SECTION 2A: PANDEMIC IMPACT STATEMENT

The University of Arizona recognizes that the COVID-19 pandemic, and the related deepening of racial gaps, have taken a serious toll on productivity and faculty career cadence. Faculty have risen to the occasion to continue their work while managing the concomitant challenges of working at home, caring for others, and swiftly moving most or all of their activities online. It is essential that reviewers be provided with sufficient information to carefully consider and comment on how the pandemic may have impacted the candidate’s workload, productivity, impacts and achievements.

Candidates may use this subsection of the dossier to describe the influence of the 2020 COVID-19 pandemic on any aspect of their position (e.g., changes in research/creative activities, teaching, service, outreach, clinical service, employment conditions, etc.). The purpose of this section is to help reviewers understand how institutional and professional changes due to the pandemic, which began in Spring 2020 may have impacted the anticipated trajectory of the candidate’s work. In order to provide a fair review of the quality and impact of work, we will ask reviewers to consider the vastly different circumstances that faculty have been operating under, and adapting to, during the pandemic period. Please provide up to a two-page description (single spaced) for this subsection.

*Please consider the prompt at the bottom of this section as a means to help reviewers to also consider how systemic inequities may be appropriately taken into consideration.*

Considerations may include but are not limited to the following:

- Additional caregiving responsibilities.
- Changes to teaching modes.
- Additional training for online teaching.
- Mentoring students through the midst of converging public health, economic, and racial/social crises.
- Access to research labs, facilities, or sites, and impact on anticipated timelines for activities.
- Access to research participants and consequences for methodologies or timelines.
- Participation in institutional committees to address pandemic concerns.
- Contributions to public discourse on the pandemic.
- Response times of reviewers for books, journals, or funding.
- Adjustment of teaching or service duties.
- Additional time spent on teaching, mentoring, student support, service, etc.
- Disruptions to scholarly and creative work.
- Disruptions due to working from home.
- Changes to or pivots in research agenda.
- Cancellations of seminars, conferences, performances, and / or collaboration visits.
- Workload shifts and changes (both positive and negative).
- Additional meetings due to pandemic mitigation.

Research has shown that the COVID-19 pandemic disproportionately affected the lives and work environments of women and Black, Indigenous and People of Color (BIPOC). (See references on this work on the Faculty Affairs website: [https://facultyaffairs.arizona.edu/covid-19-context](https://facultyaffairs.arizona.edu/covid-19-context). The University of Arizona is dedicated to improving equity in all aspects, including promotion and tenure review. We encourage candidates to check this box if they identify in any of these ways in order for reviewers to consider these external factors when contextualizing the candidate’s work. ☐

Prepared by the Candidate