

Frequently Asked Questions about COVID-19 Impact Statements



1. What is a COVID-19 Impact Statement?

A COVID Impact Statement is an optional document that faculty can include in their dossier for annual review, promotion, promotion and tenure, and post-tenure review. The statement should briefly document the pandemic impacts on faculty workload, productivity, and trajectory.

2. Why are we allowing faculty the option of submitting COVID-19 Impact Statements?

In spring 2020, Provost Hensel granted the option for a one-year clock stoppage for faculty due to COVID-19. Numerous higher education articles and journals have indicated that clock-stoppages can widen the gender gap for earnings and career advancement, which may be long term.

We are unsure of the actual impacts that COVID-19 will have on faculty work, and faculty whose work has been impacted may or may not have elected to take a tenure clock stoppage. However, the COVID-19 Impact Statements will allow all faculty to describe the impact of COVID-19 on their work if they desire, regardless of whether or not they took a clock stoppage. This will allow the review process to continue equitably while considering the pandemic's impact on faculty work.

3. How long will faculty be able to submit COVID-19 Impact Statements?

We believe it would be premature to indicate a date at this time. We do not know how long the COVID-19 pandemic will impact society; however, we do recognize that some faculty productivity may be affected by these challenges for several years to come.

4. What kinds of information can be in the COVID-19 Impact Statement?

COVID-19 Impact Statements should document impacts related to teaching, scholarship/creative works, and service. If the statement does not apply to an area, do not include it.

For more information, see [COVID-19 Statements - What to Document](#).

5. Can I include personal details like caregiving responsibilities in my impact statement?

Yes, you can include personal details. The purpose of the COVID-19 Impact Statement is to shed light on the pandemic's invisible impacts on faculty workload. It is a personal choice to determine how much is shared to demonstrate these effects.

6. What should *not* appear in a COVID-19 Impact Statement?

If medical leaves are discussed, do not provide details about diagnoses or prognoses, but do note when such leaves occurred.

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7. How long should a COVID-19 Impact Statement be?

COVID-19 Impact Statements should be no more than three pages in total. Please use the COVID-19 Impact Statement form which can be found on the Faculty Affairs website at <https://faculty.gsu.edu/ptr/>.

8. Should faculty at Perimeter College complete the impact statement?

Yes, Perimeter College faculty can submit a COVID-19 Impact Statement if the pandemic has impacted their workload assignment in a meaningful way.

9. Other than a COVID-19 Impact Statement, how can faculty document the impacts of the pandemic?

Curriculum Vitae

Faculty should indicate when conferences, awards, or other activities were disrupted, canceled, or delayed due to the pandemic.

Teaching Portfolios

Faculty should document any adjustments that were required due to the pandemic. Also, teaching pedagogy workshops attended or facilitated should be noted.

Other Documents

There may be other documents required at the departmental or College level. Faculty should be sure to provide consistent information across those documents; this includes the impact of COVID-19 on faculty workload.

10. What if the impact of the pandemic was beneficial to a faculty member's work?

While many COVID-19 Impact Statements will document how a faculty member's work was disrupted, some faculty may have greater opportunities since the pandemic.

For example, some faculty in disciplines related to pandemic outcomes (public health, learning technology, etc.) may have greater access to grants or publishing opportunities. These positive impacts can also be documented to provide context for shifts in research agendas, and to explain productivity. Faculty can also use the COVID-19 impact statement to describe how their work may have shifted in response to the public health crisis. Deviations from programmatic work are not always viewed positively but can be justified based on the importance of responding to the COVID crisis.

11. Will external reviewers see these statements?

Yes, COVID-19 Impact Statements will be shared with external reviewers if included in your package.

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External reviewer letters have been updated to include a notation about considering COVID's impact. They will use the information to contextualize their assessment of the faculty member's scholarship/creative works.

Resources

- [Supporting faculty during & after COVID-19](#) Don't let go of equity, a report by Leslie D. Gonzalez and Kimberly A. Griffin, ASPIRE Alliance, 2020.
- [Challenges for the female academic during the COVID-19 pandemic](#) *The Lancet*, June 18, 2020
- [Tenure and promotion after the pandemic](#) *Science*, June 5, 2020
- [Preventing a Secondary Epidemic of Lost Early Career Scientists: Effects of COVID-19 Pandemic on Women with Children](#) Cardel MI, Dean N, Montoya-Williams D. [published online ahead of print, 2020 July 15]. *Ann Am Thorac Soc*. 2020;10.1513/AnnalsATS.202006-589IP. doi:10.1513/AnnalsATS.202006-589IP
- [Unequal effects of the COVID-19 pandemic on scientists](#) COVID-19 has not affected all scientists equally. A survey of principal investigators indicates that female scientists, those in the 'bench sciences' and, especially, scientists with young children experienced a substantial decline in time devoted to research. This could have important short- and longer-term effects on their careers, which institution leaders and funders need to address carefully. Myers, K.R., Tham, W.Y., Yin, Y. et al. *Nat Hum Behav* (2020)
- [Consequences of the COVID-19 Pandemic on Manuscript Submissions by Women](#) Kibbe MR. *JAMA Surg*. Published online August 4, 2020. doi:10.1001/jamasurg.2020.3917
- [Letters: Impact of COVID-19 on academic mothers](#) published in *Science*, May 15, 2020
- [Meta-Research: COVID-19 medical papers have fewer women first authors than expected](#). Andersen JP, Nielsen MW, Simone NL, Lewiss RE, Jagsi R. *Elife*. 2020;9:e58807. Published 2020 June 15. doi:10.7554/eLife.58807
- [How Support of Early Career Researchers Can Reset Science in the Post-COVID19 World](#) Erin M. Gibson, et al. *Cell*, June 25, 2020
- [Coronavirus is harming the mental health of tens of millions of people in U.S., new poll finds](#) by Joel Achenbach, The Washington Post, April 2, 2020
- [STEM Equity and Inclusion \(Un\)Interrupted?](#) The pandemic will negatively impact the careers of women in STEM, particularly those of color, and failure to respond could jeopardize years of progress toward faculty equity, argue Stephanie A. Goodwin and Beth Mitchneck, in *InsideHigherEd*, May 15, 2020
- [No Room of One's Own](#): Early journal submission data suggest COVID-19 is tanking women's research productivity by Colleen Flaherty, *InsideHigherEd*, April 21, 2020
- [The coronavirus pandemic is creating a 'double double shift' for women. Employers must help](#), by Sheryl Sandberg and Rachel Thomas, *Fortune*, May 7, 2020
- [Nearly Half of Men Say They Do Most of the Home Schooling. 3 Percent of Women Agree](#): A survey suggests that pandemic-era domestic work isn't being divided more

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equitably than before the lockdown by Claire Cain Miller, *The New York Times*, May 8, 2020

- [Women's research plummets during lockdown - but articles from men increase](#) Many female academics say juggling their career with coronavirus childcare is overwhelming, writes Anna Fazackerley in *The Guardian*, May 12, 2020
- [Women in science are battling both Covid-19 and the patriarchy](#). The pandemic has worsened longstanding sexist and racist inequalities in science pushing many of us to say 'I'm done', write 35 female scientists, in *The Times Higher Education*, May 15, 2020
- [ARC Network Town Hall: Ensuring Equity in Institutional COVID-19 Responses](#) a recording of a webinar concerning the need to integrate diversity, equity, and inclusion into higher education administrators' decision-making, organized by the ARC Network, sponsored by the Association for Women in Science (AWIS) through an ADVANCE grant from the National Science Foundation. June 4, 2020
- [Opinion: In the wake of COVID-19, academia needs new solutions to ensure gender equity](#) Jessica L. Malisch *et al*, *Proceedings of the National Academy of Sciences* Jul 2020, 117 (27) 15378-15381; DOI: 10.1073/pnas.2010636117
- [The Life of a Black Academic: Tired and Terrorized](#) What has not been acknowledged is the world of terror enveloping many black academics that has changed feeling tired to absolute exhaustion, by Henrika McCoy, *InsideHigherEd*, June 12, 2020
- [Gender and the Pandemic](#), a collection of essays by affiliates of Stanford's Clayman Institute on Gender Research
- ["New PI COVID19 memo"](#) suggestions from "junior faculty at a university" to help catalyze the discussion of potential solutions to the challenges currently faced and foreseen for early career faculty members to the changed circumstances of their work resulting from the pandemic
- [Identifying Barriers to Career Progression for Women in Science: Is COVID-19 Creating New Challenges?](#) Summarizes discussions at a Gender Equity Workshop within the Molecular Approaches to Malaria Conference in February 2020. Barriers to career progression in science for women and minority groups, along with suggestions to overcome ongoing roadblocks, are discussed. PMID:32819829 | DOI:10.1016/j.pt.2020.07.016
- [Coronavirus Coverage and the Silencing of Female Expertise](#) by Teresa Carr, *Undark*, 06.22.2020, and also [here](#) in *The Wire*, July 9, 2020
- [Opinion: The Isolated Scientist](#) Among the disruptions and pain caused by the COVID-19 pandemic, researchers are dealing with a sudden halt in in-person interactions, by Steven Wiley, *TheScientist*, May 19, 2020
- [In the COVID-19 economy, you can have a kid or a job. You can't have both](#) by Deb Perelman, *The New York Times*, July 2, 2020
- [Will COVID-19 push women out of the labor force?](#) Barbara Risman, *Psychology Today*, July 2, 2020

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- [Coronavirus is Killing the Working Mother](#) It was hard enough to "have it all" before — but the pandemic could force out a generation of moms out of the workforce, by Ej Dickson, *RollingStone*, July 3, 2020
- [This Isn't Sustainable for Working Parents](#) The pandemic has already taken a toll on the careers of those with young children—particularly mothers, by Joe Pinsker, *Atlantic Monthly*, July 9, 2020
- [Yes, balancing work and parenting is impossible. Here's the data](#) by Suzanne M. Edwards and Larry Snyder, *The Washington Post*, July 10, 2020
- ['They Go to Mommy First'](#) How the pandemic is disproportionately disrupting mothers' careers, by Jessica Grose, *The New York Times*, July 15, 2020
- [Steps universities and others could take](#) a Twitter thread by Michelle Cardel, July 15, 2020
- [Pandemic childcare is way more stressful for moms than dads](#) Fathers take on more childcare during work-at-home, but moms simultaneously work and parent more often, by Stephanie Pappas, *LiveScience*, August 10, 2020
- [COVID's Surprising Toll on Careers of Women Scientists](#) Women scientists and those with young children are paying a steep career price in the pandemic, according to new research, an article by Rebecca Layne, *Harvard Business Review*, August 10, 2020
- [Childcare for Faculty: The Babar in the Room](#), a blog post by Kiernan Mathews, Harvard Graduate School of Education, Collaborative on Careers in Higher Education, August 10, 2020
- ['Babar in the Room'](#) Faculty parents are once again being asked to perform a miracle: Get their students and their own kids through the semester in one piece. Does it have to be this way? by Colleen Flaherty, *InsideHigherEd*, August 11, 2020
- [Women in Science May Suffer Lasting Career Damage from COVID-19](#) They bear a greater proportion of childcare and household responsibilities, making it much harder for them to publish their work and get ahead, by Jillian Kramer, *Scientific American*, August 12, 2020
- [Documenting Pandemic Impacts: Best Practices](#) UMass ADVANCE COVID-19 Tool, August 17, 2020
- [Something's Got to Give](#) Women's journal submission rates fell as their caring responsibilities jumped due to COVID-19. Without meaningful interventions, the trend is likely to continue, by Colleen Flaherty, *Inside HigherEd*, August 20, 2020
- [Covid-19 Is Intensifying The Disparities Between Men And Women In Science](#), by Nicole Fisher, *Forbes*, August 21, 2020
- [Measures to Support Faculty During COVID-19](#) The pandemic has amplified pre-existing inequities among faculty members, creating distinct challenges for differently situated ones, write Ethel L. Mickey, Dessie Clark and Joya Misra, *Inside HigherEd*, September 4, 2020
- [Burning Out](#) Professors say faculty burnout is always a real threat, but especially now, and that institutions should act before it's too late, by Colleen Flaherty, *Inside HigherEd*, September 14, 2020

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- [Pandemic Imperils Promotion for Women in Academia](#) Even as faculty members are given more time to meet a deadline for tenure, many say they are getting less work done because of child care needs, by Noam Schieber, *The New York Times*, September 29, 2020 (plus related links below to documents from Northwestern University cited in the article)
- [Factoring in the Pandemic Experience to Protect Gender Equity, Memorializing the Summer of 2020](#), a document distributed by the Northwestern [University] Organization of Faculty Women
- [Organization of Women Faculty COVID Response Faculty Survey](#), distributed July 20-August 7, 2020 by the Northwestern [University] Organization of Faculty Women
- [Call for Immediate Action](#), by the Northwestern [University] Organization of Faculty Women, September 2020
- [European Women in Mathematics Open Letter on the COVID-19 Pandemic](#) (EWM is an international association of women working in the field of mathematics in Europe), published online September 22, 2020
- [The Virus Moved Female Faculty to the Brink. Will Universities Help?](#) The pandemic is a new setback for women in academia who already faced obstacles on the path to advancing their research and careers, by Jillian Kramer, *The New York Times*, October 6, 2020, <https://www.nytimes.com/2020/10/06/science/covid-universities-women.html>
- [Women Are Falling Behind](#) Large-scale study backs up other research showing relative declines in women's research productivity during COVID-19, by Colleen Flaherty, *Inside HigherEd*, October 20, 2020
- [Exit Interview Study of Tenured/Track-Track Faculty: Exploring Factors Related Job Satisfaction and Departure](#), ADVANCE Program, University of Michigan, October 2020
- [Stuck-At-Home Moms: The Pandemic's Devastating Toll On Women](#) by Pallavi Gogoi, *National Public Radio* (NPR), October 28, 2020
- [Keeping COVID-19 From Sidelining Equity](#) Without engaged interventions, higher education will most likely become less diverse and inclusive, given the pressure the pandemic is placing on women and faculty of color, by Joya Misra, Dessie Clark and Ethel L. Mickey, *Inside HigherEd*, February 10, 2021
- [What Explains Differences in Finance Research Productivity During the Pandemic?](#) Barber *et al*, National Bureau of Economic Research (NBER) Working paper 28493, DOI 10.3386/w28493, February 2021
- [Supporting women in academia during and after a global pandemic](#), Reese et al, *Science Advances* February 24, 2021, Vol. 7, no. 9, DOI: 10.1126/sciadv.abg9310
- [Survey reveals COVID-19's significant stress on faculty](#) *Stanford Report*, February 26, 2021
- [Impact of COVID-19 on the Careers of Women in Academic Sciences, Engineering, and Medicine. National Academies of Sciences, Engineering, and Medicine.](#) Washington, DC: The National Academies Press. 2021. <https://doi.org/10.17226/26061>

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- [The Gendered Impacts of COVID-19: Lessons and Reflections](https://doi.org/10.1177/08912432211001305), editorial by Irma Mooi-Reci, Barbara J. Risman, *Gender & Society*, March 5, 2021. <https://doi.org/10.1177/08912432211001305>
- [Emerging Evidence Indicates COVID-19 Pandemic Has Negatively Impacted Women in Academic STEMM Fields, Endangering Progress Made in Recent Years](#), The National Academies of Science, Engineering, and Medicine news release, March 9, 2021
- [Many Female Academics Face Big Challenges — and Covid-19 Raises the Stakes, Report Says](#), by Lindsay Ellis, *The Chronicle of Higher Education*, March 9, 2021
- ['We are at the breaking point': Survey shows faculty, especially women, facing COVID-related stress](#) by Anna Milstein, *The Stanford Daily*, March 17, 2021
- [Women's Emotional Labor in Higher Ed and the COVID-19 Crisis](#), Women in Higher Education, April 21, 2020
- [Ten simple rules for women principal investigators during a pandemic](#) (Kreeger, et al, 2020) – PLOS Computational Biology
- [Inside Higher Ed: Faculty Pandemic Stress Is Now Chronic](#)