Faculty in the Department of Mathematics take a multi-faceted view of the assessment of teaching excellence. We do not rely on any single numerical quantity or single quality, nor do we require that all candidates for promotion to the rank of Senior Lecturer display identical qualities. The evaluation conducted by the Lecturer Committee is based upon the following:

- regularly conducted peer evaluations by tenured faculty and Senior Lecturers;
- feedback from faculty whose teaching work has overlapped with that of the candidate, through activities such as mentorship, course coordination, and outreach;
- letters solicited by the department from former students;
- unsolicited letters by former students and colleagues that reveal the influence of the candidate’s teaching;
- comments and numerical data from anonymous student evaluations within the context of our own departmental metrics;
- the candidate’s teaching statement.

Through all of these sources, we look for confirmation of quality instruction, effective student assessment, and accessibility to students through regularly maintained office hours. We value the dedication of our lecturers to helping students learn course-specific objectives. However, we recognize that an excessive focus on such objectives, while possibly leading to higher teaching evaluation scores, is inappropriate for a college-level mathematics course. Thus, in addition to considering lecturers’ success in having students attain the course-specific goals, we place a high value on their conveying broader and deeper mathematical ideas, imbuing students with enthusiasm for the subject and appreciation for the richness of the discipline.

We also value lecturer involvement in additional teaching activities such as committee work, course coordination, curriculum development, supervision of undergraduate research, instructional mentoring of graduate student associate instructors, and community outreach efforts on behalf of the Mathematics Department such as our Math Circles program for elementary and middle school age students or the Advance College Project program for high school teachers. While engagement in such activities alone is not sufficient evidence of teaching excellence, engagement in some such additional activities is expected of candidates for successful promotion to Senior Lecturer. Substantial involvement in these additional teaching activities promotes continued development in the quality of a lecturer’s teaching and provides evidence of the lecturer’s value to and engagement with the department.

Other measures of teaching excellence include teaching awards, teaching publications, pedagogical development, and awards received by former students of the lecturer. Teaching awards internal to the department are based on the multi-faceted criteria and additional teaching activities discussed above. Teaching awards external to the department provide independent evidence of teaching excellence. Publications are not required or expected for a successful promotion case although they can provide evidence of engagement with mathematical ideas and pedagogy that extends beyond the classroom.