**Faculty Pandemic Impact Statement**

Because the effect of COVID-19 on faculty has been highly variable, you are encouraged to share the impact of the pandemic on your achievements using one of two options: 1) a narrative statement or 2) a checklist.

To complete the narrative, use the following prompts as a guideline to provide a concise, but thorough overview of the effect that the pandemic had on your ability to perform teaching, research/creative activity, and service work during 2021. In addition, if you feel comfortable, comment on the impact of the pandemic on the demands in your personal life, that may have contributed to challenges in performing your job. Choose to focus on the questions and issues that most impacted you. You may also include discussion of your workload distribution, in terms of your original 2021 workload distribution, and changes that you have requested due to the impact of COVID-19.

To use the checklist, indicate the statements that have been true of your experience during 2021. Include additional statements as needed.

The narrative/checklist should be provided to departmental leadership in your unit as part of the 2021 evaluation materials and uploaded to the Faculty Activity System.

**Narrative Prompts**

* Document changes to courses, including moving courses online and adoption of new technologies. Faculty may identify how many additional hours each week focused on teaching to concretize these effects (e.g., 15-hour/week workload for X course shifted to 30- hour/week workload for 7 weeks).
* Point out specific challenges, such as lack of resources or technology (high-speed broadband, software) that impacted teaching.
* Identify additional teaching responsibilities, including course overloads due to personnel changes, retirements, issues with teaching assistants, assisting others with technology, other workload changes.
* Address how advising changed, particularly as students navigated changing requirements. Identify any increases in advising load. Mention any additional support for students experiencing physical and or mental health, economic, and social consequences of the pandemic.
* Document mentoring impacts, including student progress, and additional mentoring time required with students/peers facing pandemic impacts.
* Discuss additional work needed to develop plans for closing and re-opening of laboratories, including coordination among research teams, development of cleaning and distancing protocols in the laboratory space, etc.
* Identify how research or creative work was disrupted. For example, faculty might note loss of:
	+ Research time due to increased or changed teaching and service responsibilities
	+ Sabbatical time, other paid or unpaid leave (ACLS, Fulbright, Guggenheim, NEH, NSF, etc.)
	+ Access to necessary research facilities/labs/ computing resources (including impacts on longitudinal research), studios, or venues for creative works/performances
	+ Access to research subjects, animals, cell cultures (including for longitudinal research)
	+ Additional time and resources spent to restart research/creative activity, which varies by field
	+ Travel and field research opportunities
	+ Funding to support personnel due to travel and visa restrictions or due to research restrictions
	+ Access to internal or external research funds
* Faculty should further note other kinds of impacts:
	+ Additional teaching/preparations, and technology challenges with online teaching
	+ Cancellations of seminars, presentations, visits with collaborators or research teams
	+ Challenges due to increased time for review of submissions for funding or publication
	+ Redirected funding for COVID-19 related topics
	+ Pivoting/changing research agenda due to pandemic restrictions or opportunities
	+ Diversion of funds for PPE
	+ Donation of supplies or personnel time to COVID-19 initiatives
	+ Challenges due to travel/visa restrictions
* Identify contributions to any department, university, professional society, interdisciplinary, or community engaged pandemic initiative.
* Discuss additional efforts made to move committee meetings/events or other service activities online and achieve objectives during the pandemic.
* Document any additional formal or informal (or hidden) service taken on, as a result of new demands developing, or others being overworked, on leave, or otherwise unavailable.
* If desired, provide discussion about the effect of the pandemic on your personal life. This is not required, but may be helpful to understanding the impact of the pandemic on achieving standard levels of work performance while upholding other demands. Do not feel compelled to share any information that is uncomfortable to you. This narrative may address questions such as:
	+ Do you have primary responsibility for care of dependents at home?
	+ Were you responsible for overseeing schooling for children?
	+ Do you manage care for someone with a disability or potentially life-threatening illness (not COVID-19)?
	+ Do you have a preexisting condition which made life during this pandemic more stressful or impacted their ability to return to campus and/or the classroom?
	+ Are you a single parent?
	+ Are you partnered to an essential/frontline worker?
	+ Did you experience illness or death of a loved one due to the pandemic?
	+ To what extent was the time available to complete research/creative activity, teaching, and service tasks affected by health issues or caregiving responsibilities?

**Checklist**

[ ]  My teaching effort was increased due to additional requirements for preparation to teach online, additional courses, or other factors

[ ]  My teaching effort has increased due to lack of technologies/resources (missing proper hardware for instruction/insufficient WiFi)

[ ]  My advising/mentoring load has increased

[ ]  My research/scholarly activity achievement was impacted by lack of access to a location, resource, population, or opportunity

[ ]  My research/scholarly activity achievements have been disrupted due to delays in publication review processes, funding opportunities, or similar

[ ]  My research/scholarly activity has been impacted through cancellations of conferences/colloquiums/exhibitions/other professional opportunities

[ ]  My efforts towards committee meetings/events or other service activities have increased due to technological difficulties

[ ]  I have taken on additional formal or informal (hidden) service as a result of new demands developing, or others being overworked, on leave, or otherwise unavailable

[ ]  I have contributed towards department, university, professional society, interdisciplinary or community engaged pandemic initiative

[ ]  I have experienced increased stresses in my home life (such as care for dependents) due to the ongoing pandemic

[ ]  My ability to complete research/creative activity, teaching, and service tasks was affected by health issues or caregiving responsibilities

[ ]  Other:

[ ]  Other: