

## **GUIDELINES: FACULTY PANDEMIC IMPACT STATEMENT**

Faculty may include a *Pandemic Impact Statement* in annual, comprehensive, reappointment, tenure, and promotion review materials, highlighting the immediate and ongoing effects of the COVID-19 pandemic on their professional life. The statement may be included whether or not the faculty member had a tenure-clock stoppage in AY2020-21 or AY2021-22.

The statement aims to assist reviewers in understanding the impact of pandemic-related challenges on the candidate's work. The statement should not contain confidential information and should focus on topics such as changes in workload or practice, caregiving responsibilities, extra time spent on teaching and mentoring, disruptions to scholarly work, and support for students dealing with physical or mental illnesses, stress, grief, or anti-racist movements.

Here are some examples of what could be addressed and contextualized in the pandemic impact statement:

- What you have done to pivot your teaching (different modalities, new technology, revising course curricula to more fully engage with anti-racist movements)
- What you have done to pivot your scholarly and creative work
- How you have risen to the short-term and long-term challenges
- What work you could not do because of the pandemic, such as
  - conference papers accepted but not able to be presented
  - fellowships awarded that could not be accepted
  - lack of consistent access to laboratories, fieldwork sites, libraries, archives, or studio space
  - constraints on international travel and visas
  - closed exhibition and performance venues
  - canceled conferences, shows, and events
  - difficulties staffing laboratories or recruiting student research assistance
- What opportunities came up due to the pandemic
- Effects on grant funding and timeline extensions
- Complexities of establishing laboratories or obtaining specialized equipment or materials
- Shifts in service and leadership responsibilities
- Contextual information about work with students such as extra time spent in advising, mentoring, and support
- Emotional toll of helping students dealing with physical or mental illnesses, stress, anxiety, oppression, grief, or other support needs
- Significant life events, non-confidential personal challenges

These documents from University of Colorado Colorado Springs provide additional guidance:

- [Reviewing Pandemic Impacts to UCCS Faculty Careers](#)
- [Documenting Pandemic Impacts in your UCCS Dossier](#)

Examples of statements included in recent reappointment, tenure, and promotion dossiers are available in the Center for Faculty Development and Advancement's Dossier Library. Please email the CFDA to request access to the Dossier Library ([cfda@ucdenver.edu](mailto:cfda@ucdenver.edu)).