



Call for CETL Faculty Fellows

First consideration to applications submitted by March 17, 2025

The Center for Excellence in Teaching and Learning seeks applications for Faculty Fellows for the 2025-2026 academic year. This exciting opportunity will recognize the teaching excellence and leadership of faculty who can share their passion and interest in teaching and learning with others across the campus. [See past Faculty Fellows.](#)

Role of Faculty Fellows

- To work with CETL in developing and implementing programs.
- To provide support, mentoring, and training to faculty across the campus or work on a teaching and learning project
- Expected time commitment to CETL is an average of 8 hours a week

Faculty Fellow Criteria

- Full-time faculty (tenured or tenure-track, special instructors)
- Passionate about the field of teaching and learning and ongoing professional development in the field
- Demonstrated commitment to student learning and student success
- Innovative and effective teaching practice
- Skills in collaboration, organization, effective presentation skills

Application

Please submit the following to cetl@oakland.edu by March 17, 2025.

- Letter of intent
 - How you would contribute to and approach the [areas of interest](#) (listed below) in partnership with OU faculty and staff
 - Your interest, practice, and expertise in teaching and learning

- Examples demonstrating your commitment to student learning and success
- CV
- Letter of support from a colleague
- Additional letter from department chair showing support for you as Faculty Fellow, including an agreement to provide one course release in fall and in winter.

After CETL reviews applications, we will follow up with an interview to discuss the application, ideas, intentions, and logistics. Selections will be made one week after interviews conclude.

Compensation

Each faculty member will receive one course release (or equivalent measure) for the fall and one for the winter.

Areas of Interest

These areas of interest align with CETL's mission, the expressed needs of OU faculty, and related university initiatives and priorities. In your application, describe your interest in one of these areas or the rationale for a different direction in alignment with our mission.

KEY ONGOING PROGRAMS

Inclusive Teaching

Facilitate the Inclusive Teaching Academy, an inclusive teaching program with a faculty cohort. Preference for a faculty member who has participated in this program. See CETL's [Inclusive Practices](#) page for more resources, examples, and work in this area.

Artificial Intelligence in Teaching

Lead learning experiences and inquiries related to artificial intelligence in teaching.

Student-Faculty Pedagogical Partnerships

Developing a program in which students are paired with faculty to facilitate dialogue and feedback about teaching and learning. Recruit, train, and hold regular meetings with student participants. For reference on current work in this area, see our [Students as Partners webpage](#).

Teaching Tips Blog Editor

Manage the weekly blog by planning topics, writing blog posts, inviting and managing contributors, and editing content. Demonstrates a curiosity and ability to write about many different higher ed teaching and learning topics.

AREAS FOR NEW DEVELOPMENT

CETL Assessment and Data Collection

Lead efforts to evaluate the impact of CETL's work and better understand the teaching needs of the OU community. Type of research conducted may vary based on the research strengths the candidate offers.

High-Impact Practices

Promote and support the integration of high-impact practices, such as undergraduate research, learning communities, and capstone projects, to enhance student engagement and learning outcomes.

Teaching Under Scrutiny

Explore strategies for maintaining teaching excellence in an era of increasing external and internal scrutiny, including navigating challenges such as public perceptions, academic freedom, and institutional accountability.

Preparing Students of Today

Address how to prepare students for current and future challenges by focusing on skills such as adaptability, critical thinking, and effective communication, ensuring their readiness for an evolving world. This includes building core academic skills while addressing changes in attention span, reading comprehension, and other essential competencies.

Sustainability and Teaching

Lead faculty in implementing sustainability solutions and principles to teaching practices, in conjunction with sustainability efforts on campus.

Mental Health, Well-Being, and Vitality

Initiate assignment-, course-, program-, and university-level policies and practices that improve learner and instructor engagement through holistic well-being. Addressing concerns burnout, anxiety, stress, and disengagement with a focus on instructional practices.

For further information or questions, please contact Sarah Hosch, the Faculty Director of CETL, at hosch@oakland.edu.