



Optional COVID-19 Impact Statement

Overview: University of Central Florida faculty strive to be outstanding in their assigned teaching, research, service, clinical, and administrative duties. The COVID pandemic has created unexpected and extraordinary circumstances that can significantly influence any, and perhaps all, of these areas and that may have both positive and negative impacts on each area of assignment that vary by faculty title and rank.

COVID-19 Impact Statement: A COVID-19 Impact Statement is an optional mechanism where faculty can describe the individual challenges they faced during the pandemic and its impact on their advancement toward tenure and/or promotion. As part of the promotion dossier, faculty may include a one-page COVID-19 Impact Statement that summarizes any pertinent COVID-19 related impacts to their assigned teaching, research/creative activities, and service, as well as their clinical, administrative and “other duties” (if applicable). This COVID-19 Impact Statement is to describe how faculty have made significant adjustments to their work during the pandemic and to provide context for approaches or outcomes that may look different than might be otherwise expected. The COVID-19 Impact Statement does not substitute or change the standards for promotion or tenure, and it is not meant to be an explanation for not meeting such standards. COVID-19 impact statements should not include personal information.

Considerations and Resources for Faculty: A few universities have begun to create resources for helping faculty members consider the often-intersecting ways the COVID-19 pandemic has affected their professional lives and paths toward promotion and tenure. The following lists of considerations were taken or adapted from the sources listed below and are organized around the major parts of faculty assignments. This is not an exhaustive list. When writing a COVID-19 Impact Statement, faculty should be selective rather than exhaustive, and only address the most substantial impacts. Further, faculty might describe: a) how they have attempted to manage particular impacts, where possible, b) the multiplier effects of certain delays or disruptions, c) how they have been disproportionately impacted due to their positionalities, and d) how they would clarify impacts and the causes that might not otherwise be clear.

Teaching and Instructional Duties:

- Course changes that were made (e.g., incorporating new technologies, teaching in differing modalities, reconfiguring courses with community or client-based components, changing assignments and assessment mechanisms, delivering course content, pedagogy, and the associated increased prep time). Skill building or training to retool for teaching in new or revised modes and accessing the resources for doing so.

- Additional teaching responsibilities (e.g., course overloads, shared teaching).
- Challenges (e.g., teaching assistants, issues with technology).

Research and Creative Activities:

- Cancellations of or adjustments to conference presentations, invited talks, exhibitions or performances, fellowships, or artist/scholar-in-residence appointments
- Closed or limited access to facilities, performance venues, festivals, summer institutes, residences, and ensembles
- Disruptions and delays to research and creative activities (e.g. lack of access to data, participants, delays in peer or other review processes, publication schedules)
- Additional work required to close and reopen labs and other research/creative activity spaces
- Challenges to accessing and using start-up research funds and resources
- Shifts in research foci or programs, including altering research priorities to answer emergent questions related to the pandemic
- Limitations of grant funding opportunities or delays in funding application processes
- Challenges to fulfilling grant requirements and outcomes
- Impacts on sabbatical, faculty development, or other leaves

Service:

- “Invisible” service to support students
- Additional work to sustain departmental or other operations
- Additional service commitments (e.g., meetings, initiatives, resource building) on department, college, or university committees or working groups
- Additional service supporting student organizations
- Interrupted or altered engagement with community or other external organizations
- Additional service commitments and effort to support to community and other service-related collaborations

Clinical Duties:

- Reduced clinical opportunities due to patient/client concerns
- Reduced efficiency in clinic due to modified protocols
- Reduced clinical opportunities due to closure of sites

Administrative Duties:

- Reduced access to administrative and technical support
- Limited access to personnel records
- Additional coordination of meetings in new format (e.g., Zoom or MS Teams)

Sources:

<https://www.umass.edu/advance/sites/default/files/inline-files/UMass%20ADVANCE%20COVID-19%20Tool%20August%2017%202020%20Final.pdf>

<https://www.purdue.edu/butler/documents/Best-Practices-Tool-1-Documenting-Impact-of-COVID-19-for-tenure-track-and-tenured-faculty.pdf>

<https://hr.msu.edu/ua/promotion/faculty-academic-staff/covid19-impact-statement-guidelines.html>

<https://covid.provost.utexas.edu/faculty>

https://www.unlv.edu/sites/default/files/page_files/27/Best-Practices-for-Writing-COVID-19.pdf