

Chairs and Directors:

Per the [criteria for reappointment document](#), the main requirement for Teaching Track Reappointment is that faculty members must maintain expected standards for performance. Reappointments are also contingent on the ongoing need for teaching.

This document is meant as a guide for you to consider as you draft reappointment letters for your teaching track faculty. These letters to the Dean (also read by an elected committee of faculty) ask you to describe the strengths and weaknesses of each candidate up for reappointment. The provided criteria (below) should help you with these evaluations by prompting you to think about the different components of a teaching-track position. It is unlikely that any one faculty member would (or should) fulfill all of these criteria, although we do expect that their teaching contributions will be of paramount importance when you craft your letters.

Please start your letter with a brief overview of the incumbent's general assignment (e.g., he teaches in our first year and second year language courses; she teaches X and serves as assistant chair/ DUS/ Weinberg adviser). Then, as you address the most relevant of the following criteria, please indicate what evidence you are using to make your recommendations, whether positive or negative (e.g., CTECS, peer observations, student feedback, sample syllabi, feedback from other faculty).

Teaching Contributions

- Demonstrates excellence in teaching through CTECs and/or observations
- Invests time in curricular development through new or revised courses
- Actively engages in new modes of assessment, activities, and/or technological innovation
- Incorporates experiential learning in the curriculum via service learning, field trips, data collection, etc.
- Utilizes inclusive teaching strategies to address students of diverse backgrounds, abilities, skills, etc.
- Advises students in their major and/or in their overall educational plan

Engagement in the Northwestern Community

- Works with others in a collegial and collaborative manner, particularly as it pertains to curricular coherence, multi-section coordination, and program development
- Serves in an administrative capacity at the department, college, or university level
- Mentors and supports students via residential colleges, student organizations, and other initiatives
- Mentors and supports colleagues within and across departments
- Participates in institution building, such as helping start a new program, revising department guidelines, revising major/minor
- Participates in faculty governance as appropriate, including service on department, college, or university committees

Engagement in the Profession

- Stays informed of professional and pedagogical advances
- Participates in professional development opportunities including attending conferences and workshops
- Conducts research
- Participates in systematic reviews of pedagogical delivery or teaching innovations that can be shared with others (e.g., tablet use in language settings, flipped classrooms, assessment practices, TA training)
- Disseminates work through presentations and publications

- Participates as a member and/or leader in professional organizations
- Serves as a peer reviewer/editor for conference publications, journals, books, etc.