**Draft Impact Statement for Annual Review**

As part of the other information you want your Chair/URC to know relating to your work in the past year, you can provide information on how the pandemic has impacted your work.

**All Annual Reviews should include one of the following statements:**

I was impacted and provide more detailed information below

I was impacted but do not wish to provide further information

I was minimally impacted and provide more detailed information below

I was minimally impacted but do not wish to provide further information

You can use any, some or none of the following prompts to craft your impact statement:

• If granted “essential worker” status, what work did it apply to, and what new work was added.

• If willing to provide this information, describe how your time and focus have changed due to health issues, caregiving, homeschooling responsibilities and more broadly, pandemic fatigue.

• Document contributions to maintaining educational continuity for our undergraduate and graduate students during the period of remote learning through Spring 2020, Fall 2020. This can include:

o Success in moving courses online, developing substitutes for class labs and studios, maintaining student engagement, and providing students with a human connection to our institution should be acknowledged.

• Document changes to courses, including moving courses online and new technologies and include how many additional hours each week focused on teaching to concretize these effects (e.g., 15-hour/week workload for X course shifted to 30- hour/week workload for 7 weeks).

• Point out specific challenges, such as lack of resources (high-speed broadband, software) for faculty and students, and trainings attended or led.

• Identify additional teaching responsibilities, including course overloads due to personnel changes, retirements, issues with teaching assistants, assisting others with technology, other workload changes.

• Address how advising changed, particularly as students navigated changing requirements. Identify any increases in advising load. Mention any additional support for students experiencing physical and or mental health, economic, and social consequences of the pandemic.

• Document mentoring and networking impacts, including those that impacted the faculty member personally (lost opportunities to meet current mentors or expand network because of canceled meetings) and those that impacted student progress, also describe additional mentoring time that may have been required with students/peers facing pandemic impacts.

• List attending/leading meetings, additional efforts made – any work that would not have occurred during a regular semester. List efforts to move meetings/events online e.g., convocation, local/regional/national meetings.

• List additional work needed to develop plans for closing and re-opening of laboratories, including coordination among research teams, development of cleaning and distancing protocols in the laboratory space, etc.

• Identify contributions to any department, university, professional society, interdisciplinary, or community-engaged pandemic initiative.

• Identify how research or creative work was disrupted.

For example, faculty might note loss of:

o Research time due to increased or changed teaching and service responsibilities or loss of reassignment of duties

o Loss of other paid or unpaid leave (Fulbright, Guggenheim, etc.)

o Access to necessary research facilities/labs/ computing resources (including impacts on longitudinal research), studios, archives, or venues for creative works/performances

o Access to research subjects, animals, cell cultures (including for longitudinal research)

o Additional time and resources spent to restart research, which varies by field

o Travel and field research opportunities

o Funding to support personnel due to travel and visa restrictions or due to research restrictions

o Access to internal or external research funds

o Additional time needed to changing ability to use research dollars (program officer discussions and work with ORED.)

o Loss of research productivity due to pandemic impacts on graduate research assistant productivity (for example, loss of working space, impact on mental health, impact on collaborative research).

o Loss of productivity due to multi-year impact on the research products in subsequent academic years beyond 2021.

• Faculty should further note other kinds of impacts:

o Additional teaching/preparations

o Cancellations of seminars, presentations, visits with collaborators or research teams

o Challenges due to increased time for review of submissions for funding or publication

o Redirected funding for COVID-19 related topics

o Pivoting/changing research agenda due to pandemic restrictions/challenges

o Diversion of funds for PPE

o Donation of supplies or personnel time to COVID-19 initiatives

o Challenges due to travel/visa restrictions

Adapted from UMass ADVANCE COVID-19 Tool August 17 2020