

**University of Michigan-Dearborn Faculty COVID-19 Impact Statement Guidelines**  
***A COVID Impact statement is completely voluntary. These guidelines provide examples of issues that may be included in a statement, which can be turned in along with merit, promotion and tenure, and/or LEO evaluation portfolios. Faculty should consult with their mentors, Chair, and/or Dean for more information about how an Impact Statement will be considered in evaluation within their unit.***

The COVID-19 pandemic has had significant impact on the level, type, and balance of work for faculty members. Many faculty have experienced an increase in their work: prepping and moving classes online, mentoring students in need, reworking university activities to address COVID-19 risks, and balancing new challenges while working at home. The pandemic has also affected work outcomes. Many faculty members have experienced a reduction in productivity and research publication due to lack of access to labs, research sites, research subjects, and funding, as well as cancelled conferences and delayed reviewing processes for academic journals. These effects are exacerbated for those who have children at home who need care or homeschooling, or other family members who need care, which reduces and interrupts time available to perform academic work.

Research has demonstrated that faculty members with caregiving responsibilities, the majority of whom are women, are experiencing negative impacts on their work (Goodwin and Mitchneck 2020, Myers et al. 2020). Women are submitting fewer journal articles than men during the COVID pandemic (Cui, Ding and Zhu 2020). Women and faculty members of color, already engaged in higher levels of mentoring of students and junior faculty members, have seen increased burdens in this area (Malisch et al. 2020). Faculty members of color are also more likely to be experiencing losses and providing care for extended families, with women of color facing the highest burdens.

Because of the potential inequities that can emerge and/or be exacerbated by these developments, a number of granting agencies and academic associations have called for policies and practices around faculty reviews that can fairly and consistently recognize the disruptions of the pandemic (Gonzales and Griffin 2020).

To that end, after consultation with the Care and Equity Task Force, Provost Alcock is offering all University of Michigan-Dearborn faculty members the option to provide a COVID Impact Statement that will make the relevant effects of the pandemic known. These statements can address personal circumstances that affected overall productivity, such as increased caregiving responsibilities, as well as other effects on responsibilities and workload. These statements can be added to materials prepared for the promotion, tenure, reappointment, post-tenure review and annual review process beginning with the academic year 2020-21 reviews for tenure-stream faculty, and calendar year 2020 reviews for LEOs.

The University recognizes that faculty experiences are likely to vary and differ from one another, so the format and structure of this impact statement is left up to the writer. Some may find it helpful to write a holistic statement, while others may wish to structure their document around particular work-related areas (i.e., teaching, research and service). What follows is a list of examples of some impacts of the COVID-19 pandemic. This list is illustrative not exhaustive. The impact statement should address the question: How has the Covid-19 pandemic affected my work? Statements for AY 2020-2021 may

address everything that happened from the time the University shifted to remote learning and campus shut down in March 2020.

**Research** – How has your research been impacted?

- Lost or reduced access to research labs and other work spaces relevant to research
- Research time lost or reduced due to diversion of efforts to other activities
- Lost or reduced access to grants and other funds, ability to gain extension time for grant-funded research
- Loss or reduced access to student researchers
- Extra support for those research students (paid or volunteer) who continued to work with faculty members during this time
- For those who do human subjects research, loss or disrupted access to participant pools or other limits to what data would be collected
- For those who do field work, loss of or reduced access to field sites
- Delays in journal review process and publication schedules
- Invited seminars, talks, and peer reviewed conference presentations cancelled.
- Within-person benchmarks – what was your productivity during and after COVID-19 compared to prior performance?

**Teaching** - How has your teaching been impacted?

- How many courses have you transitioned online since the pandemic? What are the enrollment numbers and credit hours? Are these lecture or laboratory courses?
- Have you taught face-to-face courses in 2020-21? If so, what obstacles were experienced in this type of teaching?
- Activities related to course development and revision (e.g., recording lectures, designing new assignments and assessments).
- Changes in the amount of time you're spending on grading, managing courses, etc.
- Participation in training sessions, consultation and webinars related to online teaching.
- Assisting other faculty in transitioning online.
- Mentoring students in classes during and after the initial transition.
- Taking on an increase in teaching load to help with the fallout of the pandemic, e.g. for a colleague who fell ill.
- Additional steps you took to help students adjust to the transition online.
- Additional support work you are doing with your students during the pandemic.

**Service** – How has your service, engagement and mentoring-related work been impacted?

- Contribution to university initiatives related to COVID-19.
- Community engagement related to COVID-19 and/or the Black Lives Matter Movement.
- Changes in mentoring of students and/or junior colleagues related to COVID-19 and/or the Black Lives Matter Movement.
- Increased service commitments to the discipline related to COVID-19 and/or the Black Lives Matter Movement.
- Shifting of major service duties to online format (e.g. public facing programming, aid in virtual graduation or awards ceremony).
- Changes in advising responsibilities.

- Increased service load on university committees, with professional duties or community responsibilities, particularly through efforts to increase the diversity of committees.

**Additional questions and considerations:**

- Did you take a leave during the pandemic?
- Did you exercise the option to stop your tenure clock due to the pandemic?
- You may also choose to include information about challenges you faced in your academic work as a result of the pandemic or racial equity crisis, such as changes to your care work, your own illness, and/or community care activities due to disparities related to COVID and/or addressing the trauma of anti-Black violence. Please talk with your mentor, senior colleagues, Chair, and/or Dean about whether including information related to these circumstances would be helpful to your review committee.

Cui, Ding and Zhu 2020 : [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3623492](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3623492)

Gonzales and Griffin 2020 <https://drive.google.com/file/d/1WQrIG6LsR04jGASfF6Z8WVx14RIRpsMj/view>

Malisch et al. 2020 <https://www.pnas.org/content/117/27/15378>

Mitchneck 2020 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7436417/>