
Evaluating COVID-19 Impact Statements



UNIVERSITY OF DELAWARE
ADVANCE INSTITUTE

UD's COVID Impact Statement Policy, FHB 4.4.18

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.

Note: The COVID Impact Statement is separate from the required workload statement and the conventional candidate research and teaching statements.

What is a COVID-19 Impact Statement?

- > A brief narrative that explains how a candidate's work has been affected (positively or negatively) by the pandemic.
- > It should identify impacts (e.g., lab closures, publishing delays, shift to online teaching, etc.) that help evaluators understand a candidate's career trajectory in light the pandemic.
- > If a candidate believes that there was no discernible impact, the candidate can use the statement to indicate that.

Why Document the Impact?

- > The effects of the pandemic on professional careers varies by individual and will be felt for many years.
- > Documenting impacts will help evaluators understand the context in which a faculty member's work was disrupted.
- > The underlying idea is that professional achievement should be judged relative to opportunity.

Tips Communicated to Faculty Candidates

- > Keep your statement brief and to the point, ~ 1-1.5 pages (or less)
- > You do not need to include personal information.
- > Do your best to emphasize demonstrable impacts, ones that measurably affected your work.
- > Document new responsibilities, unexpected challenges, and the ways you may have mitigated the professional impacts of the pandemic.
- > If impacts are personal or difficult to quantify, try to focus on the impact on productivity rather than what the impact is on you, personally. (This may help avoid priming bias in a reader.)

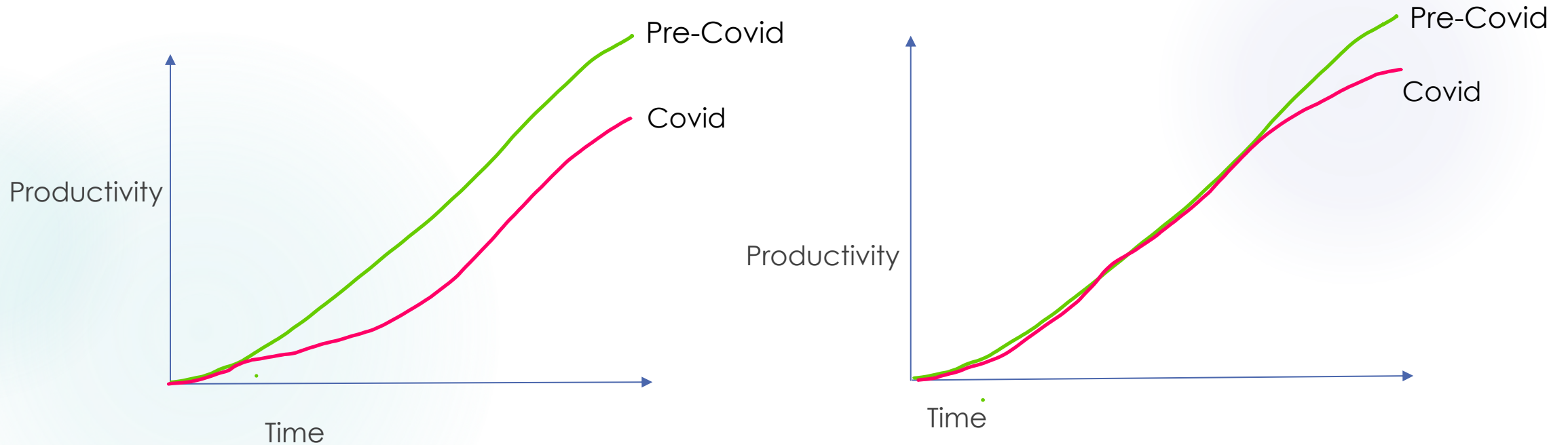
Thinking about evaluating ...

Recall that the main idea behind the COVID impact statement policy is that achievements should be judged relative to opportunity.

- What might this look like in practice?

Some suggestions

- Focus on the candidate's overall trajectory.



Some suggestions

- Focus on the candidate's overall trajectory.
- Consider flexible interpretation of standards.
- Think about how to balance quality and quantity.
- Keep in mind the following:
 - Evaluating a candidate for P&T is not the same as evaluating a CV for a job offer. You are evaluating the candidate against a set of criteria, not against other people.

Select Resources

- > Report of Task Force on Equity in Faculty Evaluation
- > UD ADVANCE COVID-19 Resources
- > UMass Amherst, "Documenting Pandemic Impacts"

These resources are available on the UD ADVANCE website:

<https://sites.udel.edu/advance/2021/04/12/ud-advance-covid-resource/>

Thank You!

ud-advance@udel.edu

More resources available at:
sites.udel.edu/advance