Lecturer Promotion – Department of Mathematics and Statistics

This document describes the departmental guidelines for promotion to the ranks of Senior Lecturer and Master Lecturer in the Department of Mathematics and Statistics at Boston University. It is a supplement to the Lecturer Promotion guidelines provided by the College of Arts and Sciences, and candidates must meet the requirements for promotion set forth by the College of Arts and Sciences.

Departmental Criteria for Promotion to Senior Lecturer

Promotion to the rank of Senior Lecturer is viewed both as a reward for demonstrated excellence in teaching and service and as an acknowledgement of a candidate's potential to make further significant contributions to the Department and the University. It is not based simply on experience or years served. In applying these criteria, therefore, the Department will consider both past accomplishment and future potential.

Above all, candidates must be excellent teachers. Excellence in teaching will be assessed following criterion 1 below. In addition, candidates must have a demonstrated record of success of substantial achievements in other professional activities in mathematics and statistics, such as those listed in criteria 2-5 below.

1. **Excellence in teaching:** The primary responsibility of Lecturers in Mathematics and Statistics at Boston University is to teach. Strong candidates for promotion must demonstrate their excellence as instructors, not only through course evaluations and student letters, but also through other forms of evidence, including reports of classroom observations, representative syllabi and assignments, lecture notes, and outcome assessment data. Other factors that will be considered include the number of students taught (often much more than 250-300 per year for Lecturers in Mathematics and Statistics) and the supervision of the Teaching Fellows assigned to their large courses. In addition, the willingness and ability to teach a variety of courses at a variety of levels are great assets for the teaching mission of the Department and indicative of a high level of ability and experience. Evidence of such ability and experience, as well as any efforts by a candidate to improve their teaching, for example by participation in workshops, will also enhance the nomination.

2. **Service within the Department:** A candidate's contributions to the Department's efforts to improve its course offerings (e.g., through participation in the Calculus or Statistics RULE Programs or any other departmental curriculum revision projects) will be considered. Mentoring of junior Lecturers or involvement in departmental activities for Teaching Fellows (such as TF training, overseeing TF tutoring room work, and other professional development activities for TFs), and leadership roles in other instructional programs run by the Department (such as the mathematics and statistics courses offered by the University during the Summer Terms, and outreach programs) are also forms of service. While these types of service are not required of Lecturers, any substantial service of these types will aid a candidate's nomination.

3. **Professional service and leadership:** A candidate's service to their field and profession, membership and leadership in professional organizations, work as a journal

referee, etc..., will aid their nomination. These organizations can be dedicated either to a candidate's field (e.g., American Mathematical Society, American Statistical Association, Society for Industrial and Applied Mathematics) or to teaching in these fields.

4. Scholarship: A candidate's publications and scholarly activity, including participation in academic conferences, will aid their nomination. Publications and conferences can either be in a candidate's field or in pedagogy.

5. Educational attainment: The attainment of a Ph.D. degree will aid a candidate's nomination.

Departmental Criteria for Promotion to Master Lecturer

The criteria for promotion to Master Lecturer are the same as the criteria for promotion to Senior Lecturer, with an increased emphasis on a candidate's leadership within the teaching mission of the Department and on a candidate's impact beyond the Department. Leadership includes all activities that benefit the Department, including but not limited to active participation in major course creation and overseeing multiple sections of large lecture courses. Impact refers to the effect of a candidate's work on the curriculum, the interaction with other instructors or professionals, teaching outside the Department, participation or leadership in professional organizations, and contributions to scholarship in a candidate's field.

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