

## COVID Impact Statement Guidelines

### Background: The COVID-19 Pandemic

The COVID-19 pandemic has had direct and immediate impacts to the University community since March 2020 and has created extraordinary and unprecedented circumstances. We recognize that the impacts of the pandemic are unique to everyone. Thus, faculty members are encouraged to document the ways their professional work has been affected by the pandemic.

### About the COVID Impact Statement

What is a COVID Impact Statement?

A COVID Impact Statement is an optional document, up to 2 pages long, written by a faculty member to document the ways one's faculty work has been directly affected by COVID-19 pandemic. Recognizing that the pandemic has impacted faculty workload and professional opportunities in different ways, the statement can help provide context to reviewers by describing the negative and positive impacts of the pandemic on one's performance and contributions in the evaluation areas (teaching, scholarship and professional activity, service, and practice (for clinical faculty)).

Is a COVID Impact Statement required?

No, it is an optional document. Each faculty member might find it helpful to document impacts, whether for themselves or to include as part of their evaluation materials, while the experiences are recent. The presence or absence of a COVID Impact statement by itself should not be considered a positive or negative by individuals conducting an evaluation.

Why might I choose to prepare a COVID Impact Statement?

The purpose of the statement is to help provide reviewers with information to conduct a fair, contextual review. Reviewers might not be fully aware, particularly over time, of the specific circumstances in which your work has been disrupted by the pandemic. Faculty members can choose the level of detail to include within the statement, and personal information should be kept private.

### Suggestions for Preparing Your COVID Impact Statement

The statement is not intended to be burdensome or exhaustive (up to 2 pages). Rather, it is intended to make visible the relevant yet potentially invisible impacts of the pandemic. The statement should identify negative and/or positive impacts to help reviewers understand how COVID-19 impacted your work and career trajectory, with respect to new responsibilities as well as unexpected challenges. You may choose to organize your statement in sections that correspond to the areas of evaluation (teaching, scholarship and professional activity, service, and practice (for clinical faculty)). The statement should not include any personal information (such as health, financial, or caregiving responsibilities). If you had any approved leaves related to COVID-19, please include the date(s).

If you choose to provide this optional statement in your portfolio, please include it in Section B.2 Context Documents. You may revise your statement over time, such as for each evaluation period, as the impacts evolve and become visible.

The following are examples of COVID impacts, negative and positive, on the areas of evaluation. This is not intended to be a complete list.

### Teaching

- Additional workload due to the rapid pivot to remote instruction during Spring 2020
- Adapting or developing courses (during Summer 2020 and/or the 2020-2021 academic year) for an online, hybrid, hy-flex, and/or physically distanced settings.
- Technology challenges and/or learning new technology and tools for teaching
- Interruptions to or cancellations in lab, clinical, studio, performance, or study abroad courses or course components
- Increased teaching assignments, such as additional courses or sections
- Increased mentoring and support of faculty as they adapted their teaching and modified courses
- Increased workload to respond to individual students' needs due to COVID-19
- Increased advising and mentoring of students

### Research and Creative Activity

- Closures or reduced access to laboratory, studios, clinical facilities, field sites, human subjects, or research collections
- Changes in grant funding and collaboration activities, such as reduction in available grants, change in funding areas, or new grant funding opportunities
- Interruptions to collaborations or ability to hire student assistants
- Cancelled or postponed conferences, performances, or exhibitions
- Cancelled or postponed travel to conduct scholarly and creative activity
- Cancelled invited presentations, workshops, or fellowships
- Sabbatical interruptions or cancellation
- Delayed peer-review publication processes and schedules
- Reduced mentoring opportunities

### Service

- Increased committee work in COVID response teams and committees
- Additional ad-hoc department assignments or administrative duties
- Increased mentoring of faculty colleagues
- Increased or decreased opportunities for community service, outreach, or partnerships

### Clinical Practice (such as for Clinical Faculty)

- Closures or disruptions at clinical sites
- Increased or altered case load
- Increased time to address safety requirements

### Do you have additional questions?

We are here to help clarify the process. Please contact Amy Chan Hilton (Center for Excellence in Teaching & Learning, [CETL](mailto:amy.chanhilton@usi.edu)) at [amy.chanhilton@usi.edu](mailto:amy.chanhilton@usi.edu) or 812.461.5476.

This document is intended to supplement the [Portfolio Guidelines](#) and [Portfolio FAQs](#) documents for rank-eligible full-time faculty members. Please refer to the current documents on the Provost's Office [Personnel Decisions web page](#) and the [University Handbook](#) (starting on page 42 of the [Faculty Handbook](#) PDF) for information.

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This document is based on Guidelines for COVID Impact Statement from the [University of Texas at Austin](#), [Kansas State University](#), [University of Massachusetts Amherst](#), and the [Ohio State University](#).