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## Faculty Senate Motion on COVID-19 Rank & Tenure Riders

Passed on February 4, 2021

The Faculty Senate recommends the following process for acknowledging the serious effects of the COVID-19 pandemic on teaching, scholarship, and service to be adopted in *all review and tenure and promotion cases going forward for LMU faculty negatively affected by the COVID-19 pandemic who were tenured or tenure-track faculty at LMU during the 2019-2020 and/or 2020-2021 academic years. Unless the provost grants an extension, the last year for applying the COVID-19 Riders will be applications for tenure and/or promotion in Fall 2026.*

### Suggested process:

- Feb 4: Faculty Senate approves “DEPARTMENTAL COVID-19 RIDERS FOR RANK AND TENURE PROCESSES, 2021-2026” and sends to provost.
- By Feb 11: Provost reviews documents, confirms plan with Senate, and notifies deans.
- By Mar 8: Provost finalizes plan for execution with schools and colleges in coordination with the Senate; deans send to individual departments.
- By Mar 25: Departments prepare and add the proposed Covid-19 Rider to their R & T Standards; send copy to dean and provost for approval.
- By Apr 15: Provost’s Office sends approved departmental COVID-19 Rider to candidates and departments to use.

**We recommend that the provost (supported by the colleges/schools) direct departments to adopt or customize the templates below as COVID-19 Riders to their departmental standards for promotion explaining the impact of the pandemic on scholarship in their discipline and/or subdisciplines, with special attention to site-specific research requiring access to labs, fieldwork, studios, performance venues, museums or other exhibit spaces, physical archives, and travel.** Colleges/schools, departments, and programs are welcome to use their own language that acknowledge the severe effects of the COVID-19 pandemic on teaching, scholarship, and service as noted below. Or they may choose among the provided templates and adapt one for their particular discipline(s). Some programs and departments are interdisciplinary and may want to draw from a number of these templates.

### Use of the COVID-19 Riders:

- Departments adapt or adopt a COVID-19 Rider from below detailing the possible effects of the COVID-19 pandemic on their teaching, scholarship/creative work, and service.
  - *Note: Departments may wish to include specific changes to expectations.*
- Candidates will address effects included in their department’s COVID-19 Rider in their narratives to explain any changes in expected or anticipated scholarly or creative outcomes as well as on teaching and service.
- Departments and all subsequent levels of review will take the COVID-19 Rider and the candidate’s statement into account in addition to their approved departmental standards and address the impact on the candidate’s portfolio in their assessment.

## DEPARTMENTAL COVID-19 RIDERS FOR RANK AND TENURE PROCESSES, 2021-2026<sup>1</sup>

### Impacts of the COVID-19 Pandemic on the work of Faculty

We recognize that the pandemic has significantly impacted the scholarship, teaching, and service of faculty beginning in Spring 2020, throughout the 2020-21 academic year, and potentially into Fall 2021. Faculty have responded with great effort, resilience, and creativity during this period. We further acknowledge the university's commitment to anti-racist policies and their centrality to all processes. Finally, we note the economic stressors on the university, grant-funding organizations and the families of faculty and staff, all of which place additional burdens on teaching, scholarship and service.

Consequently, because "business-as-usual" has not been possible, the convergence of all these factors should be acknowledged in faculty reviews, tenure, and promotion processes. While LMU has allowed pre-tenure faculty to extend their tenure clock by a year, we also note these additional factors:

- The uneven impacts of the pandemic on disciplines across the university, including the opacity of those differences to colleagues outside of those subfields,
- The additional burdens on faculty who have child-care, care-giving, or other family responsibilities,
- The challenge of maintaining the University's high standards of cura personalis, including expanded advising, in light of the increasing mental wellbeing challenges faced by students,
- The challenge of maintaining the University's high standards of teaching while creating courses for fully online modalities,
- The challenge of maintaining the University's high standards of scholarly excellence while recognizing the limits of what is possible currently and in the foreseeable future including:
  - The likely inadequacy of internal or external grants to support research,
  - The restrictions on physical research including closed labs, performance venues, field sites, libraries, societies and working groups, etc.,
- The long-term financial effects of delaying the tenure clock and the undesirability of that extension for many faculty, particularly given the suspension of both merit raises and retirement benefits.
- The additional work generated for faculty by the furloughing of multiple staff members.

### DIRECTIONS TO DEPARTMENTS:

Please adopt or customize one of the templates below as a COVID-19 Rider to your departmental standards for promotion explaining the impact of the pandemic on scholarship in your discipline and/or subdisciplines. Pay special attention to site-specific research requiring access to labs, fieldwork, studios, performance venues, museums or other exhibit spaces, physical archives, and travel. You are welcome to use your own language that acknowledges the severe effects of the COVID-19 pandemic on teaching, scholarship, and service. Or you may choose among the provided templates and adapt one for your particular discipline(s). Some programs and departments are interdisciplinary and may want to draw from a number of these templates.

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<sup>1</sup> This proposal has been adapted from [Santa Clara University](#).

## RIDER TEMPLATES

### ALL FIELDS

While we acknowledge that the effects of the pandemic on faculty will be uneven depending on discipline and individual as well as systemic circumstances, candidates for review, tenure, and/or promotion should include the language below and address relevant effects in their narrative and dossier.

#### Teaching and Advising

The challenges of the COVID-19 pandemic have deeply affected teaching, including:

1. The extraordinary time and energy required to train to use technology and then to create fully online courses, including engaging with and mentoring faculty colleagues, such as sharing course materials or participating in discussion of pedagogy;
2. The difficulty of obtaining peer evaluations and lack of experience with peer reviews for online teaching;
3. The potentially negative effects on student evaluations, in quality or quantity;
4. The extra time and effort required for supervising student research and other aspects of student mentoring both inside and outside of course work;
5. The extra time and effort required to work with students on extracurricular activities, advising, developing programming and assisting or attending student-led events.
6. The extra time required for assessment and feedback due to the online modality.

#### Scholarship

The challenges of the COVID-19 pandemic as listed in the attached rider have affected scholarly output, often in uneven ways. At each different level of review, please consider the quality of past scholarly work as much if not more than the quantity as evidence of the likelihood of continued, future scholarly productivity.

#### Service and Mission of the University

The COVID-19 pandemic disrupted many service activities due to campus closure, restrictions on travel, and increased teaching workload associated with online modalities. Faculty may also have taken on additional service and administrative burdens due to the pandemic associated with shared governance, faculty mentoring, or other means of supporting the university and broader LMU community.

**All levels of review (external reviewers, departments, chairs, deans, the Committee on Rank and Tenure, and provost) must include the departmental COVID-19 Rider and the candidate's use of the Rider in their discussions of teaching, scholarship, and service, 2021-2026. Review letters (including from departmental scribes, chairs, deans, and the Committee) must follow and describe how the COVID-10 Rider was used in the evaluation of the candidate and how it modified the existing departmental standards. (Note that candidates must include the COVID-19 Rider in their dossiers along with their departmental standards and chairs must include the Rider with the departmental standards when sending out to external reviewers.)**

## STEM Fields COVID-19 Rider Template

Like many universities, LMU has provided a one-year tenure clock extension option for all tenure-track faculty due to COVID-19. While this is one step toward accommodation, we note several specific challenges experienced by faculty in sciences, engineering, mathematics, and computer science.

1. Travel to conduct field work, give talks, present at conferences (where feedback can be received and collaborations can be started), and work with collaborators has been difficult if not impossible and remains so.
2. Access to on-campus and off-campus labs has been restricted or prohibited.
3. Access to study populations and research participants has been restricted or prohibited.
4. Student researchers in labs have been restricted (in time and number) or prohibited.
5. Social-distancing requirements have hindered the training of new research students.
6. Choice of research projects undertaken during this time has often been based on what can be done most safely in light of the restrictions, which won't necessarily align with what would be most high-impact/timely within the field.
7. Reduction of lab productivity has resulted not only in delays in the completion of projects but in obtaining data to be included in proposals for external funding, potentially having long-term effects on research programs.
8. Reduction of time for scholarship due to the demands of teaching online.
9. Publishing pipelines have slowed: not only do editors have reduced budgets and more responsibilities; they also have a reduced pool of reviewers to draw from for various reasons, including teaching, service, and caregiving responsibilities demanding more time than ever before or faculty being furloughed.

## Social Sciences Fields COVID-19 Rider Template

Like many universities, LMU has provided a one-year tenure clock extension option for all tenure-track faculty due to COVID-19. While this is one step toward accommodation, we note several specific challenges experienced by faculty in the social sciences.

Some social scientists at LMU conduct fieldwork, interviews, and observations as part of their scholarly trajectory (including participatory action research); some conduct experiments and surveys with human subjects on- and off-campus; some use quantitative data and surveys; still others draw deeply on archival sources or museum collections.

We recognize that most social science faculty had to or have explored other ways to contribute to the discipline and that this will take considerable time.

1. The resumption of fieldwork, experiments and interviews, often in multiple or far locations, will require time due to travel restrictions, travel risk, IRB/ACUC resubmissions, changes at field sites, planning for personal and/or local site virus protection (humans living at/near the field), planning for environmental protection (inter-species transmission), and other factors related to the virus.
2. Travel to present at conferences and seminars (where feedback can be received and collaborations can be started), and work with collaborators has been difficult if not impossible and remains so.
3. Research stays to gain access to data and collaboration has been heavily curtailed or is impossible. Access to on-campus and off-campus labs, archives, and collections has been restricted or prohibited.

4. Building alternative online structures or gaining online access, if possible, is generally time intense and not directly a research activity as well as costly. Access to study populations and research participants has been restricted or prohibited.
5. Student researchers in labs have been restricted (in time and number) or prohibited.
6. Social-distancing requirements have hindered the training of new student researchers.
7. Choice of research projects undertaken during this time has often been based on what can be done most safely in light of the restrictions, which won't necessarily align with expertise or what would be most high-impact/timely within the field.
8. Reduction of productivity has resulted not only in delays in the completion of projects but in obtaining data to be included in proposals for external funding, potentially having long-term effects on research programs.
9. Reduction of time for scholarship due to the demands of teaching online.
10. Reduction of time for scholarship due to additional administrative duties during the pandemic and the challenges associated with remote and available administrative support due to the current hiring freeze and other budgetary constraints.
11. Publishing pipelines have slowed: not only do editors have reduced budgets and more responsibilities; they also have a reduced pool of reviewers to draw from for various reasons, including teaching, service, and caregiving responsibilities demanding more time than ever before or faculty being furloughed

## Arts Fields COVID-19 Rider Template

Like many universities, LMU has provided a one-year tenure clock extension option for all tenure-track faculty. While this is one step toward accommodation, we note several specific challenges experienced by faculty in the arts.

1. Many arts faculty at LMU need access to studios, performance venues, museums or other exhibit spaces, and to collaborate with other artists, as part of their trajectory in creative activity.
2. Many creative projects were cancelled and cannot be restarted, forcing faculty to pivot to new projects which could take years to develop.
3. Artist residencies have been cancelled or postponed due to the pandemic.
4. The shelter in place orders meant that some faculty effectively were unable to work during their sabbaticals.
5. The resumption of creative activity will require time due to travel restrictions, travel risk, lost financing, and other factors related to the virus.
6. Venues for exhibitions and performance (galleries, museums, arts fairs, theatres, recital halls, etc.) have been closing and it is likely that it will take some years for the number of available venues to reach pre-pandemic levels.
7. Organizations that host and/or fund artist residencies are struggling financially and may offer residencies reduced in number and scope when or if they start back up.
8. Many archives, museums, and other research sites have laid off staff, which will result in lowered availability to scholars when these sites re-open.
9. Publishing pipelines have slowed: not only do editors have reduced budgets and more responsibilities; they also have a reduced pool of reviewers to draw from for various reasons, including teaching, service, and caregiving responsibilities demanding more time than ever before or faculty being furloughed.
10. The resumption of such research will require time due to travel restrictions, travel risk, reduced funding from departments and granting agencies, and other factors related to the virus.

11. Funding that is administered by research institutions is likely to be reduced compared to pre-pandemic levels.
12. We recognize that most faculty in the arts had to or have explored other ways to contribute to the discipline and that this will take considerable time.

## Humanities Fields COVID-19 Rider Template

Like many universities, LMU has provided a one-year tenure clock extension option for all tenure-track faculty. While this is an important accommodation, we note several specific challenges faculty in the humanities experience.

1. For example, fieldwork and archival research will be curtailed if not impossible. Humanities faculty at LMU rely on travel to archives) or to locations for fieldwork (which may be overseas).
2. Giving talks and presenting work at conferences allows faculty to receive peer feedback and to make connections with potential collaborators, publishers, and/or funders.
3. Although some conferences have transitioned to presentations via audio-visual platforms, many venues for scholarly interaction and scholarly work will remain inaccessible due to the pandemic.
4. Many archives, museums, and other research sites have laid off staff, which will result in lowered availability to scholars when these sites re-open.
5. Publishing pipelines have slowed: not only do editors have reduced budgets and more responsibilities; they also have a reduced pool of reviewers to draw from for various reasons, including teaching, service, and caregiving responsibilities demanding more time than ever before or faculty being furloughed.
6. The resumption of such research will require time due to travel restrictions, travel risk, reduced funding from departments and granting agencies, and other factors related to the virus.
7. Funding that is administered by research institutions is likely to be reduced compared to pre-pandemic levels.

We recognize that many faculty in the humanities had to or have explored other ways to contribute to the discipline and that this will take some time.

Additional Sources on Recalibrating Standards in Light of COVID-19:

Inside Higher Ed, "[We need to Rethink What Counts for Tenure Now](#)"

Inside Higher Ed, "[Beyond Tenure Clock Management](#)"

[AAUP](#)