

University of Lancaster

Department of Mathematics and Statistics

1. Discipline Profile for Mathematics

This discipline profile outlines the characteristics and achievements typically expected of a Lecturer in Mathematics in order to complete probation, for promotion from Lecturer A to Lecturer B and for promotion to Senior Lecturer. (A separate discipline profile outlines similar discipline norms pertaining to a Lecturer in Statistics.) Cases for completion of probation and for promotion are initiated or considered by the Head of Department in consultation with the heads of the separate Sections of the Department. Further details of the University's promotion procedures may be found on the Personnel Services web site at <http://www.lancs.ac.uk/users/personnel/prpapers.htm>

2. Research and Publications in Mathematics

The main outlet for research is refereed journals. Papers of international standing appear in a wide range of journals in Mathematics Science. Contributions to conference proceedings may be preliminary versions of papers to be submitted to journals or may consist of original research results in final form.

The majority of papers are singly or doubly authored. Where joint authorship occurs, equal credit is automatically ascribed to the authors; there is no concept of main authors. Papers arising from a Ph.D thesis are often written by the student alone, with an acknowledgement to the supervisor.

Secondary research indicators in the discipline include supervision of research students, invitations to speak at conferences and other universities, books written at advanced level and collaborative research grants. The level and frequency of research grants is modest in comparison with other sciences and with the discipline norms for Statistics, especially at lecturer level.

Research collaboration is much more common with colleagues at other institutions rather than the same institution, and wider involvement in the public sector and non-academic community is rare.

External recognition may be reflected in conference organisation, external examining of doctoral theses, invitations to lecture at Graduate Summer Schools, editorial boards of journals and membership of conference advising committees and the EPSRC College.

3. Promotion

3.1 Probation

The following requirements would typically apply to a junior lecturer for whom this was the first appointment.

i. Research and publication

Significant progress in developing research. This might include (a) successful completion of a PhD, (b) articles in refereed journals, (c) evidence of a clear plan for future research (d) active participation in appropriate conferences.

ii. Teaching

A satisfactory teaching record. This might include (a) carrying a lecturing load gradually increasing to around the departmental average, (b) involvement in course (module) development, (c) satisfactory feedback from students and evidence of ability to respond to points raised.

iii. Administration

A satisfactory performance in administration.

iv. General

In addition, it would be hoped that the member of staff would have demonstrated himself or herself to be actively and willingly participating in Departmental activities, demonstrating co-operativeness and initiative.

3.2 Promotion from Lecturer A to Lecturer B

i. Research

There should be evidence of sustained publication output in refereed journals at a level worthy of RAE inclusion. There should be evidence of research independence and normally some supervisory experience.

ii. Teaching

There should be evidence of commitment to course development and the ability to teach a range of material successfully. A good teaching record might include (a) carrying a full teaching load, (b) active participation in the development of new courses, (c) good feedback from students, (d) good course review and peer observation reports.

iii. Administration

Carrying a significant administrative load with evidence of ability to take on major administrative tasks.

3.3 Promotion to Senior Lecturer

i. Research

A research-led case requires excellence in research, which would mean typically 15-25 publications in refereed journals, at a rate of about two per year; however the number will vary widely with the magnitude and the quality of publications. Secondary indicators of research may include (a) supervision of research students, (b) invitations to speak at conferences and other universities, (c) books at advanced level, (d) conference organisation, (e) collaborative research grants.

ii. Teaching

A teaching-led case would require evidence of effective and influential leadership in a number of aspects of course development and administration, and evidence of high quality and versatile teaching.

iii. Administration

Evidence of excellence in administration might typically include: (a) successfully taking a leading administrative role within the Department, for example as Head of Teaching, (b) successfully playing a major administrative role either at faculty or university level.

4. Summary of Levels 1-4 in teaching, research and administration

The University Guidelines are generally appropriate in the case of Mathematics, with the following changes of emphasis. The level 1, 2 indicators for Teaching need not "incorporate recent research material" nor make "use of e-learning". The level 3 indicators for Administration need not include a "record of sustained success in business generation".

TEACHING

Level 1: Demonstrates a willingness to teach courses at undergraduate level. Demonstrates competence in teaching as measured by course reviews and peer observation reports. Evidence of ability to respond to reviews and feedback.

Level 2: The above and in addition: Actively involved in course development. Obtains good course reviews and peer observation reports.

Level 3: The above and in addition: Obtains excellent course reviews and peer observation reports. Innovative in terms of teaching and assessment. Acts as external examiner at high quality universities. Advises other institutions on course/degree programmes.

Level 4: The above and in addition: Provides leadership in terms of teaching within the department. May publish on teaching, gain research awards, develop and market teaching materials. May design and implement new degree schemes.

RESEARCH

Level 1: Has clear research programme. Is actively engaged in research. Is publishing in refereed research journals. Presents papers and participates in national conferences.

Level 2: The above and in addition: Has been successful in obtaining some research funding.

Level 3: The above and in addition: Has a consistent publication output. Is a nationally known figure in the field. May be editor or editorial advisor for a research journal or conference proceedings.

Level 4: Internationally known and respected figure in the field. Has published high quality articles over a long period. Frequently invited to major conferences. May be involved as a leading figure in national and international research networks. May have made significant research contributions to several fields of mathematics.

ADMINISTRATION

Level 1: Willing to accept fair share of administrative tasks. Performs administrative tasks competently.

Level 2: The above and in addition: Has taken on significant administrative roles in the department (such as Exams Officer, Part 2 Tutor) and has done the job well. Represents the department at Faculty/University level.

Level 3: The above and in addition: Has undertaken significant administrative roles over a considerable period and has been very effective in doing so.

Level 4: The above and in addition: Has given outstanding service to the Department over a number of years. Has been/is willing to be Head of Department and has/would do this job effectively.

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