

### ***How to write a COVID-19 impact statement in one hour***

Feeling overwhelmed by the prospect of documenting the effects of the pandemic? Here's a step-by-step guide for writing a statement in an hour, to minimize the burden. Or use it without the suggested timing to write at a pace or schedule that works for you.

1. Set a timer and brainstorm a list, or free-write, all the ways in which your work changed due to the pandemic and related disruptions in the last year. Be prepared for the possibility that this may dredge up strong emotions, including grief, or a sense of exhaustion. (5 minutes)
2. Review your list or paragraphs, with an eye to what is most germane to your academic life. Does anything need to be added? Think about what might have been missed (conferences, lab work, archival research...); what is delayed (publications, communication); and what might have been added to your workload (emergency online course design, pedagogy training, carework, racial justice strain, additional meetings or service etc.). (5 minutes)
3. Now, use a highlighter or circle the impacts that you think (a) have the potential to alter career trajectories and/or (b) may be invisible to others. You may also want to exclude anything that you do not wish to disclose directly, although you can discuss the effects of the pandemic generally without sharing personal health or family information. (5 minutes)
4. Review your CV, yearly calendar, or activity insight for 2020-2021 to identify significant professional development activities or growth that you want to capture in your statement. In your narrative, you may choose to quantify these commitments, or time spent in course preparation. (10 minutes)
5. Turn the above circled impacts and important professional development activities into a narrative. There are no length requirements, but 250-500 words is a common length. There is no required format for a Covid-19 impact statement, but the shape it takes should be guided by:
  - a. Your appointment type and how you are reviewed (i.e., % teaching, research, service)
  - b. Normative expectations around review and narrative documents in your unit.
  - c. The story that your Covid-19 impact statement tells and how it relates to your other review materials. Consider how these three factors might shape your statement as you craft it. (20 minutes)
6. Take a quick break—stand up and stretch or get something to drink. (5 minutes)
7. Take any remaining time to edit and review your narrative. Consider sharing with a trusted friend or mentor for feedback. You could also work with the Writing Center to get some additional feedback. (10 minutes)
8. Take care of yourself! Especially if this is an emotionally draining experience, you may need time to process, relax, or shake it off. You've done tremendous work under difficult circumstances.

**This table offers some possible impacts to workload that could be included in a COVID-19 Impact statement, starting from an assets-based approach, but also exploring what might have been missing or changed in faculty life during the pandemic.**

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	<b>New Directions</b>	<b>Missing or Cancelled</b>	<b>Delayed or altered</b>	<b>Workload Changes</b>	<b>Relating from...</b>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>development of online course materials</li> <li>pedagogy training in universal design, hy-flex or online modalities</li> <li>OTL programming; equity-minded pedagogy</li> <li>zoom or other collaborative skills developed</li> </ul>	<ul style="list-style-type: none"> <li>travel courses, some community-based learning, or other high-impact practice courses</li> <li>course evaluations (requires alternative documentation)</li> </ul>	<ul style="list-style-type: none"> <li>some curricular development or other pedagogical growth projects may be delayed</li> <li>mental health support for students living through a pandemic and its effects</li> </ul>	<ul style="list-style-type: none"> <li>increased mentoring, especially for historically marginalized faculty members</li> <li>overloads or additional teaching due to hiring freeze, etc.</li> <li>Coaching and support to colleagues, including graduate students and adjuncts</li> </ul>	<ul style="list-style-type: none"> <li>home office creation and management</li> <li>partial or full-time caregiving for children, elders, or the ill, including self.</li> <li>housing or financial challenges related to the pandemic.</li> <li>Work from Home challenges (timing, bandwidth, work/life balance)</li> <li>hiring freeze (lack of support)</li> <li>inability to travel to see family</li> <li>direct and indirect Covid related health issues</li> <li>grief and mourning for family, friends, the global community</li> <li>racial unrest and social justice issues</li> </ul>
<b>Research, Scholarship &amp; Creative Activity</b>	<ul style="list-style-type: none"> <li>altering research priorities to answer emergent questions related to the pandemic and social justice</li> <li>additional professional development around new methods or projects to adjust to pandemic disruptions</li> </ul>	<ul style="list-style-type: none"> <li>studies halted due to covid restrictions, including travel or health, lab or archive closure, etc.</li> <li>loss of research time</li> <li>funding cancellation</li> <li>cancellation of fellowships, artist/scholar-in-residence</li> <li>appointments</li> </ul>	<ul style="list-style-type: none"> <li>conferences</li> <li>publication/ review pipeline</li> <li>funding delays</li> <li>sabbaticals</li> <li>reduced productivity</li> <li>altered research trajectory</li> </ul>	<ul style="list-style-type: none"> <li>additional requirements for covid-related protocols</li> <li>scheduling and other logistics</li> </ul>	
<b>Institutional &amp; Department Service</b>	<ul style="list-style-type: none"> <li>leadership during crisis</li> <li>reimagining the post-pandemic university</li> </ul>	<ul style="list-style-type: none"> <li>Lack of opportunities to serve on committees or supervise students</li> </ul>	<ul style="list-style-type: none"> <li>invisible service to support the mission, e.g., helping others navigate</li> </ul>	<ul style="list-style-type: none"> <li>additional committee service</li> <li>faculty senate work</li> <li>initiative work</li> </ul>	
<b>Disciplinary Service</b>	<ul style="list-style-type: none"> <li>digital collaboration</li> </ul>	<ul style="list-style-type: none"> <li>leadership opportunities related to conferences &amp; annual meetings</li> </ul>	<ul style="list-style-type: none"> <li>rotating leadership positions in professional organizations</li> </ul>	<ul style="list-style-type: none"> <li>additional work from scheduling meetings online</li> </ul>	
<b>Service to the Community</b>	<ul style="list-style-type: none"> <li>additional clinical or patient care related to the pandemic including mental health support</li> </ul>	<ul style="list-style-type: none"> <li>clinical or community-based work restricted or cancelled due to pandemic restrictions</li> </ul>	<ul style="list-style-type: none"> <li>delayed or altered engagement with community organizations</li> </ul>	<ul style="list-style-type: none"> <li>support for disproportionately harmed communities and groups</li> </ul>	