

# Faculty Perspectives on Accelerated 8-Week Asynchronous Instruction

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Old Dominion University Faculty Survey Report

Prepared for: Faculty Senate

Data collection: December 3–10

Participation: voluntary and anonymous

Sample size: 558 faculty (42.92% response rate)

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## Executive Summary

This report presents findings from a faculty-wide survey examining perceptions of the accelerated 8-week asynchronous instruction initiative at Old Dominion University. The data were collected via an online questionnaire distributed to all faculty at Old Dominion University. The survey was open for responses between December 3 and December 10. Participation was voluntary and responses were anonymous.

A total of 558 faculty members responded (42.92% response rate), which is higher than response rates typically reported for faculty surveys at U.S. four-year institutions (often ~20–30%).

Across Phases 1A–1C, results indicate low overall faculty confidence in the initiative and consistent concerns about instructional quality, student success, academic rigor, workload sustainability, and shared governance. Phase 1D open-ended responses intensify these patterns, foregrounding frustration and urgency: faculty frequently frame the issue as a top-down process that undervalues instructional expertise and risks adverse outcomes for students.

## Methodology

**Survey administration and confidentiality:** The survey was administered online and distributed to all faculty at Old Dominion University. It remained open from December 3 through December 10. Participation was voluntary and responses were anonymous; no identifying information was collected.

**Sample and response rate:** The analytic dataset contains 558 completed responses, corresponding to a 42.92% response rate.

**Quantitative analysis:** For closed-ended items, we report counts and percentages for each response option (uncollapsed). For interpretability, many items are also reported using collapsed categories (e.g., combining adjacent Likert responses) following a consistent, pre-specified set of collapsing rules. Where collapsing is applied, results are shown in the following order: uncollapsed table → collapsed table → bar chart of collapsed categories. If an item is not collapsed, a bar chart is shown for the available uncollapsed categories.

**Cross-tabulations:** Phase 1B reports cross-tabulations of selected items by overall confidence (collapsed). Phase 1C reports cross-tabulations by faculty rank (and only faculty rank, not colleges).

**Qualitative analysis:** Open-ended questions (Q21, Q28, Q35) are summarized thematically. Word clouds are included as descriptive visualizations of frequently occurring terms (after removing common stop words). For Q35, we also report heuristic emotion/theme signals based on the presence of term families (e.g., frustration, anxiety, distrust) to foreground faculty voice and urgency.

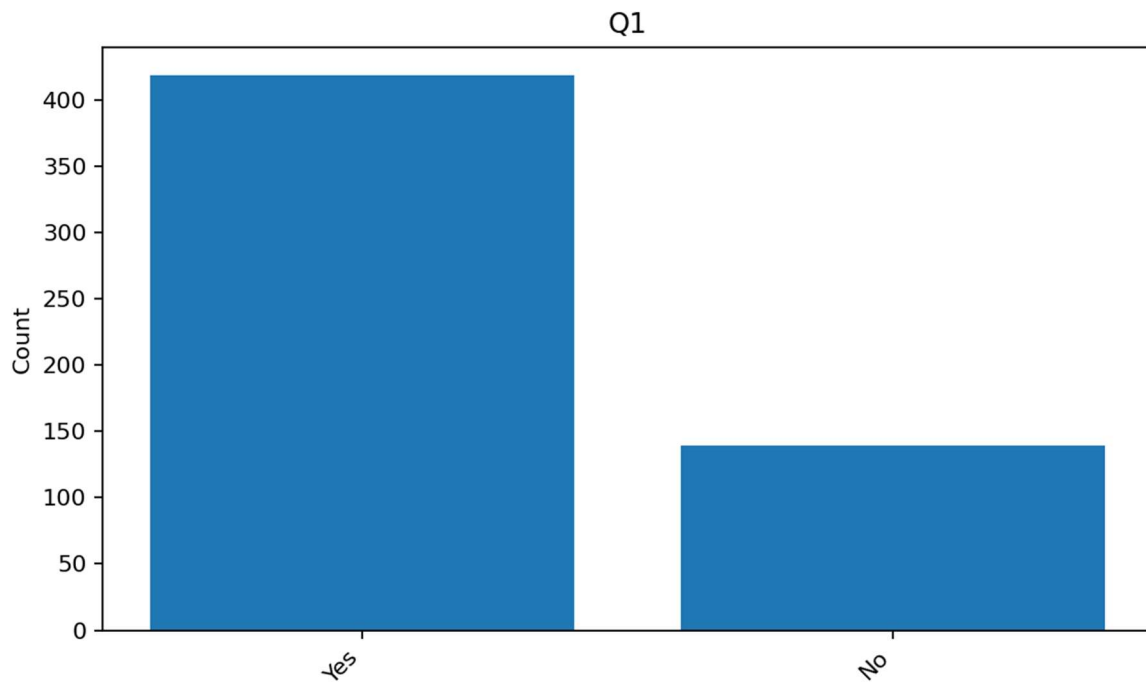
**Limitations:** Results reflect self-reported perceptions and may be influenced by response biases common to surveys. Word clouds and heuristic emotion counts are descriptive aids and should be interpreted alongside quoted faculty comments and quantitative distributions.

## Phase 1A – Descriptive Results

### Q1. Have you taught an asynchronous course before?

Responses (not matched to a standard scale):

Response	Count	% of valid
Yes	419	75.1%
No	139	24.9%



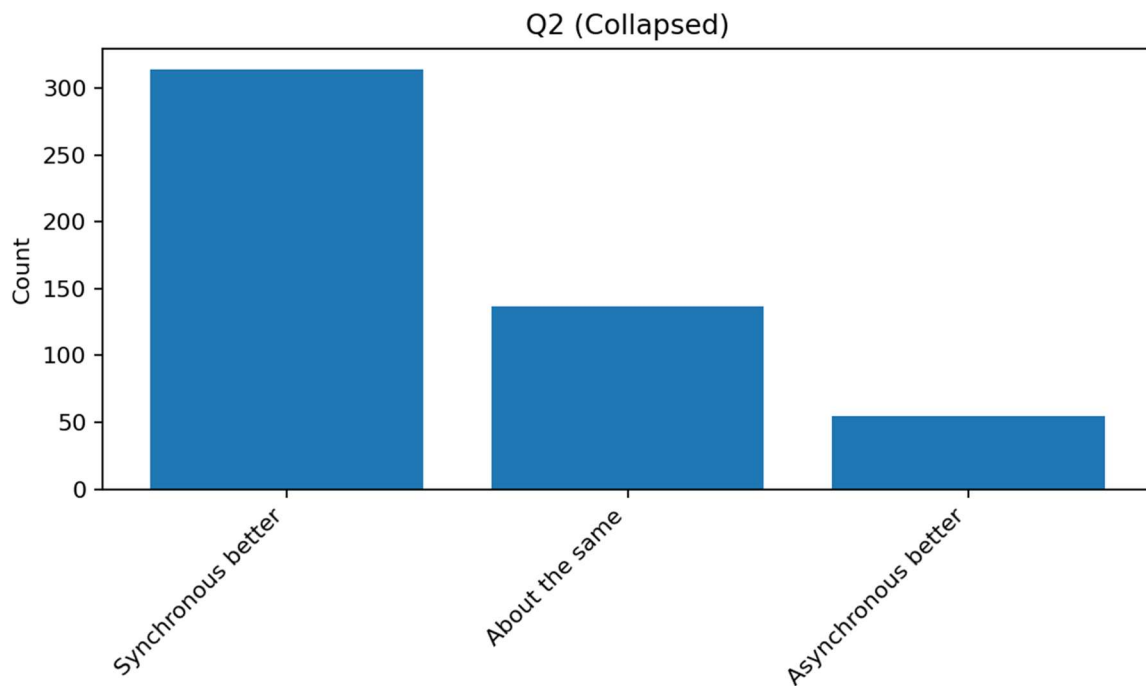
## Q2. How would you compare achievement of student learning outcomes in asynchronous versus synchronous formats?

Uncollapsed categories:

Response	Count	% of valid
Much better in synchronous	167	33.0%
Somewhat better in synchronous	147	29.1%
About the same	137	27.1%
Somewhat better in asynchronous	27	5.3%
Much better in asynchronous	28	5.5%

Collapsed categories:

Response	Count	% of valid
Synchronous better	314	62.1%
About the same	137	27.1%
Asynchronous better	55	10.9%

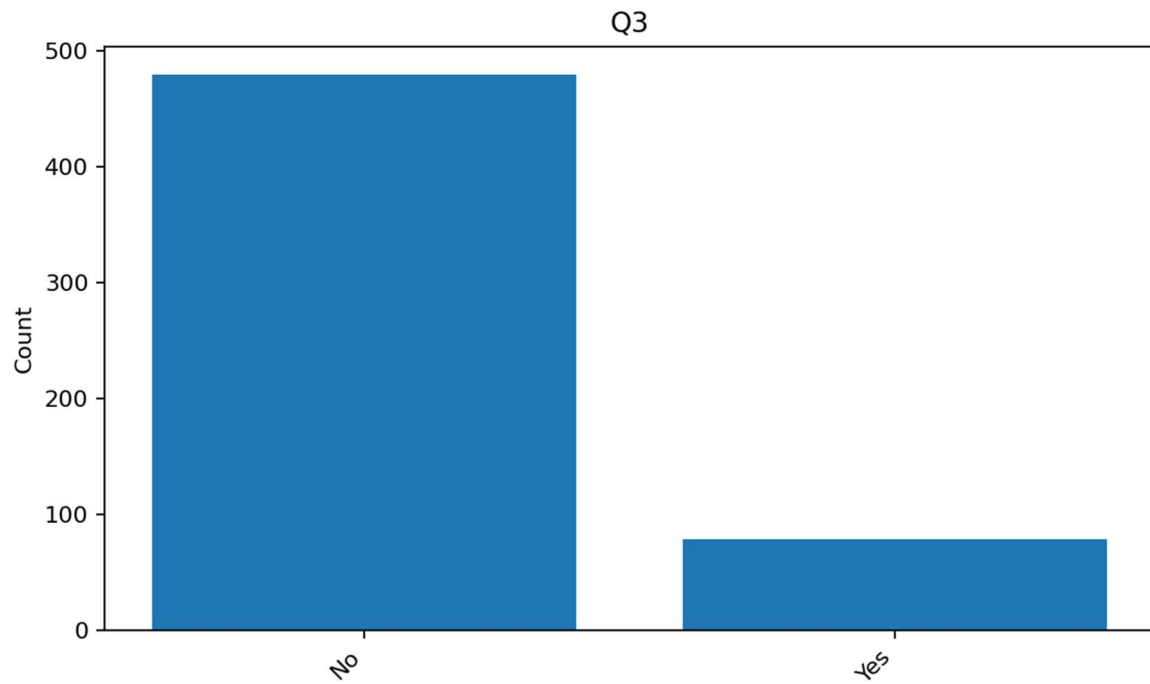




**Q3. Have you taught a HyFlex course at ODU?**

Responses (not matched to a standard scale):

Response	Count	% of valid
No	480	86.0%
Yes	78	14.0%



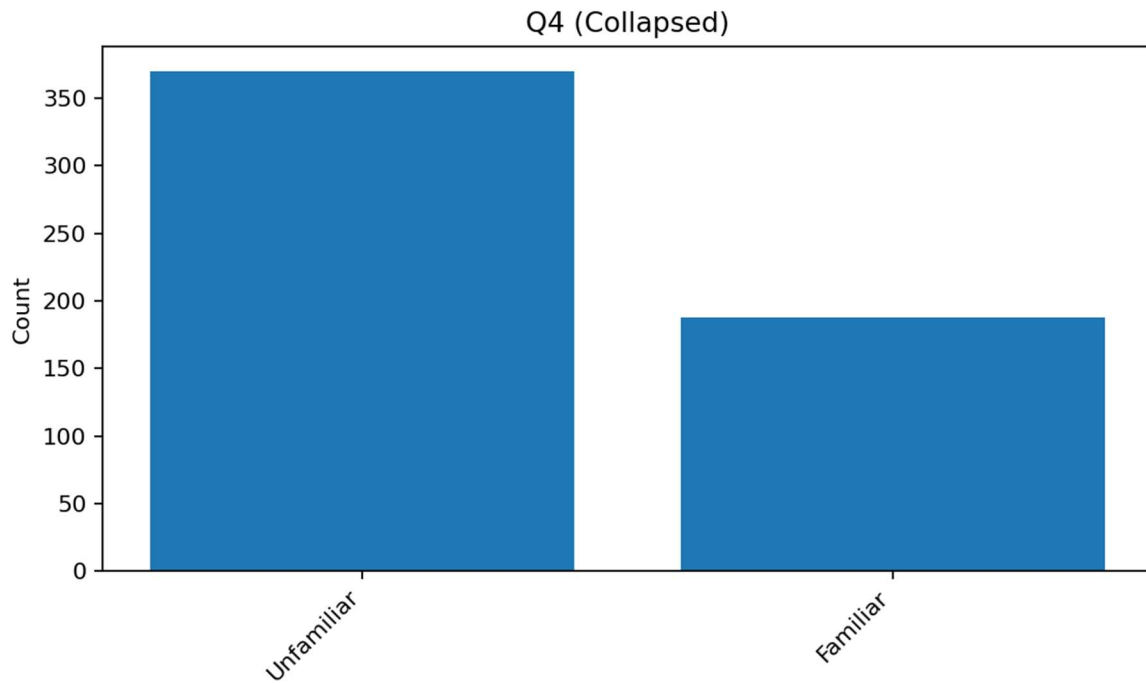
#### Q4. How familiar are you with the HyFlex instructional model?

Uncollapsed categories:

Response	Count	% of valid
Very unfamiliar	314	56.3%
Somewhat unfamiliar	56	10.0%
Somewhat familiar	107	19.2%
Very familiar	81	14.5%

Collapsed categories:

Response	Count	% of valid
Unfamiliar	370	66.3%
Familiar	188	33.7%



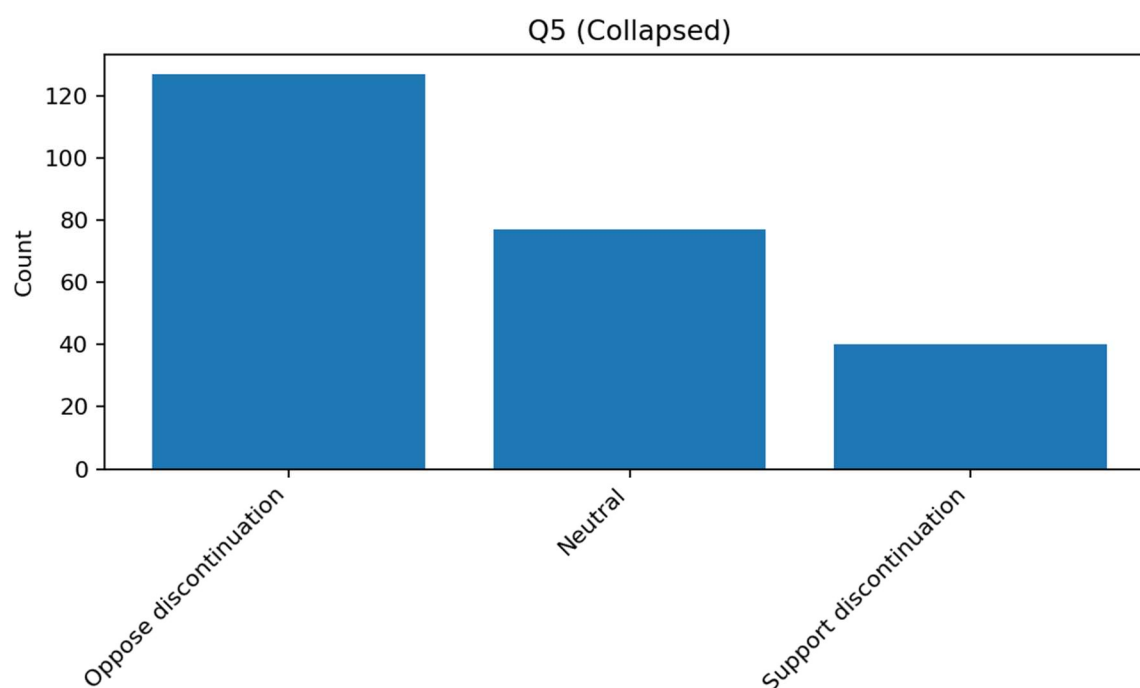
### Q5. Do you believe HyFlex courses should be discontinued at ODU?

Uncollapsed categories:

Response	Count	% of valid
Strongly oppose discontinuation	81	33.2%
Somewhat oppose discontinuation	46	18.9%
Neutral	77	31.6%
Somewhat support discontinuation	15	6.1%
Strongly support discontinuation	25	10.2%

Collapsed categories:

Response	Count	% of valid
Oppose discontinuation	127	52.0%
Neutral	77	31.6%
Support discontinuation	40	16.4%



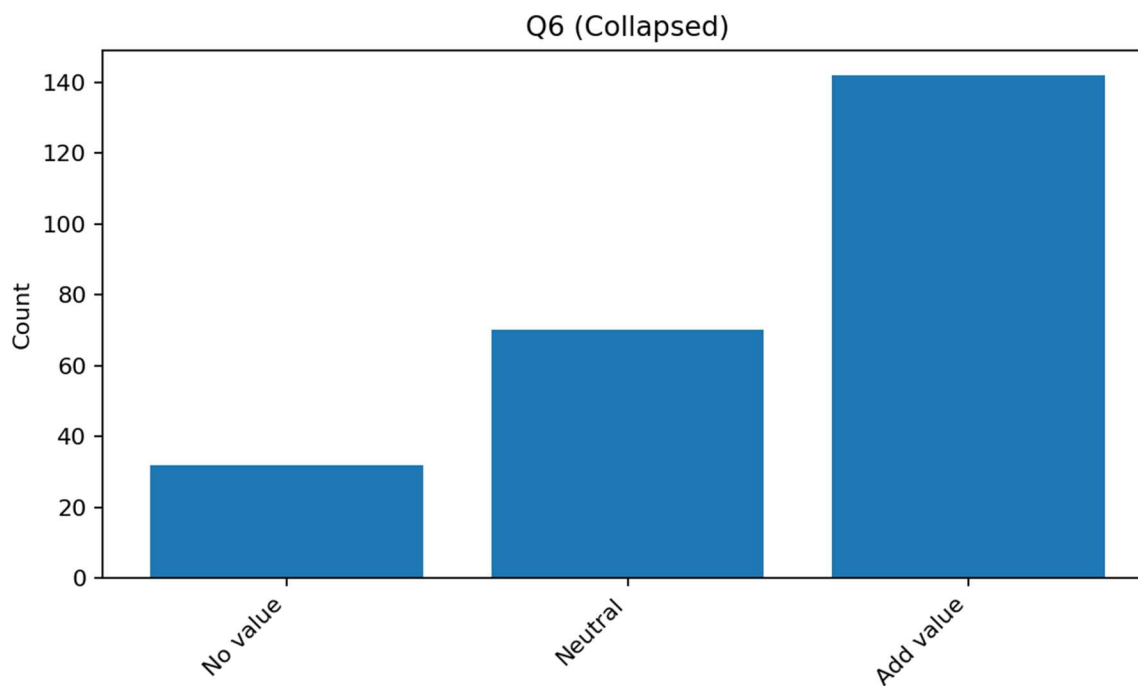
### Q6. Do you believe HyFlex courses add academic value to ODU's program offerings?

Uncollapsed categories:

Response	Count	% of valid
Definitely no value	14	5.7%
Probably no value	18	7.4%
Neutral	70	28.7%
Probably add value	49	20.1%
Definitely add value	93	38.1%

Collapsed categories:

Response	Count	% of valid
No value	32	13.1%
Neutral	70	28.7%
Add value	142	58.2%



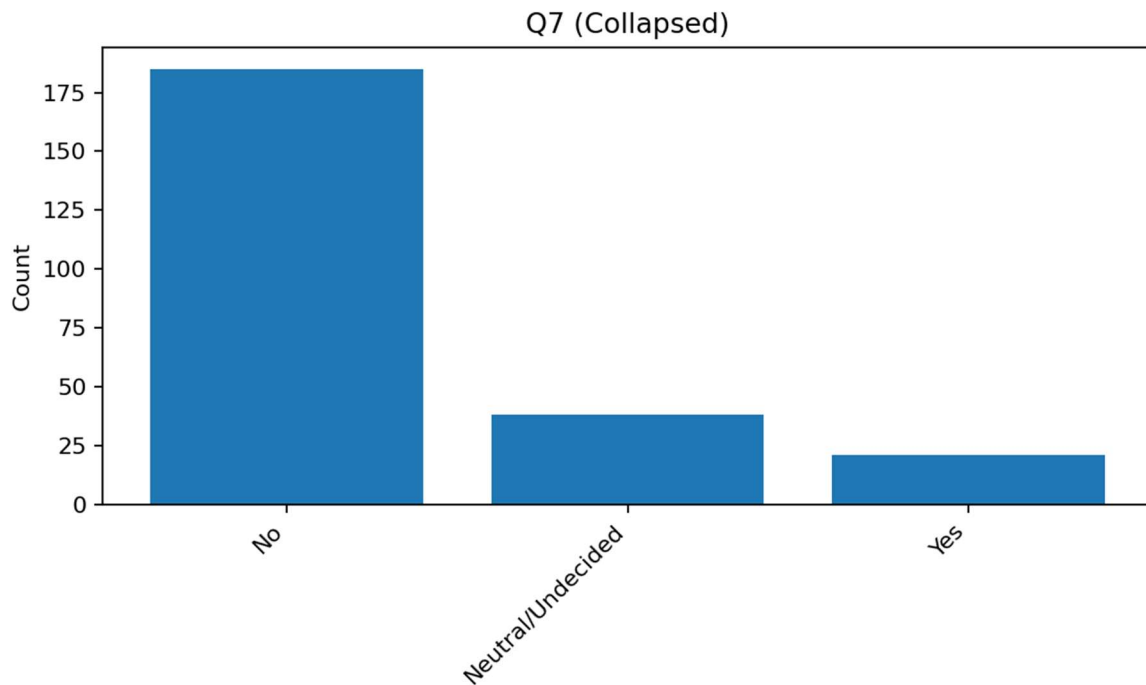
**Q7. Do you feel faculty were adequately consulted before the decision to discontinue HyFlex courses?**

Uncollapsed categories:

Response	Count	% of valid
Definitely not	138	56.6%
Probably not	47	19.3%
Neutral/Undecided	38	15.6%
Probably	9	3.7%
Definitely	12	4.9%

Collapsed categories:

Response	Count	% of valid
No	185	75.8%
Neutral/Undecided	38	15.6%
Yes	21	8.6%



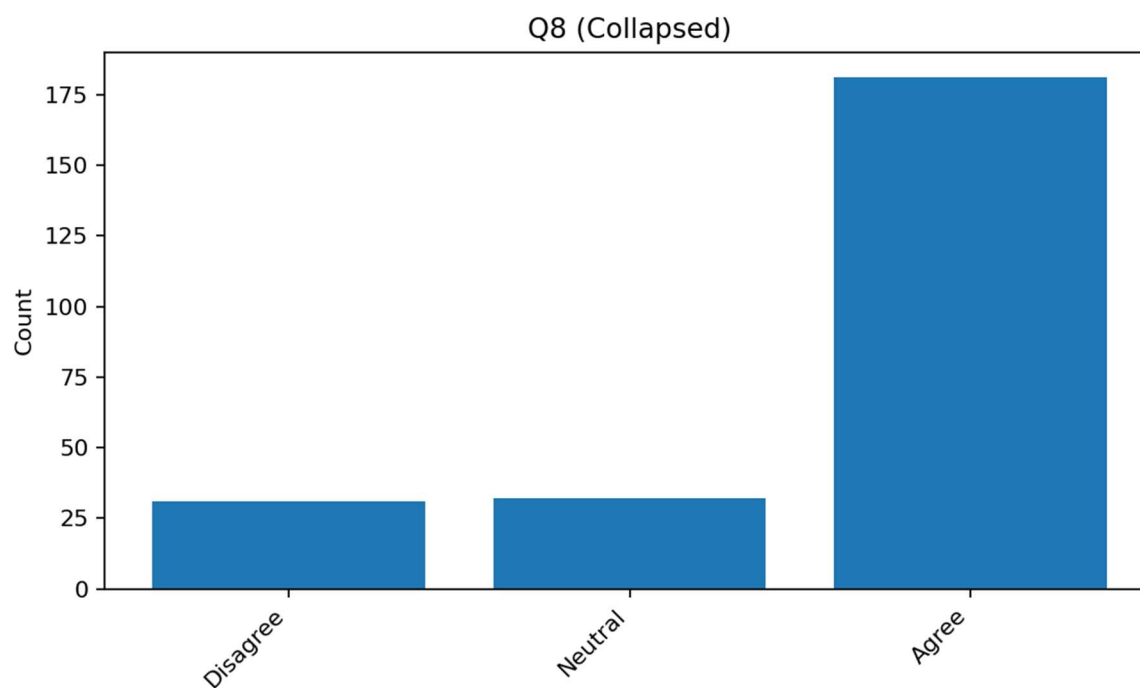
**Q8. Discontinuing HyFlex courses without adequate faculty input raises concerns about academic freedom.**

Uncollapsed categories:

Response	Count	% of valid
Strongly disagree	18	7.4%
Disagree	13	5.3%
Neutral	32	13.1%
Agree	58	23.8%
Strongly agree	123	50.4%

Collapsed categories:

Response	Count	% of valid
Disagree	31	12.7%
Neutral	32	13.1%
Agree	181	74.2%



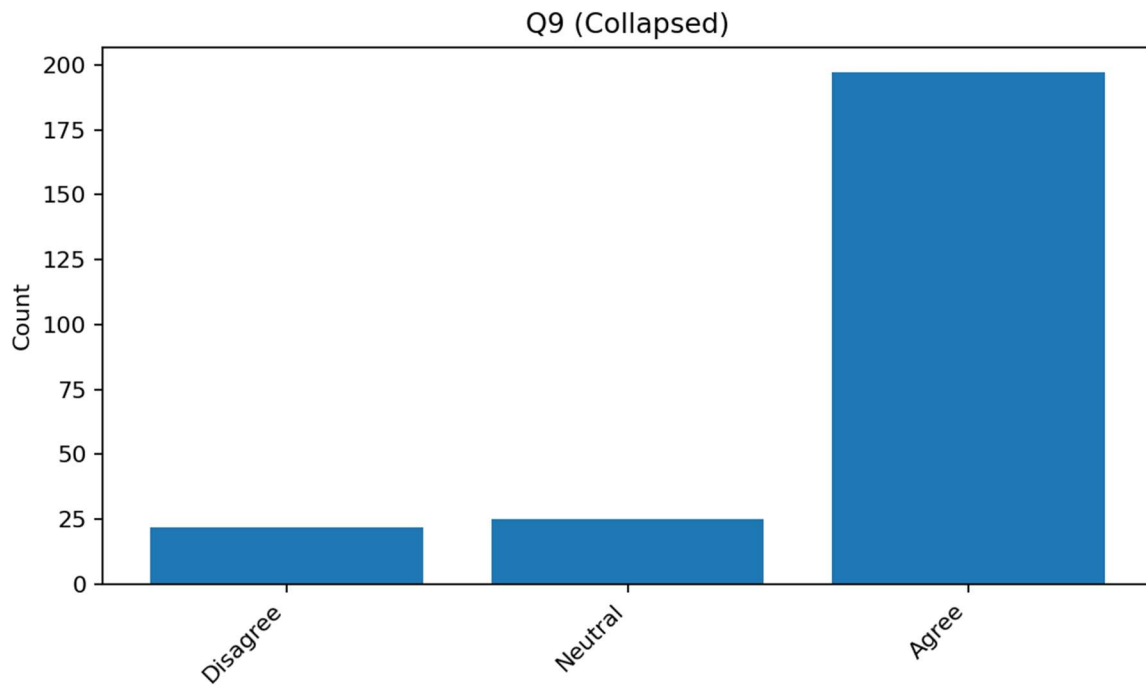
**Q9. Discontinuing HyFlex courses without adequate faculty input raises concerns about shared governance.**

Uncollapsed categories:

Response	Count	% of valid
Strongly disagree	12	4.9%
Disagree	10	4.1%
Neutral	25	10.2%
Agree	48	19.7%
Strongly agree	149	61.1%

Collapsed categories:

Response	Count	% of valid
Disagree	22	9.0%
Neutral	25	10.2%
Agree	197	80.7%



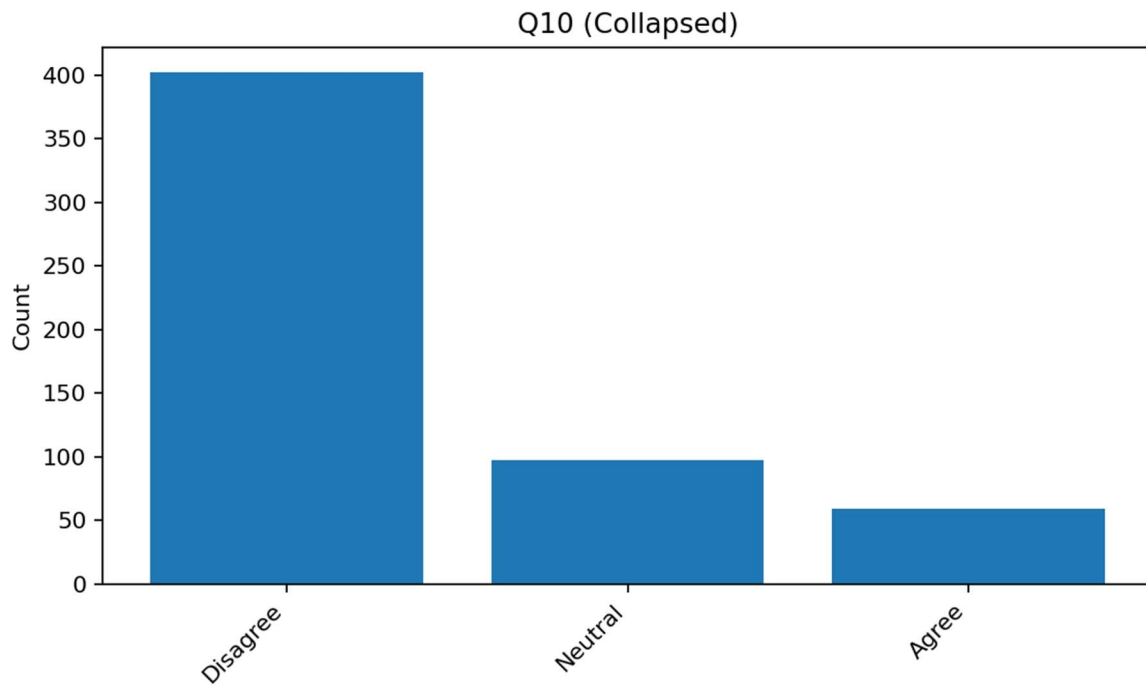
**Q10. What do you think about undergraduate distance courses being required to use an accelerated 8-week asynchronous format ?**

Uncollapsed categories:

Response	Count	% of valid
Strongly disagree	248	44.4%
Disagree	154	27.6%
Neutral	97	17.4%
Agree	34	6.1%
Strongly agree	25	4.5%

Collapsed categories:

Response	Count	% of valid
Disagree	402	72.0%
Neutral	97	17.4%
Agree	59	10.6%





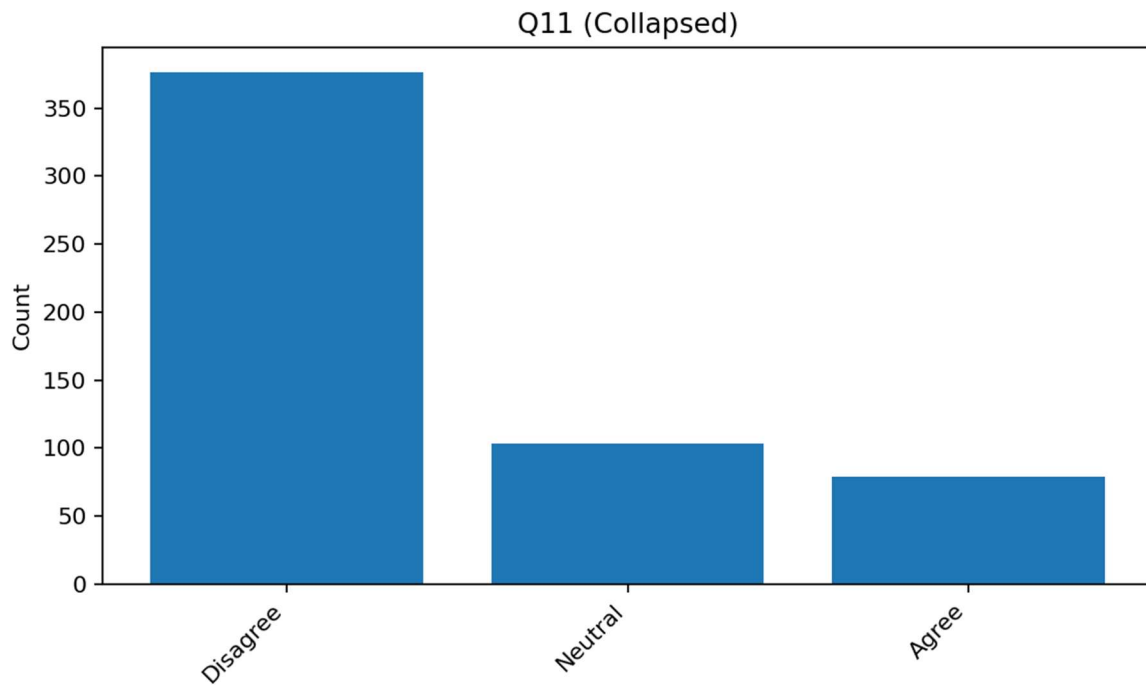
**Q11. What do you think about master's level distance courses being required to use an accelerated 8-week asynchronous format ?"**

Uncollapsed categories:

Response	Count	% of valid
Strongly disagree	264	47.3%
Disagree	112	20.1%
Neutral	103	18.5%
Agree	48	8.6%
Strongly agree	31	5.6%

Collapsed categories:

Response	Count	% of valid
Disagree	376	67.4%
Neutral	103	18.5%
Agree	79	14.2%



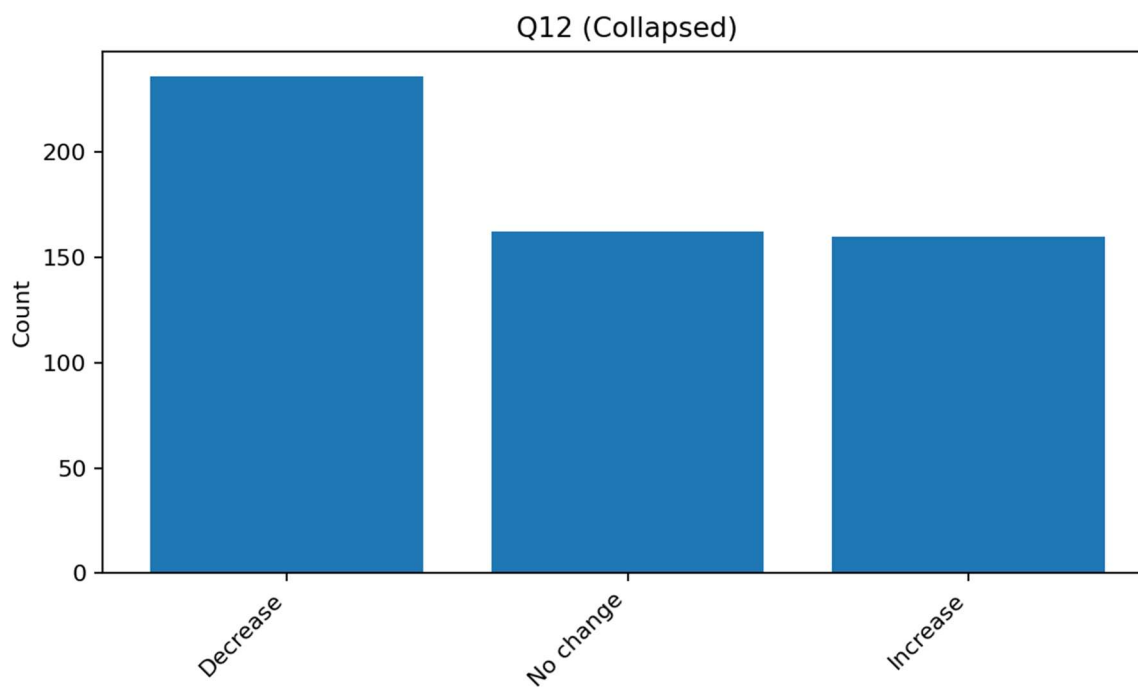
**Q12. What do you think will happen to undergraduate enrollment as a result of the required accelerated 8-week asynchronous format?**

Uncollapsed categories:

Response	Count	% of valid
Will definitely decrease enrollment	65	11.6%
Will probably decrease enrollment	171	30.6%
No change in enrollment	162	29.0%
Will probably increase enrollment	127	22.8%
Will definitely increase enrollment	33	5.9%

Collapsed categories:

Response	Count	% of valid
Decrease	236	42.3%
No change	162	29.0%
Increase	160	28.7%



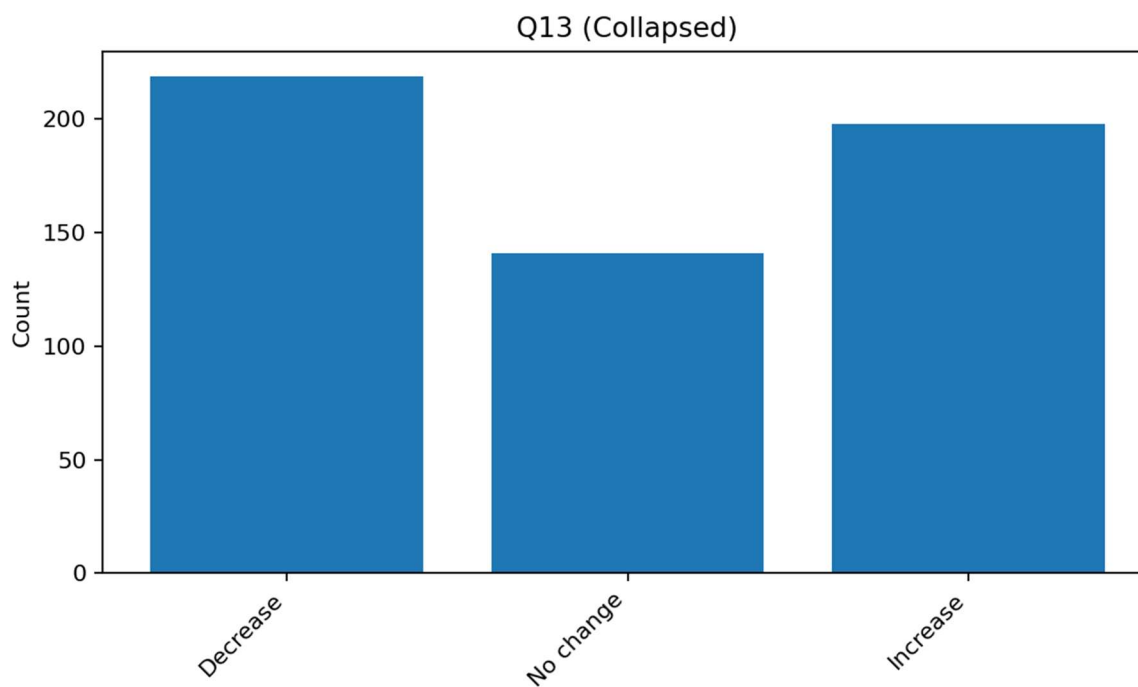
**Q13. What do you think will happen to masterâ€™s-level enrollment as a result of the required accelerated 8-week asynchronous format?**

Uncollapsed categories:

Response	Count	% of valid
Will definitely decrease enrollment	98	17.6%
Will probably decrease enrollment	121	21.7%
No change in enrollment	141	25.3%
Will probably increase enrollment	158	28.3%
Will definitely increase enrollment	40	7.2%

Collapsed categories:

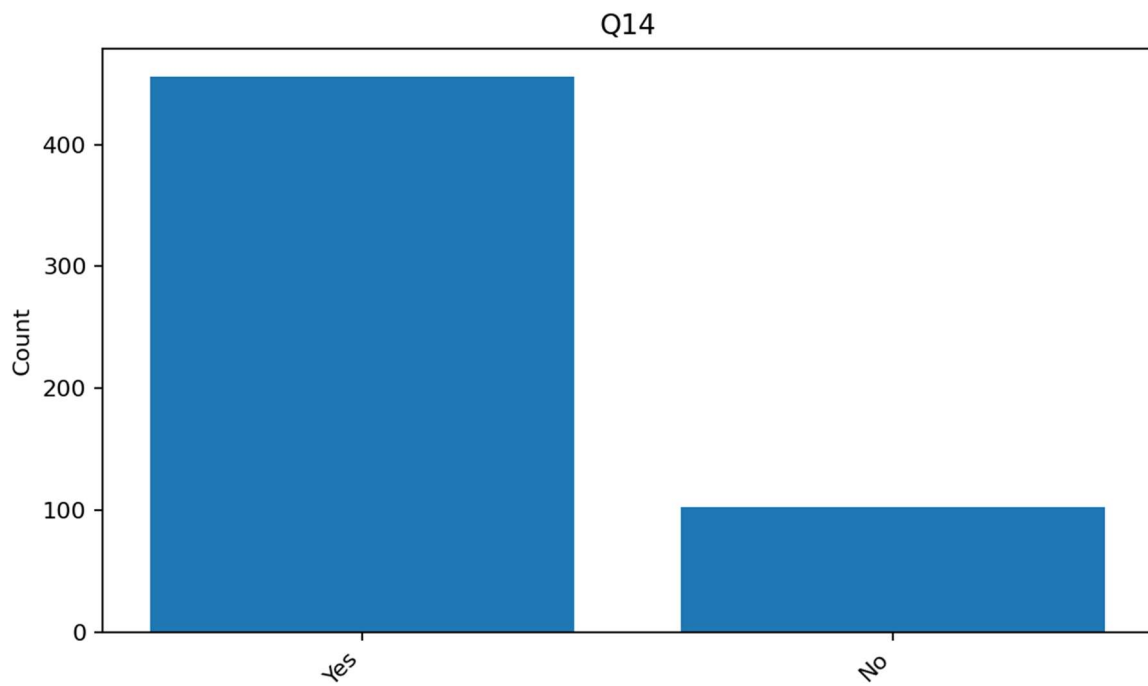
Response	Count	% of valid
Decrease	219	39.2%
No change	141	25.3%
Increase	198	35.5%



**Q14. Did you receive the Faculty Senate/AAUP resolution regarding this initiative?**

Responses (not matched to a standard scale):

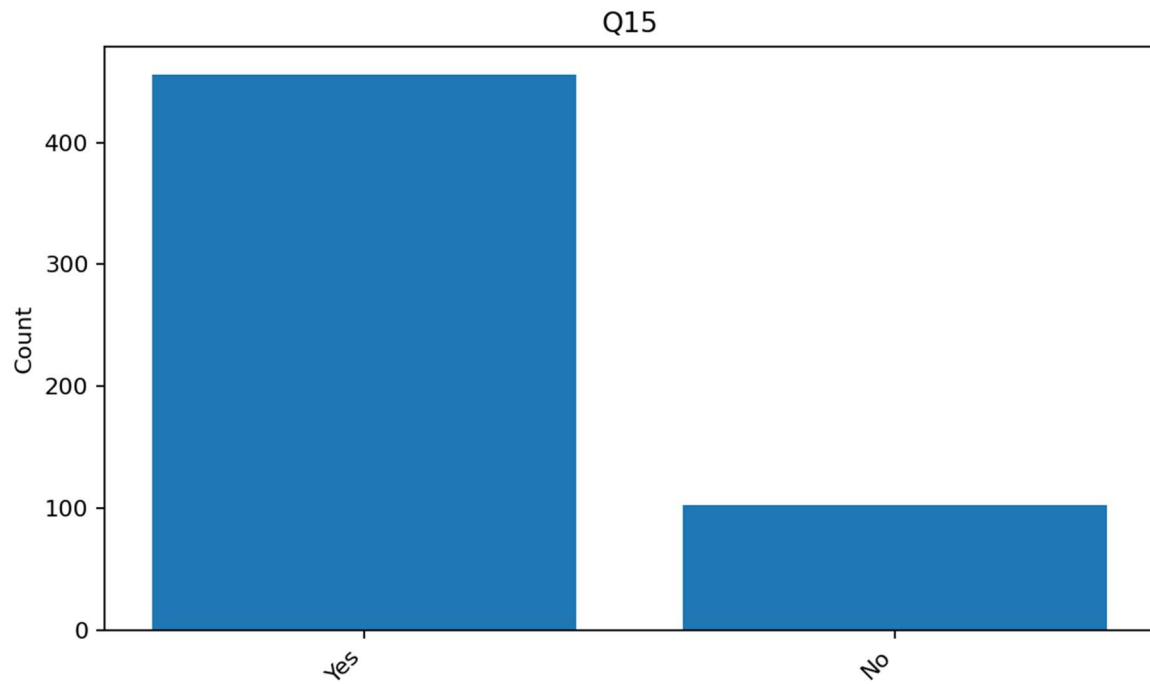
Response	Count	% of valid
Yes	456	81.7%
No	102	18.3%



**Q15. If yes, did you read the resolution?**

Responses (not matched to a standard scale):

Response	Count	% of valid
Yes	456	81.7%
No	102	18.3%



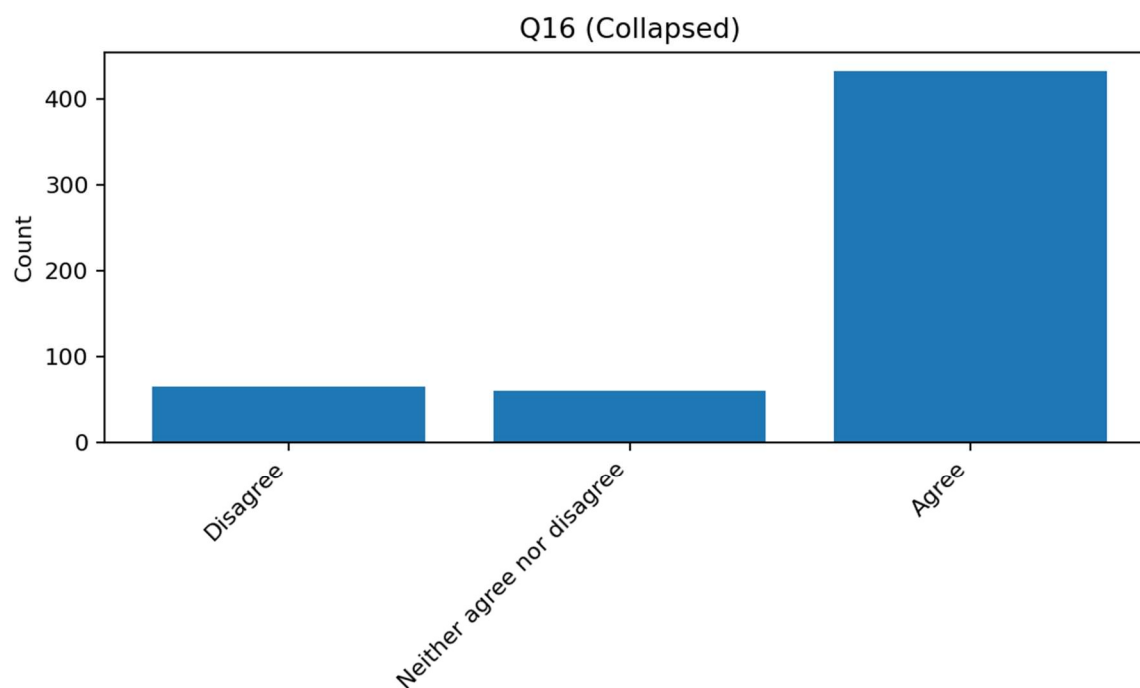
### Q16. Do you agree with the primary points of the resolution?

Uncollapsed categories:

Response	Count	% of valid
Strongly disagree	34	6.1%
Disagree	31	5.6%
Neither agree nor disagree	60	10.8%
Agree	158	28.3%
Strongly agree	275	49.3%

Collapsed categories:

Response	Count	% of valid
Disagree	65	11.6%
Neither agree nor disagree	60	10.8%
Agree	433	77.6%



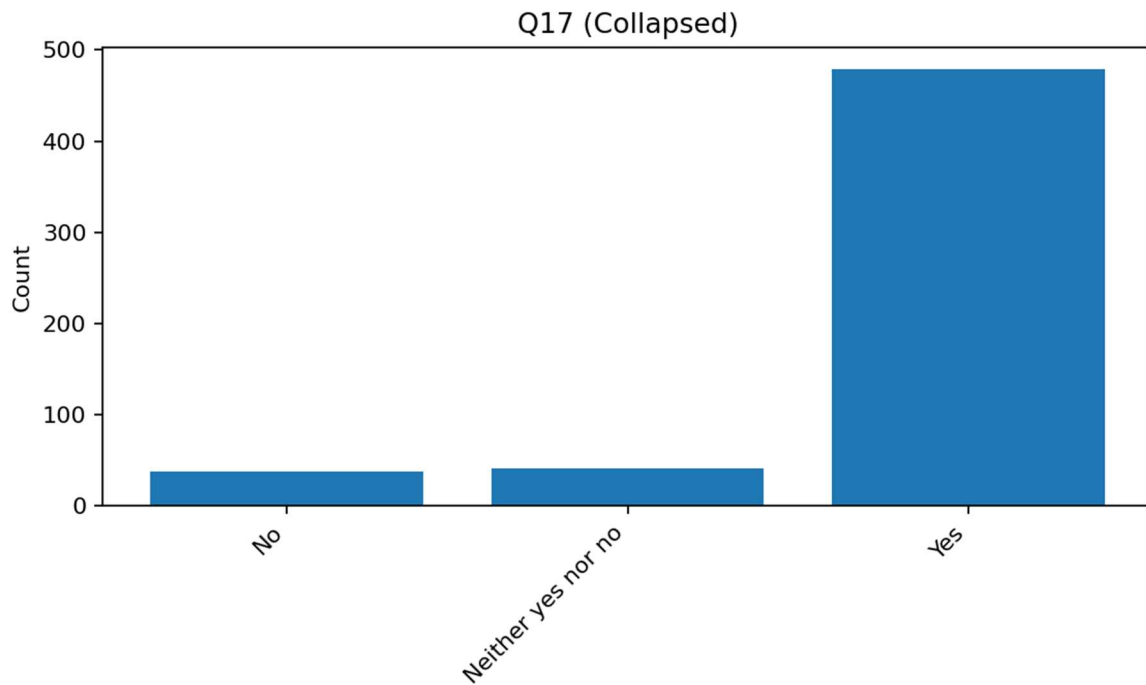
### Q17. Do you believe elements of the FFDT initiative affect the university curriculum?

Uncollapsed categories:

Response	Count	% of valid
Definitely no	20	3.6%
Probably no	18	3.2%
Neither yes nor no	41	7.3%
Probably yes	113	20.3%
Definitely yes	366	65.6%

Collapsed categories:

Response	Count	% of valid
No	38	6.8%
Neither yes nor no	41	7.3%
Yes	479	85.8%



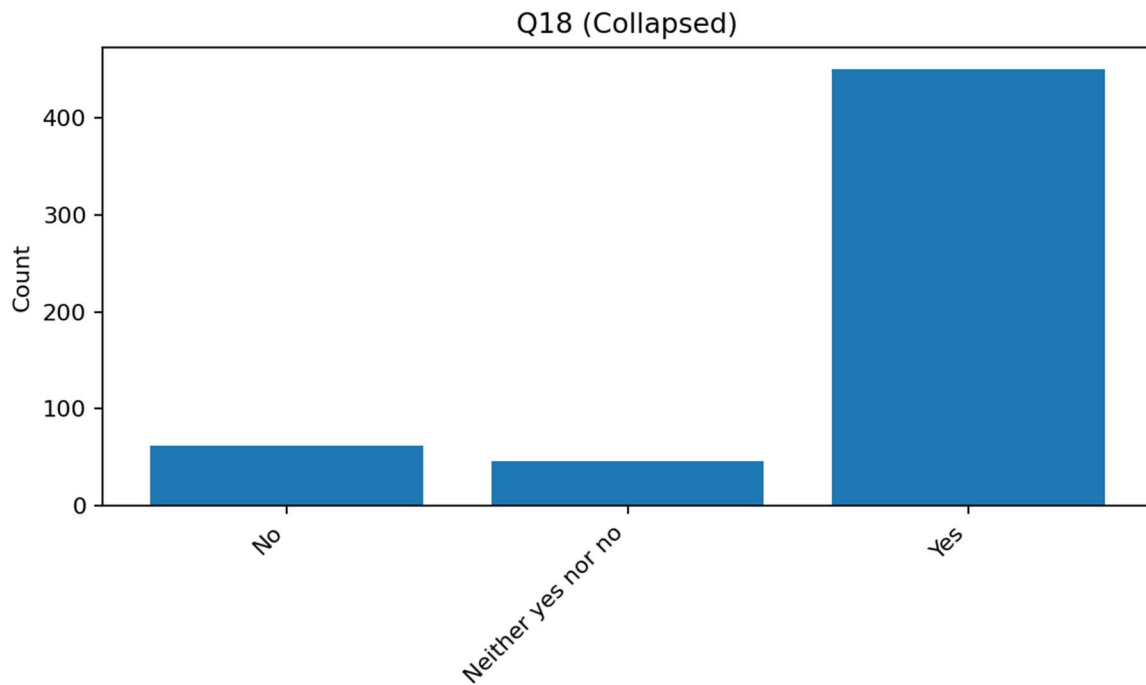
**Q18. Do you believe elements of the FFDT initiative affect your department's curriculum?**

Uncollapsed categories:

Response	Count	% of valid
Definitely no	26	4.7%
Probably no	36	6.5%
Neither yes nor no	46	8.2%
Probably yes	112	20.1%
Definitely yes	338	60.6%

Collapsed categories:

Response	Count	% of valid
No	62	11.1%
Neither yes nor no	46	8.2%
Yes	450	80.6%





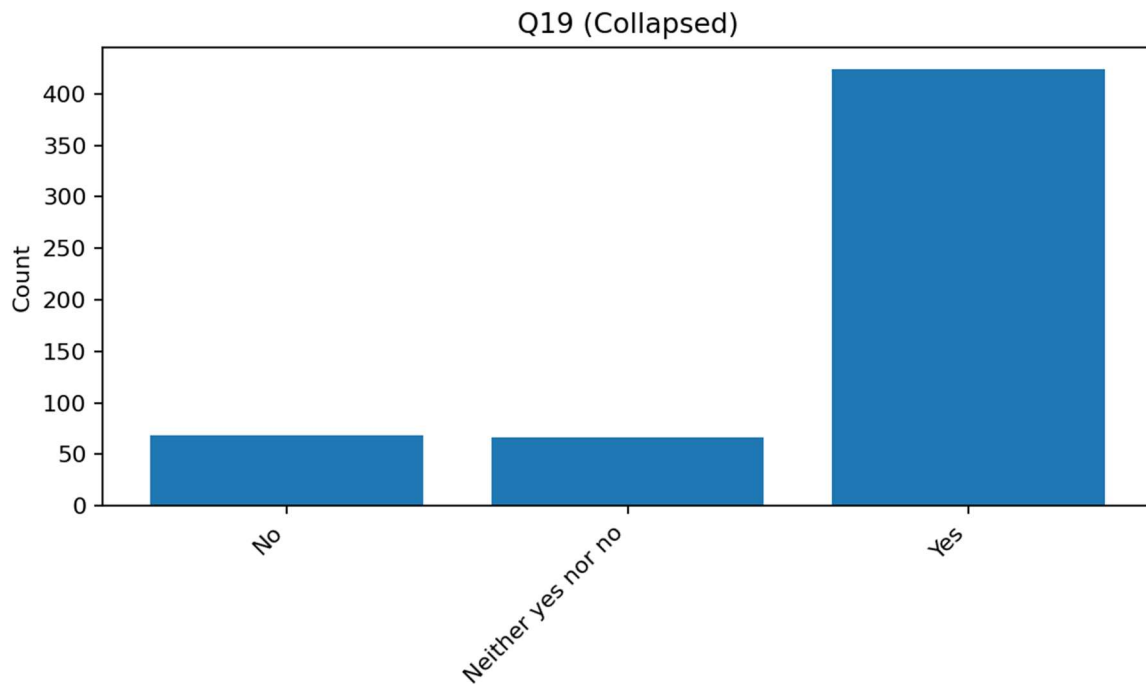
**Q19. Do you believe elements of the FFDT initiative affect your program's curriculum?**

Uncollapsed categories:

Response	Count	% of valid
Definitely no	31	5.6%
Probably no	37	6.6%
Neither yes nor no	66	11.8%
Probably yes	95	17.0%
Definitely yes	329	59.0%

Collapsed categories:

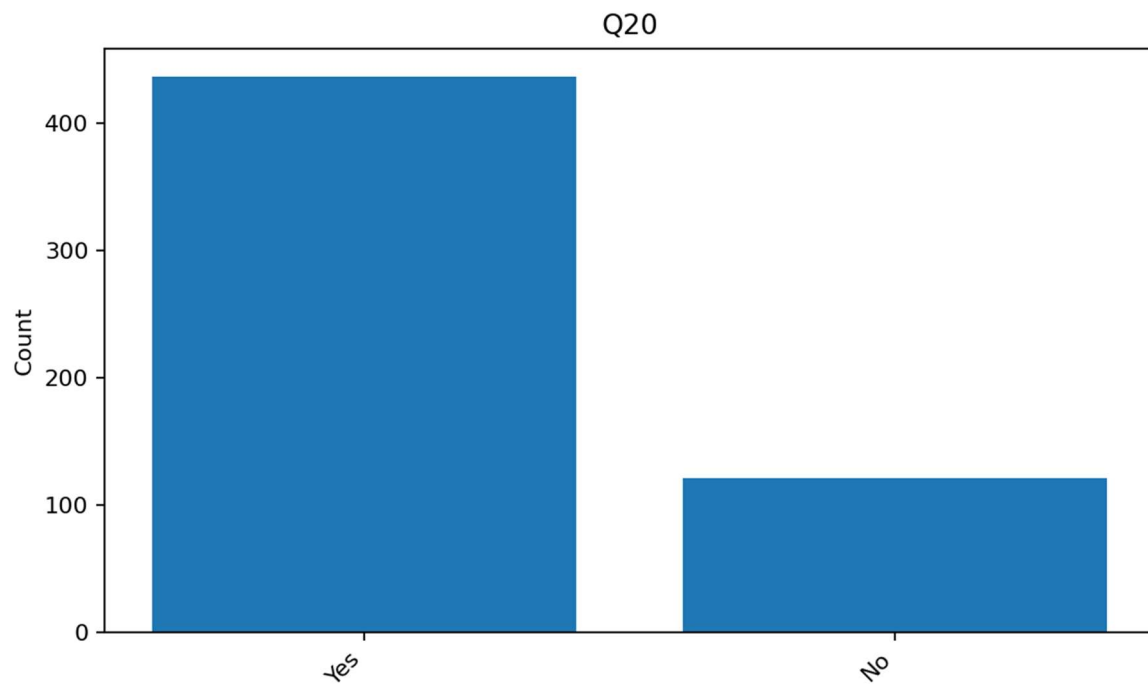
Response	Count	% of valid
No	68	12.2%
Neither yes nor no	66	11.8%
Yes	424	76.0%



**Q20. Do you believe accelerated 8-week asynchronous courses may be appropriate in some programs?**

Responses (not matched to a standard scale):

Response	Count	% of valid
Yes	437	78.3%
No	121	21.7%



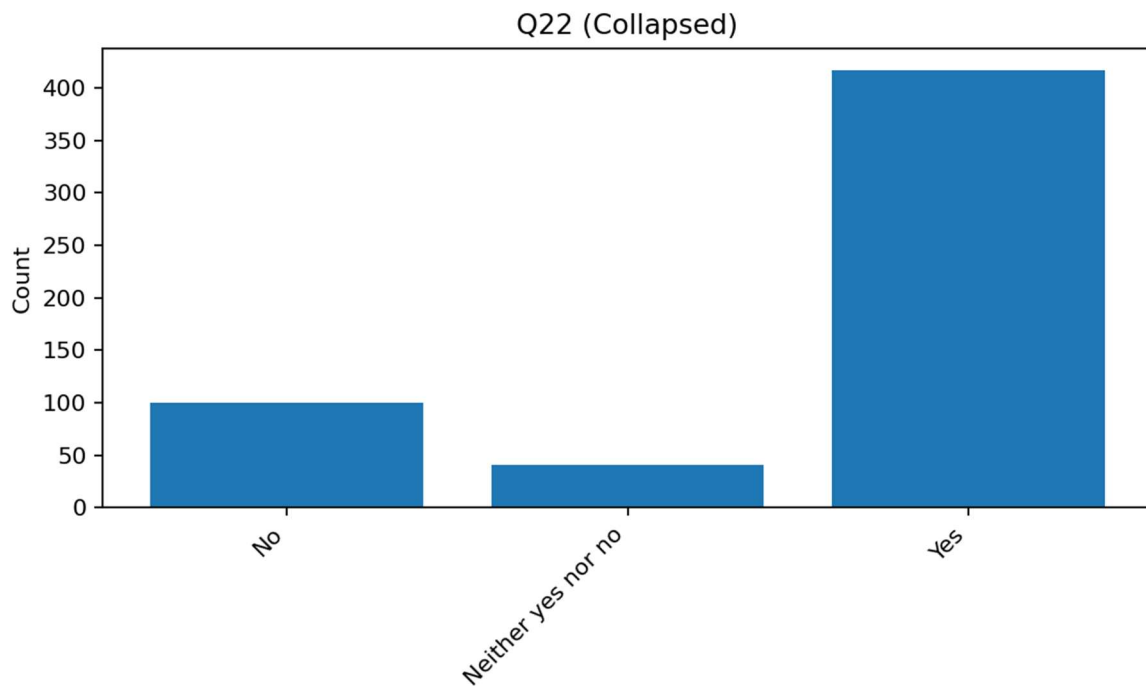
### Q22. Would course rigor need to be reduced to fit an 8-week format?

Uncollapsed categories:

Response	Count	% of valid
Definitely no	47	8.4%
Probably no	53	9.5%
Neither yes nor no	41	7.3%
Probably yes	196	35.1%
Definitely yes	221	39.6%

Collapsed categories:

Response	Count	% of valid
No	100	17.9%
Neither yes nor no	41	7.3%
Yes	417	74.7%



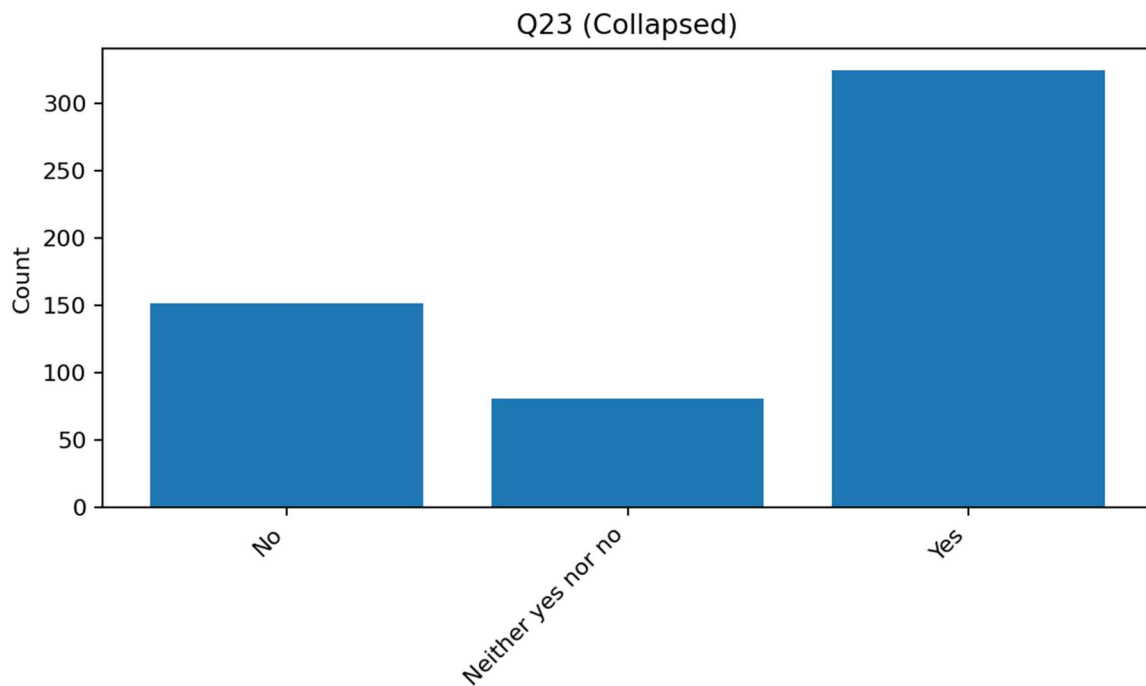
### Q23. Would course rigor need to be reduced to fit a fully asynchronous format?

Uncollapsed categories:

Response	Count	% of valid
Definitely no	65	11.6%
Probably no	87	15.6%
Neither yes nor no	81	14.5%
Probably yes	166	29.7%
Definitely yes	159	28.5%

Collapsed categories:

Response	Count	% of valid
No	152	27.2%
Neither yes nor no	81	14.5%
Yes	325	58.2%



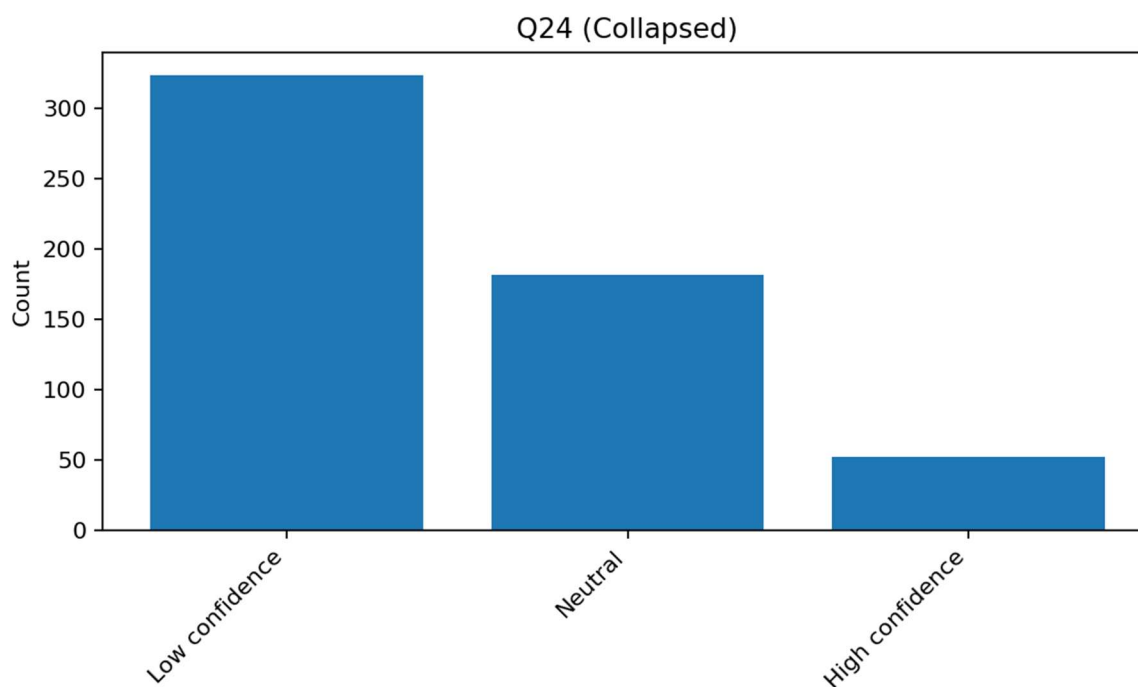
**Q24. How much confidence do you have in the Vice President for Digital Transformation and Technology regarding curricular leadership for this initiative?**

Uncollapsed categories:

Response	Count	% of valid
Very low confidence	212	38.0%
Low confidence	112	20.1%
Neutral	182	32.6%
High confidence	25	4.5%
Very high confidence	27	4.8%

Collapsed categories:

Response	Count	% of valid
Low confidence	324	58.1%
Neutral	182	32.6%
High confidence	52	9.3%



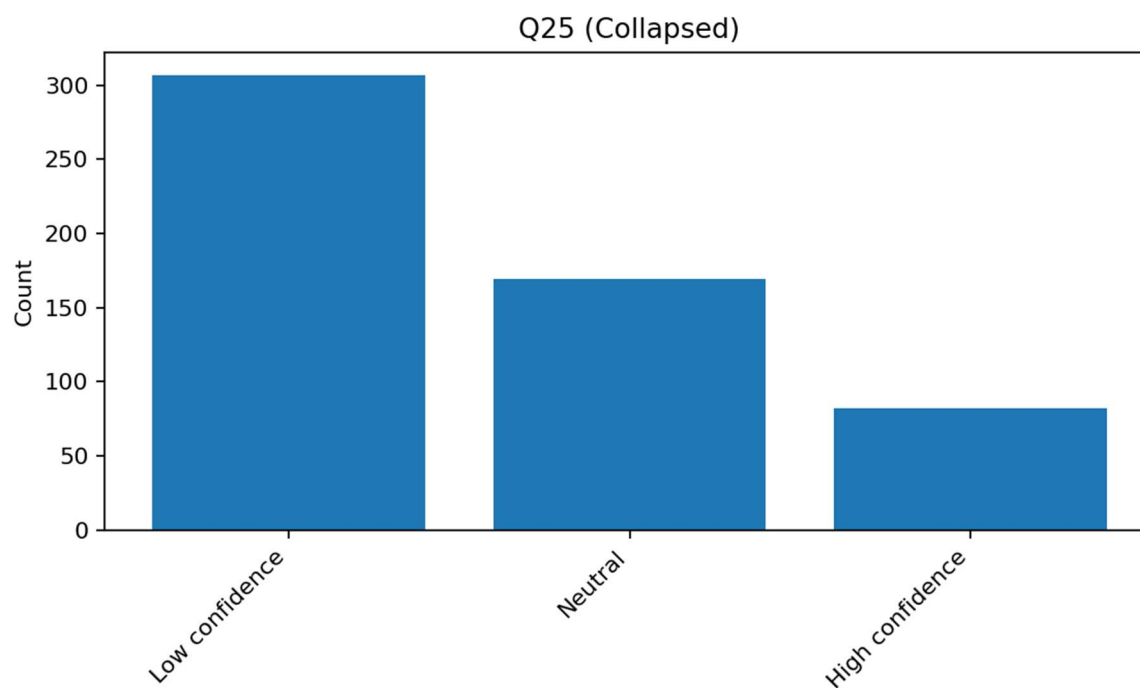
**Q25. How much confidence do you have in the Provost regarding curricular leadership for this initiative?**

Uncollapsed categories:

Response	Count	% of valid
Very low confidence	172	30.8%
Low confidence	135	24.2%
Neutral	169	30.3%
High confidence	41	7.3%
Very high confidence	41	7.3%

Collapsed categories:

Response	Count	% of valid
Low confidence	307	55.0%
Neutral	169	30.3%
High confidence	82	14.7%



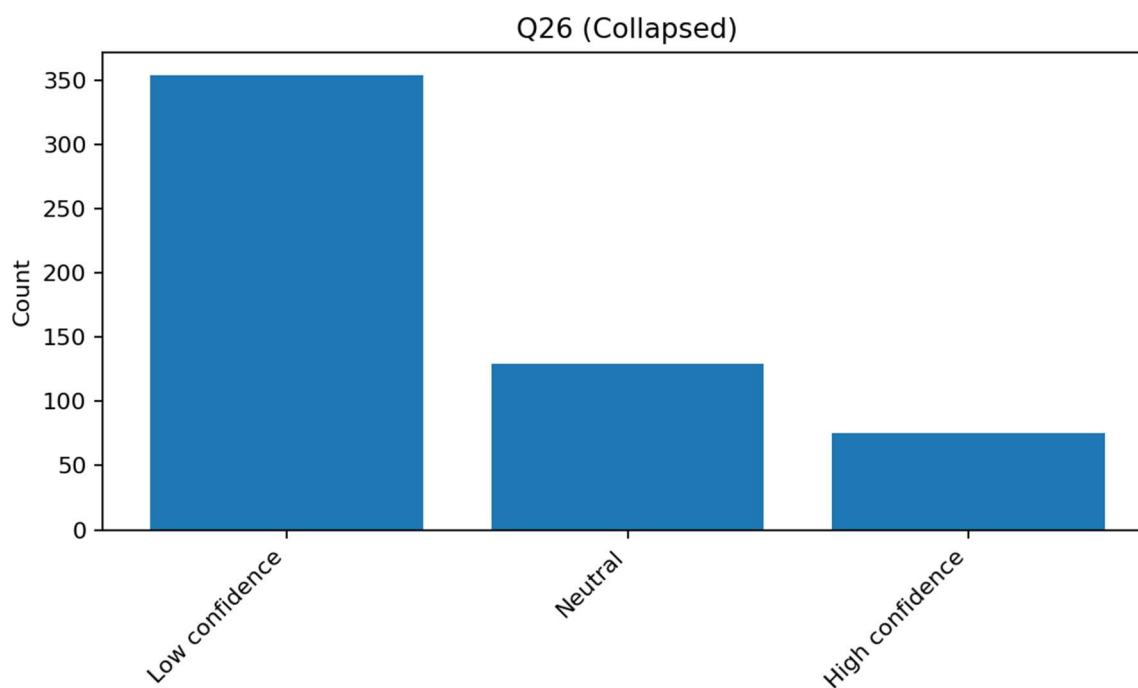
**Q26. How much confidence do you have in the President regarding curricular leadership for this initiative?**

Uncollapsed categories:

Response	Count	% of valid
Very low confidence	257	46.1%
Low confidence	97	17.4%
Neutral	129	23.1%
High confidence	33	5.9%
Very high confidence	42	7.5%

Collapsed categories:

Response	Count	% of valid
Low confidence	354	63.4%
Neutral	129	23.1%
High confidence	75	13.4%



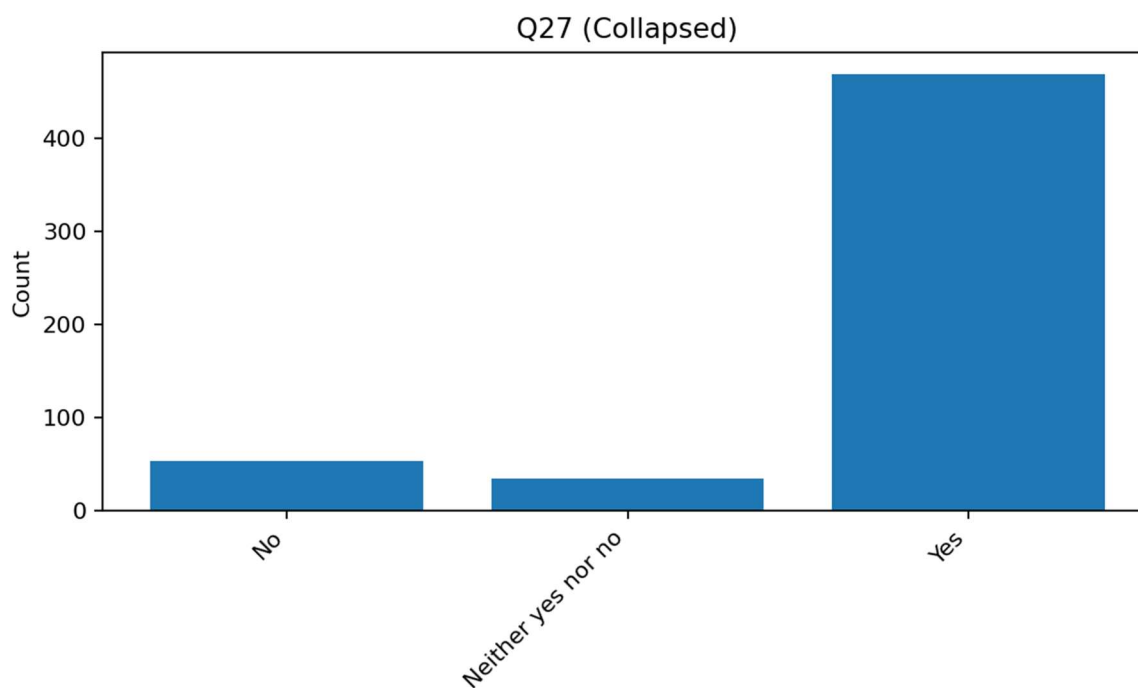
**Q27. Should implementation of required accelerated 8-week asynchronous format be delayed until adequate faculty input is obtained?**

Uncollapsed categories:

Response	Count	% of valid
Definitely no	28	5.0%
Probably no	26	4.7%
Neither yes nor no	35	6.3%
Probably yes	94	16.8%
Definitely yes	375	67.2%

Collapsed categories:

Response	Count	% of valid
No	54	9.7%
Neither yes nor no	35	6.3%
Yes	469	84.1%



**Q28. What actions-if any-should faculty take to express concerns about the initiative?**

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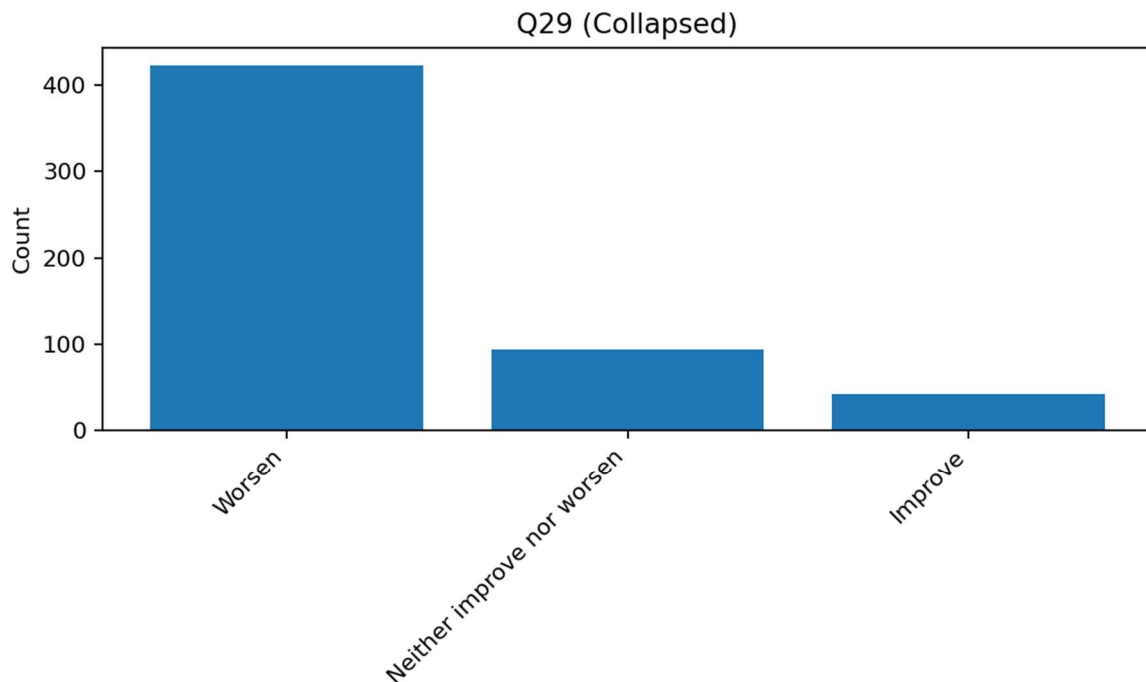
**Q29a. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: Student Learning**

Uncollapsed categories:

Response	Count	% of valid
Will definitely worsen	195	34.9%
Will probably worsen	228	40.9%
Neither improve nor worsen	93	16.7%
Will probably improve	21	3.8%
Will definitely improve	21	3.8%

Collapsed categories:

Response	Count	% of valid
Worsen	423	75.8%
Neither improve nor worsen	93	16.7%
Improve	42	7.5%



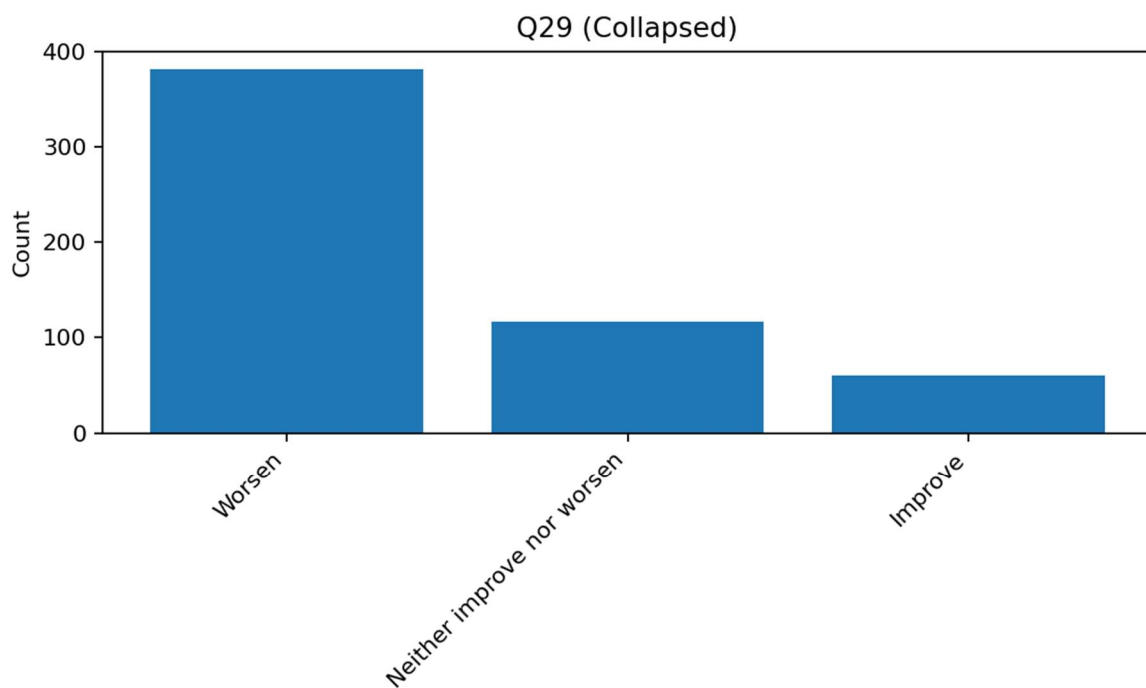
**Q29b.) Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: Faculty workload**

Uncollapsed categories:

Response	Count	% of valid
Will definitely worsen	185	33.2%
Will probably worsen	196	35.1%
Neither improve nor worsen	117	21.0%
Will probably improve	46	8.2%
Will definitely improve	14	2.5%

Collapsed categories:

Response	Count	% of valid
Worsen	381	68.3%
Neither improve nor worsen	117	21.0%
Improve	60	10.8%



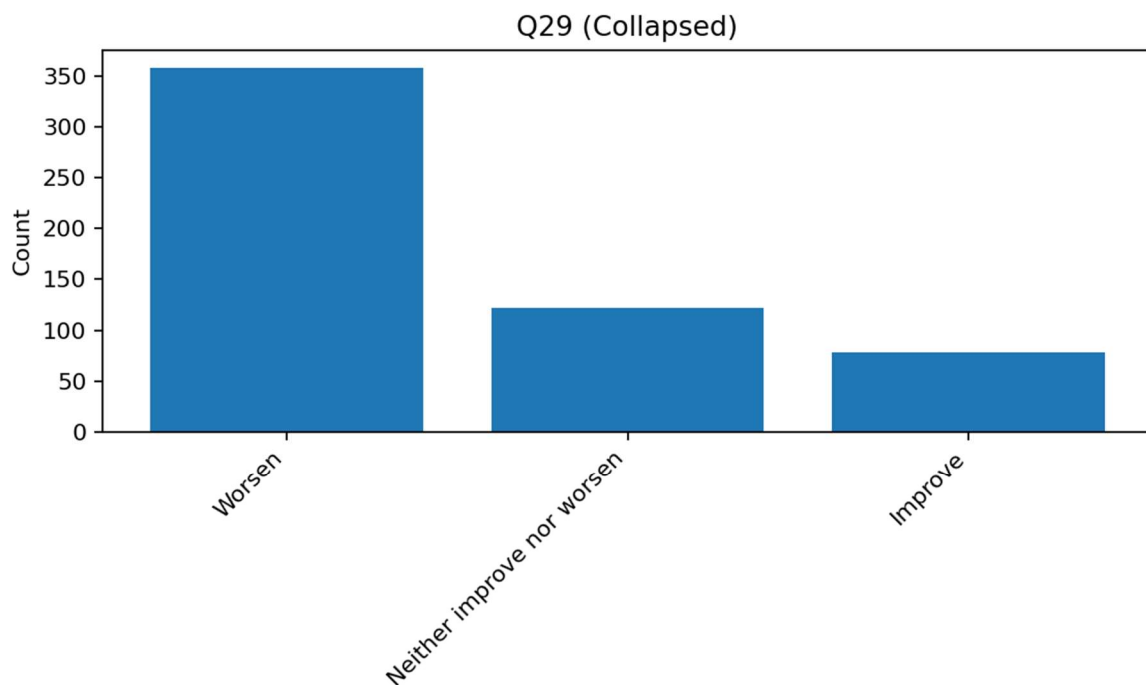
**Q29c.) Please evaluate the likelihood of the following outcomes resulting from the FFDI initiative: Course design**

Uncollapsed categories:

Response	Count	% of valid
Will definitely worsen	161	28.9%
Will probably worsen	197	35.3%
Neither improve nor worsen	122	21.9%
Will probably improve	50	9.0%
Will definitely improve	28	5.0%

Collapsed categories:

Response	Count	% of valid
Worsen	358	64.2%
Neither improve nor worsen	122	21.9%
Improve	78	14.0%



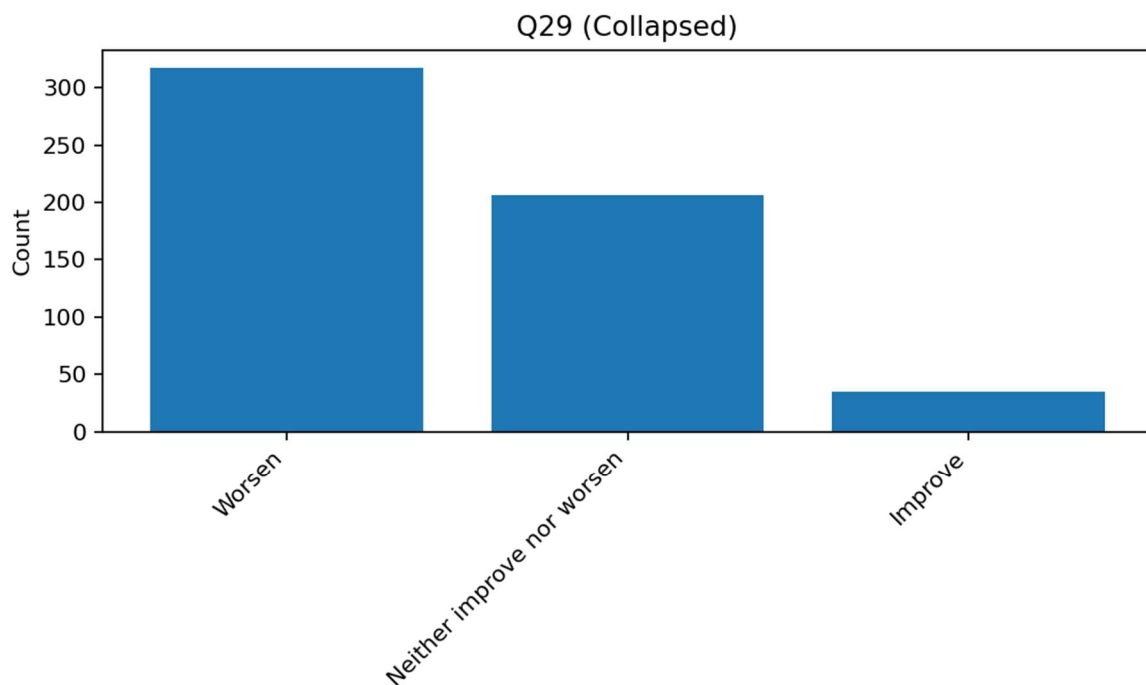
**Q29d) Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: Advising**

Uncollapsed categories:

Response	Count	% of valid
Will definitely worsen	153	27.4%
Will probably worsen	164	29.4%
Neither improve nor worsen	206	36.9%
Will probably improve	16	2.9%
Will definitely improve	19	3.4%

Collapsed categories:

Response	Count	% of valid
Worsen	317	56.8%
Neither improve nor worsen	206	36.9%
Improve	35	6.3%



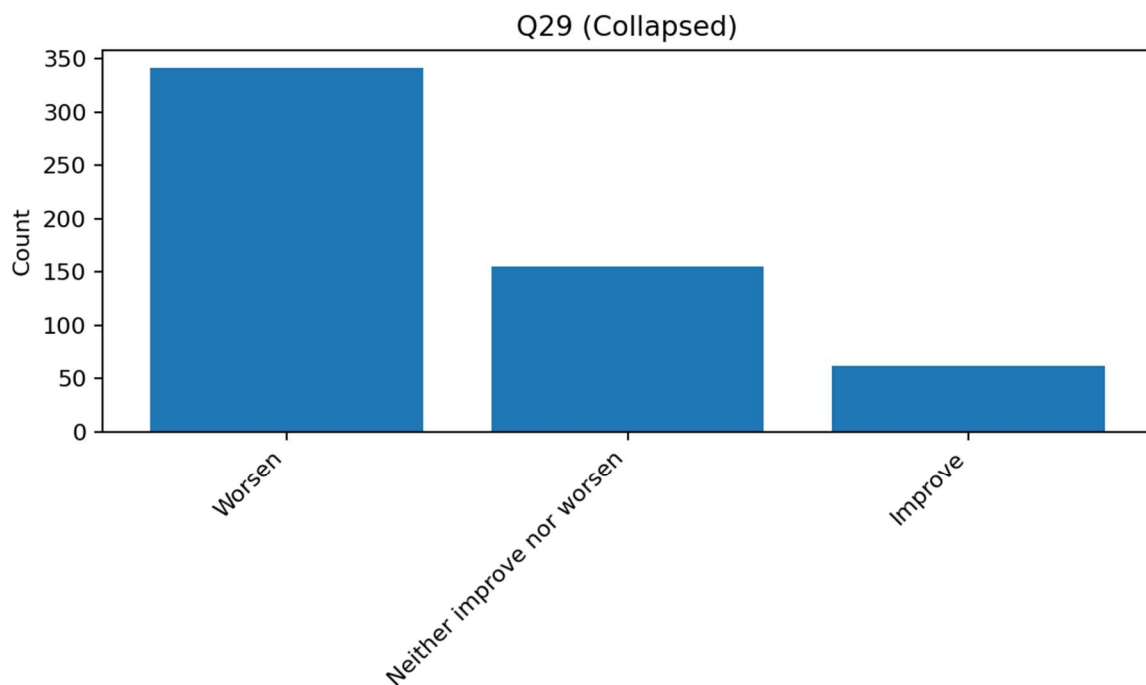
**Q29e) Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: Faculty research/teaching/service balance**

Uncollapsed categories:

Response	Count	% of valid
Will definitely worsen	170	30.5%
Will probably worsen	171	30.6%
Neither improve nor worsen	155	27.8%
Will probably improve	43	7.7%
Will definitely improve	19	3.4%

Collapsed categories:

Response	Count	% of valid
Worsen	341	61.1%
Neither improve nor worsen	155	27.8%
Improve	62	11.1%



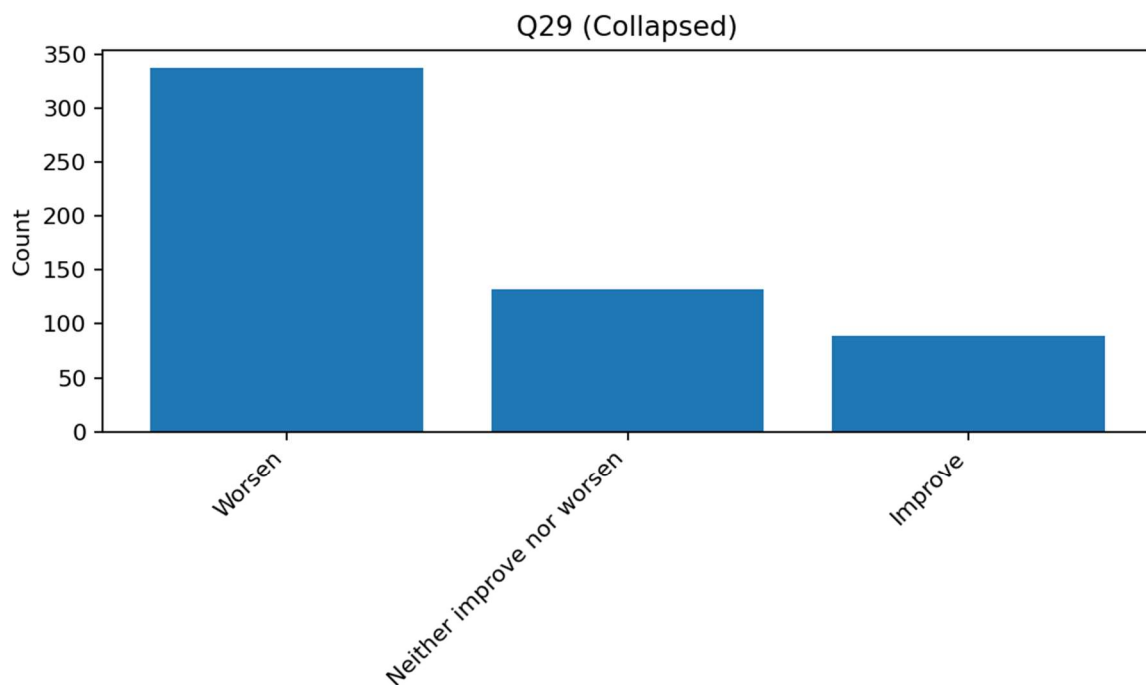
**Q29f) Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: Student Retention**

Uncollapsed categories:

Response	Count	% of valid
Will definitely worsen	145	26.0%
Will probably worsen	192	34.4%
Neither improve nor worsen	132	23.7%
Will probably improve	59	10.6%
Will definitely improve	30	5.4%

Collapsed categories:

Response	Count	% of valid
Worsen	337	60.4%
Neither improve nor worsen	132	23.7%
Improve	89	15.9%



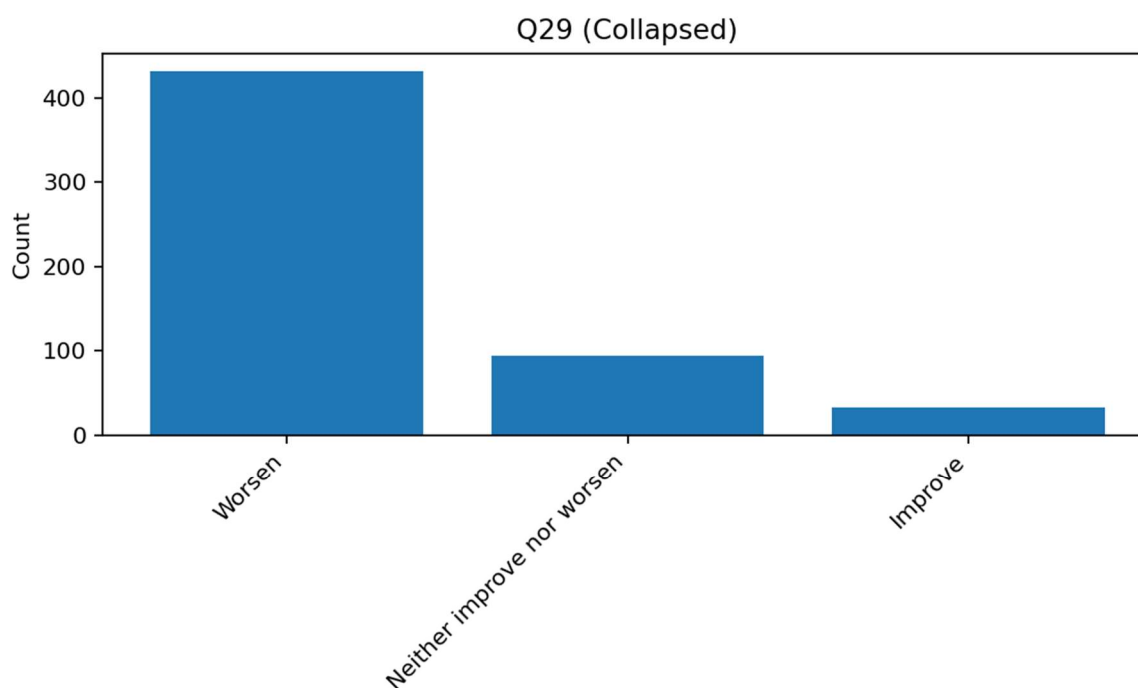
**Q29g) Please evaluate the likelihood of the following outcomes resulting from the FFDI initiative: Degree quality**

Uncollapsed categories:

Response	Count	% of valid
Will definitely worsen	250	44.8%
Will probably worsen	181	32.4%
Neither improve nor worsen	94	16.8%
Will probably improve	17	3.0%
Will definitely improve	16	2.9%

Collapsed categories:

Response	Count	% of valid
Worsen	431	77.2%
Neither improve nor worsen	94	16.8%
Improve	33	5.9%



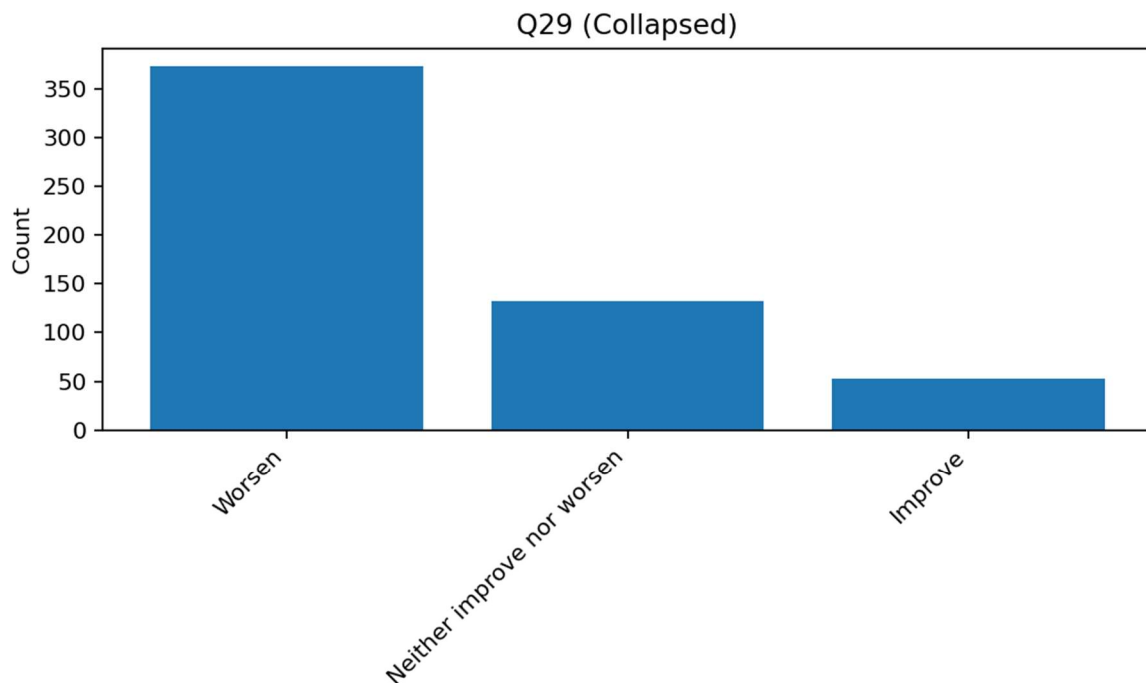
**Q29h) Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: University reputation**

Uncollapsed categories:

Response	Count	% of valid
Will definitely worsen	209	37.5%
Will probably worsen	164	29.4%
Neither improve nor worsen	132	23.7%
Will probably improve	28	5.0%
Will definitely improve	25	4.5%

Collapsed categories:

Response	Count	% of valid
Worsen	373	66.8%
Neither improve nor worsen	132	23.7%
Improve	53	9.5%





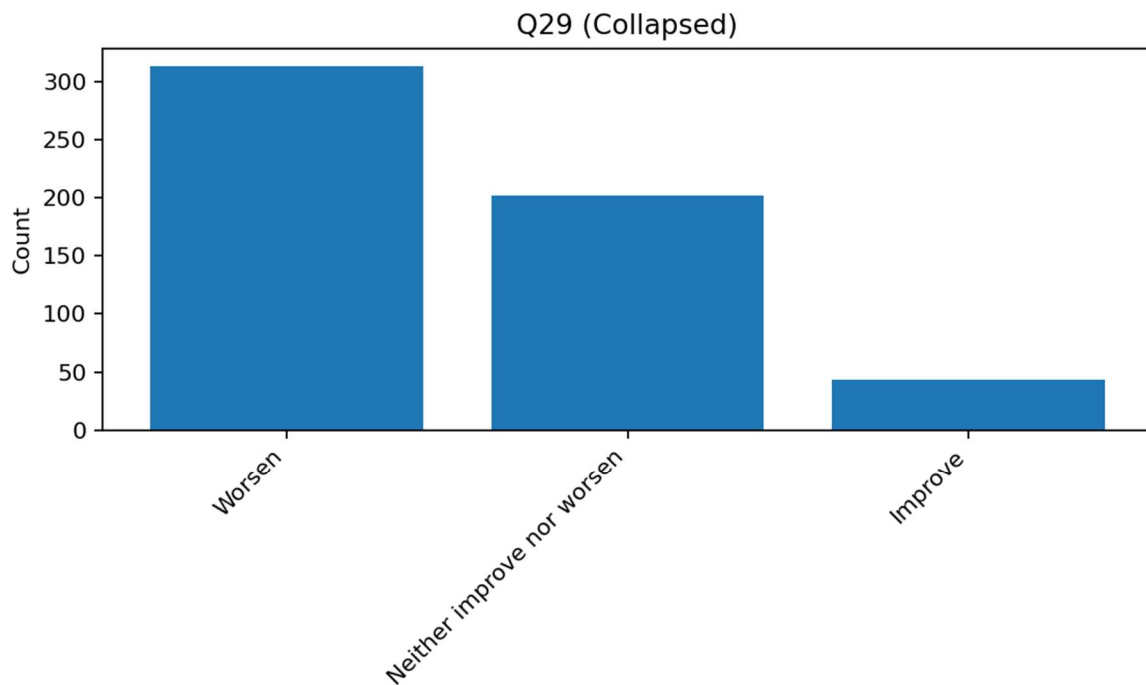
**Q29i) Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: Incoming student quality**

Uncollapsed categories:

Response	Count	% of valid
Will definitely worsen	182	32.6%
Will probably worsen	131	23.5%
Neither improve nor worsen	202	36.2%
Will probably improve	26	4.7%
Will definitely improve	17	3.0%

Collapsed categories:

Response	Count	% of valid
Worsen	313	56.1%
Neither improve nor worsen	202	36.2%
Improve	43	7.7%



### Analysis and Inference from Q29 (a-i)

Responses to Q29 present a consistent and unambiguous faculty assessment of the anticipated consequences of the FFDT initiative. Across all nine outcome domains—student learning, faculty workload, course design, advising, research–teaching–service balance, student retention, degree quality, university reputation, and incoming student quality—a clear majority of faculty anticipate **worsening rather than improvement**, with negative expectations outweighing positive ones by large margins in every category. The strongest concern is expressed for core academic outcomes, including **student learning and degree quality**, where roughly three-quarters of respondents expect deterioration, signaling deep skepticism about FFDT’s compatibility with instructional rigor and curricular integrity. Substantial majorities also anticipate negative effects on **faculty workload, course design, and the research–teaching–service balance**, suggesting that faculty view FFDT not as a neutral efficiency shift but as a structural strain on academic labor and instructional capacity. Importantly, these academic and operational concerns extend outward to institutional outcomes: majorities of faculty expect FFDT to negatively affect **student retention, university reputation, and the quality of incoming students**, indicating a belief that internal academic decisions will translate into external consequences for the institution’s standing and competitiveness. Taken together, Q29 functions as a comprehensive risk assessment from the faculty perspective, portraying FFDT as an initiative whose perceived costs span instructional quality, faculty capacity, student success, and institutional reputation simultaneously. This aggregate pattern establishes a baseline of widespread concern that warrants careful consideration before examining how these perceptions vary by faculty rank or role.

### (Chi-Square Analysis with Rank-Specific Interpretation)

Chi-square analyses of Q29 outcomes by faculty rank indicate that while **negative expectations regarding the FFDT initiative are widespread across all ranks**, the **intensity of concern varies systematically by rank for several key outcomes**. Importantly, these variations do not undermine the central conclusion of institution-wide risk; rather, they provide insight into **how different faculty roles experience and interpret FFDT-related pressures**.

#### Student Learning

Perceptions of FFDT’s impact on student learning differ significantly by faculty rank ( $\chi^2(10) = 24.04, p = .007$ , Cramer’s  $V = .15$ ). The **highest levels of concern are concentrated among associate and full professors**, who are most likely to anticipate deterioration in learning outcomes. A plausible interpretation is that senior faculty, drawing on longitudinal experience with curriculum, assessment, and student progression, are more attuned to how compressed asynchronous formats affect depth, sequencing, and cumulative learning. Their elevated concern suggests that skepticism is informed by **disciplinary memory and comparative instructional experience**, rather than resistance to change per se.

## Course Design

Rank-based differences are also significant for course design quality ( $\chi^2(10) = 19.71$ ,  $p = .032$ , Cramer's  $V = .13$ ), with **assistant and associate professors expressing particularly strong concern**. These ranks are often responsible for core undergraduate courses and are under active performance evaluation, making them especially sensitive to redesign expectations that compress development timelines without proportional support. Their responses likely reflect direct exposure to the **practical constraints of course conversion**, rather than abstract opposition.

## Advising

Advising shows the **strongest rank-based differentiation** in the Q29 set ( $\chi^2(10) = 30.27$ ,  $p < .001$ , Cramer's  $V = .16$ ). Faculty in **instructional and teaching-intensive roles**, including lecturers and instructors, report the highest concern. This pattern is consistent with role-based responsibilities: these faculty often carry heavier advising loads and work most closely with at-risk students. Their heightened concern suggests that FFDT is perceived as **compressing the time window for intervention**, increasing advising intensity while reducing effectiveness.

## Degree Quality

For degree quality, rank-based differences are again statistically significant ( $\chi^2(10) = 20.87$ ,  $p = .022$ , Cramer's  $V = .14$ ), with **full professors expressing the strongest negative expectations**. This is plausibly linked to their program-level responsibilities, including curriculum oversight, accreditation preparation, and long-term program coherence. Their concern indicates that FFDT is being evaluated not at the course level alone, but in terms of **aggregate effects on curricular integrity and academic standards**.

## University Reputation and Incoming Student Quality

Perceptions of reputational impact also differ significantly by rank ( $\chi^2(10) = 22.95$ ,  $p = .011$ , Cramer's  $V = .14$ ), with **senior faculty again expressing the highest concern**, followed closely by associate professors. The strongest rank-based differentiation in the entire Q29 set appears for **incoming student quality** ( $\chi^2(10) = 36.23$ ,  $p < .001$ , Cramer's  $V = .18$ ). Faculty in leadership and senior roles are more likely to anticipate that internal academic decisions will translate into external recruitment consequences. This likely reflects greater exposure to admissions trends, benchmarking, and external perceptions of institutional quality.

## Outcomes Without Significant Rank Differences

By contrast, rank-based differences are **not statistically significant** for **faculty workload** ( $\chi^2(10) = 12.61$ ,  $p = .246$ ) or **student retention** ( $\chi^2(10) = 16.97$ ,  $p = .075$ ). This absence of differentiation is substantively important. It indicates that expectations of worsening workload and retention are **remarkably uniform across ranks**, suggesting these concerns are viewed as **structural features of FFDT**, not contingent on role, status, or career stage.

### **Institutional Interpretation**

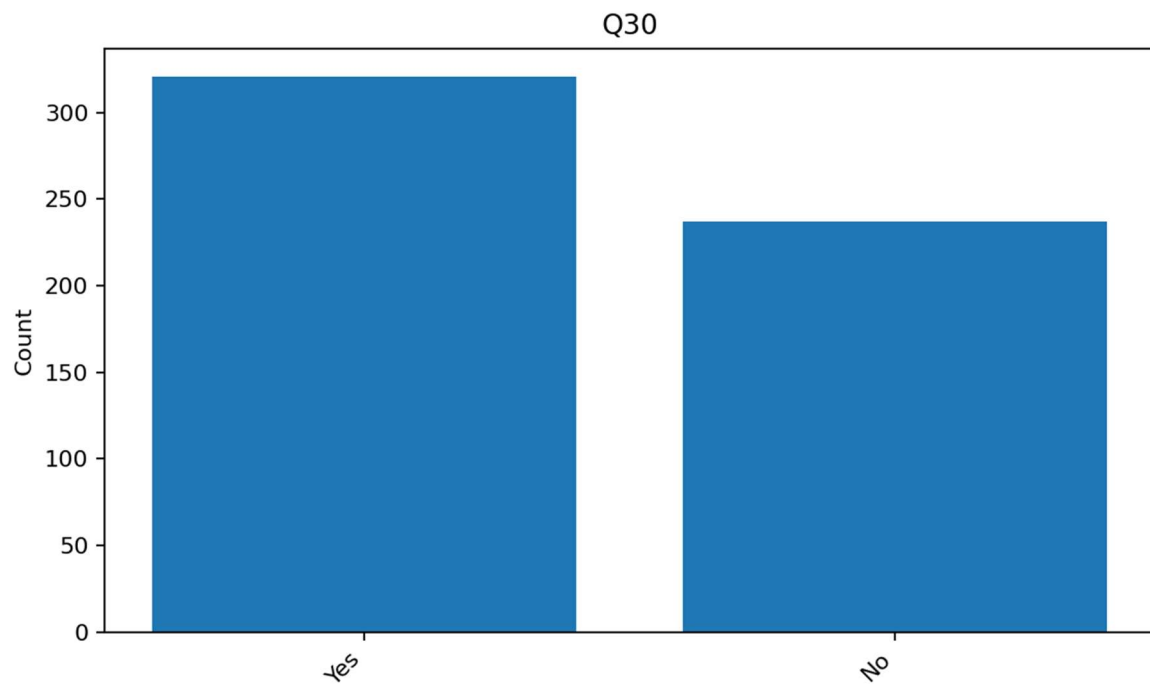
Taken together, these findings support a nuanced but unambiguous conclusion. Faculty across ranks overwhelmingly anticipate negative consequences from FFDT, but **different ranks emphasize different risk pathways**, consistent with their institutional roles. Senior faculty emphasize **learning, degree quality, and reputation**, mid-career faculty emphasize **course design feasibility**, and teaching-focused faculty emphasize **advising strain**. These differences reflect **complementary professional perspectives**, not disagreement about direction.

From a governance and fiduciary standpoint, this pattern strengthens—rather than weakens—the case for institutional concern. When rank-based variation aligns with role-based expertise, it suggests that faculty are offering a **distributed risk assessment**, with each group identifying vulnerabilities most visible from its position in the academic system. The convergence of these perspectives points to FFDT as a **multi-dimensional institutional risk**, rather than a contested pedagogical preference.

**Q30. Have you taught in an accelerated (8-week or shorter) format before?  
(include Summer teaching)**

Responses (not matched to a standard scale):

Response	Count	% of valid
Yes	321	57.5%
No	237	42.5%



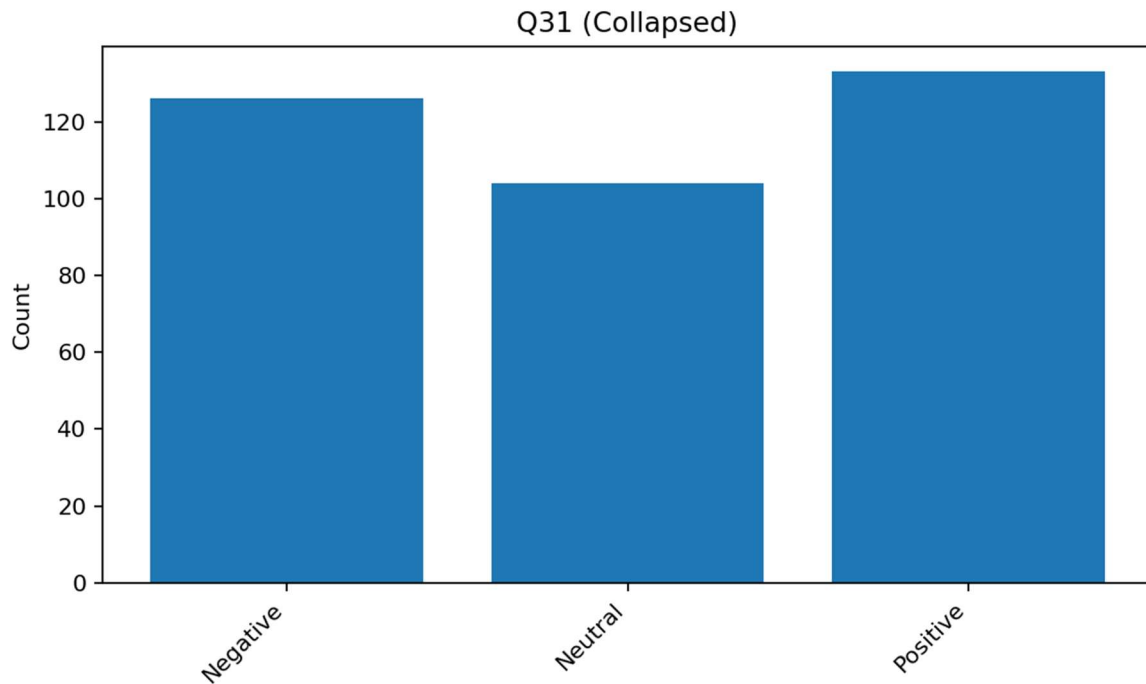
### Q31. If yes, how would you describe that experience?

Uncollapsed categories:

Response	Count	% of valid
Very negative	23	6.3%
Somewhat negative	103	28.4%
Neutral	104	28.7%
Somewhat positive	74	20.4%
Very positive	59	16.3%

Collapsed categories:

Response	Count	% of valid
Negative	126	34.7%
Neutral	104	28.7%
Positive	133	36.6%



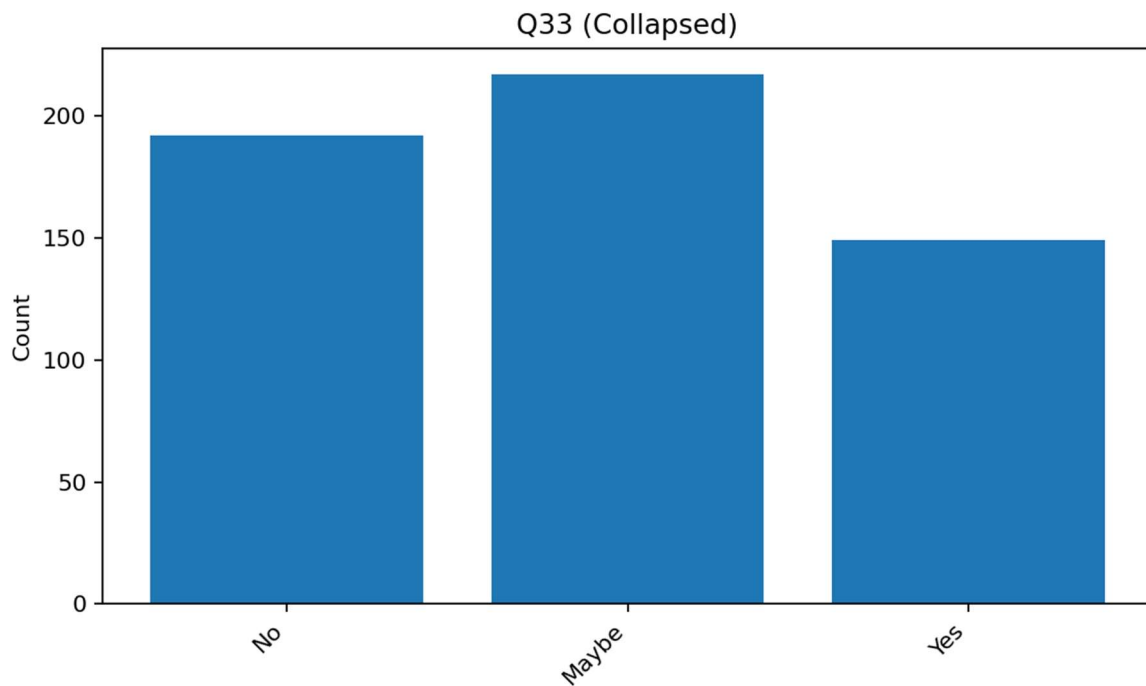
**Q33. Would you be willing to pilot an accelerated 8-week asynchronous format course prior to full implementation?**

Uncollapsed categories:

Response	Count	% of valid
No	192	34.4%
Maybe (depends on support)	217	38.9%
Yes	149	26.7%

Collapsed categories:

Response	Count	% of valid
No	192	34.4%
Maybe	217	38.9%
Yes	149	26.7%



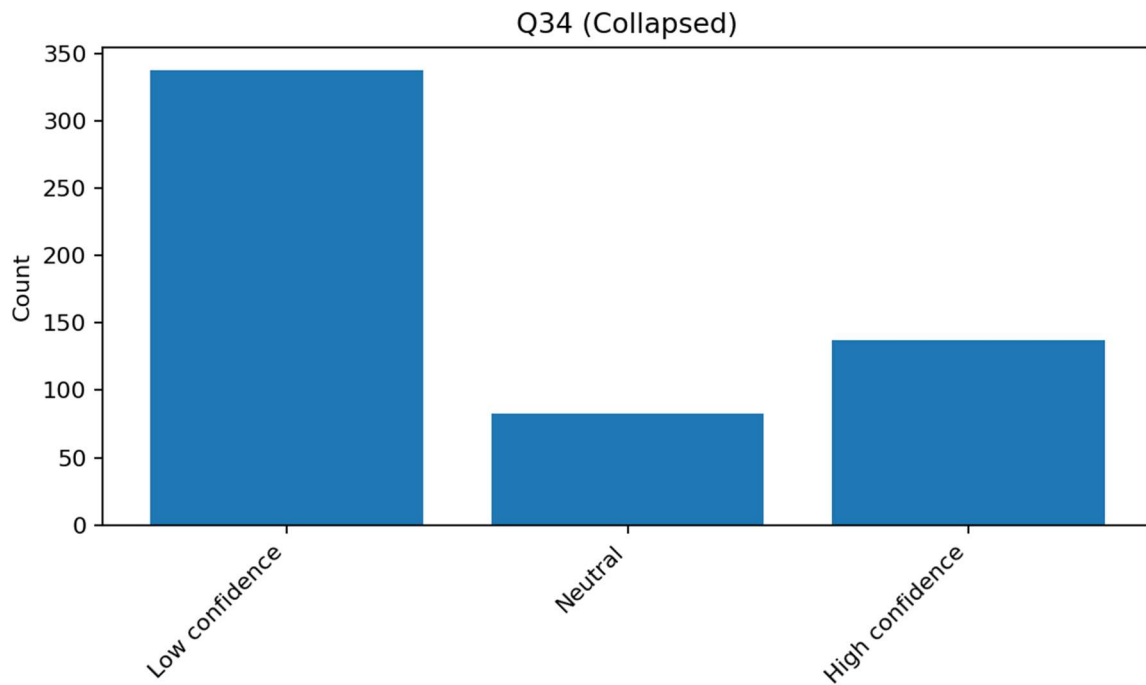
**Q34. Overall, how confident are you that ODU can successfully implement an 8-week model?**

Uncollapsed categories:

Response	Count	% of valid
Very doubtful	189	33.9%
Somewhat doubtful	149	26.7%
Neutral	83	14.9%
Somewhat confident	73	13.1%
Very confident	64	11.5%

Collapsed categories:

Response	Count	% of valid
Low confidence	338	60.6%
Neutral	83	14.9%
High confidence	137	24.6%

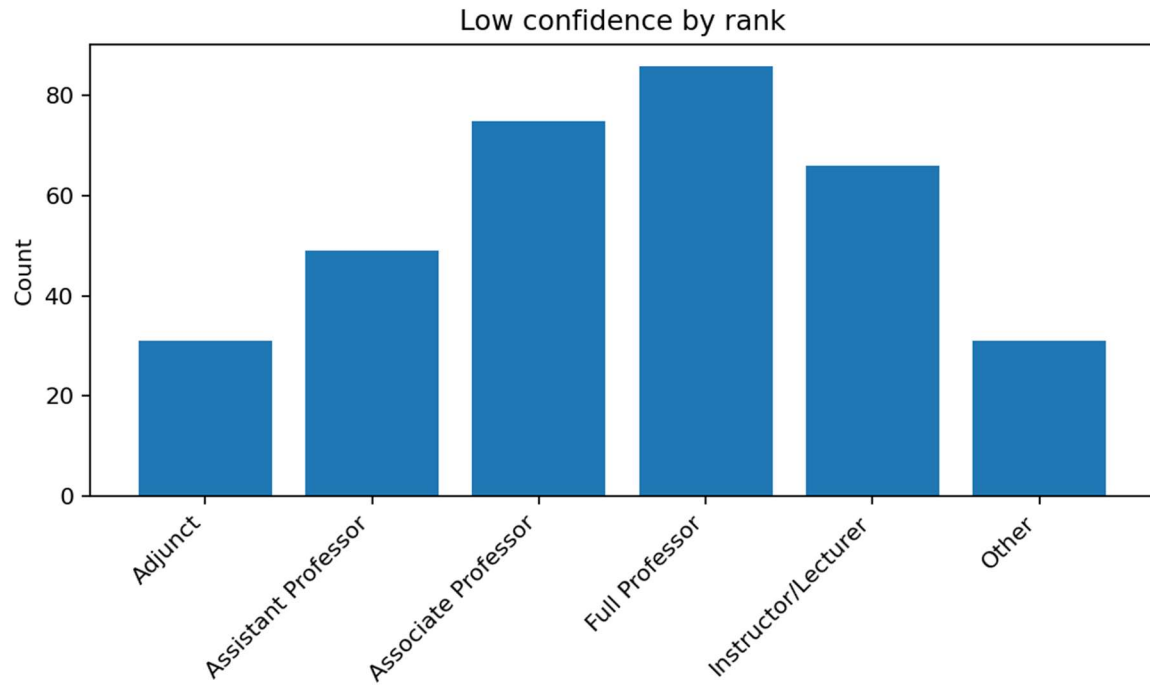




### Phase 1C – Differences by Faculty Rank

Overall confidence (collapsed) by faculty rank.

Faculty rank	Low confidence	Neutral	High confidence
Adjunct	31	10	31
Assistant Professor	49	17	18
Associate Professor	75	19	24
Full Professor	86	15	24
Instructor/Lecturer	66	13	25
Other	31	9	15



## **Phase 1D: Faculty Voice and Interpretive Analysis**

### **Open-Ended Responses to the Accelerated 8-Week Asynchronous Initiative**

#### **Purpose of This Section**

Phase 1D captures faculty perspectives in their own words. Unlike closed-ended items, these responses provide insight into why faculty hold their views, the emotional intensity behind them, and the conditions under which support might be possible. The analysis below integrates thematic reading of responses with interpretation of accompanying word clouds, emphasizing implications for administrative action and risk management.

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Interpretation: Word clouds summarize frequently used terms in faculty comments. Higher-frequency terms reflect recurring emphases and shared concerns; interpretation should be anchored in full-text responses and representative quotes.

## Thematic Summary

Faculty responses to Q21 are conditional and bounded, not broadly supportive. Even among respondents open to the initiative, support is framed narrowly, emphasizing context specificity rather than universal applicability.

Common themes include:

- Appropriateness for upper-level electives, professional programs, or theory-based courses
- Use for adult learners, non-traditional students, or continuing education
- Acceptance only when paired with strong instructional support, course redesign time, and voluntary faculty participation

Very few responses endorse across-the-board expansion.

## Word Cloud Interpretation (Administrative Perspective)

The word cloud for Q21 prominently features terms such as:

- *upper-level, elective, professional, theory, graduate*
- *depends, support, resources, design*
- *not, cannot, lab, intro, skills*

What this signals to administration:

1. Faculty are drawing boundaries, not rejecting innovation outright  
The prominence of restrictive terms (“upper-level,” “elective,” “theory”) indicates that faculty see risk in applying this format indiscriminately, particularly to introductory, lab-based, or skills-intensive courses.

2. Support is conditional, not ideological

Words like “depends” and “support” reflect a *contingent willingness*. Faculty are signaling that *process and resourcing* matter as much as modality.

3. A selective rollout aligns better with faculty expertise

From an administrative standpoint, these responses suggest that a targeted, pilot-based approach—rather than broad mandates—would align more closely with faculty judgment and reduce resistance.

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### **Administrative Takeaway**

Faculty acceptance hinges on fit, choice, and support. Ignoring these constraints risks alienating even those who are currently open to experimentation.

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**Q28. What actions—if any—should faculty take to express concerns about the initiative?**

Valid responses: N=288



Interpretation: Word clouds summarize frequently used terms in faculty comments. Higher-frequency terms reflect recurring emphases and shared concerns; interpretation should be anchored in full-text responses and representative quotes.

## Thematic Summary

Responses to Q28 reveal institutional strain rather than apathy. Faculty overwhelmingly reference formal governance channels, but often with skepticism about their effectiveness.

Recurring themes include:

- Calls for Faculty Senate action
- Requests for collective statements, votes, or resolutions
- Mentions of shared governance, transparency, and consultation
- Expressions of exhaustion or distrust, particularly regarding whether concerns will be heard

A minority of responses reference escalation beyond normal channels, signaling frustration with existing processes.

## Word Cloud Interpretation (Administrative Perspective)

Dominant terms include:

- *Senate, faculty, governance, voice*
- *collective, together, resolution*
- *ignored, listen, administration*
- *process, transparency*

What this signals to administration:

1. Faculty still believe in governance—but feel sidelined  
The prominence of “Senate” and “governance” indicates continued faith in formal structures. However, the co-occurrence with words like “ignored” suggests those structures are perceived as procedural but ineffective.

2. Risk of escalation if governance appears performative  
When faculty explicitly mention the need to be “heard” or “listened to,” it reflects concern that consultation is symbolic rather than substantive. This perception increases the likelihood of public or external escalation.
  3. Collective framing reflects institutional, not individual, concern  
Faculty are not framing this as a personal workload issue alone, but as a system-level governance problem.
- 

### **Administrative Takeaway**

From a risk perspective, Q28 suggests that failure to visibly incorporate faculty input may erode trust in governance mechanisms themselves—an outcome far more damaging than disagreement over a single initiative.

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Interpretation: Word clouds summarize frequently used terms in faculty comments. Higher-frequency terms reflect recurring emphases and shared concerns; interpretation should be anchored in full-text responses and representative quotes.

## Thematic Summary

Q35 is the emotional core of the dataset. Responses here are longer, more urgent, and less hedged than elsewhere in the survey.

Key themes include:

- Frustration with top-down decision-making
- Concerns about instructional quality and student outcomes
- Distrust regarding motives, timelines, and metrics
- A sense of burnout, devaluation of expertise, and loss of morale

Importantly, many responses explicitly state that opposition is not to innovation, but to how this initiative has been pursued.

## Word Cloud Interpretation (Administrative Perspective)

The word cloud is dominated by:

- *quality, students, learning*
- *concerned, worried, rushed*
- *trust, voice, ignored*
- *faculty, expertise, process*
- *harm, risk, burnout*

What this signals to administration:

1. Faculty are framing the issue as student-centered  
Despite personal workload concerns, the most frequent terms relate to students and learning quality. This framing increases the legitimacy of faculty critique in external or accrediting contexts.

2. Trust erosion is a central theme

Words like “ignored,” “rushed,” and “trust” suggest that the initiative is being interpreted as a signal about how faculty expertise is valued, not merely as a pedagogical shift.

3. Emotional intensity indicates a tipping point

The density of affective language (e.g., “burnout,” “harm,” “worried”) points to cumulative strain. Administratively, this is a warning sign: persistent morale damage can outlast the initiative itself.

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### **Administrative Takeaway**

Q35 suggests that continuing on the current trajectory without recalibration risks long-term damage to faculty trust, engagement, and institutional legitimacy, even if the initiative proceeds technically.

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## Cross-Question Synthesis (Phase 1D)

Across Q21, Q28, and Q35, a coherent narrative emerges:

- Faculty are not categorically opposed to accelerated asynchronous instruction.
- Resistance is driven by process, pace, scope, and lack of meaningful consultation.
- The emotional tone intensifies when faculty feel expertise is overridden or governance is bypassed.

## Strategic Implication for Administration

Phase 1D does not argue for abandonment of innovation, but it strongly suggests the need for:

- Selective implementation
- Transparent criteria
- Faculty-led pilots
- Visible responsiveness to feedback

Ignoring these signals increases the risk that opposition hardens—not because of modality, but because of institutional trust failure.

## Final Takeaways: Cautions and Urgent Issues Requiring Attention

### ⚠ Governance and Process Risks

- **Perceived bypassing of shared governance is the dominant concern**, not resistance to innovation itself.
  - Faculty repeatedly signal that consultation has felt **procedural rather than substantive**, eroding trust.
  - Continued forward movement without visible course correction risks **delegitimizing faculty governance structures** beyond this initiative.
-

### ⚠ Instructional Quality and Student Risk

- Faculty overwhelmingly frame concerns in terms of **student learning quality and academic rigor**, not personal inconvenience.
  - Indiscriminate expansion—especially into **introductory, lab-based, or skills-intensive courses**—is widely viewed as pedagogically unsound.
  - Proceeding without discipline-specific criteria increases exposure to **accreditation, retention, and learning-outcome risks**.
- 

### ⚠ Faculty Morale and Capacity Strain

- Language in Q35 reflects **burnout, frustration, and emotional fatigue**, suggesting cumulative stress rather than isolated dissatisfaction.
  - Faculty interpret rapid implementation timelines as signaling that **instructional expertise is undervalued**.
  - Morale damage may persist even if the initiative is later modified, creating **longer-term capacity and engagement issues**.
- 

### ⚠ Conditional Support Is Being Misread as Endorsement

- Faculty openness in Q21 is **highly conditional**, not a mandate for broad rollout.
  - Support depends on **voluntariness, adequate redesign time, instructional support, and clear boundaries**.
  - Treating conditional acceptance as blanket approval risks **alienating moderate or persuadable faculty**.
- 

### ⚠ Escalation Risk

- Faculty are still primarily directing concerns through **formal channels**, but with growing skepticism about impact.
  - Failure to respond visibly increases the likelihood of **external escalation** (e.g., public forums, media, accrediting bodies).
  - Once escalation occurs, institutional control over framing and messaging diminishes significantly.
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### Urgency Signals

- **Trust repair is time-sensitive:** Delay compounds skepticism and hardens opposition.
- **Process corrections now are less costly** than post-hoc fixes after reputational or governance damage.
- **Faculty voice in redesign and decision checkpoints** is not optional if long-term buy-in is desired.
- The current moment represents a **decision fork**: recalibration with faculty, or prolonged institutional friction.

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### Bottom Line for Leadership

Phase 1D indicates that the greatest risk is **not the instructional model itself**, but the **institutional consequences of how it is being pursued**. Addressing governance, pacing, scope, and faculty expertise **now** is critical to avoiding deeper and more durable damage.

# Appendix A: ODU Faculty Senate Survey Questionnaire

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This questionnaire was administered to all faculty at Old Dominion University. Participation was voluntary and responses were anonymous.

**Q1. Have you taught an asynchronous course before?**

☐ Yes

☐ No

**Q2. How would you compare achievement of student learning outcomes in asynchronous versus synchronous formats?**

☐ Much better in asynchronous

☐ Somewhat better in asynchronous

☐ About the same

☐ Somewhat better in synchronous

☐ Much better in synchronous

**Q3. Have you taught a HyFlex course at ODU?**

☐ Yes

☐ No

**Q4. How familiar are you with the HyFlex instructional model?**

☐ Very familiar

☐ Somewhat familiar

☐ Somewhat unfamiliar

☐ Very unfamiliar

## Section 2 (Of 10): Views On The Hyflex Discontinuation

**Q5. Do you believe HyFlex courses should be discontinued at ODU?**

- ☐ Strongly support discontinuation
- ☐ Somewhat support discontinuation
- ☐ Neutral
- ☐ Somewhat oppose discontinuation
- ☐ Strongly oppose discontinuation

**Q6. Do you believe HyFlex courses add academic value to ODU's program offerings?**

- ☐ Definitely no value
- ☐ Probably no value
- ☐ Neutral
- ☐ Probably add value
- ☐ Definitely add value

**Q7. Do you feel faculty were adequately consulted before the decision to discontinue HyFlex courses?**

- ☐ Definitely
- ☐ Probably
- ☐ Neutral/Undecided
- ☐ Probably not
- ☐ Definitely not

**Q8. Discontinuing HyFlex courses without adequate faculty input raises concerns about academic freedom.**

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree



**Q9. Discontinuing HyFlex courses without adequate faculty input raises concerns about shared governance.**

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

### **Section 3 (Of 10): Required Accelerated 8-Week Asynchronous Formats**

**Q10. What do you think about undergraduate distance courses being required to use an accelerated 8-week asynchronous format?**

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

**Q11. What do you think about master's level distance courses being required to use an accelerated 8-week asynchronous format ?"**

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

**Q12. What do you think will happen to undergraduate enrollment as a result of the required accelerated 8-week asynchronous format?**

- ☐ Will definitely increase enrollment
- ☐ Will probably increase enrollment
- ☐ No change in enrollment

- ☐ Will probably decrease enrollment
- ☐ Will definitely decrease enrollment

**Q13. What do you think will happen to master's-level enrollment as a result of the required accelerated 8-week asynchronous format?**

- ☐ Will definitely increase enrollment
- ☐ Will probably increase enrollment
- ☐ No change in enrollment
- ☐ Will probably decrease enrollment
- ☐ Will definitely decrease enrollment

#### **Section 4 (Of 10): Faculty Senate/Aaup Resolution**

**Q14. Did you receive the Faculty Senate/AAUP resolution regarding this initiative?**

- ☐ Yes
- ☐ No

**Q15. If yes, did you read the resolution?**

- ☐ Yes
- ☐ No

**Q16. Do you agree with the primary points of the resolution?**

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

**Q17. Do you believe elements of the FFDT initiative affect the university's curriculum?**

- ☐ Definitely no
- ☐ Probably no

☐ Neither yes nor no

☐ Probably yes

☐ Definitely yes

**Q18. Do you believe elements of the FFDT initiative affect your department's curriculum?**

☐ Definitely no

☐ Probably no

☐ Neither yes nor no

☐ Probably yes

☐ Definitely yes

**Q19. Do you believe elements of the FFDT initiative affect your program's curriculum?**

☐ Definitely no

☐ Probably no

☐ Neither yes nor no

☐ Probably yes

☐ Definitely yes

### Section 5 (Of 10): Fit Of Accelerated Formats

**Q20. Do you believe accelerated 8-week asynchronous courses may be appropriate in some programs?**

☐ Yes

☐ No

**Q21. If yes, please specify where they may be appropriate:**

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**Q22. Would course rigor need to be reduced to fit an 8-week format?**

☐ Definitely no

☐ Probably no

☐ Neither yes nor no

☐ Probably yes

☐ Definitely yes

**Q23. Would course rigor need to be reduced to fit a fully asynchronous format?**

☐ Definitely no

☐ Probably no

☐ Neither yes nor no

☐ Probably yes

☐ Definitely yes

### Section 6 (Of 10): Leadership And Consultation

**Q24. How much confidence do you have in the Vice President for Digital Transformation and Technology regarding curricular leadership for this initiative?**

☐ Very high confidence

☐ High confidence

☐ Neutral

☐ Low confidence

☐ Very low confidence

**Q25. How much confidence do you have in the Provost regarding curricular leadership for this initiative?**

☐ Very high confidence

☐ High confidence

☐ Neutral

☐ Low confidence

☐ Very low confidence

**Q26. How much confidence do you have in the President regarding curricular leadership for this initiative?**

☐ High confidence

☐ Neutral

☐ Low confidence

☐ Very low confidence

**Q27. Should implementation of required accelerated 8-week asynchronous format be delayed until adequate faculty input is obtained?**

☐ Definitely no

☐ Probably no

☐ Neither yes nor no

☐ Probably yes

☐ Definitely yes

**Q28. What actions-if any-should faculty take to express concerns about the initiative?**

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### Section 7 (Of 10): Anticipated Effects

**Q29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative:**

	Will definitely improve	Will probably improve	Neither improve nor worsen	Will probably worsen	Will definitely worsen
Student learning					
Faculty workload					
Course design					
Advising					
Faculty research/teaching/service balance					
Student Retention					
Degree quality					
University reputation					
Incoming student quality					

### Section 8 (Of 10): Faculty Experience And Openness

**Q30. Have you taught in an accelerated (8-week or shorter) format before?**

☐ Yes

☐ No

**Q31. If yes, how would you describe that experience?**

☐ Very positive

☐ Somewhat positive

☐ Neutral

☐ Somewhat negative

☐ Very negative

**Q32. What support (training, redesign assistance, workload adjustment) would make you more open to teaching in an accelerated 8-week asynchronous format?**

---

**Q33. Would you be willing to pilot an accelerated 8-week asynchronous format course prior to full implementation?**

- ☐ Yes
- ☐ Maybe (depends on support)

### **Section 9 (Of 10): Overall Impressions**

**Q34. Overall, how confident are you that ODU can successfully implement an 8-week model?**

- ☐ Very confident
- ☐ Somewhat confident
- ☐ Neutral
- ☐ Somewhat doubtful
- ☐ Very doubtful

**Q35. Please share any final thoughts, concerns, or recommendations.**

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