
Panel on COVID-19 Impact Statements for P&T

Cohosted by UD ADVANCE and the Diversity &
Inclusion Committee of the Faculty Senate



UNIVERSITY OF DELAWARE
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UD'S COVID-19 Policies for P&T, FHB 4.4.18

1. **CLOCK EXTENSION.** A one-year extension to the tenure/contract clock is granted to all TT and CT faculty as of the 2019-2020 or 2020-2021 academic years
2. **EVIDENTIAL MATERIALS: TEACHING.** Optional inclusion in dossiers of student course feedback, spring 20 - summer 21 courses
3. **COVID IMPACT STATEMENTS.** Through 2028-2029, all faculty are required to include a “COVID Impact Statement” in their dossiers for peer and for P&T reviews
4. **EXTERNAL REVIEWERS.** Suggested language for use in letters to reviewers

What is a COVID-19 Impact Statement?

- > A narrative that documents the impacts of the pandemic on faculty work conditions and productivity

See [UD's Report of the Task Force on Equity in Faculty Evaluation, \(Recommendation 3\)](#) for examples of some demonstrable impacts.

- > Many other universities and some funding agencies are also allowing or requiring COVID impact statements
- > Requiring COVID-19 impact statements of all candidates is considered best practice for ensuring an equitable review process

COVID-UD FHB Language 19 Impact Statements

Through the 2028-2029 academic year, all faculty members are required to include a “COVID Impact Statement” in their dossiers for peer reviews and promotion and/or tenure reviews. The purpose of the statement is to provide reviewers the information they need to perform a fair, contextual review; faculty members should not feel compelled to divulge personal information that they would prefer to keep private.

.... Candidates are encouraged to describe both negative and positive impacts they have experienced as a result of the pandemic. The statement should identify impacts that help reviewers to understand how COVID-19 influenced their work, both in terms of the impacts on their workload, as well as unexpected opportunities and challenges.

If a candidate believes that there was no discernible impact, the candidate can use the statement to indicate that.

-FHB 4.4.18

Differential Impacts of COVID-19

- > Different groups have been impacted differently by the pandemic
- > Some have lost considerable work time or opportunities while others may have not been impacted or might have even benefited.

Ex.: Impacts on worktime due to increased caregiving disproportionately falls on women.

Ex.: Increased demand to mentor students falls disproportionately on women and faculty of color.

Ex.: Due to the racial unrest that co-occurred with COVID-19, many faculty of color are experiencing increased psychological, mentoring, and service burdens.

Potential Benefits of COVID Impact Statements

- > Provide an opportunity for candidates to demonstrate their flexibility, adaptability, and creativity in the wake of the pandemic
- > Provide an opportunity to make salient impacts of which evaluators may not be aware
- > Lead to more fair assessment of faculty achievements
- > Help prevent pandemic-related working conditions from worsening existing inequities

Writing an Effective COVID Impact Statement

- > Briefly identify impacts (positive and negative) on your research, teaching, and/or service.

Note: It is not necessary to provide detailed personal information; impacts can be discussed more generally

- > Highlight mitigation and creative problem-solving strategies
- > Indicate special opportunities or accomplishments that might have resulted from the switch to working remotely.
- > Emphasize a positive overall trajectory and your path forward post-pandemic.
- > See [UD's Report of the Task Force on Equity in Faculty Evaluation](#), (Recommendation 3) for more information

Panelists

- > Estella Atekwana, Dean, College of Earth, Ocean, and Environment
- > Tobin Driscoll, Professor of Mathematical Sciences
- > Kami Silk, Chair and Rosenberg Professor of Communication
- > Bert Tanner, Professor of Mechanical Engineering

Q&A

Q1. How long should a COVID-19 impact statement be?

Q&A

Q2. How much evidence, and of what sort, should I provide to justify impact?

Q&A

Q3. Bias is well documented in faculty evaluation. How do I write a COVID impact statement without priming bias?

For example, how much personal information should I include in a covid impact statement ?

Q&A

Q4. What should I avoid doing or saying in a COVID-19 impact statement – to avoid hurting my case ?

Q&A

Q5. What are some ways to write a COVID-19 impact statement that might help my case ?

Q&A

Q5. How will – or should – COVID-19 impact statements be used by committees and external reviewers?

Resources

- > Task Force on Equity in Faculty Evaluation (https://cpb-us-w2.wpmucdn.com/sites.udel.edu/dist/9/2591/files/2021/02/Equity-in-Faculty-Evaluations-Task-Force-Report_2-11-21.pdf)
- > UD ADVANCE COVID-19 Resource (<https://cpb-us-w2.wpmucdn.com/sites.udel.edu/dist/2/11245/files/2021/04/Covid-Resource-3.29.21.pdf>)
- > ASEE webinar: Writing Effecting COVID Impact Statements (<https://www.youtube.com/watch?v=JphY5oRzse8>)
- > Further and future resources can be found on the UD ADVANCE website.