Three separate but related Motions:

1. The senate moves that the [ad hoc?] committee amend its cancellation of fall break such that those faculty who were able to follow the university’s directive to teach online during the recent evacuation and whose students are up-to-date with the published schedule shall not be required to teach additional hours.

2. In a spirit of learning and growth, the senate moves that the administration reconsider its directive that all faculty and students must reach Blackboard within 48 hours of a mandatory evacuation. Despite real ingenuity and commitment on the part of many students and faculty, experience teaches that this is not always plausible. We suggest that the rule could be better enforced were it more realistic. The senate recommends a period of 72 hours or more, recognizing that shorter periods may better be accommodated by extending hours on our return to campus.

3. Because online teaching strategies differ from classroom equivalents and because the technological requirements differ radically between disciplines, the senate requests that the University go further than offering Blackboard training, making time available to those without the relevant skills and grouping instruction for faculty with “like” pedagogical needs.

(An Oboe teacher faces different challenges from a teacher of Philosophy, a Painting teacher must rethink their curriculum as well as their mode of delivery where an Historian can continue teaching by different means as long as reading materials are available.)

It is suggested that “vertical” groups comprising differing levels of technical knowledge with shared discipline specific pedagogical challenges should work with Blackboard experts together. [Since for some if not many such an undertaking will take considerable time – not only in learning but also in re-preparation of both curriculum and learning resources – the senate, recognizing funding limitations, recommends release time in lieu of payment.]