120	147	82%
Pharmacy	41	1	40	86	47%
Social Work	94	15	79	103	77%
Graduate	24	5	19	18	106%
HSHSL	23	0	23	27	85%
TMLL	3	0	3	8	38%
Other	1	0	1	3	33%
Total	1161	89	1072	2281	47%

Faculty Survey Response Representation

- Male faculty are slightly under-represented compared to female faculty due to high Nursing and Social Work participation and lower Medicine participation
- African-American faculty represent 8% of responses and 8% of regular faculty

Gender	Responses	% of Total	Fall 2019 Non-Adjunct Headcount*	% Total	Percent Participation
Male	437	40%	1164	52%	38%
Female	595	54%	1082	48%	55%
Other or Unspecified	60	5%	0	0%	
Total	1092		2246		49%

Race / Ethnicity	Responses	% of Total	Fall 2019 Non-Adjunct Headcount*	% Total	Percent Participation
African - American	78	8%	188	8%	41%
Asian	179	18%	520	23%	34%
Hispanic	36	4%	72	3%	50%
Other	7	1%	22	1%	32%
White	719	71%	1444	64%	50%
Total	1019		2246		45%

Faculty Survey Response Representation

- 57% of Tenured faculty participated in the survey
- 78% of Tenure Track faculty participated in the survey
- 42% of Non-Tenure Track faculty participated in the survey, reflecting lower participation rate for the School of Medicine
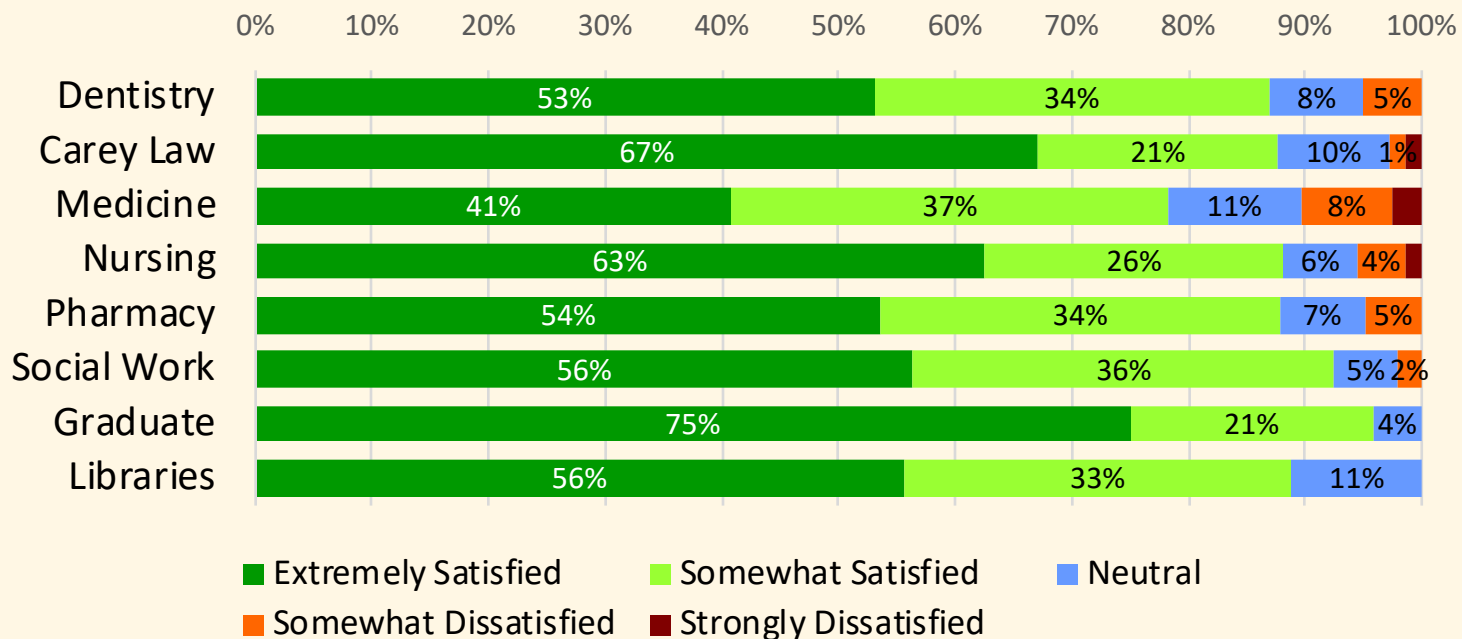
Tenure Status	Responses	% of Total	Fall 2019 Non-Adjunct Headcount*	% Total	Percent Participation
Tenured	221	21%	387	17%	57%
Non-Tenured Tenure Track	89	8%	114	5%	78%
Non-Tenure Track	738	70%	1745	78%	42%
Total	1048		2246		47%

* Does not include librarians

Overall Leadership Support Satisfaction

Q5 – Overall, how satisfied are you with the support you are getting from UMB (including your school and central administration) to help you adjust to all the changes this spring?
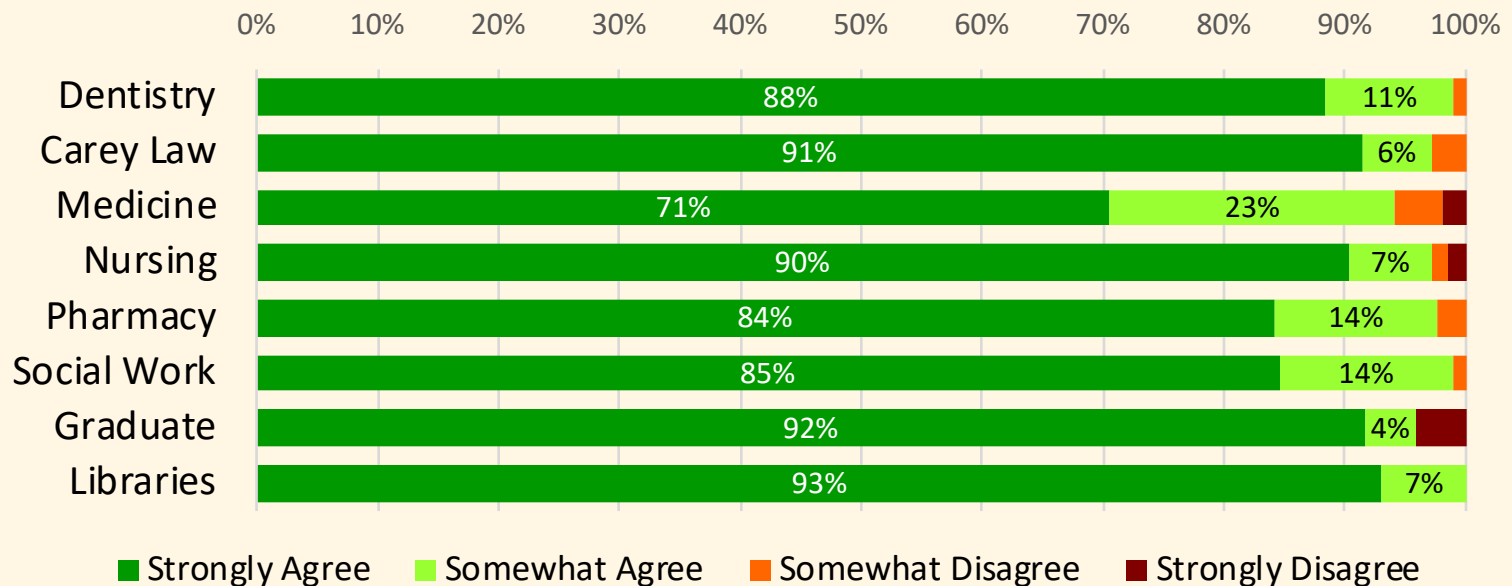
- 49% of All Faculty were Extremely Satisfied, ranging from 41% (Medicine) to 75% (Graduate)
- 83% of All Faculty were either Extremely Satisfied or Somewhat Satisfied
- 19% of All Faculty were Neutral, ranging from 4% (Graduate) to 11% (Medicine)
- 7% of All Faculty were Strongly or Somewhat Dissatisfied, with Medicine the highest at 10%

School	Extremely Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Strongly Dissatisfied
Dentistry	53%	34%	8%	5%	
Carey Law	67%	21%	10%	1%	
Medicine	41%	37%	11%	8%	
Nursing	63%	26%	6%	4%	
Pharmacy	54%	34%	7%	5%	
Social Work	56%	36%	5%	2%	
Graduate	75%	21%	4%		
Libraries	56%	33%	11%		

Legend:
- ■ Extremely Satisfied
- ■ Somewhat Satisfied
- ■ Neutral
- ■ Somewhat Dissatisfied
- ■ Strongly Dissatisfied

University Level Leadership Satisfaction

Q2a – Overall, University-Level leadership has effectively protected faculty from the negative health consequences of COVID-19
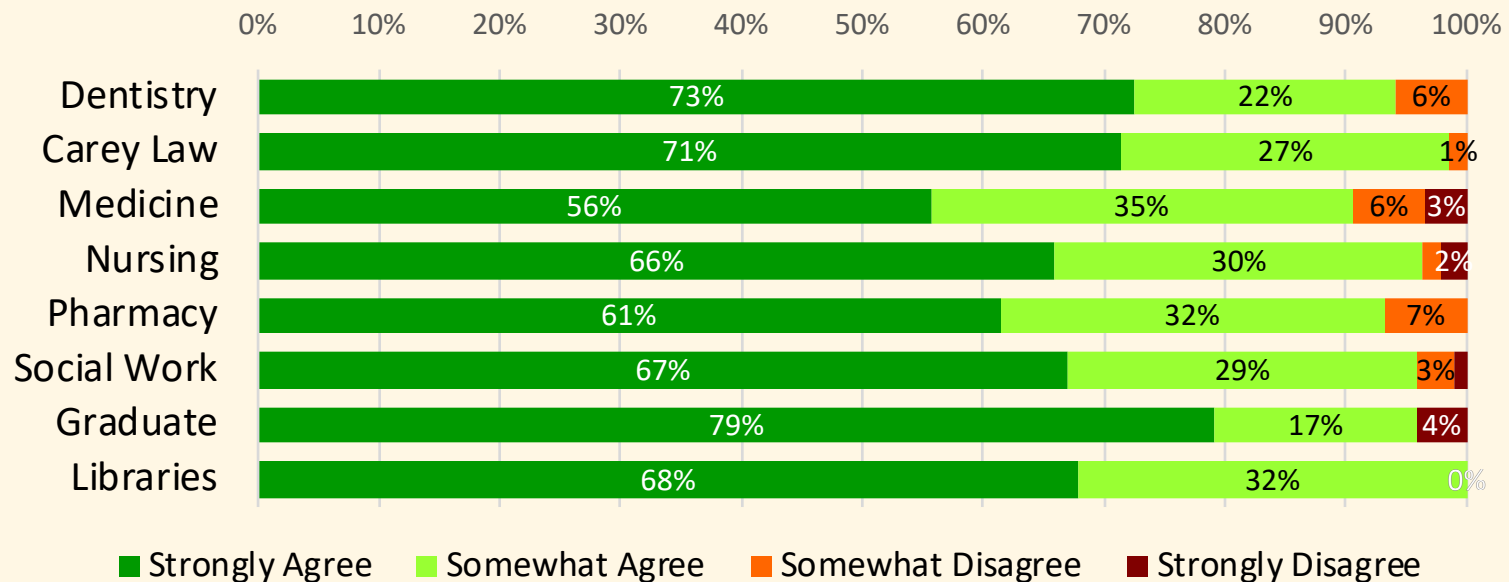
- 78% of All Faculty Strongly Agreed, ranging from 71% (Medicine) to 93% (Libraries)
- 96% of All Faculty either Strongly or Somewhat Agreed
- 6% of School of Medicine Faculty either Strongly or Somewhat Disagreed

School	Strongly Agree	Somewhat Agree
Dentistry	88%	11%
Carey Law	91%	6%
Medicine	71%	23%
Nursing	90%	7%
Pharmacy	84%	14%
Social Work	85%	14%
Graduate	92%	4%
Libraries	93%	7%

Legend: ■ Strongly Agree ■ Somewhat Agree ■ Somewhat Disagree ■ Strongly Disagree

University Level Leadership Satisfaction

Q2b – Overall, University-Level leadership has supported faculty in adapting to the changes at the institution caused by the spread of COVID-19
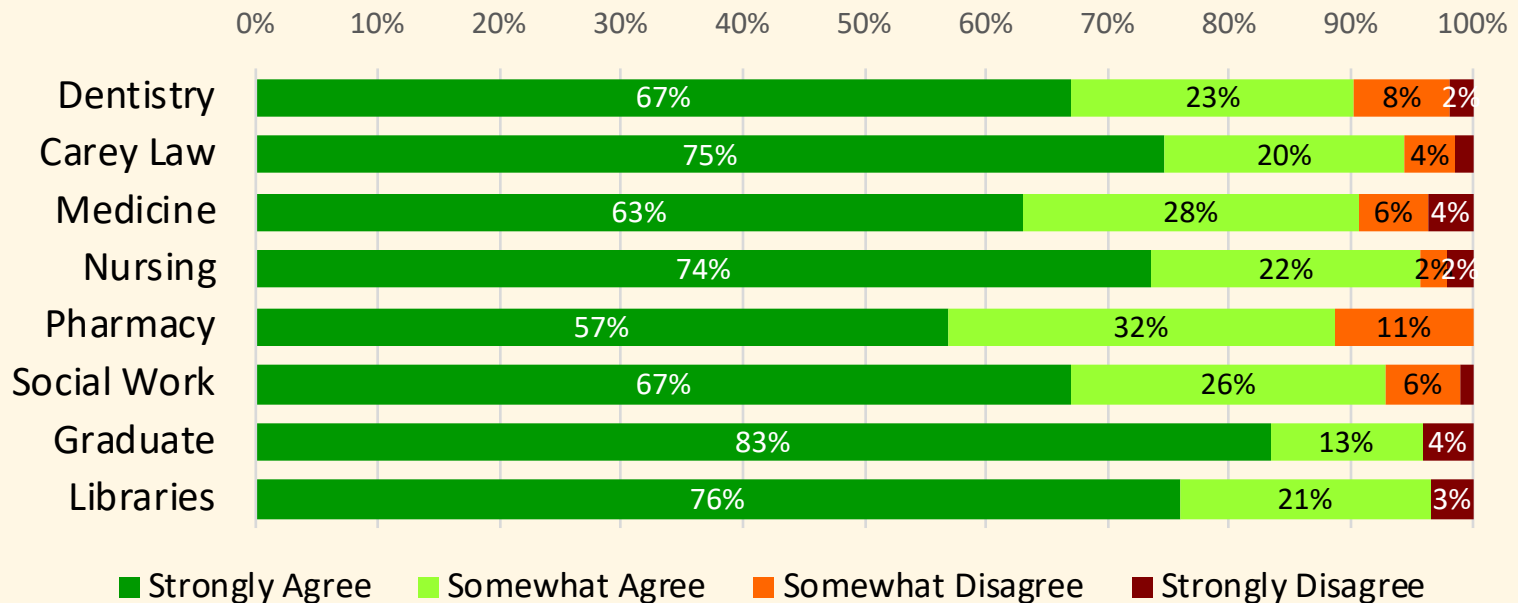
- 61% of All Faculty Strongly Agreed, ranging from 56% (Medicine) to 79% (Graduate)
- 93% of All Faculty either Strongly or Somewhat Agreed
- 9% of School of Medicine Faculty either Strongly or Somewhat Disagreed

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Dentistry	73%	22%	6%	
Carey Law	71%	27%	1%	
Medicine	56%	35%	6%	3%
Nursing	66%	30%		2%
Pharmacy	61%	32%	7%	
Social Work	67%	29%		3%
Graduate	79%	17%		4%
Libraries	68%	32%		0%

Legend: ■ Strongly Agree ■ Somewhat Agree ■ Somewhat Disagree ■ Strongly Disagree

University Level Leadership Satisfaction

Q2c – Overall, University-Level leadership has communicated effectively and transparently during this crisis
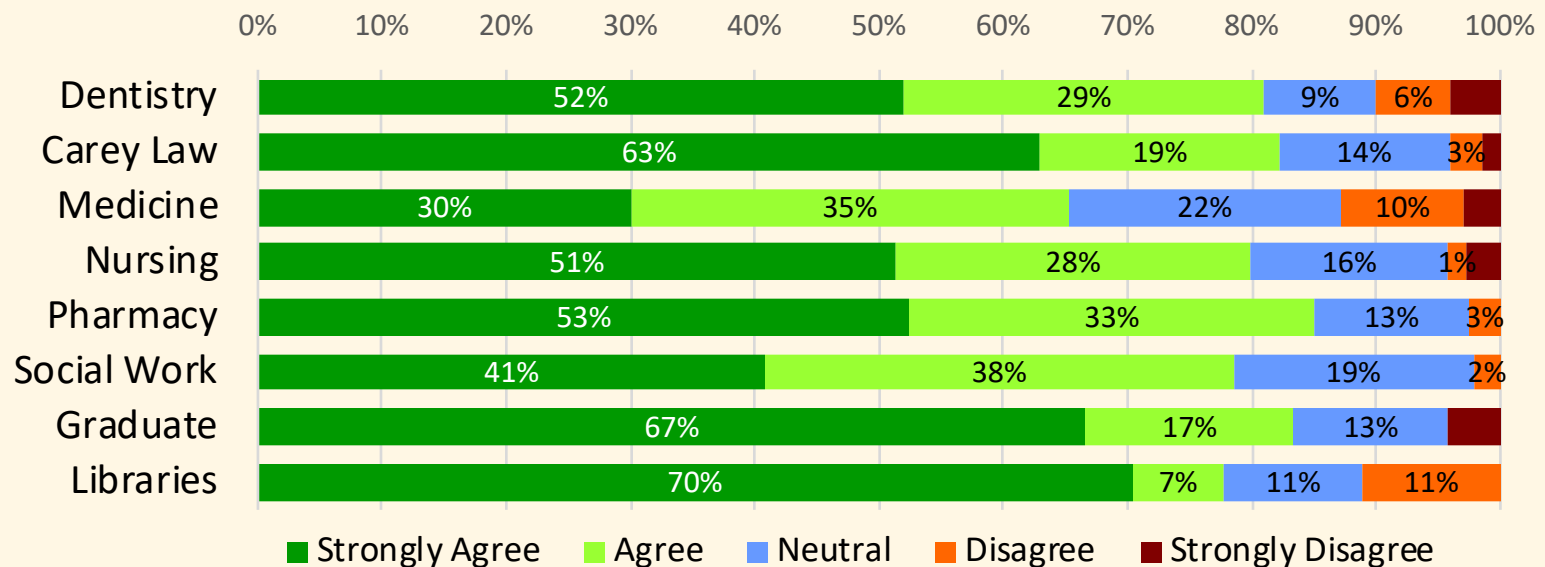
- 66% of All Faculty Strongly Agreed, ranging from 57% (Pharmacy) to 83% (Graduate)
- 92% of All Faculty either Strongly or Somewhat Agreed
- 11% of School of Pharmacy Faculty Somewhat Disagreed (none Strongly Disagreed)

School	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Dentistry	67%	23%	8%	2%
Carey Law	75%	20%	4%	
Medicine	63%	28%	6%	4%
Nursing	74%	22%	2%	2%
Pharmacy	57%	32%	11%	
Social Work	67%	26%	6%	
Graduate	83%	13%		4%
Libraries	76%	21%		3%

■ Strongly Agree   ■ Somewhat Agree   ■ Somewhat Disagree   ■ Strongly Disagree

School Level Leadership Satisfaction

Q4a – My school-level leadership has helped me to reset faculty priorities due to changes at the institution caused by the spread of COVID-19
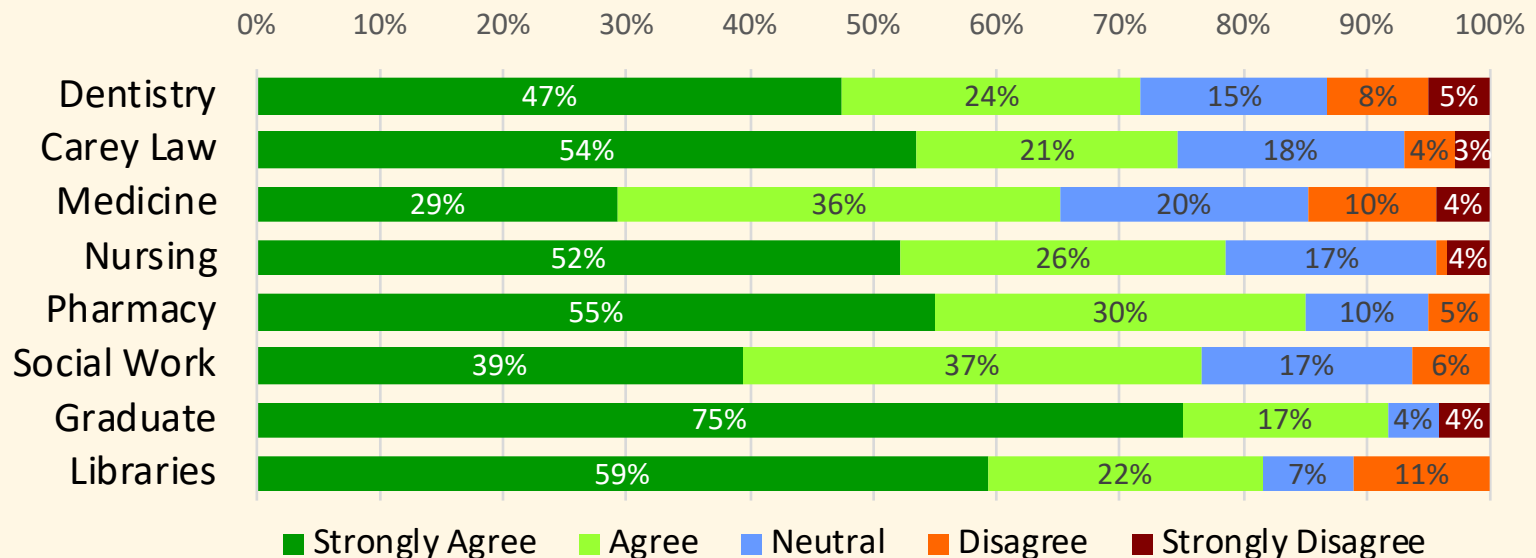
- 40% of All Faculty Strongly Agreed, ranging from 30% (Medicine) to 70% (Libraries)
- 72% of All Faculty either Strongly Agreed or Agreed
- 19% of All Faculty were Neutral, ranging from 9% (Dentistry) to 22% (Medicine)
- 10% of All Faculty Strongly Disagreed or Disagreed, with Medicine the highest at 13%

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Dentistry	52%	29%	9%	6%	
Carey Law	63%	19%	14%		3%
Medicine	30%	35%	22%	10%	
Nursing	51%	28%	16%	1%	
Pharmacy	53%	33%	13%	3%	
Social Work	41%	38%	19%	2%	
Graduate	67%	17%	13%		
Libraries	70%	7%	11%	11%	

School Level Leadership Satisfaction

Q4b – My school-level leadership has helped me to understand the direction forward in my work due to changes at the institution caused by the spread of COVID-19
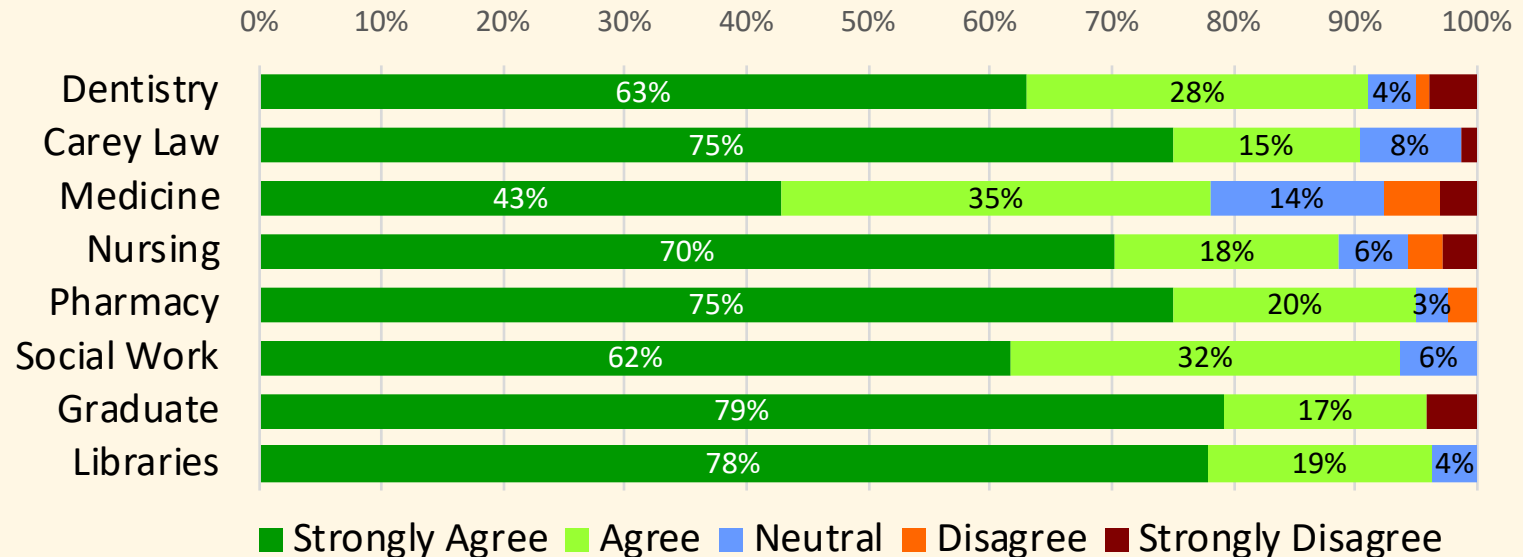
- 38% of All Faculty Strongly Agreed, ranging from 29% (Medicine) to 75% (Graduate)
- 70% of All Faculty either Strongly Agreed or Agreed
- 18% of All Faculty were Neutral, ranging from 4% (Graduate) to 20% (Medicine)
- 12% of All Faculty Strongly Disagreed or Disagreed, with Medicine the highest at 15%

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Dentistry	47%	24%	15%	8%	5%
Carey Law	54%	21%	18%	4%	3%
Medicine	29%	36%	20%	10%	4%
Nursing	52%	26%	17%		4%
Pharmacy	55%	30%	10%	5%	
Social Work	39%	37%	17%	6%	
Graduate	75%	17%	4%		4%
Libraries	59%	22%	7%	11%	

School Level Leadership Satisfaction

Q4c – My school-level leadership has shown care and concern for faculty in the response to the COVID-19 crisis
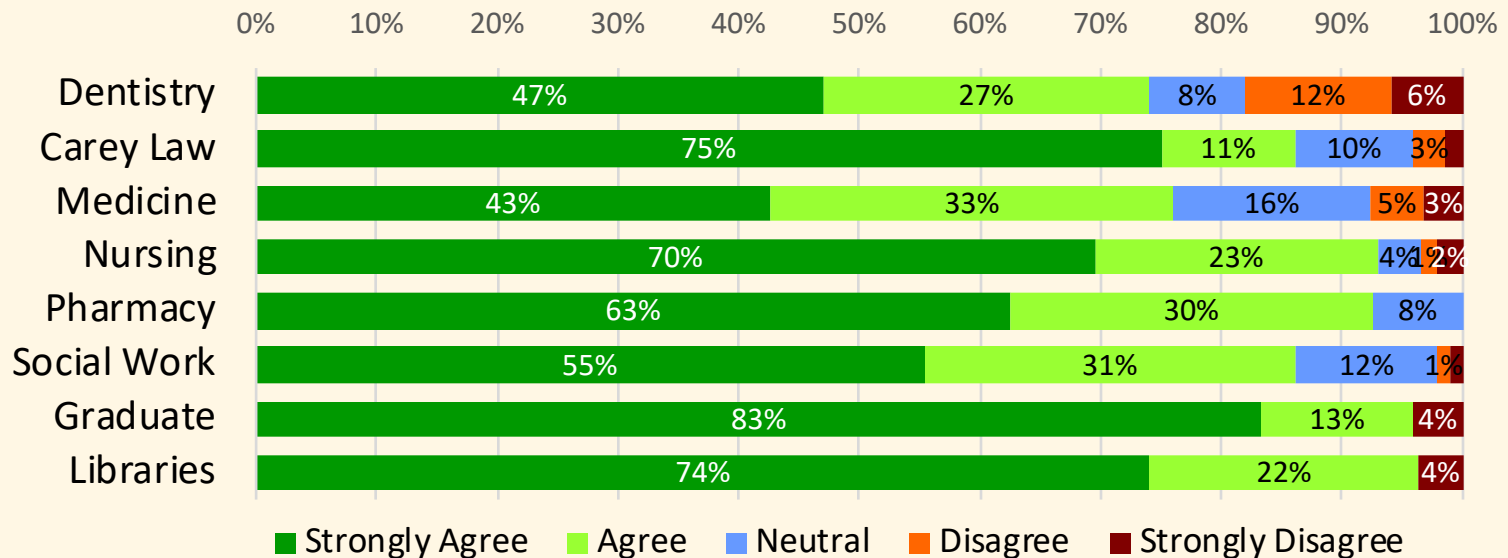
- 54% of All Faculty Strongly Agreed, ranging from 43% (Medicine) to 79% (Graduate)
- 84% of All Faculty either Strongly Agreed or Agreed
- 10% of All Faculty were Neutral, ranging from 0% (Graduate) to 14% (Medicine)
- 6% of All Faculty Strongly Disagreed or Disagreed, with Medicine the highest at 8%

School	Strongly Agree	Agree	Neutral
Dentistry	63%	28%	4%
Carey Law	75%	15%	8%
Medicine	43%	35%	14%
Nursing	70%	18%	6%
Pharmacy	75%	20%	3%
Social Work	62%	32%	6%
Graduate	79%	17%	
Libraries	78%	19%	4%

Legend: ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree
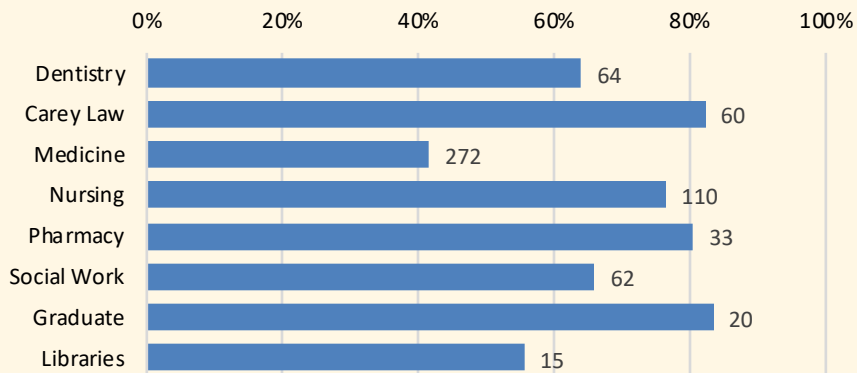
School Level Leadership Satisfaction

Q4d – My school-level leadership has communicated effectively and transparently during this crisis

- 52% of All Faculty Strongly Agreed, ranging from 43% (Medicine) to 83% (Graduate)
- 81% of All Faculty either Strongly Agreed or Agreed
- 12% of All Faculty were Neutral, ranging from 0% to 16% (Medicine)
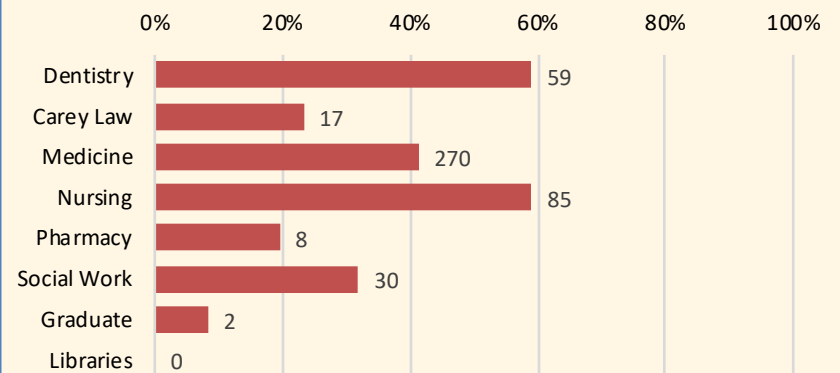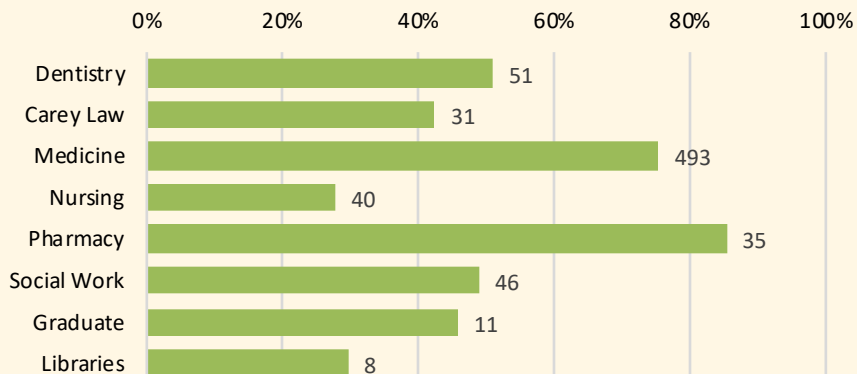- 7% of All Faculty Strongly Disagreed or Disagreed, with Dentistry the highest at 18%

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Dentistry	47%	27%	8%	12%	6%
Carey Law	75%	11%	10%	3%	
Medicine	43%	33%	16%	5%	3%
Nursing	70%	23%	4%	1%	2%
Pharmacy	63%	30%	8%		
Social Work	55%	31%	12%	1%	
Graduate	83%	13%			4%
Libraries	74%	22%			4%

UMB Faculty Engagement

Number and Percent of Faculty Engaged in Didactic Instruction (55% Overall)

Department	Value
Dentistry	64
Carey Law	60
Medicine	272
Nursing	110
Pharmacy	33
Social Work	62
Graduate	20
Libraries	15

Number and Percent of Faculty Engaged in Clinical Skills Instruction (41% Overall)

Department	Value
Dentistry	59
Carey Law	17
Medicine	270
Nursing	85
Pharmacy	8
Social Work	30
Graduate	2
Libraries	0

Number and Percent of Faculty Engaged in Research (62% Overall)

Department	Value
Dentistry	51
Carey Law	31
Medicine	493
Nursing	40
Pharmacy	35
Social Work	46
Graduate	11
Libraries	8

Number and Percent of Faculty Engaged in Clinical Practice (37% Overall)

Department	Value
Dentistry	47
Carey Law	11
Medicine	311
Nursing	36
Pharmacy	12
Social Work	14
Graduate	1
Libraries	1

13
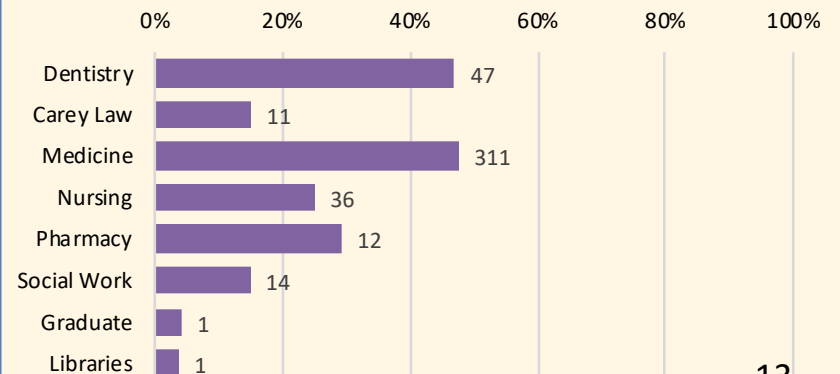
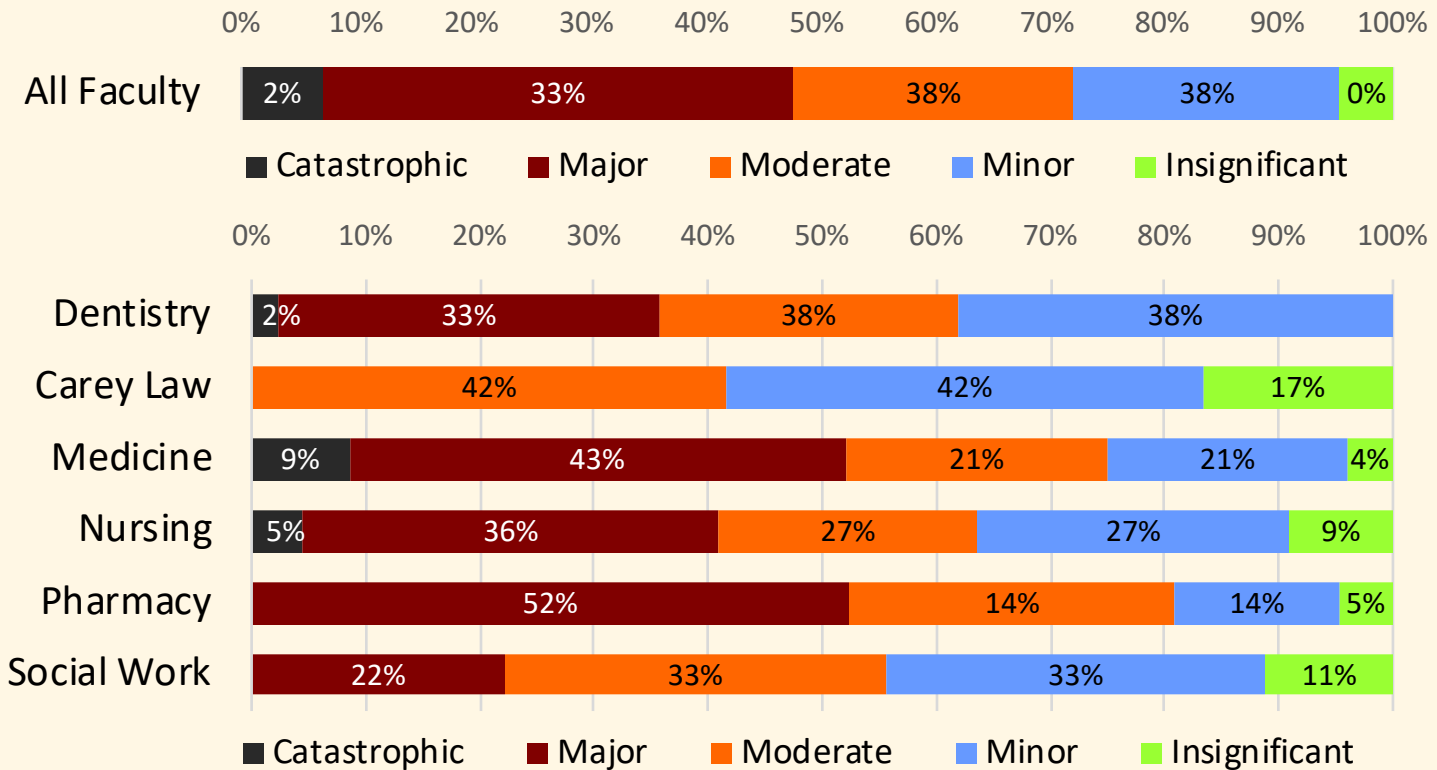# Faculty Researchers Affected by COVID-19

Q9 – Has your research been affected because of campus changes due to COVID-19?

- 549 or 77% of All Faculty conducting research said they were affected
- School of Medicine had the greatest number (421) and percentage (85%) affected
- Carey Law, the Graduate School, and Libraries had the fewest faculty affected
- Few faculty in the Graduate School and Libraries were affected

	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Dentistry	42 faculty, 82%										
Carey Law	12 faculty, 40%										
Medicine	421 faculty, 85%										
Nursing	22 faculty, 55%										
Pharmacy	21 faculty, 60%										
Social Work	27 faculty, 59%										
Graduate	2 faculty, 18%										
Libraries	2 faculty, 22%										
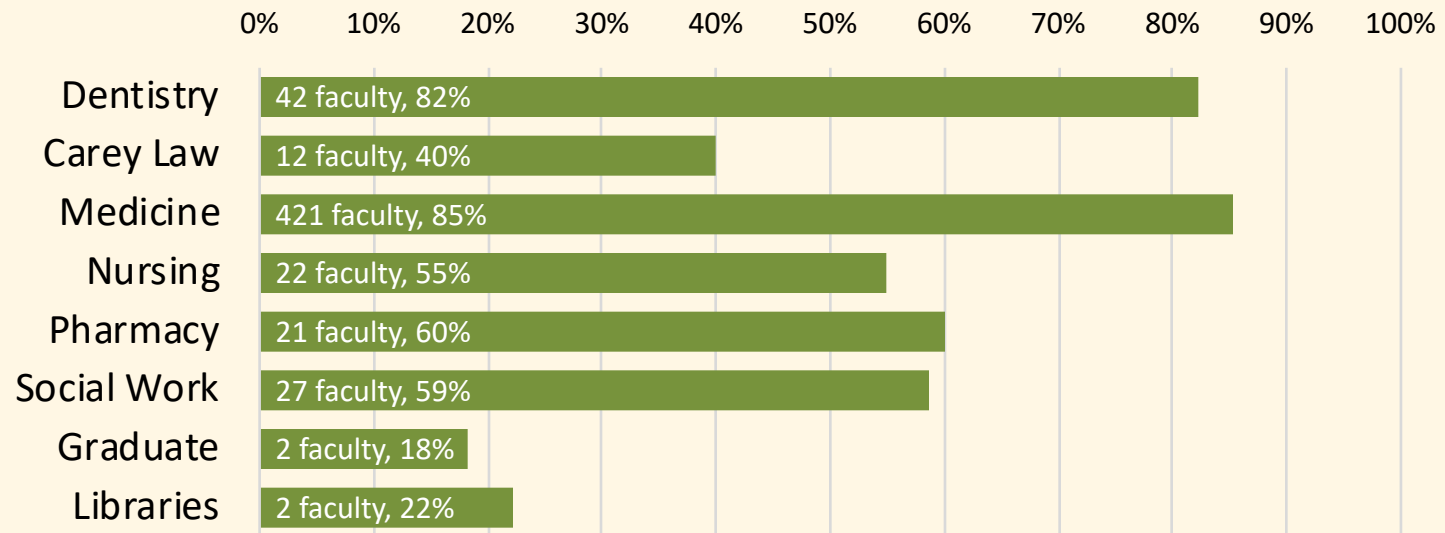
Impact of COVID-19 on Research Activity

Q10 – What impact has reduction or suspension of your research activities had on you?

Note: Only 2 Graduate School faculty and 2 Librarians were affected

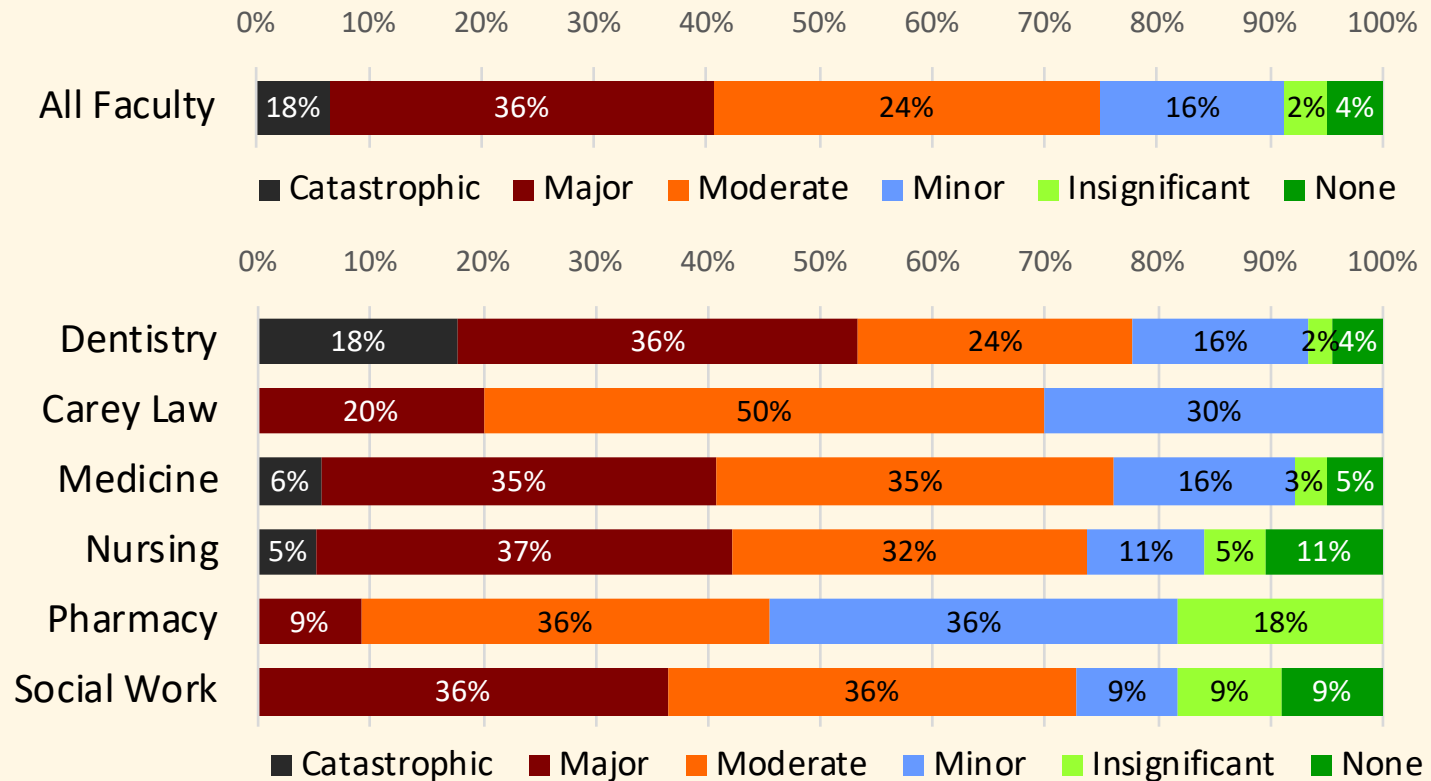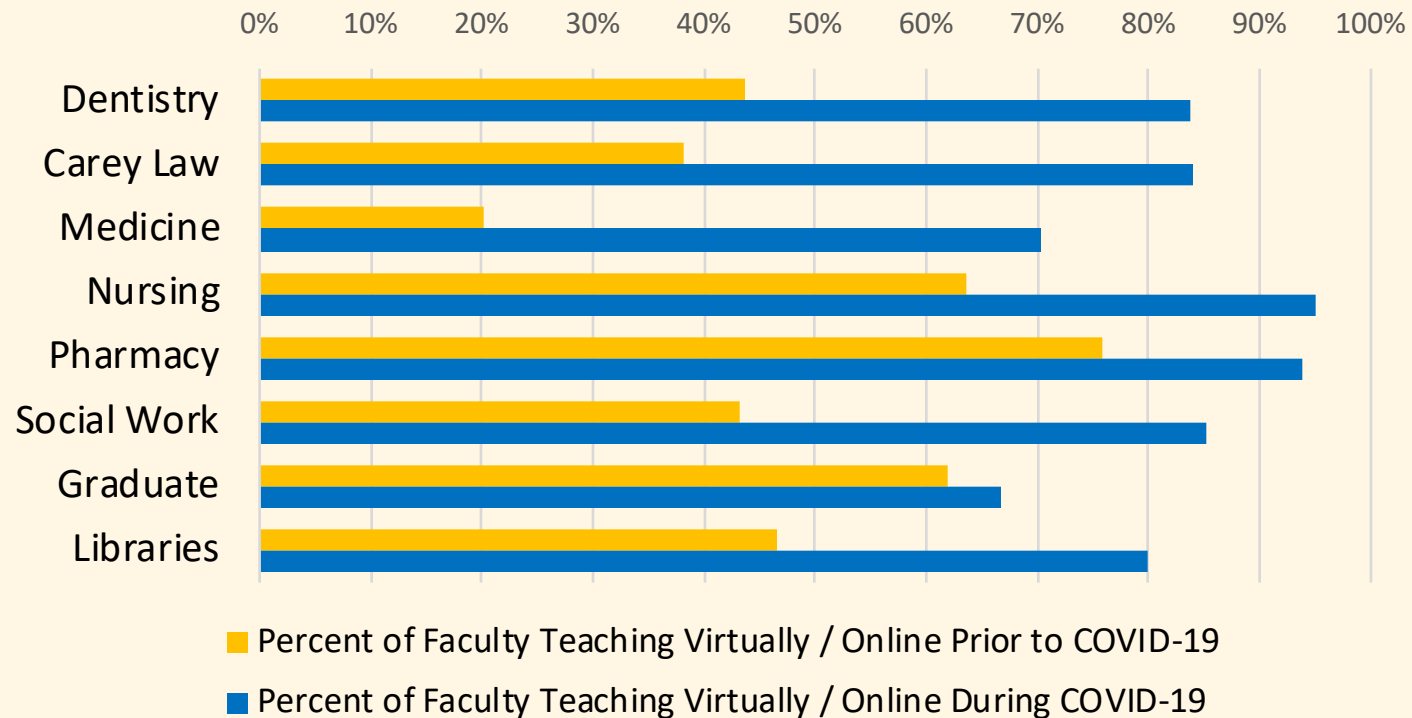# Faculty Clinical Practitioners Affected by COVID-19

Q12 – Has your clinical practice been affected because of campus changes due to COVID-19?

- 384 or 89% of All Faculty engaged in clinical practice said they were affected
- School of Medicine had the greatest number (287) of faculty affected
- More than 90% of clinical practitioners in Dentistry (96%), Medicine (93%), Pharmacy (92%) and Carey Law (91%) were affected
- One faculty member in the Graduate School and no Librarians were affected

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%	
Dentistry	45 faculty, 96%
Carey Law	10 faculty, 91%
Medicine	287 faculty, 93%
Nursing	19 faculty, 53%
Pharmacy	11 faculty, 92%
Social Work	11 faculty, 79%
Graduate	1 faculty, 100%
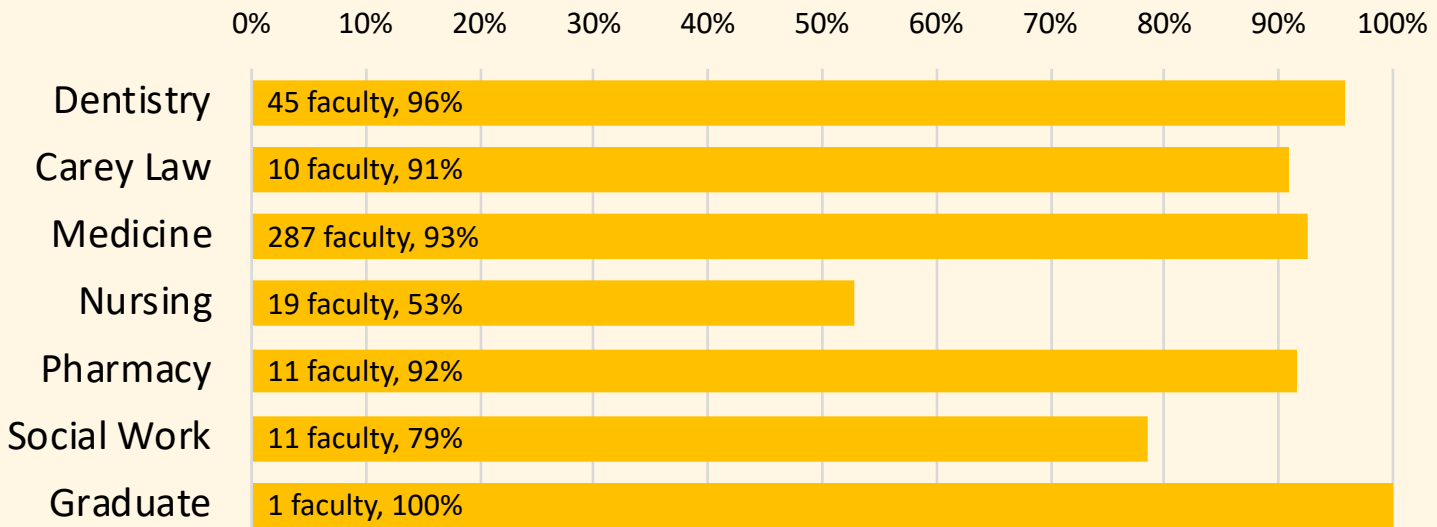
Impact of COVID-19 on Clinical Practice

Q13 – What impact has reduction or suspension of your clinical practice had on you?

All Faculty

	Catastrophic	Major	Moderate	Minor	Insignificant	None
All Faculty	18%	36%	24%	16%	2%	4%

Legend: ■ Catastrophic ■ Major ■ Moderate ■ Minor ■ Insignificant ■ None

	Catastrophic	Major	Moderate	Minor	Insignificant	None
Dentistry	18%	36%	24%	16%	2%	4%
Carey Law		20%	50%	30%		
Medicine	6%	35%	35%	16%	3%	5%
Nursing	5%	37%	32%	11%	5%	11%
Pharmacy		9%	36%	36%	18%	
Social Work		36%	36%	9%	9%	9%

Legend: ■ Catastrophic ■ Major ■ Moderate ■ Minor ■ Insignificant ■ None

Note: Only 1 Graduate School faculty and no Librarians were affected

17

Change in Instructional Delivery Due to COVID-19

- 37% of All Faculty taught virtually / online prior to COVID-19 (Question 15)
- 79% of All Faculty taught virtually / online due to COVID-19 (Question 16)
- School of Medicine faculty reported the greatest change, from 20% to 70%
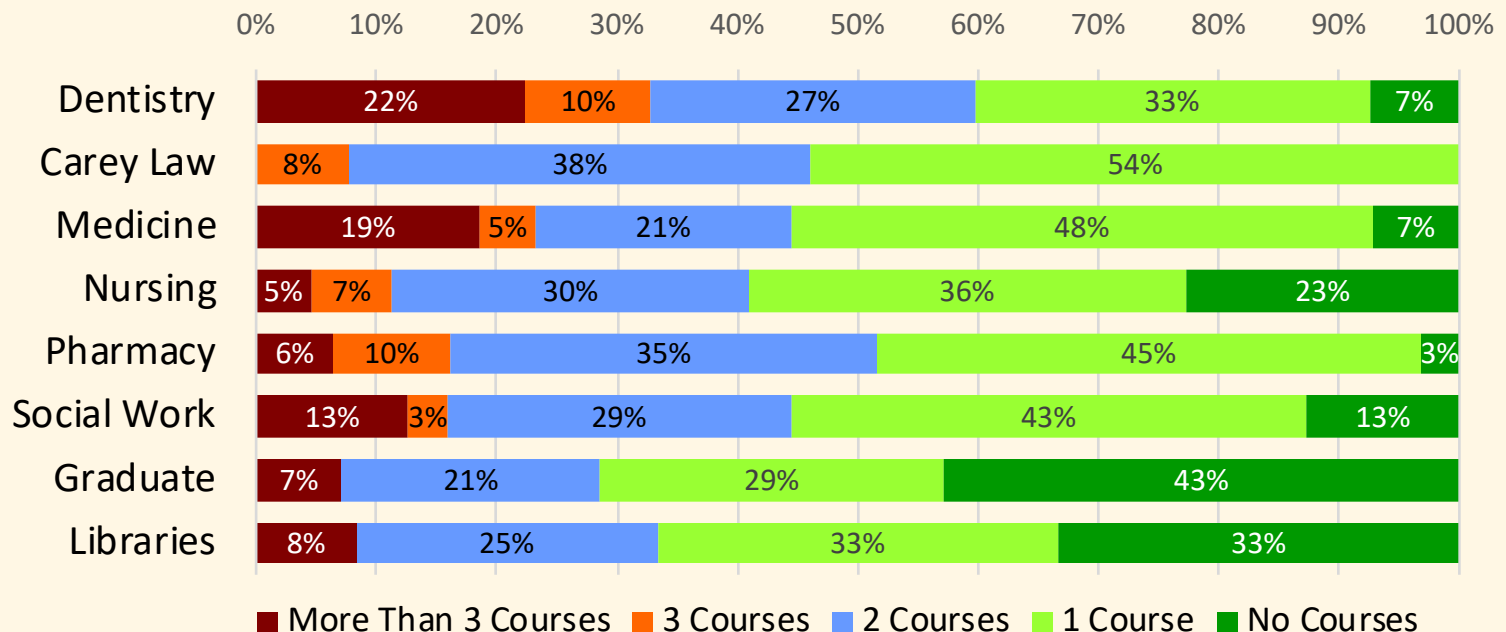- Graduate School faculty reported the least change, from 62% to 67%

Legend:
- ■ (yellow) Percent of Faculty Teaching Virtually / Online Prior to COVID-19
- ■ (blue) Percent of Faculty Teaching Virtually / Online During COVID-19

Courses Moved to a Virtual / Online Format After March 14, 2020 Due to COVID-19

- 19% of All Faculty moved 3 or more courses to a virtual / online format (Question 17)
- 26% of All Faculty moved 2 courses to a virtual / online format
- 43% of All Faculty moved 1 course to a virtual / online format
- 12% of All Faculty did not move any courses to a virtual / online format

More Than 3 Courses 13% · 3 Courses 6% · 2 Courses 26% · 1 Course 43% · No Courses 12%
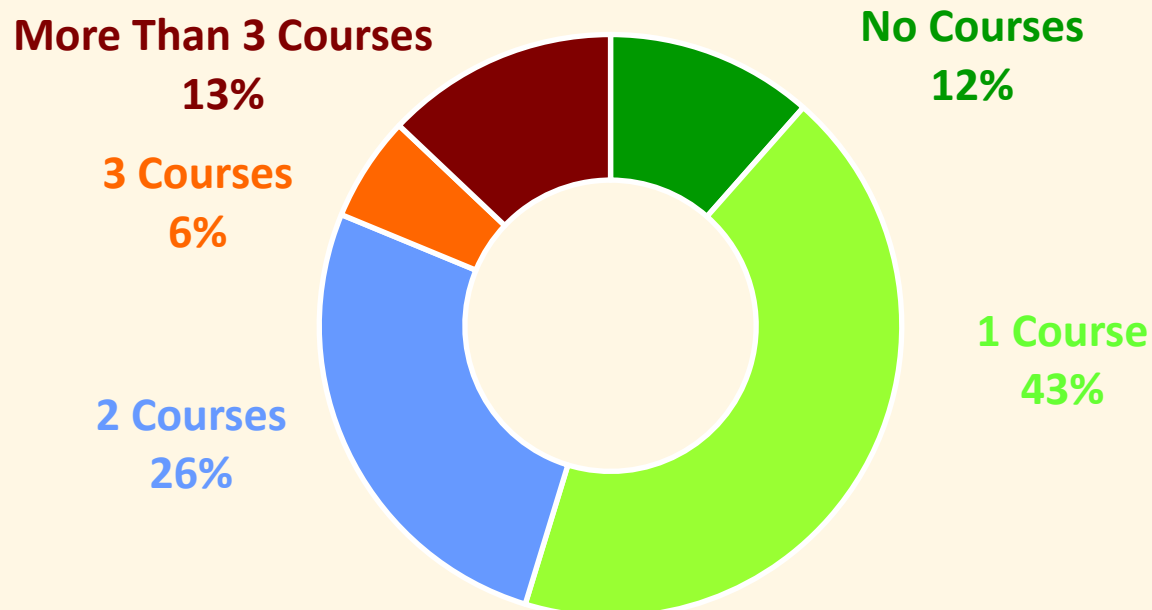
Courses Moved Virtually / Online by School

- Greater proportions of Dentistry and Medicine faculty moved 3 or more courses to a virtual / online format after March 14, 2020 (Question 17)
- Nursing and Graduate School faculty on average moved the fewest courses to a virtual / online format after March 14, 2020
- Carey Law faculty had the least variance or range in the number of courses moved to a virtual / online format after March 14, 2020
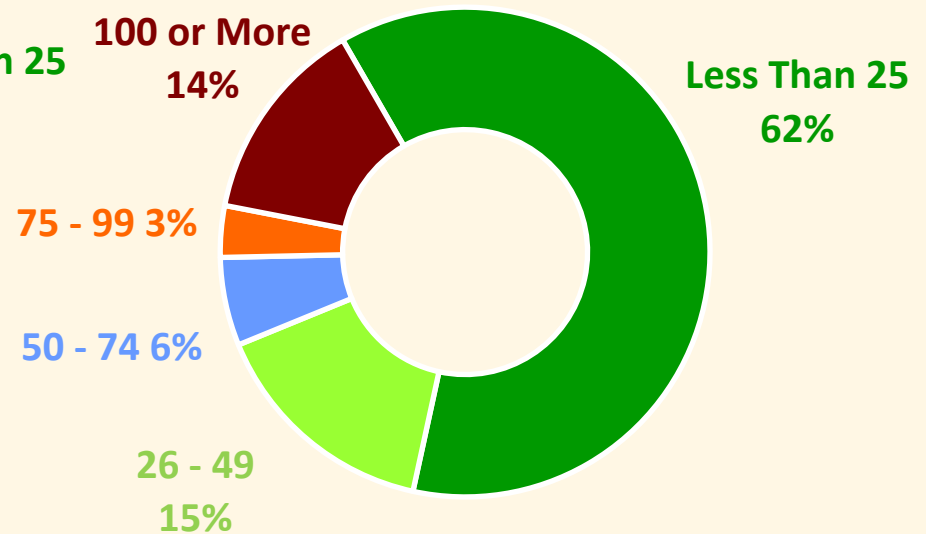
School	More Than 3 Courses	3 Courses	2 Courses	1 Course	No Courses
Dentistry	22%	10%	27%	33%	7%
Carey Law		8%	38%	54%	
Medicine	19%	5%	21%	48%	7%
Nursing	5%	7%	30%	36%	23%
Pharmacy	6%	10%	35%	45%	3%
Social Work	13%	3%	29%	43%	13%
Graduate	7%		21%	29%	43%
Libraries	8%		25%	33%	33%

Legend: ■ More Than 3 Courses ■ 3 Courses ■ 2 Courses ■ 1 Course ■ No Courses

Number of Students Taught and Class Size for Courses Moved to a Virtual / Online Format

- 25% of All Faculty taught 75 or more students across all course sections, ranging between 14% in the Graduate School to 66% in Dentistry (Question 19)
- 17% of All Faculty taught 75 or more students in their largest course, ranging between None in the Graduate School to 57% in Pharmacy (Question 20)
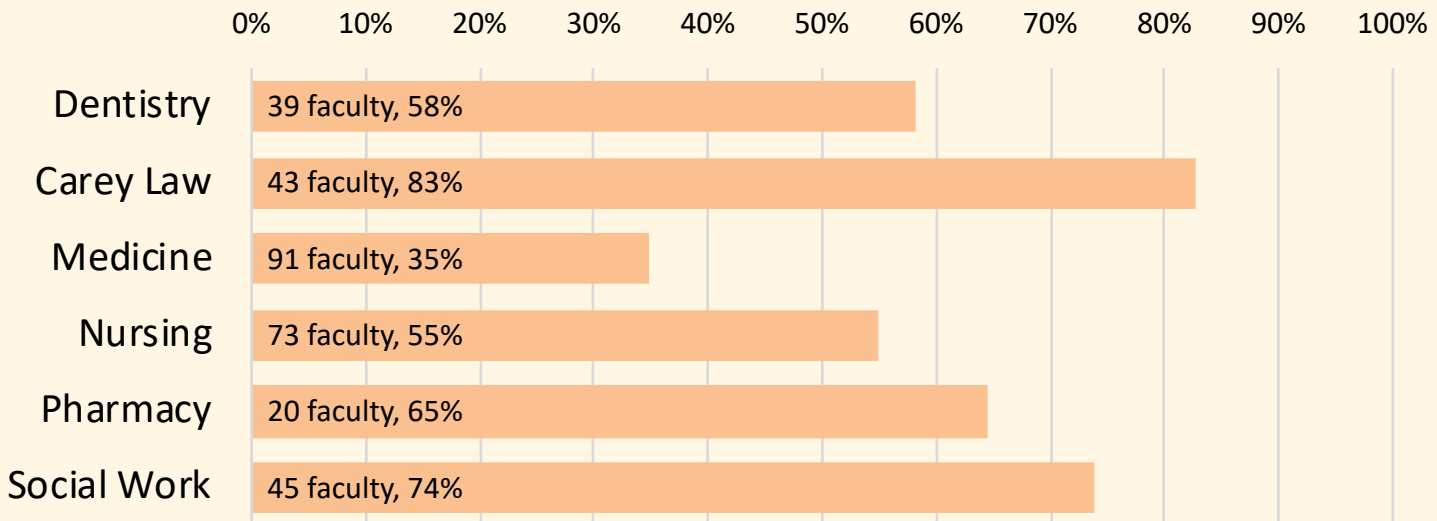
Total Students Taught by Each Faculty

100 or More 21%
Less Than 25 49%
75 - 99 5%
50 - 74 8%
26 - 49 18%

Largest Class Size

100 or More 14%
Less Than 25 62%
75 - 99 3%
50 - 74 6%
26 - 49 15%

21
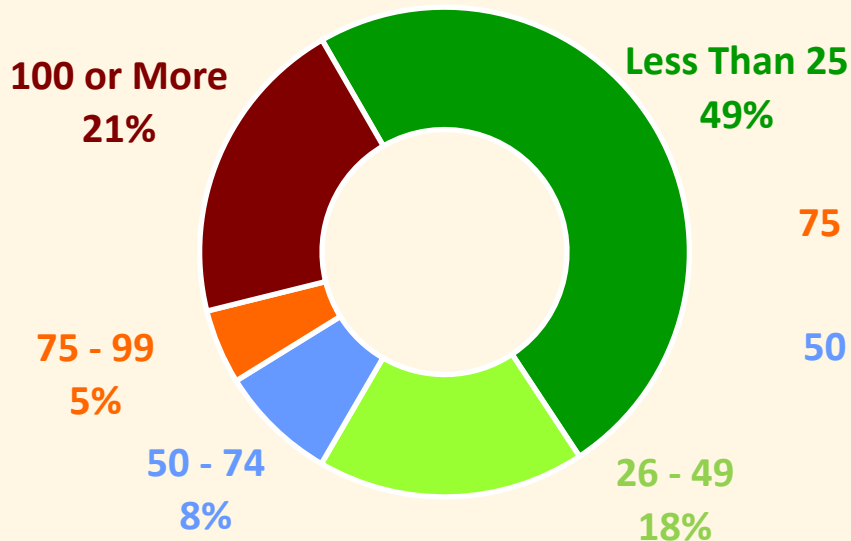
Faculty Instructors Seeking Assistance

Q23 – Have you sought help with virtual / online teaching during COVID-19?

- 321 or 51% of All Faculty engaged in didactic or clinical instruction reported they sought assistance with virtual / online teaching during COVID-19
- School of Medicine had the lowest percentage (35%) of faculty seeking assistance
- More than 50% of instructors in Carey Law (83%), Social Work (74%), Pharmacy (65%), Dentistry (58%), and Nursing (55%) reported seeking assistance
- Fewer than 10 faculty in the Graduate School and Libraries sought assistance

Dentistry	39 faculty, 58%
Carey Law	43 faculty, 83%
Medicine	91 faculty, 35%
Nursing	73 faculty, 55%
Pharmacy	20 faculty, 65%
Social Work	45 faculty, 74%

(Horizontal bar chart; x-axis from 0% to 100% in 10% increments)

Where Faculty Sought Instructional Assistance

- The 3-D Heat Map indicates the percentage of faculty in each school seeking assistance from each source (Question 24)
- Most often, faculty sought assistance from Peers and School Specific Staff
- The Faculty Center for Teaching and Learning was primarily a resource for Graduate School faculty


Legend: 0%-10% | 10%-20% | 20%-30% | 30%-40% | 40%-50%
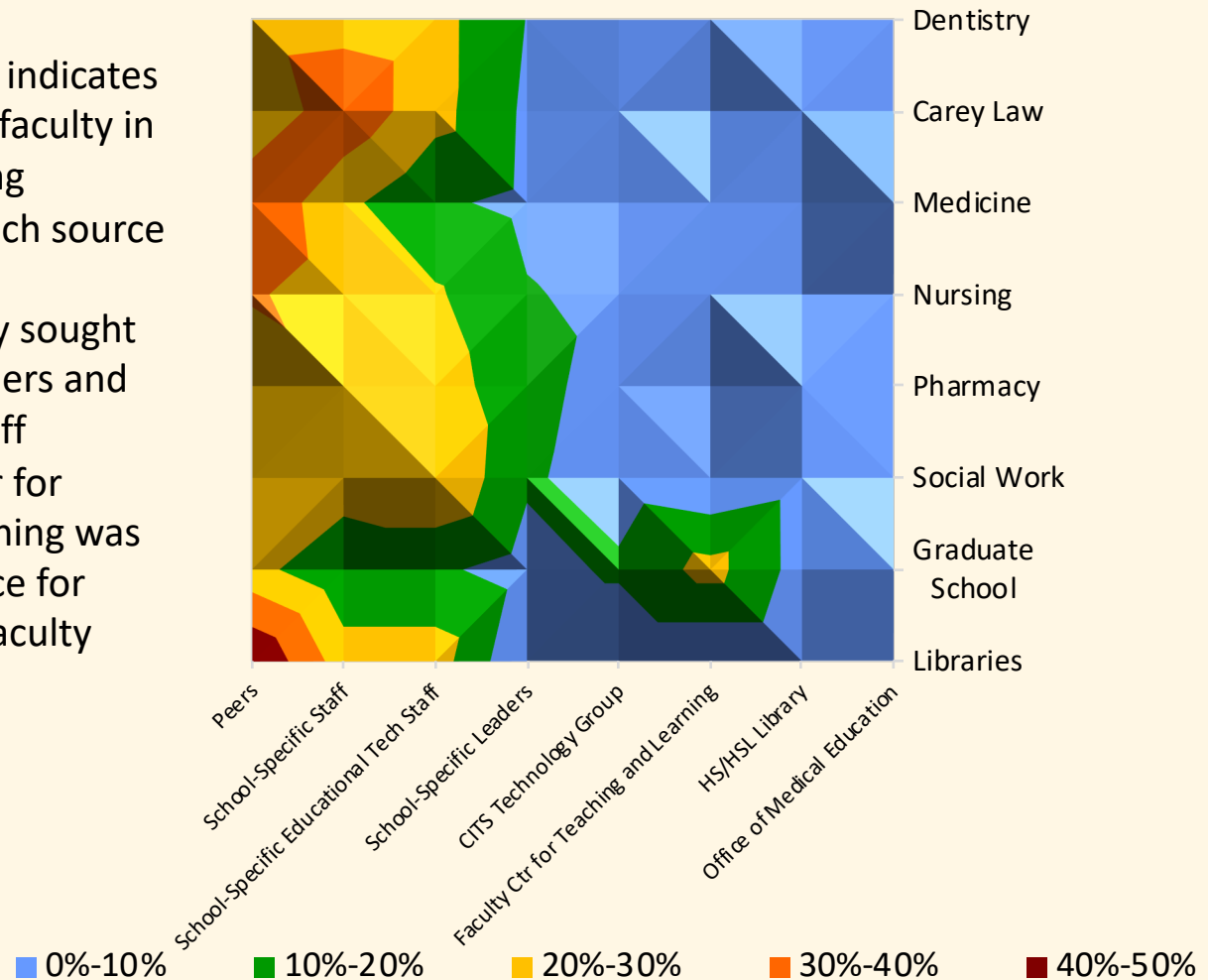
Assistance Most Helpful to Instructional Work Going Forward (Q34)

- Most often, faculty mentioned assistance on how best to engage students and best practices on how to teach from home
- Many Dentistry, Medicine and Social Work faculty mentioned technical support for online learning
- Except for Carey Law faculty, many faculty seek greater access to digital course materials
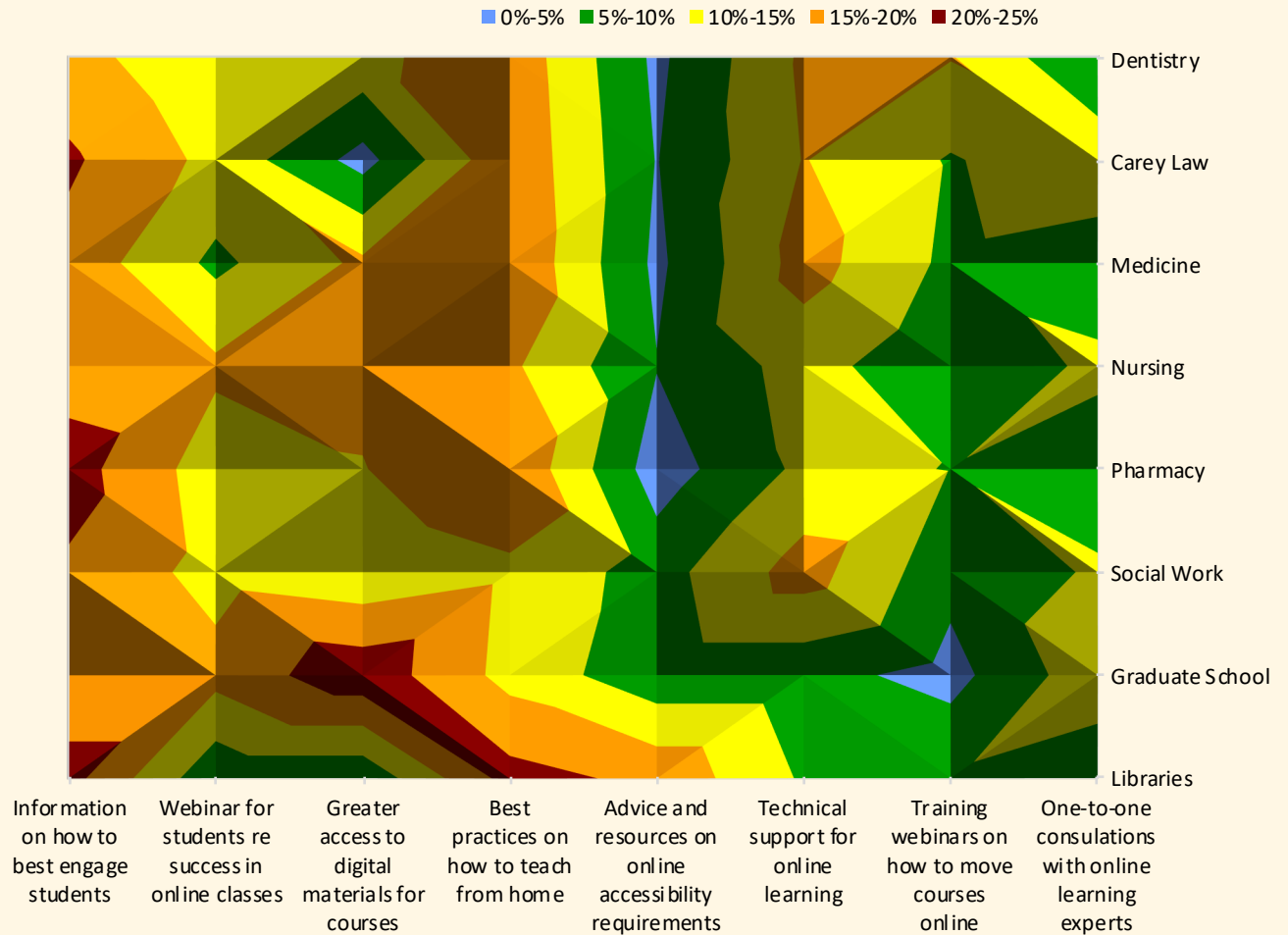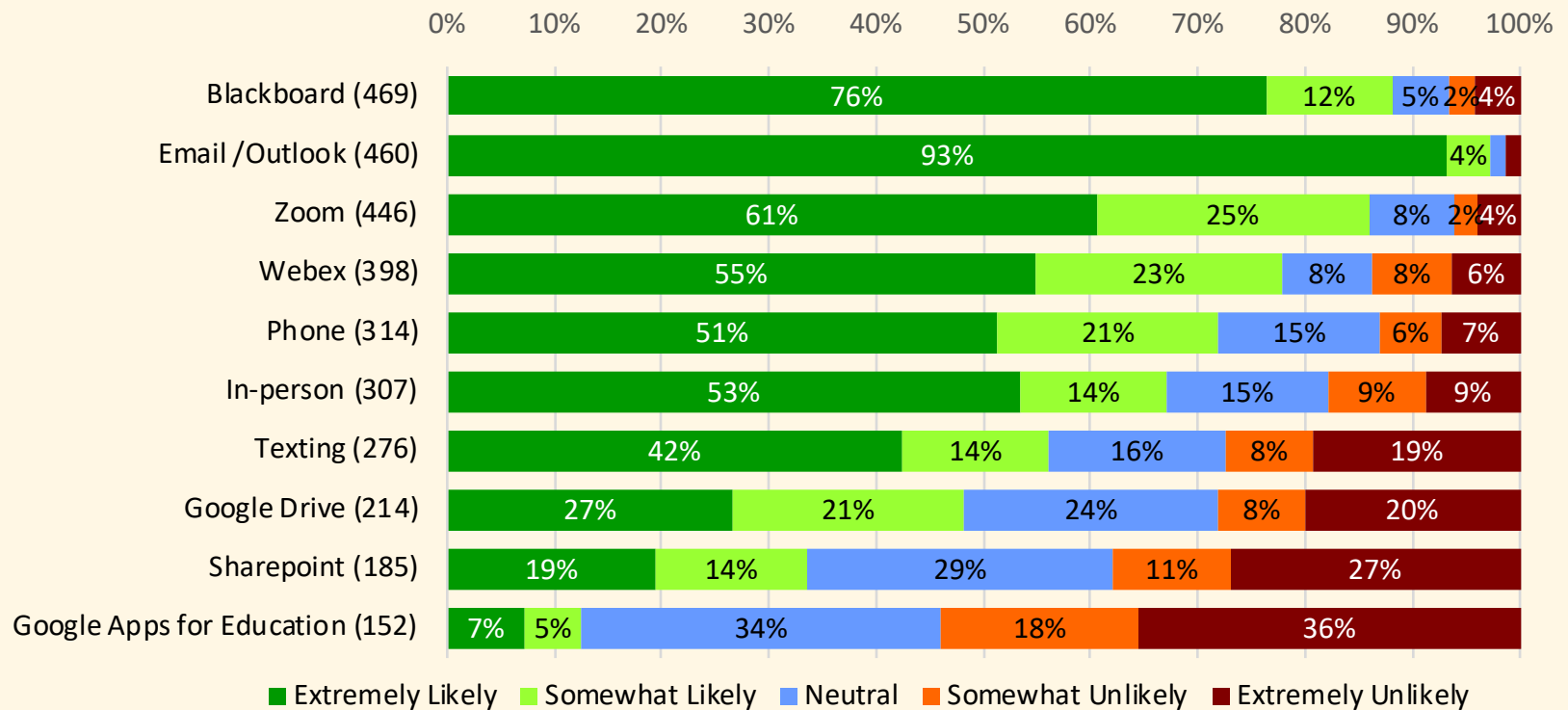
Percent of Faculty Using Specified Tools for Virtual / Online Teaching in Spring 2020 (Q25)

■ 0%-10%   ■ 10%-20%   ■ 20%-30%   ■ 30%-40%
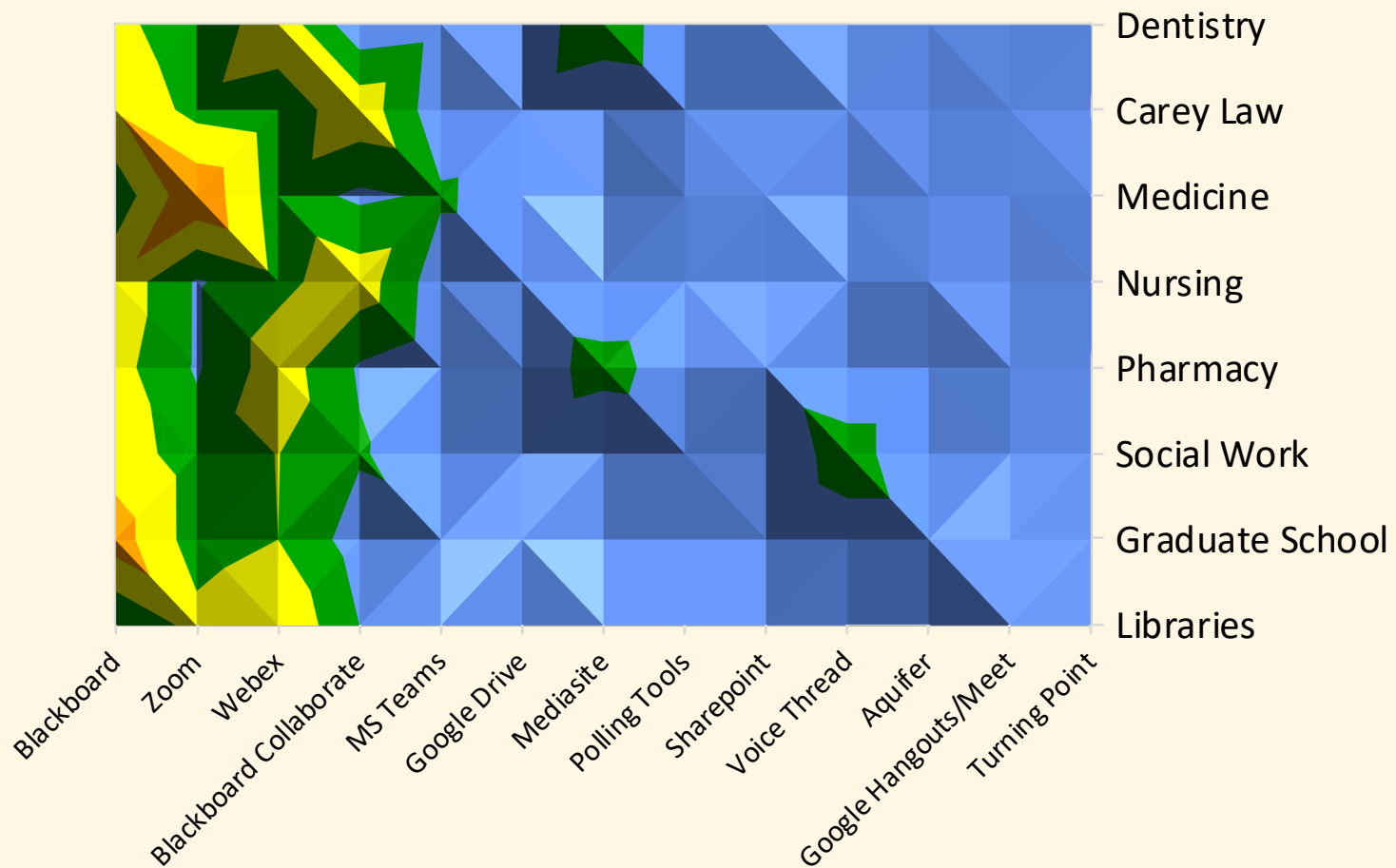
# Continued Use of Communication Tools

- Faculty indicated if they used specific communication tools in Spring 2020 and how likely they were to continue using them in future academic terms (Question 26)
- More than half of faculty indicated they were Neutral, or Somewhat or Extremely Unlikely to continue using Google Drive, Sharepoint, and Google Apps for Education

| Tool	Extremely Likely	Somewhat Likely	Neutral	Somewhat Unlikely	Extremely Unlikely
Blackboard (469)	76%	12%	5%	2%	4%
Email /Outlook (460)	93%	4%			
Zoom (446)	61%	25%	8%	2%	4%
Webex (398)	55%	23%	8%	8%	6%
Phone (314)	51%	21%	15%	6%	7%
In-person (307)	53%	14%	15%	9%	9%
Texting (276)	42%	14%	16%	8%	19%
Google Drive (214)	27%	21%	24%	8%	20%
Sharepoint (185)	19%	14%	29%	11%	27%
Google Apps for Education (152)	7%	5%	34%	18%	36%

Changes to Expectations of Students During Shift to Virtual / Online Instruction in Spring 2020 (Q29)

- Most often, faculty changed the kinds of assignments expected, although less so in the Carey School of Law and the Graduate School
- Grading policies were altered more so by Carey Law, Pharmacy, Social Work, and Graduate School faculty
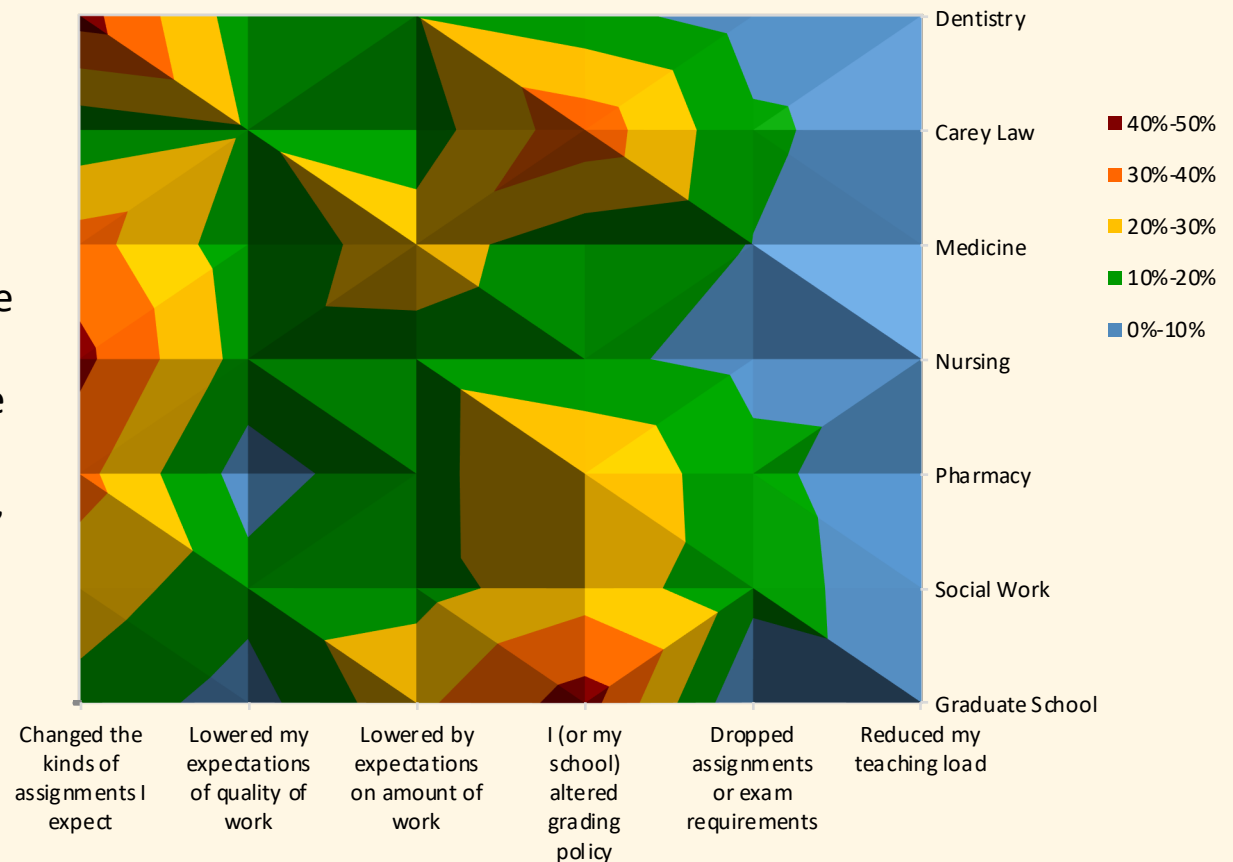
Actions Taken to Address Teaching Clinical Skill Requirements (Q30)

- Most often, faculty modified teaching clinical skill requirements with online tools
- Many faculty in Medicine and Dentistry temporarily postponed teaching clinical skills
- Many Pharmacy faculty were unsure how to handle teaching clinical skills
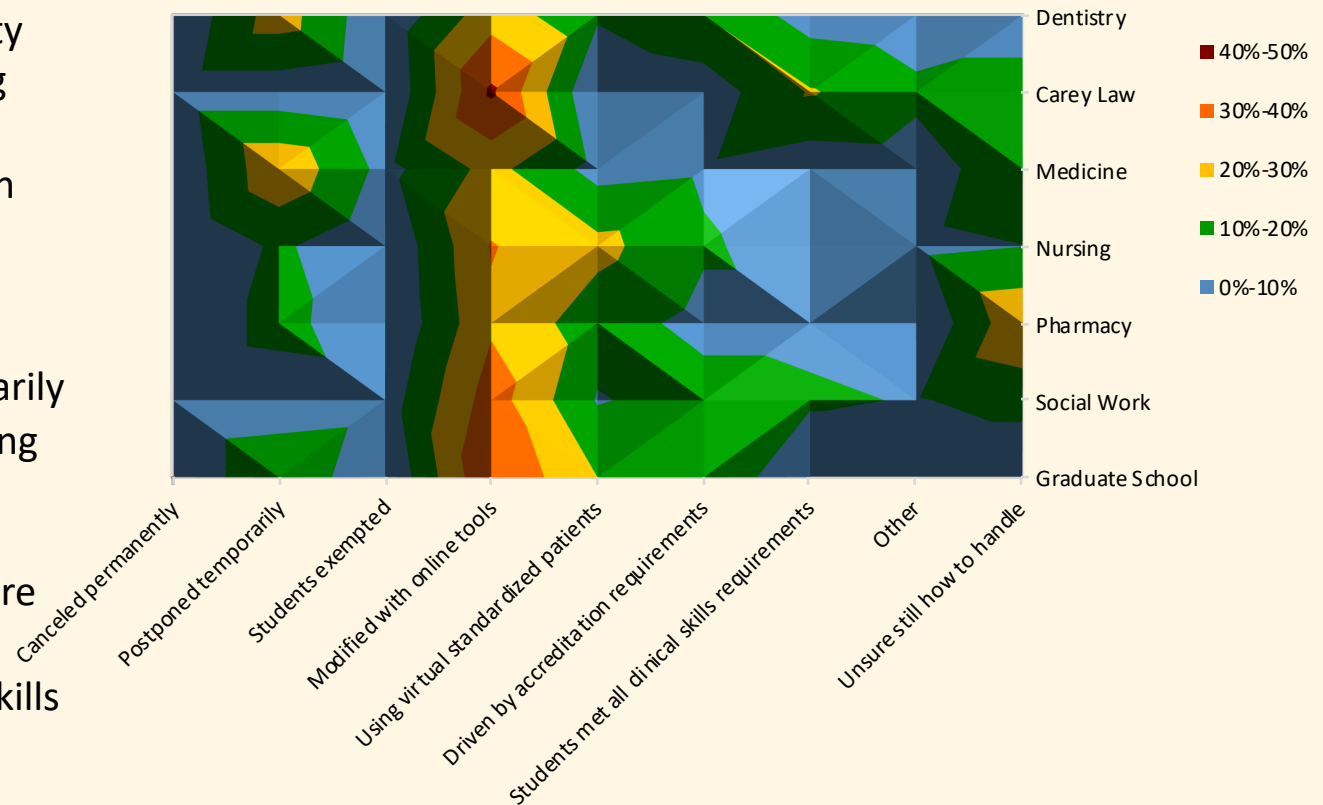
Adjustment to New Teaching Environment

- On a scale of 1 to 10, with 10 being the highest, faculty rated how well they adjusted, and perceived how well their students adjusted, to the demands of the new teaching environment during COVID-19 (Question 27)
- Overall, faculty rated their own adjustment as 7.34, with the lowest in Libraries (6.8) and the highest in the Graduate School (8.08)
- Overall, faculty rated their perception of how well their students adjusted as 6.85, with the lowest in Social Work (6.15) and the highest in the Graduate School (7.5)

Faculty adjustment to new teaching environment

Student adjustment to new teaching environment

29
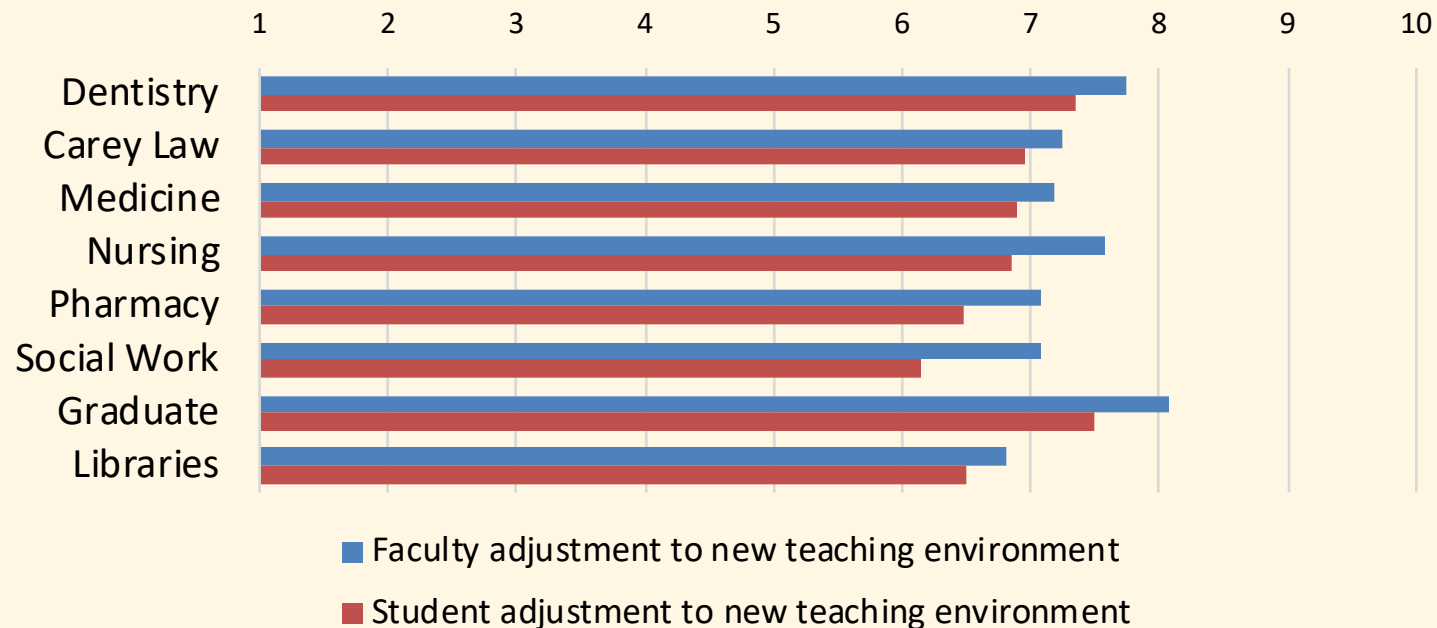
Change in Time Spent Related to Teaching Mission Since Transition to Virtual / Online Instruction

- 61% of All Faculty (n = 440) indicated a significant or slight increase in time spent related to teaching mission since the transition to virtual / online instruction ranging from 42% in Medicine to 84% in Pharmacy (Question 35)
- 16% of All Faculty (n = 118) indicated a significant or slight reduction in time spent, largely concentrated in Medicine, where 29% (n = 95) of faculty indicated reduced time
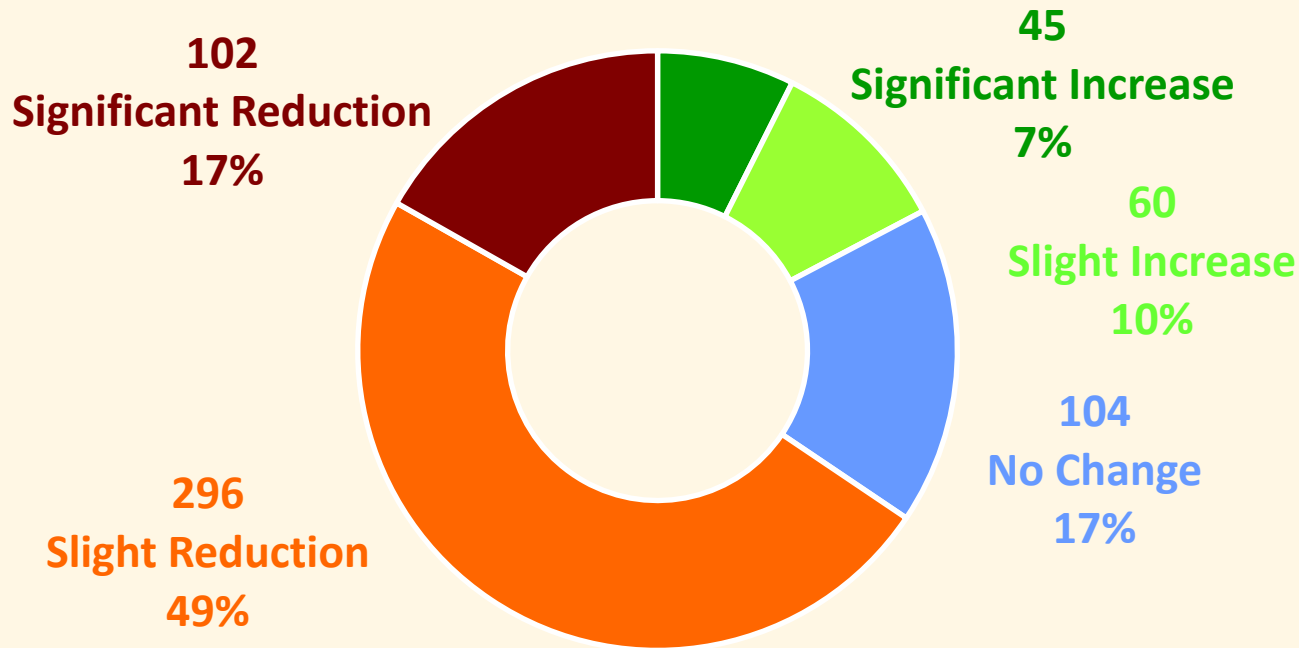
61 Significant Reduction 8%

57 Slight Reduction 8%
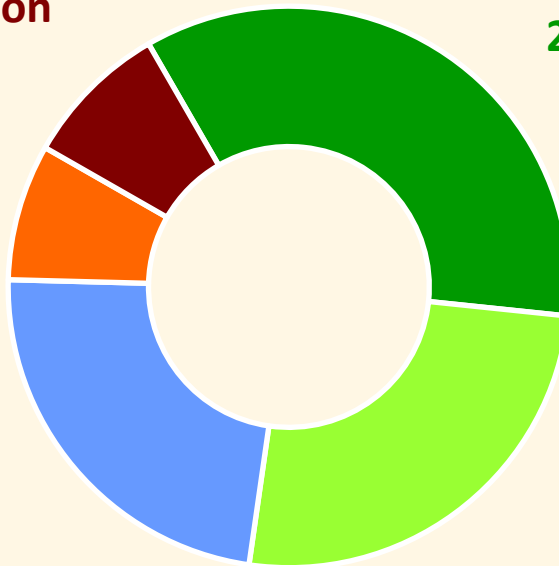
254 Significant Increase 35%

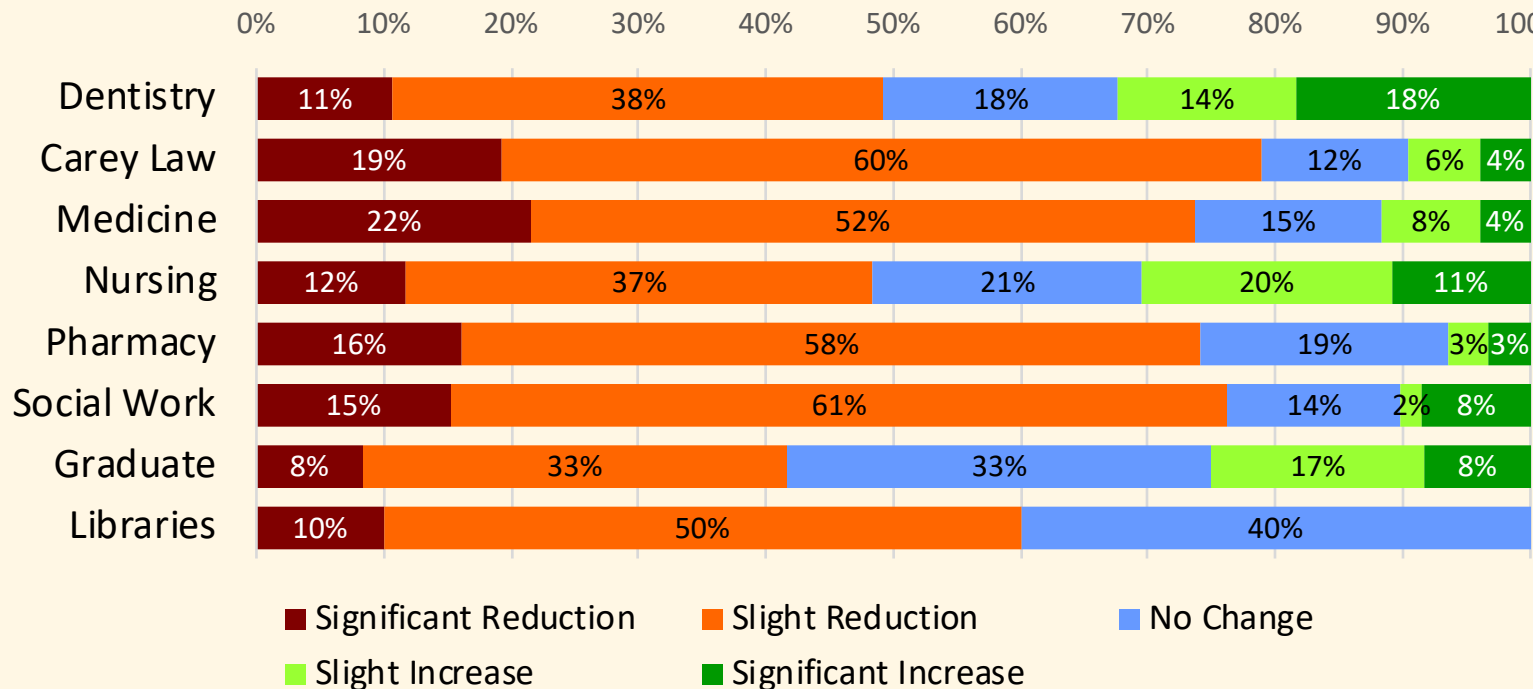168 No Change 23%

186 Slight Increase 26%

Perceived Change in Instructional Effectiveness

- 66% of All Faculty (n = 398) perceived a significant or slight <u>reduction</u> in instructional effectiveness due to the shift from in-person to virtual / online instruction (Q28)
- 17% of All Faculty (n = 105) perceived a significant or slight <u>increase</u> in instructional effectiveness
- 17% of All Faculty (n = 104) perceived <u>no change</u> in instructional effectiveness

102
Significant Reduction
17%

45
Significant Increase
7%

60
Slight Increase
10%

104
No Change
17%
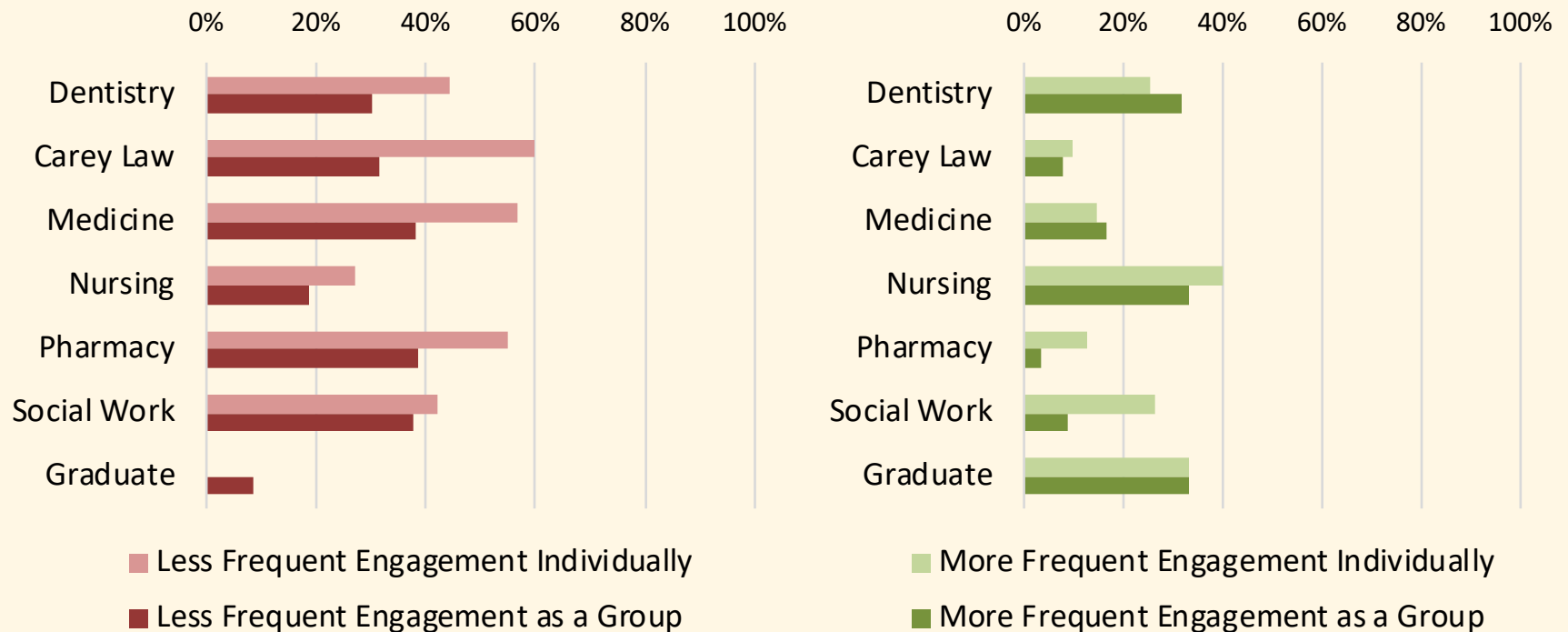
296
Slight Reduction
49%

Change in Instructional Effectiveness by School

- School of Medicine faculty perceived the greatest significant reduction (22%)
- Carey Law faculty perceived the greatest significant and slight reduction combined (79%)
- School of Dentistry faculty perceived the greatest significant or slight increase (32%)
- Dentistry and Nursing faculty had the greatest variance or range in faculty perceptions of instructional effectiveness

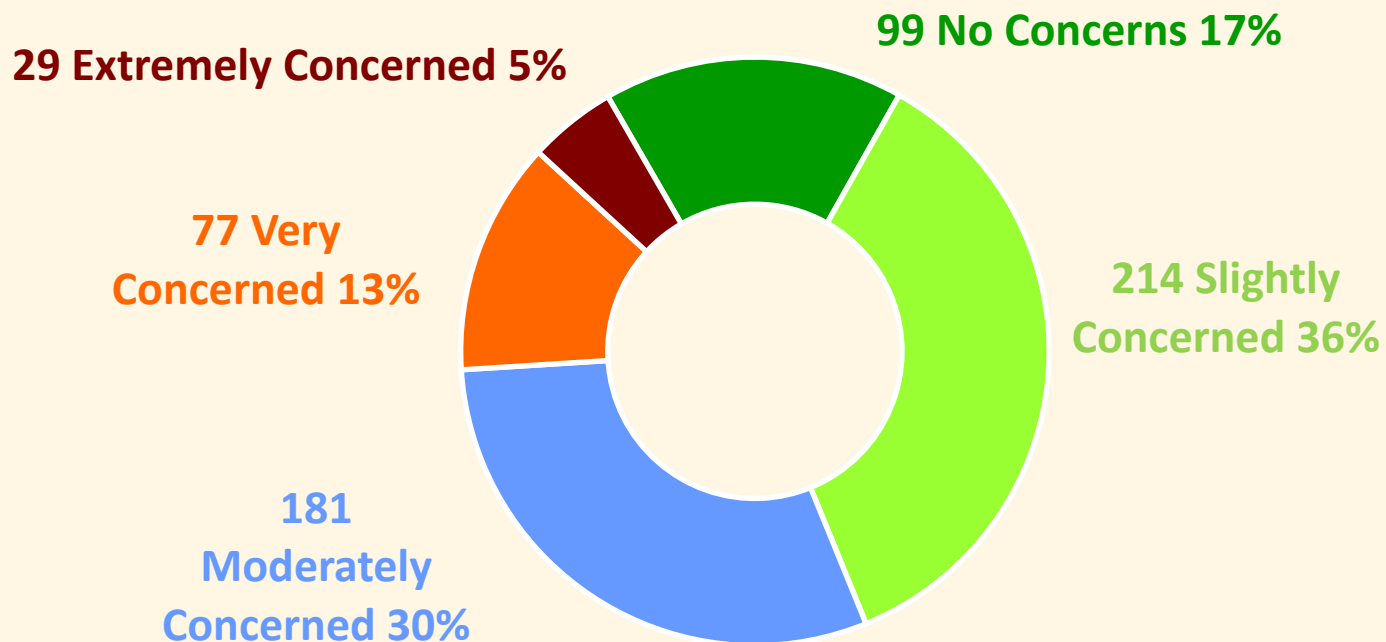| School	Significant Reduction	Slight Reduction	No Change	Slight Increase	Significant Increase
Dentistry	11%	38%	18%	14%	18%
Carey Law	19%	60%	12%	6%	4%
Medicine	22%	52%	15%	8%	4%
Nursing	12%	37%	21%	20%	11%
Pharmacy	16%	58%	19%	3%	3%
Social Work	15%	61%	14%	2%	8%
Graduate	8%	33%	33%	17%	8%
Libraries	10%	50%	40%		

Change in Student Engagement Post COVID-19

- Greater proportions of Carey Law, Medicine, and Pharmacy faculty reported less frequent student engagement post COVID-19 (Questions 31 and 32)
- Greater proportions of Dentistry, Nursing, and Graduate School faculty reported more frequent student engagement post COVID-19

■ Less Frequent Engagement Individually

■ Less Frequent Engagement as a Group

■ More Frequent Engagement Individually

■ More Frequent Engagement as a Group

Level of Concern with Student Preparedness for Continued Study

- 18% of All Faculty (n = 106) were extremely or very concerned about student preparedness for continued study as a result of Spring 2020 education experiences, ranging from 8% in the Graduate School to 29% in Dentistry (Question 33)
- Overall, 84% of All Faculty (n = 501) indicated some level of concern, ranging from 62% in the Graduate School to 90% in Pharmacy

29 Extremely Concerned 5%

99 No Concerns 17%

77 Very Concerned 13%

214 Slightly Concerned 36%

181 Moderately Concerned 30%

What worked well in the transition to online remote teaching?

Themes on *what worked well* across schools

Theme	Rank	Code Count	% of Total Coded	# of Schools Reporting (8, incl. libraries)
Student attitudes & behaviors	**1**	**95**	**23.4**	**All**
Instructional practices	**2**	**71**	**17.5**	**All**
Instructional supports	**3**	**67**	**16.5**	**All**
Technology	4	60	14.8	6
No effect/None	5	39	9.6	6
Faculty well-being	6	30	7.4	7
Faculty learning	7	18	4.4	6
Time	8	13	3.2	6
Communications	9	8	2.0	5
Learner Inclusion	10	5	1.2	4
Total		406	100%	

What was a challenge for you in in the transition to online remote teaching?

Themes on *challenges* across schools

Theme	Rank	Code Count	% of Total Coded	# of Schools Reporting (8, incl. libraries)
Technology	**1**	**113**	**24.6**	**All**
Instructional practices	**2**	**96**	**20.9**	**All**
Faculty well-being	**3**	**91**	**19.8**	**All**
Student learning	4	72	15.7	6
Student well-being	5	32	7.0	6
Communications	6	15	3.3	4
Instructional supports	6	15	3.3	6
Assessment	7	13	2.8	6
No effect/None	8	12	2.6	All
Total		459	100%	

# *How will this experience change your approach going forward ?*

Themes on future *changes* across schools

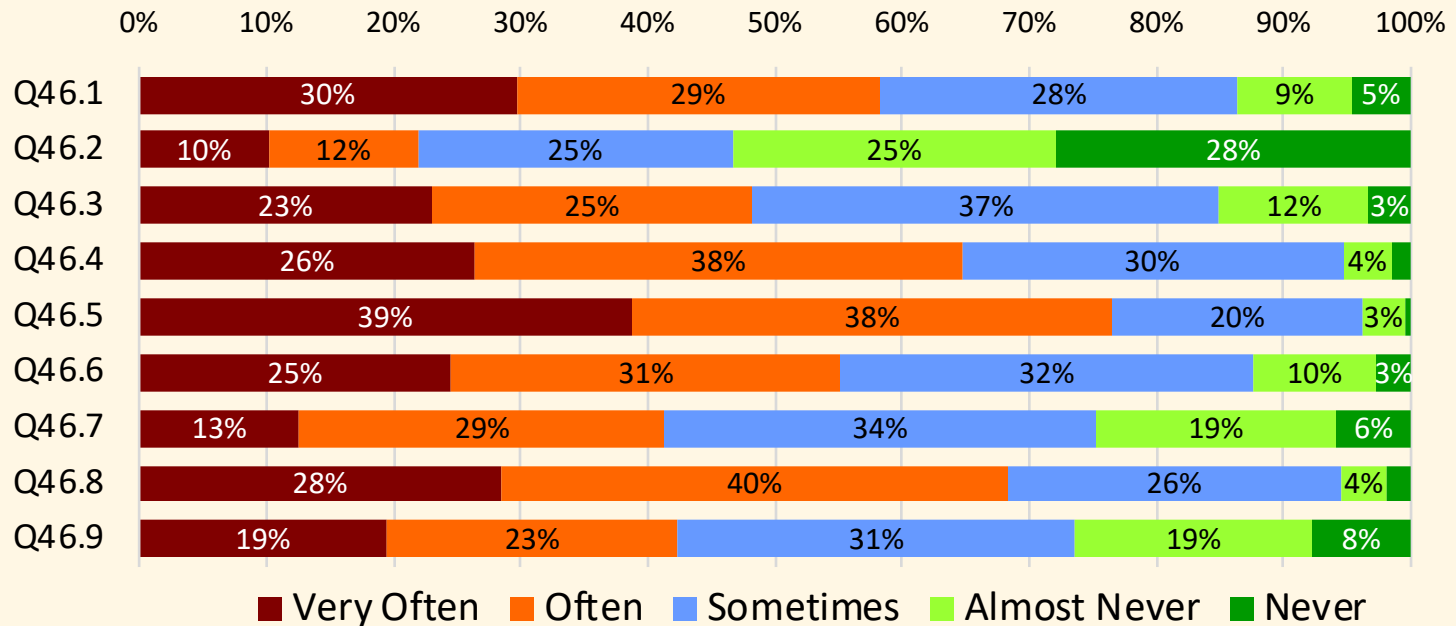| Theme	Rank	Code Count	% of Total	# of Schools Represented (8 possible-Includes Libraries)
Beliefs and attitudes about Online instruction	**1**	**87**	**27.7**	**All**
Instructional and assessment practices	**2**	**84**	**26.8**	**All**
No Changes	3	29	9.2	
Technology use	3	29	9.2	6
Planning and preparation	4	28	8.9	6
Unsure	5	24	7.6	4
Students interactions	6	24	7.6	6
Help seeking	7	9	2.9	All
Total		314	100%	

Anticipated Impact of COVID-19 on Faculty Non-Instructional Productivity

- Faculty were asked to indicate the anticipated impact of COVID-19 on three areas of non-instructional productivity: scholarly activities, professional services, and public service participation
- Scholarly Activities: 22% of All Faculty indicated an increase; 54% indicated a reduction
- Professional Services: 17% of All Faculty indicated an increase, 41% indicated a reduction
- Public Service Participation: 15% of All Faculty indicated an increase: 39% indicated a reduction

Faculty Anticipating
Non-Instructional Productivity Increase
Due to COVID-19

Faculty Anticipating
Non-Instructional Productivity Decrease
Due to COVID-19

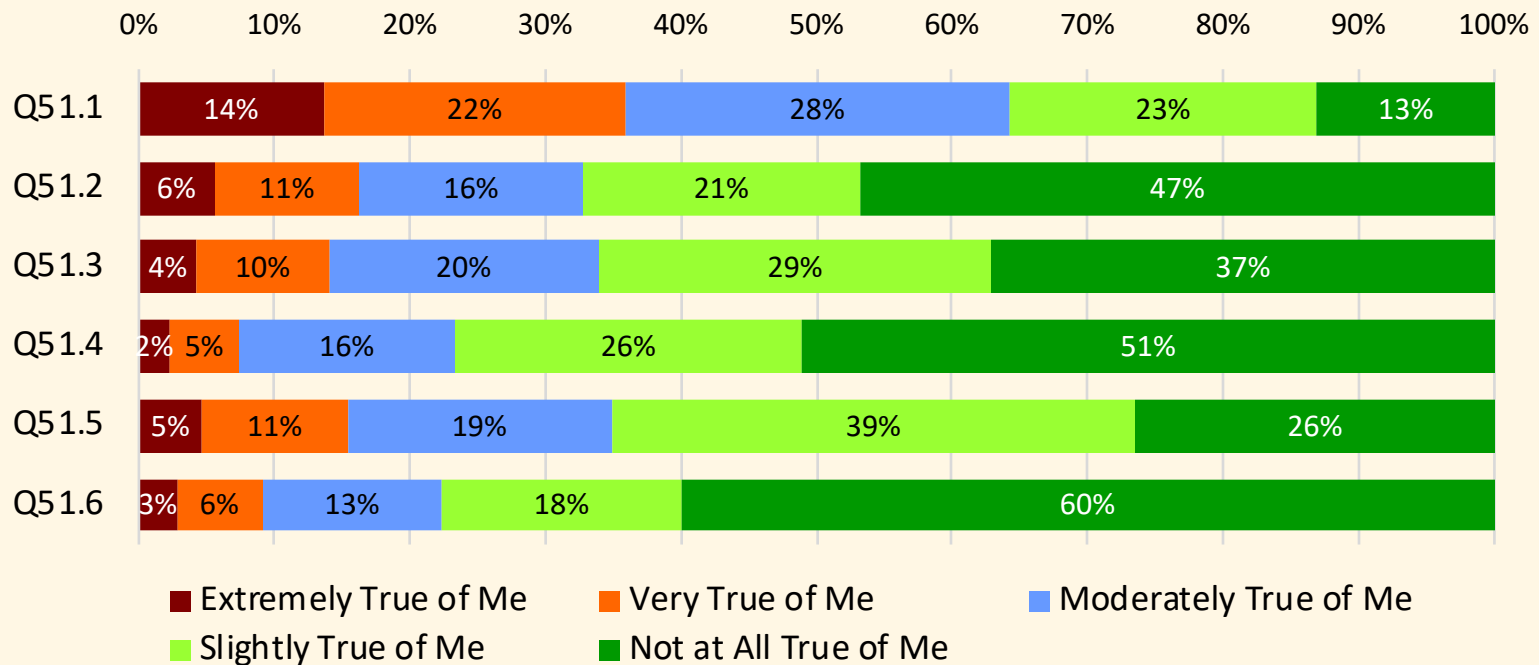■ Scholarly Activities   ■ Professional Services   ■ Public Service
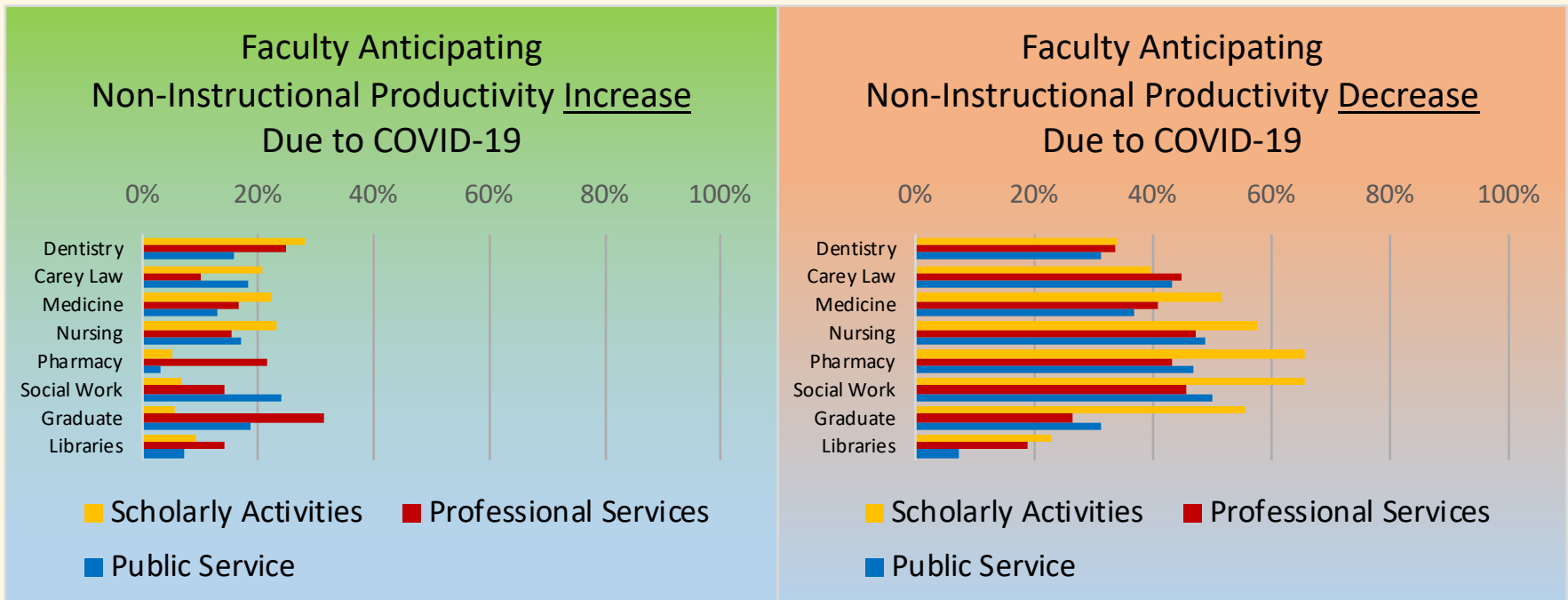
How Often Do Faculty Worry About The Following

1. Doing your job effectively despite the changes in your work environment
2. Feeling pressure to come to your place of work
3. Your health and well-being
4. The health and well-being of your colleagues and staff

5. The health and well-being of your friends and family
6. What the future holds for UMB
7. Losing connections with your colleagues and staff at UMB
8. The health and well-being of your students
9. Your ongoing employment

	Very Often	Often	Sometimes	Almost Never	Never
Q46.1	30%	29%	28%	9%	5%
Q46.2	10%	12%	25%	25%	28%
Q46.3	23%	25%	37%	12%	3%
Q46.4	26%	38%	30%		4%
Q46.5	39%	38%	20%		3%
Q46.6	25%	31%	32%	10%	3%
Q46.7	13%	29%	34%	19%	6%
Q46.8	28%	40%	26%		4%
Q46.9	19%	23%	31%	19%	8%

# Impact of COVID-19 on Faculty Personal Behavior

1. I watch a lot of news about the Coronavirus (COVID-19)
2. I purposefully try NOT to watch news on Coronavirus (COVID-19)
3. I spend a large percentage of my time trying to find updates, online or on TV, about Coronavirus (COVID-19)
4. The Coronavirus (COVID-19) outbreak and issues related to it makes me feel less motivated
5. I feel down because of the Coronavirus (COVID-19)
6. The Coronavirus (COVID-19) pandemic has NOT made me feel any differently than I did before

	Extremely True of Me	Very True of Me	Moderately True of Me	Slightly True of Me	Not at All True of Me
Q51.1	14%	22%	28%	23%	13%
Q51.2	6%	11%	16%	21%	47%
Q51.3	4%	10%	20%	29%	37%
Q51.4	2%	5%	16%	26%	51%
Q51.5	5%	11%	19%	39%	26%
Q51.6	3%	6%	13%	18%	60%

# Faculty Household Members Enrolled in Any Level of Schooling

- 61% of All Faculty (n = 657) had at least one household member enrolled in schooling, including themselves (Q47)
- 20% of All Faculty (n = 220) had three or more household members enrolled in schooling, including themselves

66
Four or More
6%

154
Three
14%

427
None
39%

202
One
19%

235
Two
22%
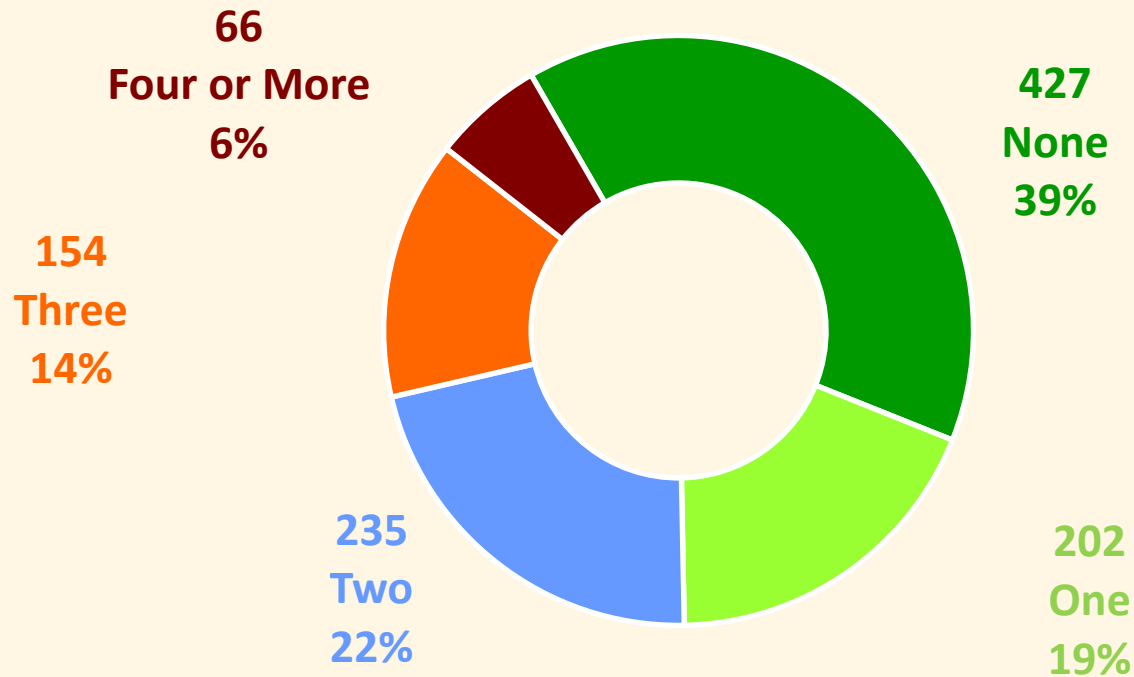
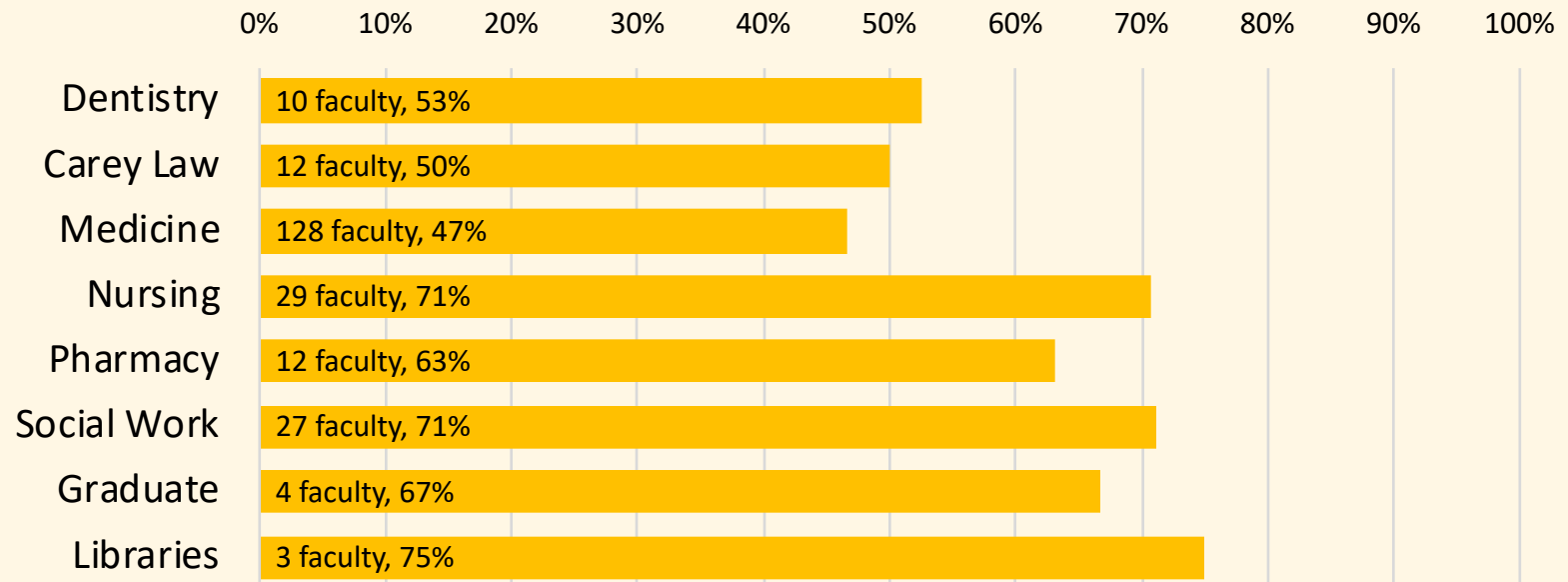# Faculty Household Member Level of Schooling (Q48)

- Most often, faculty household members are enrolled in Graduate / Professional school or Elementary school
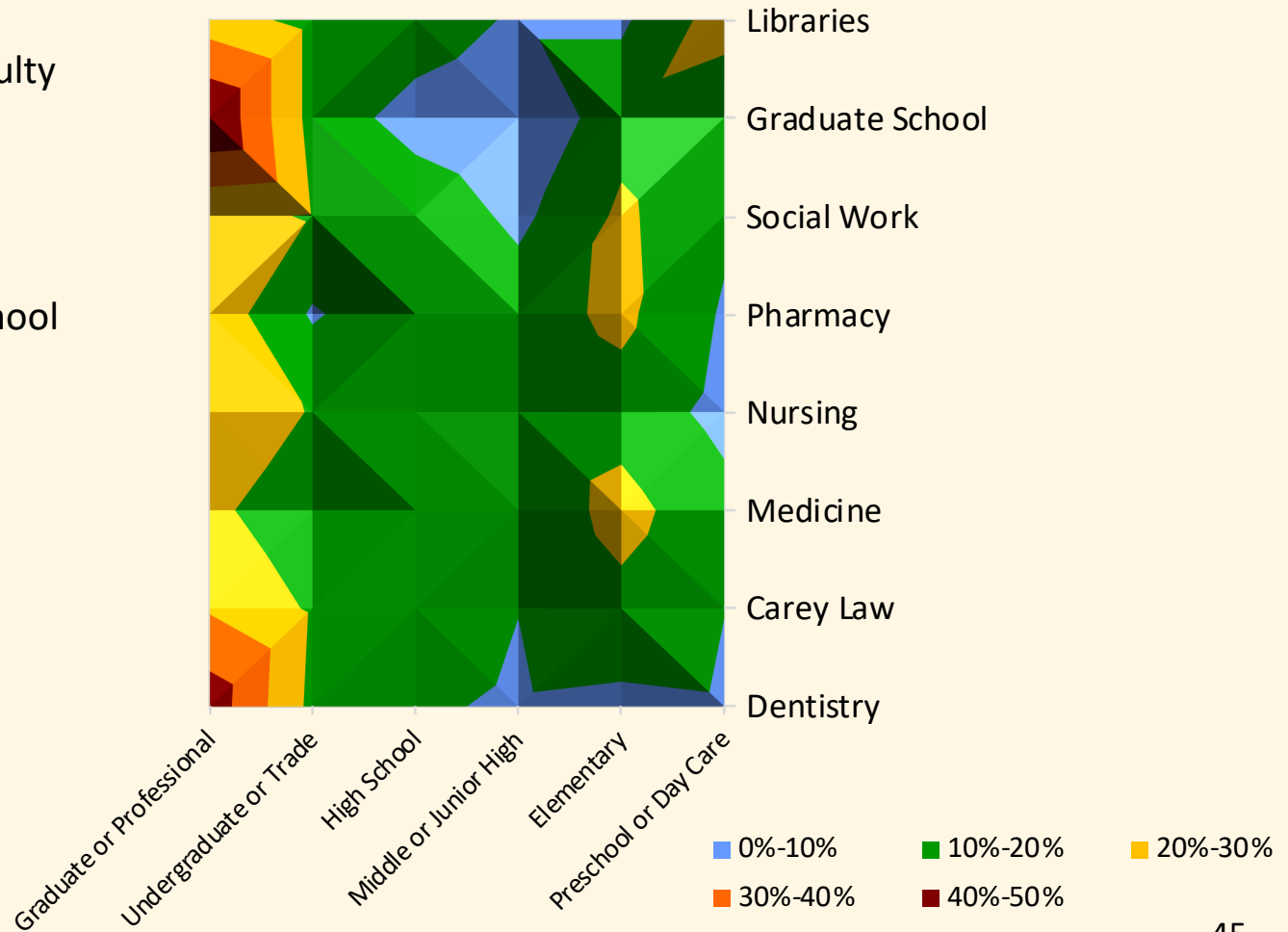
Faculty Facilitating Household Member Learning

Q49 – Are you the primary facilitator of any household member's learning during the day?

- 225 or 53% of All Faculty reporting ongoing household member learning indicated they were the primarily facilitator of learning during the day
- More than 70% of faculty in Nursing, Social Work, and Libraries were primary facilitators where ongoing household member learning was reported

	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

Dentistry — 10 faculty, 53%
Carey Law — 12 faculty, 50%
Medicine — 128 faculty, 47%
Nursing — 29 faculty, 71%
Pharmacy — 12 faculty, 63%
Social Work — 27 faculty, 71%
Graduate — 4 faculty, 67%
Libraries — 3 faculty, 75%

For More Information

Faculty Center for Teaching and Learning

www.umaryland.edu/fctl

Or contact ccestone@umaryland.edu

Detailed faculty, employee, and enrollment statistics are available on the Institutional Effectiveness, Strategic Planning, and Assessment website:

www.umaryland.edu/iespa

Or contact gspengler@umaryland.edu