



Dear Faculty,

The CETL is here for you during this stressful time. We are following the same directive with faculty that the institution is asking faculty to follow with students: erring on the side of flexibility.

Because we are tasked with helping to maintain a consistent learning experience for students – but also understand that this crisis is impacting everyone differently – we strongly rely on communication from faculty to guide our support and classroom activity reporting processes. We hope that the following notes and attached resource document will help you to assuage your associate faculty members’ concerns, point them in the right direction of resources, and communicate issues or questions to CETL teams.

- Please encourage faculty to share with their faculty support contact if/when they experience issues that hinder them from meeting standard course requirements. We of course do not expect personal details about illnesses or other factors; however, simply knowing when to expect a difference in classroom activity will ensure the support teams’ appropriate response. All faculty can find their faculty support contact’s information in course welcome letters, or they can write to CETL@ashford.edu.
- College leadership and HR have approved the attached decision tree, which offers guidance for responding to unique faculty concerns. Specifically, it defines for faculty who are struggling to meet standard course requirements where they should focus their classroom time and reassures them that they will not be penalized for these temporary changes to classroom activity.
- The attached document also includes resources you may give to individual faculty who share personal concerns about illness, emotional/psychological stress, or financial/living situation issues. Please note that links for wellness resources are forthcoming. We will communicate an update as soon as they are available.

Because of the nature of associate faculty’s access to HR benefits, we ask that you avoid sending this information to your associate faculty in a mass communication. Rather, please use it to tailor your responses to individual faculty who need help.

The CETL teams will be working from these same guidelines and resources, which means both that we will be a united support system for our faculty, sharing a consistent message, and that you can rely on us to address your questions. We are happy to collaborate with you during this sensitive time.

All the best,
Teresa

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