

Executive Summary for  
**School of Dentistry**

**Faculty COVID-19 Impact Surveys**  
(June 2020 & December 2020)

**Background.** The Provost’s Office of the University of Maryland, Baltimore, sought to understand the experiences and broad impact of the COVID-19 pandemic on their faculty, staff, and students during the pandemic, requiring virtual work, teaching, research, and service. This report summarizes school-level responses to two surveys administered during 2020. A 45-item survey was sent to all active faculty and adjuncts in June 2020, ten weeks after the transition to emergency remote teaching and virtual work; this survey was repeated in December 2020, with the addition of ten items regarding COVID safety behaviors. The survey was open for three weeks in each administration. Survey questions were primarily derived from the Higher Education Data Sharing Consortium (HEDS, 2020) survey and the National Institutes of Health (NIH) Public Health Emergency and Disaster Research Response survey (Conway, Woodard, & Zubrod, 2020), and were supplemented with institutionally relevant items relating to impacts to research and clinical operations, scholarship, community service activities. Open ended qualitative questions with an emphasis on instructional impacts were also included. Survey results for the school are presented by survey topic area with comparisons to aggregate responses by all UMB faculty. Response categories included in this executive summary were selected to portray significant data comparison points and do not account for all responses to each question. The number of survey responses is summarized in Table 8.

**Table 1.** *University and School Leadership Response*

Question Stem	Response	June SOD	Dec. SOD	June UMB	Dec. UMB
Overall satisfaction with support from UMB (including school and central administration) to help adjust to all the changes this spring [June survey] / during the COVID-19 pandemic [December survey]	% Strongly Agree & Agree	87%	87%	83%	82%
University-level leadership effectively protected faculty from the negative health consequences of COVID-19	% Strongly Agree & Agree	99%	95%	96%	95%
University-level leadership supported faculty in adapting to the changes at the institution caused by the spread of COVID-19	% Strongly Agree & Agree	94%	91%	92%	93%
University-level leadership communicated effectively and transparently during this crisis	% Strongly Agree & Agree	90%	89%	92%	93%
School-level leadership helped me to reset faculty priorities due to changes at the institution caused by the spread of COVID-19	% Strongly Agree & Agree	81%	75%	72%	67%
School-level leadership helped me to understand the direction forward in my work due to changes at the institution caused by the spread of COVID-19	% Strongly Agree & Agree	72%	75%	70%	67%

School-level leadership has shown care and concern for faculty in the response to the COVID-19 crisis	% Strongly Agree & Agree	91%	75%	84%	80%
School-level leadership communicated effectively and transparently during the crisis	% Strongly Agree & Agree	74%	58%	81%	78%

**Table 2.** *Research and Clinical Practice Impact*

Question Stem	Response	June SOD	Dec. SOD	June UMB	Dec. UMB
Has your research been affected because of campus changes due to COVID-19?	% Yes	82%	83%	77%	73%
Has your clinical practice been affected because of campus changes due to COVID-19?	% Yes	96%	79%	89%	83%
What impact has reduction or suspension of your research activities had on you?	% Minor / Moderate	64%	67%	48%	64%
	% Major / Catastrophic	36%	33%	48%	32%
What impact has reduction or suspension of your clinical practice had on you?	% Minor / Moderate	40%	65%	51%	57%
	% Major / Catastrophic	53%	27%	41%	27%

**Table 3.** *Faculty Instructional Productivity Impact (for those faculty engaged in didactic and/or clinical skills instruction)*

Question Stem	Response	June SOD	Dec. SOD	June UMB	Dec. UMB
Faculty conducting virtual / online teaching in Spring 2020 prior to COVID-19 [June survey]	% Yes	44%		37%	
Faculty teaching virtually / online in Spring 2020 after March 14, 2020 [June survey]	% Yes	84%		79%	
Faculty teaching virtually / online in Spring and / or Summer 2020 [December survey]	% Yes		73%		76%
Faculty teaching virtually / online in Fall 2020 [December survey]	% Yes		73%		82%
Faculty planning to teach virtually / online in Spring 2021 [December survey]	% Yes		68%		66%
Please estimate the total number of students that you are teaching virtually/online in Spring 2020 (June survey) / Fall 2020 (December survey) across all class sections.	Less than 25	27%	19%	49%	40%
	26 - 99	12%	2%	30%	31%
	100 or more	61%	79%	21%	29%
How well are you adjusting to the demands of this new teaching environment? (Sliding Scale of 1-10; 1 = Extremely poorly / 10 = Extremely well)	Mean	7.75	7.78	7.34	7.43
Based on your perception, how are your students adjusting to the demands of this new teaching environment? (Sliding Scale of 1-10; 1 = Extremely poorly / 10 = Extremely well)	Mean	7.35	7.60	6.85	6.74
Do you perceive there to be a change in instructional effectiveness due to the shift from in-person to virtual/online instruction, and if so, how would you describe the magnitude?	% Any Increase	32%	28%	17%	15%
	% Any Reduction	49%	57%	66%	69%

**Table 4. Student engagement and readiness for future learning**

<b>Question Stem</b>	<b>Response</b>	<b>June SOD</b>	<b>Dec. SOD</b>	<b>June UMB</b>	<b>Dec. UMB</b>
Indicate if teaching online has changed the frequency with which you engage with your students individually	% More frequent	25%	17%	22%	18%
	% Less frequent	44%	48%	46%	45%
Indicate if teaching online has changed the frequency with which you engage with your students as a group	% More frequent	32%	9%	20%	17%
	% Less frequent	30%	43%	31%	31%
Concerns about students' preparedness for continued study as a result of educational experiences since Spring 2020	% Moderately concerned	20%	39%	30%	31%
	% Very concerned	18%	9%	13%	9%
	% Extremely concerned	11%	0%	5%	4%
Change in time spent related to the teaching mission since the move to virtual/online teaching due to COVID-19	% Any increase	68%	89%	61%	70%
	% Any reduction	12%	3%	16%	10%

**Table 5. Faculty Non-Instructional Productivity Impact**

<b>Question Stem</b>	<b>Response</b>	<b>June SOD</b>	<b>Dec. SOD</b>	<b>June UMB</b>	<b>Dec. UMB</b>
Impact of COVID-19 on attainment level of scholarly activities June 2019 through May 2020 [June survey] / June 2020 through May 2021 [December survey]	% Increase	28%	25%	22%	17%
	% Reduction	34%	50%	54%	66%
Impact of COVID-19 on participation level in professional services June 2019 through May 2020 [June survey] / June 2020 through May 2021 [December survey]	% Increase	25%	21%	17%	17%
	% Reduction	34%	37%	41%	47%
Impact of COVID-19 on participation level in public service with K-12 schools and community colleges, government agencies, non-profit organizations, or businesses June 2019 through May 2020 [June survey] / June 2020 through May 2021 [December survey]	% Increase	16%	7%	14%	11%
	% Reduction	31%	59%	39%	50%

**Table 6.** *Percent frequency of Faculty concerns related to COVID-19.*

<b>Question Stem</b>	<b>Response</b>	<b>June SOD</b>	<b>Dec. SOD</b>	<b>June UMB</b>	<b>Dec. UMB</b>
Doing your job effectively despite the changes in your work environment	% Very Often / Often	55%	43%	58%	44%
	% Never / Almost Never	18%	22%	14%	22%
Feeling pressure to come to your place of work	% Very Often / Often	29%	25%	22%	17%
	% Never / Almost Never	41%	47%	53%	63%
Your health and well- being	% Very Often / Often	50%	27%	48%	39%
	% Never / Almost Never	13%	23%	15%	19%
The health and well- being of your colleagues and staff	% Very Often / Often	62%	44%	65%	50%
	% Never / Almost Never	5%	6%	5%	10%
The health and well- being of your friends and family	% Very Often / Often	76%	60%	77%	65%
	% Never / Almost Never	2%	6%	4%	6%
What the future holds for UMB	% Very Often / Often	55%	27%	55%	30%
	% Never / Almost Never	7%	20%	12%	30%
Losing connections with your colleagues and staff at UMB	% Very Often / Often	43%	31%	41%	38%
	% Never / Almost Never	27%	26%	25%	25%
The health and well- being of your students	% Very Often / Often	73%	46%	68%	53%
	% Never / Almost Never	4%	7%	6%	12%
Your ongoing employment	% Very Often / Often	48%	28%	42%	29%
	% Never / Almost Never	23%	35%	26%	39%

**Table 7. COVID-19 Practices (December 2020 Survey Only)**

Question Stem	Response	December SOD	December UMB
How concerned are you about exposure to COVID-19 through your current educational settings	% Great Deal / A Lot	21%	16%
	% None / A Little	52%	69%
How do you feel about UMB policies and guidelines regarding COVID-19	% Just Right	86%	86%
How well do you follow UMB policies and guidelines for minimizing exposure to COVID-19	% All of the Time	79%	86%
What is your level of concern that other students, faculty, or staff are not following UMB policies and guidelines for minimizing exposure to COVID-19	% Very / Somewhat	77%	48%
	% None / A Little	23%	52%
In your opinion, the level of enforcement by UMB officials of UMB policies and guidelines applicable to students, faculty and staff to minimize exposure to COVID-19 is	% About Right	85%	81%
	% Not Enough	14%	16%
If you are participating in in-person classes, experiential learning, or clinical experiences, how much stress are you currently feeling about participating in these in-person experiences	% Great Deal / A Lot	27%	19%
	% None / A Little	48%	57%
Over the last two weeks, how often have you felt unable to stop or control worrying due to impacts associated with the pandemic	% Several / More than Half of Days	46%	47%
How well are you currently managing the stress in your life (frequency of problems coping)	% Sometimes / Often	32%	36%
Are you participating in programming offered by UMB or your School that can help you manage more effectively with stress	% Yes	22%	25%
Overall, based on your personal definition of burnout, how would you rate your level of burnout	% Occasional	45%	47%
	% Moderate	27%	28%

**Table 8. Survey Participation.**

Survey Participation	June SOD	December SOD	June UMB	December UMB
Number of faculty responding to survey	100	83	1,161	914
Number of school faculty as a percent of total responses	8.6%	9.1%	100%	100%

Jointly prepared by the Faculty Teaching and Learning Center and Office of Institutional Effectiveness, Strategic Planning, and Assessment

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