



BEST PRACTICES FOR WRITING COVID-19 IMPACT STATEMENTS

As part of the 2020 Annual Evaluation process, UNLV strongly encourages faculty and staff to prepare narrative statements documenting the impacts the COVID-19 pandemic has had on their work conditions and productivity. Documenting the effects of COVID-19 gives supervisors an accurate account of your circumstances under the conditions caused by the pandemic and facilitates a fair assessment of your performance. Below are guiding questions to assist with preparing your impact statement.

ADMINISTRATIVE FACULTY & STAFF

1. Did your scope of work change during the COVID-19 pandemic? If so, please explain.
2. Were you designated as an *essential worker*? If so, what work granted you this status?
3. Were there any challenges with continuing to work on campus (e.g., supply of PPE, products/equipment to safely perform your job, caregiving responsibilities, unexpected personal/family events)?
4. Were there any challenges with working remotely (e.g., lack of access to wi-fi/high speed internet, lack of software/equipment, caregiving responsibilities, unexpected personal/family events)?
5. What additional efforts were required to convert to remote work (e.g., technology training)?
6. For faculty and staff who serve students and academic units, were there any changes to your academic support responsibilities (e.g., advising load, mentoring of students' mental/physical health needs, increased departmental requests)?
7. What additional efforts occurred, if any, to attend or schedule unit meetings online? What about unit or campus events (e.g., commencement, award ceremonies, workshops, training)?
8. Document the overall change in workload/work hours.

ACADEMIC FACULTY

1. What course changes were made (e.g., new technologies, online format, increased prep time)?
2. Were there any additional teaching responsibilities (e.g., course overloads, shared teaching)?
3. What challenges occurred (e.g., lack of teaching assistants, issues with technology, caregiving responsibilities, unexpected personal/family events)?
4. Were there any changes to advising or mentoring responsibilities?
5. What additional work was required to close and re-open a research laboratory? How were university safety guidelines met when the lab was open? What additional sanitation steps occurred? How were team meetings organized? How did these adjustments impact the manner in which research was conducted?
6. How was research or creative work disrupted (e.g., animal research, theatrical performances, travel, field research, internal and external collaborations, access to extramural funds, publications, proposal development)?
7. How was sabbatical or faculty development leave impacted?
8. How were service commitments to professional societies and community organizations impacted?
9. How were conference presentations and invited talks impacted (e.g., cancellations, rescheduled events)?
10. Document the overall change in workload/work hours.

Source:

[Documenting Pandemic Impacts: Best Practices](#). (2020). University of Massachusetts, Amherst.