Documenting COVID in your EDO

It is important that faculty document the impact of COVID-19 during the EDO performance evaluation report. As the EDO is a key component in promotion, retention, and tenure decisions, this document provides some tips for reporting COVID-related issues that might affect the RTP process.

The examples in this document are in no way all inclusive, but are instead meant to help faculty identify the myriad of ways COVID has impacted your job performance.

Spring 2020

COVID's impact was first felt in March 2020, after the 2019-2020 EDO process was complete. It is important that you document COVID's impact on the Spring 2020 semester in the 2020-2021 performance evaluation report.

Teaching & Advising

When documenting the impact of COVID on your teaching, be sure to consider:

- Changes you had to make to your courses in Spring 2020 after the University moved to remote learning.

- Changes you made to classes taught in Summer 2020, Fall 2020, and Spring 2021. Document not only changes made because of a change in modality (for example, moving a face-to-face class online), but also changes made to classes that remained in a modality (for example, adjustments made to a face-to-face class because of COVID policies and social distancing).

- Changes you had planned to make to a class and/or were developing for a course, but had to drop because of other changes necessitated by COVID.

- If you taught a face-to-face class or a face-to-face rotating class, measures you took to offer virtual versions of the class for students who were unable to attend the class in person.

- Adjustments you had to make to a course because of limitations presented by lack of access to resources on campus (by students and/or you) or for pedagogical reasons.

- Changes made to experiential learning opportunities for students because of COVID restrictions.

- Any work you did to cover or support teaching assigned to other faculty members who were impacted by COVID (for example, covering a colleague who was sick).

- Additional course sections or class meetings you took on to support enrollment in classes (for example, having to divide a class into two sections because of limited classroom capacity or teaching an overload because of staffing shortages).

- How student advising changed as a result of COVID.

Research

When documenting the impact of COVID on your research, be sure to consider:

- Conference presentations that were not given because conferences were canceled or because UTC travel restrictions prevented you from attending conferences.

- Conferences papers you were unable to submit for consideration because conferences were canceled or because UTC travel restrictions would have prevented you from attending.

- Research that you were unable to carry out because of UTC's restrictions on research involving human participants.

- Research that you or your research assistants were unable to carry out because of restrictions on access to laboratories.

- Creative work and research that you were unable to carry out because you were unable to access resources needed to create the work or conduct the research (for example, access to studios, libraries, or archives).

- Creative work and performances that were canceled or delayed because of COVID restrictions.

- Research you were unable to conduct because of UTC's travel restrictions.

- Research that was delayed or that you were unable to conduct because co-authors were impacted by COVID.

- Delays in review and/or publication of manuscripts because journal and/or book publishers' priorities or procedures changed in response to COVID and/or because peer review processes are taking longer.

- Changes in workloads, including increases in time spent teaching, that resulted in less time you could dedicated to research.

- Other COVID related issues (childcare, illness, etc) that limited the time you had to dedicate to research.

- Decreases in available research funding because of changing research priorities of funders and/or the economic downturn.

- Faculty development leaves or grants that were delayed or canceled.

- Changes made to your research program or plan in light of COVID.

Service

When documenting the impact of COVID on your service, be sure to consider:

- Additional service work you took on in response to COVID, for example serving on a department, college, or university task force or committee addressing COVID issues or time spent developing and implementing department COVID plans.

- Service work that has halted or delayed because of COVID.

- Increases in mentoring and/or support of other faculty members.

- Increases in student mentoring and student support.

- Increases in frequency of meetings (departmental, committee, etc).