

**Pandemic Impact Statements**

The COVID-19 pandemic has impacted faculty members’ productivity. Most faculty members have had to spend significantly more time on teaching and have had less time to spend on research activities. Research has been disrupted in many ways from lab closures, cancellation of conferences to faculty experiencing substantial demands due to teaching in new modalities. Additional burdens balancing personal and professional commitments have disrupted faculty work, especially for parents of school aged children and faculty who have been ill or who have caregiver responsibilities for an ill member of their family.

**What is a Pandemic Impact Statement?**

A Pandemic Impact Statement allows faculty to document pandemic impact on their productivity or balance of work responsibilities. Faculty can convey new responsibilities and unexpected challenges. These statements allow for recognition of the differential impacts of the COVID-19 pandemic and mitigate against unequal outcomes. These statements can allow leaders and promotion committees to assess faculty members more fairly, accounting for their different working conditions under and even after the pandemic. These statements can make relevant but potentially invisible impacts visible, for example additional student mentoring and support.

**Why write an impact statement?**

The purpose of an impact statement is to give faculty an opportunity to articulate their productivity during the pandemic. The pandemic resulted in both new responsibilities and unexpected challenges. The impact the pandemic has had varies based on the type of research, teaching loads and modalities, involvement in pandemic response work and caregiving responsibilities. As these impacts can have long term effects, this documentation will play an important role during evaluation by providing the individual context for fair and thoughtful recognition of the impact of the pandemic on faculty work.

**Are all faculty required to write a Pandemic Impact Statement?**

This statement is not required. Some faculty may feel their productivity has not been disrupted to an extent that requires this documentation. There may be other faculty who feel uncomfortable sharing the impact that caregiving, personal and/or family medical needs, and stress have had on their productivity. Academic leaders are encouraged to de-stigmatize care and illness by acknowledging the disparate impact that COVID-19 had on faculty and the value of documenting these challenges in creating fair assessments. Regardless, the decision to include a Pandemic Impact Statement should be voluntary.

**Completing RIT’s Pandemic Impact Statement Template**

The request for faculty to document the impact of the pandemic is not meant to create an additional burden on faculty. To assist faculty with documenting impacts, we have created a form that can be used to guide this documentation.

**Resources**

* Advance Tip Sheets (under development)
* UMass Amherst Advance, Documenting Pandemic Impacts-Best Practices, August, 2020. [Link.](https://www.umass.edu/advance/sites/default/files/inline-files/UMass%20ADVANCE%20COVID-19%20Tool%20August%2017%202020%20Final.pdf)
* J. L. Malisch et al., Opinion: In the wake of COVID-19, academia needs new solutions to ensure gender equity. Proc. Natl. Acad. Sci. U.S.A. 117, 15378–15381 (2020). [FREE Full Text](https://www.pnas.org/lookup/ijlink/YTozOntzOjQ6InBhdGgiO3M6MTQ6Ii9sb29rdXAvaWpsaW5rIjtzOjU6InF1ZXJ5IjthOjQ6e3M6ODoibGlua1R5cGUiO3M6NDoiRlVMTCI7czoxMToiam91cm5hbENvZGUiO3M6NDoicG5hcyI7czo1OiJyZXNpZCI7czoxMjoiMTE3LzI3LzE1Mzc4IjtzOjQ6ImF0b20iO3M6MjM6Ii9wbmFzLzExNy8zOS8yNDAzMi5hdG9tIjt9czo4OiJmcmFnbWVudCI7czowOiIiO30=)



**Pandemic Impact Statement Template**

Select the areas in which your research or scholarly productivity have been impacted. Common issues are provided. In the space provided, briefly describe the challenges you faced and/or efforts taken to address these challenges. One to three sentences or a list of events/impacts is sufficient (see example template below).

|  |  |
| --- | --- |
| *Indicate issues faced* |  |
|  | **I spent additional time associated with teaching** |
|  |
|  | **My research requires attendance at seminars, conferences, presentations, visits with collaborators, or research teams** |
|  |
|  | **My research community and peers are less available** |
|  |
|  | **I spent additional time on college or university service related to the pandemic (i.e. additional student mentoring, pandemic related committee work)** |
|  |
|  | **My research requires travel** |
|  |
|  | **My research requires a lab, studio, or venue(s) for creative works/performances** |
|  |
|  | **My research requires access to graduate students** |
|  |
|  | **My research involves fieldwork** |
|  |
|  | **My research requires research equipment or supplies that were unavailable due to supply chain issues** |
|  |
|  | **My research requires access to research subjects, animals, and or cell cultures** |
|  |
|  | **Balance of personal and professional commitments** |
|  |
|  | **Stress related to COVID-19** |
|  |
|  | **Health related challenges (me or caring for someone else)** |
|  |
|  | **Other. Describe:** |
|  |

**EXAMPLE**

**RIT’s Pandemic Impact Statement Template**

Select the areas in which your research or scholarly productivity have been impacted. Common issues are provided.

|  |  |  |  |
| --- | --- | --- | --- |
| Name |  | Date |  |
| Title |  | Department |  |
| College |  |  |  |

|  |  |
| --- | --- |
| *Indicate issues faced* | *In the space provided describe the challenges you faced and/or efforts taken to address these challenges.* |
| **X** | **I spent additional time associated with teaching** |
| Spring 2019AY: I moved my 2 courses fully on-line and created 20 lectures videos to allow for a “flipped” classroom. I participated in three sessions presented by the ILI on teaching remotely: one on Zoom, one on using Slack for classroom discussions.  Fall 2020AY: taught one class fully online so moved all content to My Courses platform. This required complete revision of all exams and the development of new course materials to allow for group interaction in the classroom. |
| **X** | **My research requires attendance at seminars, conferences, presentations, visits with collaborators, or research teams** |
| The Association of XYZ conference scheduled for April was cancelled. I was unable to present my work in progress and gain valuable feedback. I was also unable to be a panelists for a panel session and missed the opportunity to connect with potential collaborators and raise my visibility in this field. |
|  | **My research community and peers are less available** |
|  |
|  | **I spent additional time on college or university service related to the pandemic (i.e. additional student mentoring, pandemic related committee work)** |
|  |
|  | **My research requires travel** |
|  |
|  | **My research requires a lab, studio, or venue(s) for creative works/performances** |
|  |
|  | **My research requires access to graduate students** |
|  |
|  | **My research involves fieldwork** |
|  |
| **X** | **My research requires research equipment or supplies that were unavailable due to supply chain issues** |
|  |
|  | **My research requires access to research subjects, animals, and or cell cultures** |
|  |
|  | **Balance of personal and professional commitments** |
| My partner is a physician and was an essential worker. I had sole responsibility for navigating the home schooling required for my 2nd and 4th graders in the Spring. |
| **X** | **Stress related to COVID-19** |
|  |
| **X** | **Health related challenges (me or caring for someone else)** |
| I contracted COVID in September and missed an October grant submission deadline due to related health issues while ill and recovering. |
|  | **Other. Describe:** |
|  |