Frank R. Seaver College of Science and Engineering COVID-19 Rank & Tenure Rider[1]
Department of Biology
April 23, 2021

Seaver College and the Department of Biology acknowledges the disruptive influence of the global pandemic that started in 2020 and the trauma of racial injustice that intensified in 2020 on faculty productivity. We recognize that some faculty have needed to pivot and adjust their scholarship trajectory as a result, and the increased demands in teaching and advising and family responsibilities may have shifted the balance of the workload. We acknowledge the uneven impacts of the pandemic on disciplines across the university, including the opacity of those differences to colleagues outside of those subfields. In light of this, the College and Department reaffirms its commitment to engaging in the careful reflection needed to provide holistic evaluation of each applicant impacted by the disruption of the pandemic for rank and tenure. Applicants for promotion and/or tenure may address the impact of the pandemic on their work in the narrative portion of their application. The narrative provided by each applicant will continue to provide an important framework for evaluation of the dossier. In seeking external evaluations, the College will include this rider regarding the disruptions caused by the pandemic. The department, chair, dean, university committee on rank and tenure, provost, president, and external reviewers are encouraged to take this rider into account in their assessment as appropriate.

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[2].

Teaching and Advising

The challenges of the COVID-19 pandemic have deeply affected teaching, including, but not limited to:

1. The shift to fully online courses in the Spring 2020 semester required revamping course content and pedagogy in the middle of the semester, often completely. In particular, online substitutes needed to be developed for the hands-on laboratory courses on short notice and without being able to access teaching laboratories on campus;

2. The loss of teaching assistants and tutors in the Spring 2020 semester caused an unexpected increase in the workload of faculty with respect to course preparation, grading, and in-class support;

3. Bandwidth limitations and internet connectivity problems at faculty residences made online teaching challenging in Spring 2020 when they could not teach from offices on campus. Necessary hardware, such as webcams and headphones were in short supply;

4. 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;

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[2] This paragraph and the detailed information regarding Teaching and Advising, Scholarship, and Service and Mission of the University that follow were developed by the LMU Faculty Senate and approved by the Provost.

5. The extraordinary time, energy, and innovation to create fully online (or hybrid) laboratory courses. This includes filming and editing videos showing laboratory procedures, creating new lab experiences, generating multiple versions of workable data sets for student analyses, and/or preparing and shipping lab-in-a-boxes for students to use at home. The in-person component of hybrid lab courses in Spring 2021 required redesign for maintaining social distancing in labs and the development of extra COVID safety measures;

6. The loss of support staff who were furloughed or had reduced hours in Summer 2020 affected course preparation;

7. Ongoing effects past the Spring 2020 semester and 2022-2021 academic year because materials developed at the end of Spring 2020 may not have been able to be reused for 2020-2021 courses. Materials previously developed or developed for 2020-2021 may not be able to be fully reused for the hybrid modality expected for some courses in Fall 2021. Typically pre-tenure faculty can build momentum with course preparations, improving them from year-to-year. Gaining this momentum is difficult when courses essentially become new preparations when course modality changes from semester-to-semester;

8. The extra time required for administering assessments and providing timely feedback due to the online modality;

9. The challenge of maintaining an environment of academic honesty online, especially with respect to testing;

10. Extra time devoted to online office hours, especially when tutors and teaching assistants were not available in Spring 2020;

11. The difficulty of obtaining peer evaluations and lack of experience with peer reviews for online teaching;

12. The potentially negative effects on student evaluations, in quality or quantity;

13. The extra time and effort required for supervising student research and other aspects of student mentoring both inside and outside of course work;

14. The extra time and effort required to work with students on extracurricular activities, developing programming, and assisting or attending student-led events;

15. The extra time and effort required for advising students. Many students faced mental, emotional, health, academic, caregiving, and/or economic challenges due to the pandemic and the transition to online learning, and faculty were often the first point of contact for supporting and assisting students in crisis. In addition to the typical advising for course registration, faculty counseled students on the ramifications of withdrawing from courses or selecting credit/no credit grading and how to get back on track with progress toward graduation afterwards. It often required extra effort to get in touch with students who did not respond to e-mail.

Scholarship

The challenges of the COVID-19 pandemic as listed in this rider have affected scholarly output, often in uneven ways. The effects are not simply limited to time lost in 2020 and 2021, but may extend beyond the conclusion of the pandemic in the years to come due to the challenges of restarting an interrupted research program. At each different level of review, 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.

The challenges of the COVID-19 pandemic have deeply affected scholarship, including, but not limited to:

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. Some conferences were cancelled outright. The loss of a field season in 2020 disrupted the collection of longitudinal datasets;

2. Access to on-campus and off-campus labs has been restricted or prohibited. Faculty were not able to set up their research labs or conduct experiments due to campus closures. Long-term experiments had to be aborted and irreplaceable organisms sacrificed. Reagents expired. Critical equipment was not maintained, including the loss of a -80°C freezer. Once campus access resumed, due to restrictions on campus access to certain days and times, experiments with live organisms could not be conducted because their life cycles did not fit neatly into the hours where campus access was allowed;

3. Access to the library has been restricted or prohibited. Normal services provided by the library were significantly reduced in variety and time;

4. Student researchers in labs have been prohibited or significantly restricted (in time and number). COVID safety measures resulted in additional administrative overhead effort to manage research students. Direct supervision of students was required at all times, preventing faculty multi-tasking when students were present;

5. Social-distancing requirements, students living at home outside of the Los Angeles area, and the lack of training typically provided by in-person laboratory courses have hindered the training of new research students. Creating synergy between teaching and research was much more difficult;

6. Choice of research projects undertaken during this time has often been based on what can be accomplished in light of the restrictions, which doesn't necessarily align with previously established research programs or 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 preliminary data to be included in proposals for external funding, potentially having long-term effects on research programs. Pre-tenure faculty are only eligible for certain external awards for a limited amount of time. The inability to obtain preliminary data for these types of proposals shortens the timeframe in which they can apply with a strong proposal. The ability to complete current funded research projects was disrupted, including the Seaver Summer Grant awarded in the summer after the first year of appointment;

8. Reduction of time for scholarship due to the demands of teaching, advising, and service online;

9. Publishing pipelines have slowed due to challenges faced by editors and potential reviewers;

10. Course reductions for new faculty could not be used effectively to set up a research laboratory and launch a research program;

11. Spending of start-up funds was suspended and subject to budgeting constraints that created uncertainty. The increase in cost of research materials, disruption of supply chains, and reduction in inventories has made it difficult to obtain equipment, supplies, and reagents. Funds could not be used efficiently;

12. The loss of support staff who were furloughed or had reduced hours in Summer 2020 affected research.

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. It might have been difficult for some faculty to fulfill the same service load, take on new committee work, or seek higher levels of service due to increased demands from online instruction. On the other hand, faculty may also have taken on additional service and administrative burdens due to the pandemic associated with COVID safety regulations, shared governance, faculty mentoring, or other means of supporting the university and broader LMU community.

Frank R. Seaver College of Science and Engineering COVID-19 Rank & Tenure Rider[1]
Department of Chemistry
April 23, 2021

Seaver College and the Department of Chemistry acknowledges the disruptive influence of the global pandemic that started in 2020 and the trauma of racial injustice that intensified in 2020 on faculty productivity. We recognize that some faculty have needed to pivot and adjust their scholarship trajectory as a result, and the increased demands in teaching, advising, and family responsibilities may have shifted the balance of the workload. We acknowledge that the loss of childcare or other pandemic-related consequences that impacted personal lives were extremely disruptive for some faculty. In light of this, the College reaffirms its commitment to engaging in the careful reflection needed to provide holistic evaluation of each applicant impacted by the disruption of the pandemic for rank and tenure. Because the pandemic affected faculty in different ways, we re-affirm that each candidate must be treated as an individual. Applicants for promotion and/or tenure may address the impact of the pandemic on their work in the narrative portion of their application. The narrative provided by each applicant will continue to provide important framework for evaluation of the dossier. In seeking external evaluations, the College will include this rider regarding the disruptions caused by the pandemic. The department also affirms the Provost's decision that the department, chair, dean, university committee on rank and tenure, provost, president, and external reviewers will be encouraged to take this rider into account in their assessment of faculty work.

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[2].

Teaching and Advising

The challenges of the COVID-19 pandemic have deeply affected teaching, including, but not limited to:
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. Because materials developed for online or hybrid courses might not be reused for in-person courses, the effort put into creating these materials is even more commendable;
2. The shift to fully online courses in the Spring 2020 semester required revamping course content and pedagogy in the middle of the semester, often completely. In particular, online substitutes were developed for the hands-on laboratory courses on short notice and without access to teaching laboratories on campus;
3. The extraordinary time, energy, and innovation to create fully online (or hybrid) laboratory courses. This includes filming and editing videos showing laboratory procedure, creating new lab experiences, and generating multiple versions of workable data sets for student analyses;
4. The difficulty of obtaining peer evaluations and lack of experience with peer reviews for online teaching. The department acknowledges that there may be an absence of peer evaluations of

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[2] This paragraph and the detailed information regarding Teaching and Advising, Scholarship, and Service and Mission of the University that follow were developed by the LMU Faculty Senate and approved by the Provost.

online teaching from the Spring 2020, Fall 2020, and Spring 2021 semesters;

5. The potentially negative effects on student evaluations, in quality or quantity. The department affirms the Faculty Senate motion approved by the Provost that specifies that student evaluations from Spring and Fall 2020 will not be used or referenced in promotion or tenure review unless the faculty member requests to do so. We acknowledge that spring 2021 teaching evaluations may also be impacted by the challenges of the pandemic;

6. The challenge of maintaining an environment of academic honesty online, especially with respect to testing;

7. The extra time and effort required for supervising student research and other aspects of student mentoring both inside and outside of course work;

8. The extra time and effort required to work with students on extracurricular activities, advising, developing programming and assisting or attending student-led events;

9. The extra time required for administering assessments and providing timely feedback due to the online modality;

10. The loss of support staff for maintaining equipment and managing laboratories starting in Spring 2020.

Scholarship

The challenges of the COVID-19 pandemic as listed in this rider have affected scholarly output, often in uneven ways. The department will take into account the impact that COVID-19 had on faculty scholarship when evaluating this departmental standard. Again, the department re-affirms that each candidate must be treated as an individual and that the pandemic's effect on faculty scholarship was not uniform. The effects are not simply limited to time lost in 2020 and 2021, but may extend beyond the conclusion of the pandemic in the years to come due to the challenges of restarting an interrupted research program. 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.

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 prohibited or significantly restricted (in time and number).

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, and considering the loss of support staff, which won't necessarily align with previously established research programs or what would be most impactful/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.

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. It might have been difficult for some faculty to fulfill the same service load, take on new committee work, or seek higher levels of service due to increased demands from online instruction. On the other hand, faculty may 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.

Frank R. Seaver College of Science and Engineering COVID-19 Rank & Tenure Rider[1]
Department of Civil and Environmental Engineering
April 23, 2021

Seaver College and the Department of Civil and Environmental Engineering acknowledges the disruptive influence of the global pandemic that started in 2020 and the trauma of racial injustice that intensified in 2020 on faculty productivity. We recognize that some faculty have needed to pivot and adjust their scholarship trajectory as a result, and the increased demands in teaching and advising and family responsibilities may have shifted the balance of the workload. In light of this, the College reaffirms its commitment to engaging in the careful reflection needed to provide holistic evaluation of each applicant impacted by the disruption of the pandemic for rank and tenure. Applicants for promotion and/or tenure may address the impact of the pandemic on their work in the narrative portion of their application. The narrative provided by each applicant will continue to provide important framework for evaluation of the dossier. In seeking external evaluations, the College will include this rider regarding the disruptions caused by the pandemic. The department, chair, dean, university committee on rank and tenure, provost, president, and external reviewers are encouraged to take this rider into account in their assessment as appropriate.

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[2].

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 this rider have affected scholarly output, often in

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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.

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.

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.

Frank R. Seaver College of Science and Engineering COVID-19 Rank & Tenure Rider[1]
Department of Computer Science
April 23, 2021

Seaver College and the Department of Computer Science acknowledges the disruptive influence of the global pandemic that started in 2020 and the trauma of racial injustice that intensified in 2020 on faculty productivity. We recognize that some faculty have needed to pivot and adjust their scholarship trajectory as a result, and the increased demands in teaching and advising and family responsibilities may have shifted the balance of the workload. In light of this, the College reaffirms its commitment to engaging in the careful reflection needed to provide holistic evaluation of each applicant impacted by the disruption of the pandemic for rank and tenure. Applicants for promotion and/or tenure may address the impact of the pandemic on their work in the narrative portion of their application. The narrative provided by each applicant will continue to provide important framework for evaluation of the dossier. In seeking external evaluations, the College will include this rider regarding the disruptions caused by the pandemic. The department, chair, dean, university committee on rank and tenure, provost, president, and external reviewers are encouraged to take this rider into account in their assessment as appropriate.

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[2].

Teaching and Advising

The challenges of the COVID-19 pandemic have deeply affected teaching, including, but not limited to:

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 this rider have affected scholarly output, often in

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Frank R. Seaver College of Science and Engineering COVID-19 Rank & Tenure Rider[1]
Department of Electrical and Computer Engineering
April 23, 2021

Seaver College and the Department of Electrical and Computer Engineering acknowledges the disruptive influence of the global pandemic that started in 2020 and the trauma of racial injustice that intensified in 2020 on faculty productivity. We recognize that some faculty have needed to pivot and adjust their scholarship trajectory as a result, and the increased demands in teaching and advising and family responsibilities may have shifted the balance of the workload. In light of this, the College reaffirms its commitment to engaging in the careful reflection needed to provide holistic evaluation of each applicant impacted by the disruption of the pandemic for rank and tenure. Applicants for promotion and/or tenure may address the impact of the pandemic on their work in the narrative portion of their application. The narrative provided by each applicant will continue to provide important framework for evaluation of the dossier. In seeking external evaluations, the College will include this rider regarding the disruptions caused by the pandemic. The department, chair, dean, university committee on rank and tenure, provost, president, and external reviewers are encouraged to take this rider into account in their assessment as appropriate.

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[2].

Teaching and Advising

The challenges of the COVID-19 pandemic have deeply affected teaching, including, but not limited to:

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. Particularly, the lab courses in Electrical Engineering were all significantly modified due to the change of hardware (lab kits) so that students could still have hands-on experience. The involved changes made these courses almost brand-new in comparison with their original forms.

2. The loss of Teaching Assistants when the pandemic began in the Spring 2020 semester caused an unexpected increase in the workload of faculty with respect to grading and in-class support;

3. The difficulty of obtaining peer evaluations and lack of experience with peer reviews for online teaching;

4. The potentially negative effects on student evaluations, in quality or quantity;

5. The extra time and effort required for supervising student research and other aspects of student mentoring both inside and outside of course work;

6. The extra time and effort required to work with students on course work, extracurricular activities, advising, developing programming and assisting or attending student-led events.

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[1] This rider may be attached to the front of College or Departmental Rank & Tenure (R&T) Standards by a candidate applying for tenure and/or promotion in fall 2021 and each year through fall 2026. Riders will not be attached to standards documents for faculty who are hired in August 2021 and beyond.

[2] This paragraph and the detailed information regarding Teaching and Advising, Scholarship, and Service and Mission of the University that follow were developed by the LMU Faculty Senate and approved by the Provost.

7. The extra time required to develop/administer rigorous assessments while maintaining an environment of academic honesty and provide timely feedback in the online modality.

Scholarship

The challenges of the COVID-19 pandemic as listed in this 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.

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 library has been restricted or prohibited. Normal services provided by the library have been significantly reduced in variety and time.
4. Access to study populations and research participants has been restricted or prohibited.
5. Student researchers in labs have been prohibited or significantly restricted (in time and number). COVID safety measures resulted in additional administrative overhead effort to manage research students.
6. Social-distancing requirements have hindered the training of new research students.
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 what would be most high-impact/timely within the field.
8. 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.
9. Reduction of time for scholarship due to the demands of teaching online.
10. 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.

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. It might have been difficult for some faculty to fulfill the same service load, take on new committee work, or seek higher levels of service due to increased demands from online instruction. On the other hand, 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.

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.

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.

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.

Computer Science Department Addendum

The Computer Science department affirms the Seaver College and Faculty Senate's statements addressing the serious effects of the COVID-19 pandemic on teaching, scholarship, and service. The department also affirms the Provost's decision that the department, chair, dean, committee on rank and tenure, provost, president, and external reviewers will be encouraged to take the riders into account in their assessment of faculty work.

The Computer Science Department acknowledges the disruptive influence of the COVID-19 pandemic on faculty productivity in all areas of faculty responsibility. Because the pandemic affected faculty in different ways, we re-affirm that each candidate must be treated as an individual. The following considerations are intended to provide guidance on how to address some effects of the pandemic on faculty work at the time of promotion or tenure.

1. **Teaching/Advising:** The department recommends the following considerations for the impact of COVID on the faculty members contributions to teaching and advising.

- **Peer evaluation of courses:** Under normal circumstances a pre-tenure candidate would have one course per year undergo a peer evaluation of teaching while a tenured faculty member or instructor would have two courses evaluated in the five years preceding the application. The department will take into account the impact that COVID had on both the number and frequency of the evaluations when evaluating this departmental standard.

  For online courses, peer evaluators will also be asked to comment on course modifications and/or revisions made in order to adapt the course to an online modality. Peer evaluators will be expected to review all modes of student engagement and course content delivery (synchronous, asynchronous, and/or hybrid).

- **Activities related to teaching and advising:** The department recognizes and appreciates the extraordinary additional responsibilities the pandemic has placed on faculty. Activities that directly engage and support students in an online environment during these challenging times will be especially valued. We note that faculty may need to provide extra time and effort in teaching classes with large enrollments and multiple sections, teaching independent studies, directing senior theses, and advising of undergraduate research. Moreover, working with students on extracurricular activities, advising/mentoring students in a capacity that goes significantly beyond helping students plan for their academic coursework, working with first-year students, working with students taking computer science to satisfy their core requirements, engaging in student-centered activities that reflect `cura personalis,' and actively attending student events are among the actions that have taken on new and added importance. The department understands and values these additional duties.

  The department also notes the importance of supporting colleagues in online teaching endeavors. Sharing course materials and mentoring other faculty regarding teaching activities will be recognized. Due to the constraints and challenges of the online environment, the department recognizes that it was significantly more difficult for a faculty member to teach a variety of courses and/or taken on new course preparations.

- **Student Evaluations:** The department affirms the Faculty Senate motion approved by the Provost that specifies that student evaluations from Spring and Fall 2020 will not be used or referenced in promotion or tenure review unless the faculty member requests to do so.

2. **Scholarship Expectations:** The department recommends the following considerations for the impact of COVID on the faculty members contributions to scholarship.

   - **Scholarly Activity:** Under normal circumstances, a tenure-track faculty member who averages one item from the top scholarship category (in Appendix II of the departmental standards for tenure and promotion) every two years would be meeting departmental expectations. As stated in the departmental standards, this rate is only a general guideline. For example, averaging one item from the top category every two years is not a guarantee of tenure or promotion, nor is failure to do so a guarantee of non-tenure or non-promotion, merely that this is a suggested guideline which the department views as indicative of a strong ongoing scholarly program. The department

will take into account the impact that COVID had on faculty scholarship when evaluating this departmental standard. Again, the department re-affirms that each candidate must be treated as an individual and that the pandemic's effect on faculty scholarship was not uniform. In addition, scholarly activities such as invited addresses, conference/workshop presentations, session organizer, and meetings organizer that were cancelled due to COVID will still be considered at the time of tenure and promotion. The candidate could list such activities using the APA style reference with "(Conference canceled due to COVID)" added at the end of the reference.

- **External Evaluations:** The chair will include these COVID riders along with the materials sent to external reviewers to familiarize them with LMU, the department, and the department's expectations.

3. **Service Expectations:** The department recognizes that many service activities were disrupted by the pandemic. The closure of campus, the inability to travel, and the increased workload associated with online teaching modalities contributed to a reduction in traditional committee service at the department, college, university, and national levels. The department acknowledges that it was difficult for some faculty to fulfill the same service load, take on new committee work, and/or seek higher levels of service due to increased demands from online instruction. The department will take these challenges into account in its evaluation of a candidate's service contributions. The department will also recognize the creative ways in which faculty modified their service contributions in an online environment and value the informal contributions that faculty made in order to support the LMU community during the pandemic.

Frank R. Seaver College of Science and Engineering COVID-19 Rank & Tenure Rider[1]
Department of Health and Human Sciences
April 23, 2021

Seaver College and the Department of Health and Human Sciences acknowledges the disruptive influence of the global pandemic that started in 2020 and the trauma of racial injustice that intensified in 2020 on faculty productivity. We recognize that some faculty have needed to pivot and adjust their scholarship trajectory as a result, and the increased demands in teaching and advising and family responsibilities may have shifted the balance of the workload. In light of this, the College reaffirms its commitment to engaging in the careful reflection needed to provide holistic evaluation of each applicant impacted by the disruption of the pandemic for rank and tenure. Applicants for promotion and/or tenure may address the impact of the pandemic on their work in the narrative portion of their application. The narrative provided by each applicant will continue to provide important framework for evaluation of the dossier. In seeking external evaluations, the College will include this rider regarding the disruptions caused by the pandemic. The department, chair, dean, university committee on rank and tenure, provost, president, and external reviewers are encouraged to take this rider into account in their assessment as appropriate.

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[2].

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 this rider have affected scholarly output, often in

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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.

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.

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.

Frank R. Seaver College of Science and Engineering COVID-19 Rank & Tenure Rider[1]
Department of Mathematics
April 23, 2021

Seaver College and the Department of Mathematics acknowledge the disruptive influence of the global pandemic that started in 2020 and the trauma of racial injustice that intensified in 2020 on faculty productivity. We recognize that some faculty have needed to pivot and adjust their scholarship trajectory as a result, and the increased demands in teaching and advising and family responsibilities may have shifted the balance of the workload. In light of this, the college reaffirms its commitment to engaging in the careful reflection needed to provide holistic evaluation of each applicant impacted by the disruption of the pandemic for rank and tenure. Applicants for promotion and/or tenure may address the impact of the pandemic on their work in the narrative portion of their application. The narrative provided by each applicant will continue to provide important framework for evaluation of the dossier. In seeking external evaluations, the college will include this rider regarding the disruptions caused by the pandemic. The department, chair, dean, university committee on rank & tenure, provost, president, and external reviewers are encouraged to take this rider into account in their assessment as appropriate.

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Teaching and Advising

The challenges of the COVID-19 pandemic have deeply affected teaching, including, but not limited to:

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 this rider have affected scholarly output, often in uneven ways. At each different level of review, please consider the quality of past scholarly work as

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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.

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Service and Mission of the University

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Mathematics Department Addendum

The Mathematics Department affirms the Seaver College and LMU Faculty Senate's statements addressing the serious effects of the COVID-19 pandemic on teaching, scholarship, and service. The department also affirms the provost's decision that the department, chair, dean, committee on rank and tenure, provost, president, and external reviewers will be encouraged to take the riders into account in their assessment of faculty work.

The Mathematics Department acknowledges the disruptive influence of the COVID-19 pandemic on faculty productivity in all areas of faculty responsibility. Because the pandemic affected faculty in different ways, we re-affirm that each candidate must be treated as an individual. The following considerations are intended to provide guidance on how to address some effects of the pandemic on faculty work at the time of promotion or tenure.

1. **Teaching/Advising:** The department recommends the following considerations for the impact of COVID on the faculty members contributions to teaching and advising.

   - **Peer evaluation of courses:** Under normal circumstances a pre-tenure candidate would

have one course per year undergo a peer evaluation of teaching while a tenured faculty member or instructor would have two courses evaluated in the five years preceding the application. The department will take into account the impact that COVID had on both the number and frequency of the evaluations when evaluating this departmental standard.

For online courses, peer evaluators will also be asked to comment on course modifications and/or revisions made in order to adapt the course to an online modality. Peer evaluators will be expected to review all modes of student engagement and course content delivery (synchronous, asynchronous, and/or hybrid).

- **Activities related to teaching and advising:** The department recognizes and appreciates the extraordinary additional responsibilities the pandemic has placed on faculty. Activities that directly engage and support students in an online environment during these challenging times will be especially valued. We note that faculty may need to provide extra time and effort in teaching classes with large enrollments and multiple sections, teaching independent studies, directing senior theses, and advising of undergraduate research. Moreover, working with students on extracurricular activities, advising/mentoring students in a capacity that goes significantly beyond helping students plan for their academic coursework, working with first-year students, working with students taking mathematics to satisfy their core requirements, engaging in student-centered activities that reflect `cura personalis,' and actively attending student events are among the actions that have taken on new and added importance. The department understands and values these additional duties.

  The department also notes the importance of supporting colleagues in online teaching endeavors. Sharing course materials and mentoring other faculty regarding teaching activities will be recognized. Due to the constraints and challenges of the online environment, the department recognizes that it was significantly more difficult for a faculty member to teach a variety of courses and/or take on new course preparations.

- **Student Evaluations:** The department affirms the LMU Faculty Senate motion approved by the provost that specifies that student evaluations from Spring and Fall 2020 will not be used or referenced in promotion or tenure review unless the faculty member requests to do so.

2. **Scholarship Expectations:** The department recommends the following considerations for the impact of COVID on the faculty members contributions to scholarship.

- **Scholarly Activity:** Under normal circumstances, a tenure-track faculty member who averages one item from the top scholarship category (in Appendix II of the departmental standards for tenure and promotion) every two years would be meeting departmental expectations. As stated in the departmental standards, this rate is only a general guideline. For example, averaging one item from the top category every two years is not a guarantee of tenure or promotion, nor is failure to do so a guarantee of non-tenure or non-promotion, merely that this is a suggested guideline which the department views as indicative of a strong ongoing scholarly program. The department will take into account the impact that COVID had on faculty scholarship when evaluating

this departmental standard. Again, the department re-affirms that each candidate must be treated as an individual and that the pandemic's effect on faculty scholarship was not uniform. In addition, scholarly activities such as invited addresses, conference/workshop presentations, session organizer, and meetings organizer that were cancelled due to COVID will still be considered at the time of tenure and promotion. The candidate could list such activities using the APA style reference with "(Conference canceled due to COVID)" added at the end of the reference.

- **External Evaluations:** The chair will include these COVID riders along with the materials sent to external reviewers to familiarize them with LMU, the department, and the department's expectations.

3. **Service Expectations:** The department recognizes that many service activities were disrupted by the pandemic. The closure of campus, the inability to travel, and the increased workload associated with online teaching modalities contributed to a reduction in traditional committee service at the department, college, university, and national levels. The department acknowledges that it was difficult for some faculty to fulfill the same service load, take on new committee work, and/or seek higher levels of service due to increased demands from online instruction. The department will take these challenges into account in its evaluation of a candidate's service contributions. The department will also recognize the creative ways in which faculty modified their service contributions in an online environment and value the informal contributions that faculty made in order to support the LMU community during the pandemic.

Frank R. Seaver College of Science and Engineering COVID-19 Rank & Tenure Rider[1]
Department of Mechanical Engineering
April 23, 2021

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Frank R. Seaver College of Science and Engineering COVID-19 Rank & Tenure Rider[1]
Department of Physics
April 23, 2021

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