We are a rather typical liberal arts college, aside from the fact that we have a college and a conservatory.

These are some of the enrollment numbers from the 2015-2016 academic year and a sneak peak for next year:

- 140+ intro stats students
- 24 upper-level Stat Theory students (most ever!)
- I supervised 6 independent studies
- Next year I teach Data Scientific Programming for the first time and we already have 40 students!
- DEMAND IS HIGH!!
I have made some big moves over the first three years
They will be fully implemented in the 2016-2017 academic year

Courses: **Before**

- 3 flavors of intro
- Irregular Stat 2
- Biennial Prob + Stat Theory track
- Multiple software platforms

3 intro courses; 2 had identical course descriptions (apparently 1 didn’t have a lab); 1 was calculus-based without an enforced calculus prerequisite
Stat 2 was offered every 2/3 years
Math majors could only take 400-level Prob + Stat every other year
Some R + SPSS + Minitab was being used

Courses: **After**

- 1 flavor of intro stats
- Annual Stat 2 or Data Sci Programming
- Annual Prob + Stat Theory or Stat Modeling
- R throughout the curriculum

1 intro = less prep + more statistical thought
I created a Data-Scientific Programming course and intend to teach it in years opposite Stat 2... I hope to eventually teach it annually
I moved Probability to the 200-level
Added 400-level Stat Modeling course
Majors can now take stats every year
Everyone learns R
Across campus I hit the misperception that I am a mathematician and that statistics is a proper subset of mathematics. The older mathematicians at Lawrence also seem to believe this... I've had to advocate for statistics as a discipline OFTEN.

Rethinking the intro classes wasn’t easy + required a lot of meetings, but was worth it.
Saying no

If you’re the only statistician a lot of students will want to work with you + a lot of faculty will ask you questions. Add on the typical service load and you can feel bogged down. As a new faculty member, it’s OK to say no!

Maintaining balance

The students are wonderful, but demanding. My colleagues are wonderful, but have high expectations. I decided to reform the curriculum before tenure. It can be tough to maintain balance, but it’s essential!
Getting to know engaged students

Students at Lawrence are intellectually curious, this has been extremely rewarding. Small class sizes mean that you get to know your students.

Curricular freedom

There may have been a lot of meeting to reform the curriculum, but I was essentially given the keys to the car.

Pedagogy is valued

I want to be a good teacher, and this is a priority at liberal arts colleges.
Hey, even if you’re doing research over the summer, it’s a pretty sweet deal to have the freedom to travel etc. for 3ish months a year.

LESSONS

You have to build your own community.
Go to USCOTS and JSM

It’s great to be around statisticians occasionally
It helps me recharge, especially USCOTS

Be resourceful

Join the local chapter of ASA
Join an R user group
Maintain grad school connections

Make a strategic plan

Clarify your goals for a few years
This helps keep you on track for the big picture things which are often the first to fall by the wayside in the face of the daily cycle of class prep + teaching + grading + committee work.