

Guidance for Submitting Impact Statements January, 2021

Faculty are invited to submit impact statements to document the effects of the pandemic on their scholarly work. While no one is required to submit such a statement, doing so is one way for faculty to communicate challenges and/or opportunities they have encountered during the pandemic and help unit leaders recognize, support and fairly evaluate their contributions. This list is not all-inclusive but may help faculty to reflect on the effects that they experienced.

TEACHING

- Challenges and opportunities related to adopting new teaching formats as a result of the pivot to remote learning (e.g., professional development needed, changes in evaluation processes, work with teaching assistants).
- Significant reconfiguration of courses for remote instruction format, including lab courses, practicum courses, and courses with community engagement and service components.
- Reallocation of time to ensure content delivery through multiple instructional formats.
- Creating new infrastructure at home and/or remote work environments (e.g., new technology, getting more bandwidth, finding quiet spaces, taking turns when others require use of WiFi).
- Managing time constraints brought about by new caregiving responsibilities (e.g., if childcare or eldercare centers closed, children requiring home schooling).
- Learning to manage new complexities when interacting with students (e.g., advising and mentoring) who have extraordinary circumstances and potential for distress (e.g., parents afflicted with COVID-19, financial stressors, the impact of racial injustice events).
- Changes in enrollment have shifted department priorities and/or teaching assignments.
- Additional support provided to colleagues to assist their teaching and learning.

RESEARCH

- Limited access to labs, studios, animals, clinical settings, field settings, specific populations (e.g., the disproportionate impacts on immigrant communities, public school students and teachers) for research.
- Limitations on travel to conduct research.
- Restricted access to supplies/disruption in supply chains relevant to research.
- Impacts on productivity and training opportunities due to enhanced safety protocols in work and laboratory environments.
- Access to funds to support COVID-19 related research.
- Cancellation or new formats of professional conferences, closing of performance venues, exhibitions, etc.
- Delays in editorial decisions or other processes related to publications.
- Limitations related to home “office” infrastructure (e.g., internet availability, printers, computing, ability to access restricted/secure data, sharing remote work spaces).
- Effects on time for research due to changing teaching, mentoring, and/or advising demands.

- Effects on time for research due to family care demands (e.g., ill relative, child needing home schooling).
- Challenges and opportunities around collaboration and networking, when face-to-face interactions are limited.
- Responding to stress and anxiety/loneliness/student issues/emails.
- Additional time involved with understanding new COVID-19 protocols that impact research.
- Additional time involved with responding to media requests for expert opinions (e.g., on viruses, social unrest, elections).

SERVICE

- Limited access to settings and resources for extension/outreach/service.
- Disruptions to engagement with community-based organizations and institutions.
- Disruptions to in-person programming and moving to online programming.
- Unanticipated shifts in local and community priorities, causing some activities to be paused while others became immediate high priorities.
- Communication and continuity challenges related to internet access in remote and/or underserved/low-income areas.
- Increased complexity and difficulty with service contributions due to prohibitions on travel, face-to-face meetings, communication, etc.
- “Hidden” service obligations, including additional time and energy spent mentoring and supporting students, colleagues, and others with particular impacts from the pandemic (BIPOC individuals, first-generation students, etc.)
- Opportunities passed up because of pandemic effects, such as professional society leadership opportunities, conference/workshop organization opportunities
- New and unanticipated service requests and requirements related to the response of the university, professional organizations, laboratories, funding/governmental agencies, etc.
- Significantly increased service requirements and time demands for faculty engaged in extensive outreach activities (e.g., with travel prohibitions, facility closures, lack of connectivity in some areas).
- Added complexity and slower progress with committee work when relying on videoconferencing and other communication for meetings.