

Resolution of No Confidence in University Leadership Regarding the Curricular Leadership of the FFDTI

Resolution passed by a simple majority during the Meeting of the Faculty Senate on March 10, 2026. Votes were conducted by 54 written ballots. Currently, the Faculty Senate comprises 55 senators, each representing a department or a school. One senator was unable to vote due to travel. Votes: In favor 41 (76%), Against 7 (13%), Abstentions 6 (11%).

To: Old Dominion University Board of Visitors
From: Old Dominion University Faculty Senate
Date: March 10, 2026

I. Preamble and Statement of Intent

Whereas the President and Provost of Old Dominion University have put forward the Forward Focused Digital Transformation Initiative (FFDTI); and

Whereas the Faculty Senate recognizes that many aspects of this initiative pertain to curricular issues with impact on faculty, students, and the quality and effectiveness of the curriculum; and
Whereas the Old Dominion University Faculty Handbook and SACSCOC Principle 10.4 (Academic Governance) establish that faculty hold primary responsibility for the content, quality, and effectiveness of the curriculum; and

Whereas the Faculty Senate serves as the formal representative body of the faculty and the primary partner for shared governance; and

Whereas the Faculty Senate has consulted with faculty constituents; and

Whereas the Faculty Senate remains steadfastly supportive of innovation, necessary digital evolution, and other efforts to protect the university's future; and

Whereas the FFDTI holds the potential to offer benefits to the university if developed and deployed appropriately; and

Whereas the principles of shared governance and academic freedom are crucial to the effective development and implementation of this initiative due to its impact on curriculum; and

Whereas ODU has been a subscriber of AAUP's principles of academic freedom and shared governance for over 30 years; and

Whereas the initiative constitutes curricular mandates over which the faculty hold jurisdictions on grounds of both shared governance and academic freedom; and

Whereas there has been limited faculty input and failure to adhere to shared governance principles; and

Whereas this initiative is set to commence in Fall 2026 without adequate discussion or consideration of its various facets and impacts; and

Whereas faculty are not categorically opposed to the FFDTI but are instead opposed to a rushed and peremptory implementation that jeopardizes the quality of an ODU education; and

Whereas the Faculty Senate approved a resolution in October 2025 that initially addressed the faculty's concerns about the FFDT initiative but that was dismissed by the administration; and

Whereas the Faculty Senate conducted a pulse poll and survey of faculty and shared results with the administration that were dismissed.

II. Findings of Fact and Areas of Concern

The Faculty Senate identifies the following critical failures in the leadership provided by **President Brian O. Hemphill, Provost Brian Payne, and Vice President for Digital Transformation and Technology Nina Gonser:**

- **Failure to protect academic freedom and discipline-specific expertise:** The administration has imposed a "one-size-fits-all" mandate, requiring 8-week asynchronous formats for all distance programs regardless of pedagogical needs. This disregard for discipline-specific expertise violates the principles of academic freedom and ignores the professional judgment of faculty who are best suited to determine delivery methods for their specific fields.
- **Erosion and misdefinition of shared governance:** The FFDTI was developed without meaningful faculty participation. Furthermore, the administration has incorrectly redefined shared governance as merely being about "listening, engagement, and inclusion," rather than collaborative decision-making. In contrast, the AAUP defines shared governance as the cooperative and interdependent responsibility of faculty, administrators, and governing boards, with primary authority in academic matters resting with the faculty due to their professional expertise.
- **Failure of communication:** Current administrative communication is inconsistent, sometimes confusing, and contradictory.
- **Dismissive tenor of communication:** Leadership has publicly dismissed significant survey results and faculty concerns during Senate meetings and in university-wide emails. Rather than engaging constructively with the faculty, the President's communications have repeatedly attacked the integrity of the faculty. Such a tenor falls far from accepted definitions of shared governance and has actively eroded institutional trust.
- **Hostility and lack of direct engagement from the Board of Visitors:** The Board of Visitors (BOV) has not taken initiative or made sufficient effort to directly engage with the broader faculty regarding the FFDTI, choosing instead to rely on filtered administrative updates. Rector Murry Pitts, in the December 2, 2025, email to Faculty Senate Executive Committee, explicitly dismissed faculty requests for a more measured approach, characterizing concerns as "inflated" and "taken out of context," while stating that the Board "will not agree to slowing down or stopping" the initiative. This dismissive attitude and lack of direct engagement with the University's core instructional workforce undermine the collegial environment necessary for university progress.
- **Failure to respond to national governance inquiries:** On January 13, 2026, the American Association of University Professors (AAUP) issued a formal case letter to President Hemphill expressing grave concerns regarding ODU's failure to adhere to standards of shared governance and academic freedom. This significant notice from a national authority remains unaddressed by the administration, further illustrating a pattern of non-responsiveness and disregard for established academic norms.

III. Formal Resolution of No Confidence

Therefore, be it resolved that:

The Faculty Senate of Old Dominion University hereby casts a **Vote of No Confidence** in President Brian O. Hemphill, Provost Brian Payne, and Vice President Nina Rodriguez Gonser regarding their curricular leadership of the Forward Focused Digital Transformation Initiative.

Further, be it resolved that the Faculty Senate calls upon the administration to:

1. **Acknowledge shared governance:** The Administration must acknowledge that the FFDTI components are not simply an operational decision as they directly affect curricular design and delivery.
2. **Respect shared governance and academic freedom:** Restore the faculty's role in determining the delivery methods best suited for their specific academic disciplines. Modality decisions must be discipline-specific and evidence-based rather than determined by administrative mandate.
3. **Delay implementation:** Move the Fall 2026 deadline to allow for an intentional, consistent, and measured rollout. A phased, pilot-based approach is necessary to ensure academic integrity safeguards are in place.
4. **Commit to partnership:** ODU deserves a future shaped by collaborative expertise, not administrative mandates. The faculty remain ready to “roll up our sleeves” as true partners, provided the administration is willing to listen and engage in genuine shared governance.
5. **The members shall be made whole:** The administration affirms that each faculty can work under conditions that honor the contract, ensuring they can fully participate in the workplace with all rights and responsibilities. This includes a safe work environment and equal participation in line with shared governance and academic freedom.

Attachments:

- Rector Pitts' December 2, 2025 email response to the Faculty Senate's concerns regarding the FFDTI and the November 2, 2025 letter from President Hemphill
- AAUP's January 13, 2026 letter to President Hemphill
- Results of Survey on Faculty Perspectives (February 2026)

VIA ELECTRONIC MAIL

January 13, 2026

Dr. Brian O. Hemphill
President
Old Dominion University
Norfolk, Virginia 23529

Dear President Hemphill:

Members of the faculty at Old Dominion University have sought the advice and assistance of the American Association of University Professors as a result of an online education proposal the administration has advanced which appears to us to raise important issues relating to the role of the faculty in the governance of the institution. We understand that this proposal entails a reorganization of distance education programs, which makes fundamental changes in long-established academic arrangements. We also understand that you announced this proposal, entitled the “Forward-Focused Digital Transformation Initiative” (FFDTI), in August 2025, which, as the university’s website states, is a “comprehensive digital transformation” that will “reposition” the university’s “academic core.” We understand further that the initiative mandates all distance education programs adopt an eight-week asynchronous format, eliminates synchronous online course delivery, and appears to compel faculty to use specific learning activities, including forms of assessment. Faculty members have called into question the academic and educational soundness of the proposed reorganization and have challenged your claim that the initiative is an “operational” decision, which you have the sole authority to make. Faculty have stated that at no time prior to the announcement of the initiative did you meaningfully consult with the faculty senate or the wider faculty forum.

The Association's interest in these matters stems from our longstanding concern for sound academic governance, the principles of which are enunciated in the enclosed *Statement on Government of Colleges and Universities*, originally formulated in conjunction with the American Council on Education and the Association of Governing Boards of Universities and Colleges. The AAUP adopted the document as policy, and the other two organizations commended it to the attention of their respective constituents. The *Statement on Government*, which embodies standards widely upheld in American higher education, rests on the premise of appropriately shared responsibility and cooperative action among the governing board, the administration, and the faculty in determining educational policy and in resolving educational problems within the academic institution. It refers to "an inescapable interdependence" in this relationship which requires "adequate communication among these components, and full opportunity for appropriate joint planning and effort." It further asserts that "the interests of all are coordinate and related, and unilateral effort can lead to confusion or conflict." Section V of the *Statement on Government* defines the particular role of the faculty in institutional government, stating in pertinent part:

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board.

The particular authority and primary responsibility of the faculty in the decision-making processes of the academic institution in these areas derive from its special competence in the educational sphere. It follows from this proposition that the faculty should play an active and meaningful role in the development as well as in the revision of institutional policy in those areas in which the faculty has primary responsibility. Also implicit in the foregoing passage is the expectation that the faculty will play a primary role in the establishment as well as in any subsequent revision or modification of the institution's academic structure.

The AAUP's *Statement on Online Education* affirms that

[u]nder the principles of academic government set forth in the AAUP's *Statement on Government of Colleges and Universities*, the faculty has primary responsibility for decisions regarding curriculum and instruction, which include the technological infrastructure for all courses, whether online, in-person, or hybrid. The faculty also has primary responsibility for determining the appropriate ratio of in-person to online and hybrid courses. No course should be offered online or in a hybrid format without the consent of the instructor of record and the faculty in the department or program to which that course belongs.

Faculty members allege that the rapid implementation of the initiative mandates, which is scheduled for fall 2026, violates both principles of faculty governance and academic freedom as set forth in the university's *Teaching and Research Faculty Handbook*. They have complained that the limited data shared by the administration in support of its decision to move all online courses to an eight-week asynchronous format is neither complete nor compelling. They state that you have been unresponsive to their efforts to persuade you to consult meaningfully with the senate or the faculty forum. They report that the faculty senate passed a September 30 "Resolution for Reconsideration and Inclusive Involvement in Forward Focused Digital Transformation (FFDT) Initiative Implementation" by an overwhelming margin. They report further that when the faculty senate and the ODU AAUP chapter held a forum shortly thereafter attended by almost one hundred and fifty teaching and research faculty, it resulted in an extensive list of faculty questions and concerns about the initiative, which was then sent to you. Your response in an October 10 forum, faculty members report, was to reaffirm your

President Hemphill
January 13, 2026
Page 3

contention that because the planning and implementation of the initiative was an “operational” decision, it did not violate principles of academic freedom or shared governance.

We understand that among the corrective measures faculty members seek is that the administration and the board of visitors agree to delay the initiative’s implementation in order to provide reasonable opportunities for meaningful consultation with the faculty, including allowing them adequate time to identify the online courses that should continue to be offered in a sixteen-week and/or synchronous and/or mixed format.

We appreciate that the information in our possession on the matters addressed in this letter has come to us almost entirely from faculty sources at Old Dominion University, and that you may have additional information that would contribute to our understanding of the events we have recounted and the issues with which we are concerned. We would accordingly welcome your comments.

Sincerely,



Anita Levy, Ph.D.
Senior Program Officer
Department of Academic Freedom, Tenure, and Governance

Enclosures via email

cc: Mr. P. Murry Pitts, Rector, Board of Visitors, Old Dominion University
Professor Katherine Hawkins, Interim President, Old Dominion University AAUP
Chapter
Professor Michael Carhart, Incoming President, Old Dominion University
AAUP Chapter

Faculty Perspectives on Accelerated 8-Week Asynchronous Instruction

Old Dominion University Faculty Survey Report

Full-Time Faculty (431) Version

Sample size: 431 full-time faculty (431 / 1297 = 33.23% response rate)

Table of Contents

Table of Contents	2
Executive Summary	5
Methodology	6
1. Governance and Process Concerns.....	7
2. Academic Quality and Rigor Risk	7
3. Workforce Sustainability and Implementation Feasibility.....	8
4. Confidence in Leadership	8
5. Strategic Implications for Administration.....	8
Descriptive Results	10
1. Have you taught an asynchronous course before?.....	10
2. How would you compare achievement of student learning outcomes in asynchronous versus synchronous formats?.....	11
3. Have you taught a HyFlex course at ODU?.....	12
4. How familiar are you with the HyFlex instructional model?	13
5. Do you believe HyFlex courses should be discontinued at ODU?	14
6. Do you believe HyFlex courses add academic value to ODU's program offerings?	15
7. Do you feel faculty were adequately consulted before the decision to discontinue HyFlex courses?	16
8. Discontinuing HyFlex courses without adequate faculty input raises concerns about academic freedom.	17
9. Discontinuing HyFlex courses without adequate faculty input raises concerns about shared governance.	18
10. What do you think about undergraduate distance courses being required to use an accelerated 8-week asynchronous format ?	19
11. What do you think about master's level distance courses being required to use an accelerated 8-week asynchronous format ?"	20
12. What do you think will happen to undergraduate enrollment as a result of the required accelerated 8-week asynchronous format?	21
13. What do you think will happen to master's-level enrollment as a result of the required accelerated 8-week asynchronous format?	22
14. Did you receive the Faculty Senate/AAUP resolution regarding this initiative?	23
15. If yes, did you read the resolution?	24
16. Do you agree with the primary points of the resolution?.....	25
17. Do you believe elements of the FFDT initiative affect the university curriculum?	26

18. Do you believe elements of the FFDT initiative affect your department's curriculum?	27
19. Do you believe elements of the FFDT initiative affect your program's curriculum?.....	28
20. Do you believe accelerated 8-week asynchronous courses may be appropriate in some programs?	29
22. Would course rigor need to be reduced to fit an 8-week format?	30
23. Would course rigor need to be reduced to fit a fully asynchronous format?	31
24. How much confidence do you have in the Vice President for Digital Transformation and Technology regarding curricular leadership for this initiative?	32
25. How much confidence do you have in the Provost regarding curricular leadership for this initiative?	33
26. How much confidence do you have in the President regarding curricular leadership for this initiative?.....	34
27. Should implementation of required accelerated 8-week asynchronous format be delayed until adequate faculty input is obtained?	35
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Student learning]	36
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Faculty workload]	37
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Course design]	38
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Advising]	39
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Faculty research/teaching/service balance]	40
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Student retention].....	41
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Degree quality]	42
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [University reputation].....	43
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Incoming student quality]	44
30. Have you taught in an accelerated (8-week or shorter) format before? (include Summer teaching)	45
31. If yes, how would you describe that experience?	46

33. Would you be willing to pilot an accelerated 8-week asynchronous format course prior to full implementation?	47
34. Overall, how confident are you that ODU can successfully implement an 8-week model?	48
Differences by Faculty Rank (Q29 Collapsed Chi-Square).....	49
21. If yes, please specify where they may be appropriate:.....	51
Detailed Interpretive Analysis.....	51
28. What actions—if any—should faculty take to express concerns about the initiative?.....	53
Detailed Interpretive Analysis.....	53
32. What support (training, redesign assistance, workload adjustment) would make you more open to teaching in an accelerated 8-week asynchronous format format?	54
Detailed Interpretive Analysis.....	54
35. Please share any final thoughts, concerns, or recommendations	55
Detailed Interpretive Analysis.....	55
Report to Administration: Strategic Implications.....	56

Executive Summary

This report presents survey findings computed on full-time faculty only (Assistant Professor, Associate Professor, Full Professor, Instructor/Lecturer). Results show substantial concern regarding mandatory universal implementation of accelerated 8-week asynchronous formats. Concerns center on student learning and rigor, workload sustainability, and shared governance.

Methodology

For each closed-ended item, we report uncollapsed response distributions and, where applicable, a collapsed distribution aligned with the official reporting rules. Each question includes a bar chart of the collapsed distribution (or the raw distribution for non-collapsible/binary items).

SUMMARY OF ALL FINDINGS

Full-Time Faculty Analysis (N = 431)

This report summarizes the comprehensive findings from the full-time faculty subset (N = 431) regarding the proposed accelerated 8-week asynchronous instructional initiative. The data—both quantitative and qualitative—converge on a consistent and unmistakable conclusion: while faculty are not categorically opposed to innovation, there is substantial and deeply rooted concern regarding governance process, academic integrity, workload feasibility, and institutional risk.

1. Governance and Process Concerns

Across multiple survey items and reinforced in open-ended responses, full-time faculty express significant dissatisfaction with the consultation process. A consistent majority report that faculty were not adequately consulted. References to Faculty Senate, department-level autonomy, voting, and resolutions dominate qualitative responses. This is not incidental. It reflects a perception that shared governance norms have been weakened in the implementation process.

Failure to meaningfully integrate faculty expertise into instructional policy decisions risks eroding institutional trust. When core faculty—those most responsible for curriculum oversight—express procedural dissatisfaction, the concern is structural, not peripheral.

2. Academic Quality and Rigor Risk

Faculty responses consistently emphasize student learning, degree integrity, and long-term academic quality. A substantial proportion anticipate negative impacts on student learning, course rigor, and degree quality under mandatory universal implementation.

Importantly, faculty objections are framed overwhelmingly in terms of educational standards rather than personal inconvenience. The dominant lexical signals in qualitative responses include “student,” “learning,” “quality,” “program,” and “degree.” This indicates mission-centered concern. Faculty fear that accelerated compression may compromise cumulative learning, especially in foundational, technical, and laboratory-intensive disciplines.

The institutional risk is therefore reputational and structural. If learning outcomes degrade or perceived rigor declines, downstream effects may include accreditation scrutiny, employer perception shifts, and diminished degree value.

3. Workforce Sustainability and Implementation Feasibility

Time, workload, redesign labor, and instructional support are central themes in the open-ended responses. Faculty do not perceive 8-week asynchronous conversion as a simple calendar modification. They view it as pedagogical reconstruction requiring significant development effort.

Without structured workload adjustments, compensation models, and professional development resources, implementation risks faculty burnout and morale deterioration. Conditional openness appears in the data—but only under adequate institutional support structures.

4. Confidence in Leadership

Confidence measures for senior leadership indicate elevated levels of low confidence among full-time faculty. Restricting the analysis to full-time faculty does not attenuate dissatisfaction; in some instances, it intensifies it. This finding is particularly consequential. The dissatisfaction signal is not driven by peripheral respondents but is embedded among the institution's core instructional workforce.

Sustained erosion of leadership confidence has implications for institutional cohesion, policy compliance, and long-term strategic alignment.

5. Strategic Implications for Administration

The data do not suggest categorical rejection of accelerated formats. Instead, they argue for disciplined, evidence-based, and faculty-integrated implementation. A phased pilot model, discipline-level discretion, transparent evaluation metrics, and formal governance engagement are strongly indicated as lower-risk pathways.

Immediate universal mandates, absent structured support and demonstrable faculty partnership, carry measurable governance, morale, and reputational risks.

The institutional message from full-time faculty is clear: innovation must proceed with academic integrity safeguards, governance legitimacy, and realistic workload modeling. Ignoring this signal may generate consequences that extend beyond instructional format and into institutional trust and identity.

Conclusion:

The findings represent a cohesive faculty perspective rooted in mission protection rather than obstructionism. Administration is strongly advised to recalibrate implementation pacing, strengthen governance integration mechanisms, and visibly align policy decisions with academic quality assurance processes. The cost of proceeding without these adjustments is not merely resistance—it is long-term institutional strain.

Descriptive Results

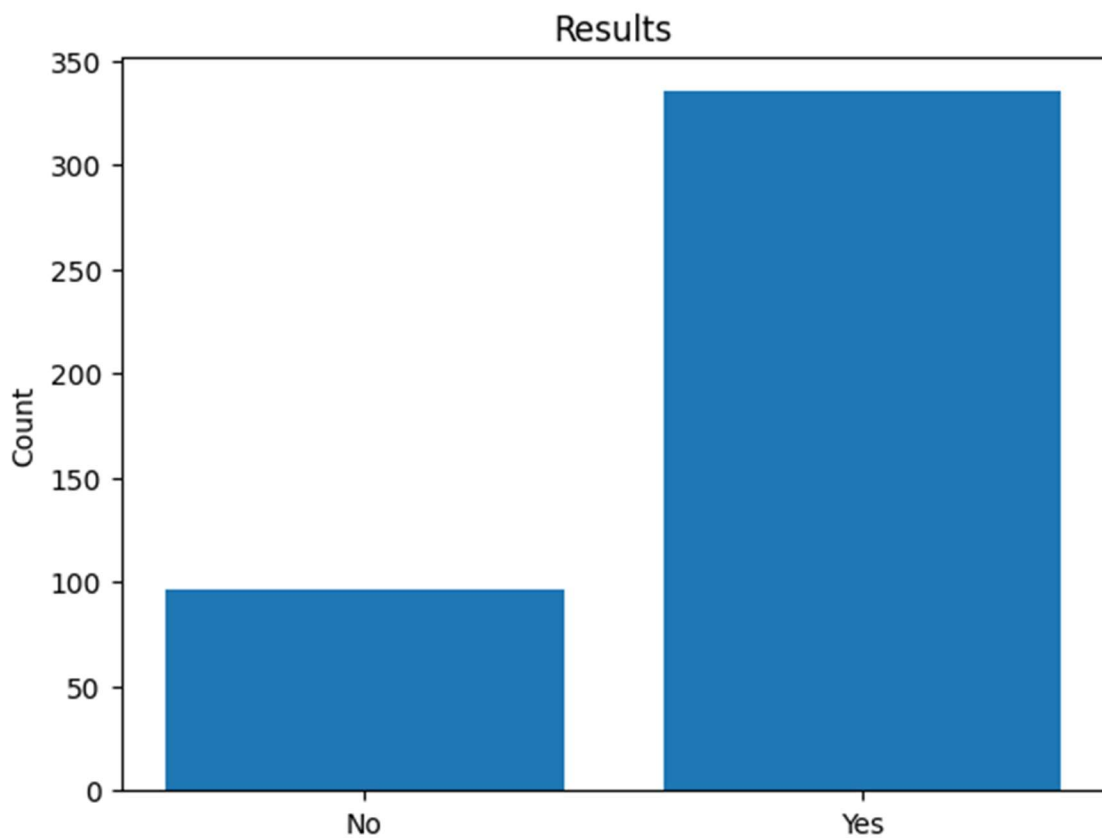
1. Have you taught an asynchronous course before?

Uncollapsed categories:

Response	Count	% of valid
Yes	335	77.7
No	96	22.3

Responses (No / Yes):

Response	Count	% of valid
No	96	22.3
Yes	335	77.7



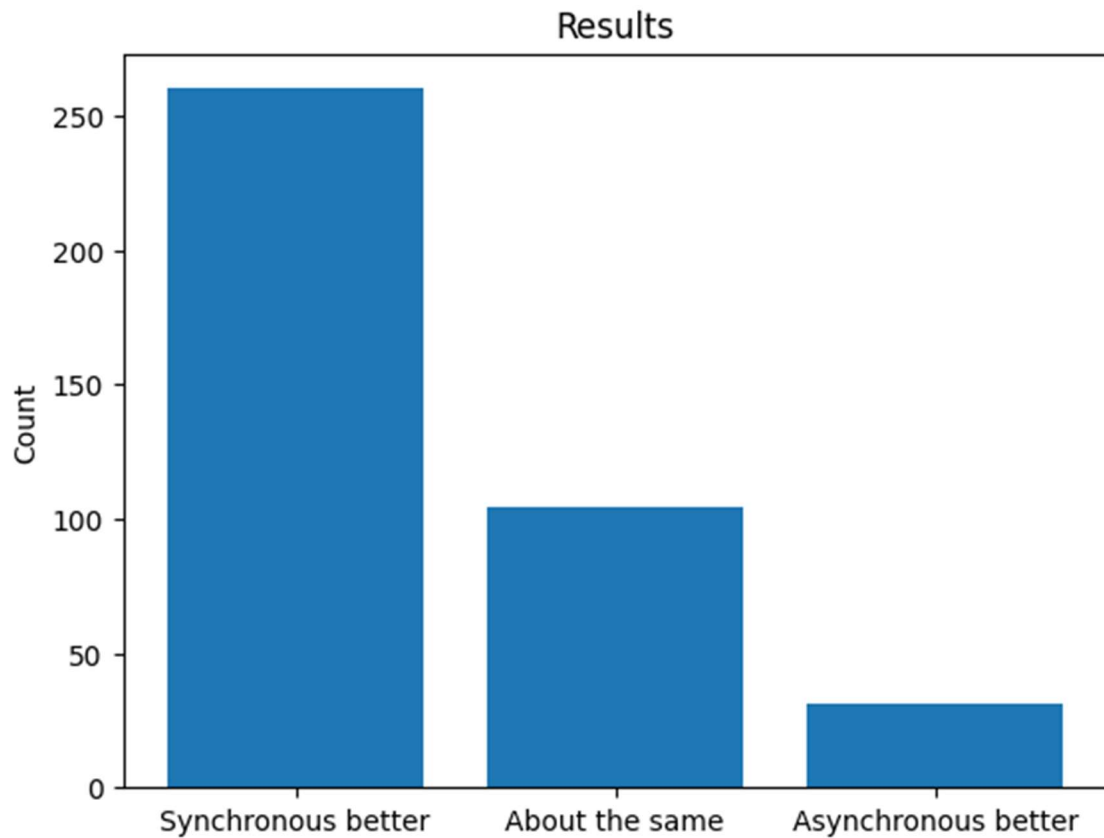
2. How would you compare achievement of student learning outcomes in asynchronous versus synchronous formats?

Uncollapsed categories:

Response	Count	% of valid
Much better in synchronous	140	35.4
Somewhat better in synchronous	120	30.4
About the same	104	26.3
Much better in asynchronous	17	4.3
Somewhat better in asynchronous	14	3.5

Collapsed categories (Sync better / Same / Async better):

Response	Count	% of valid
Synchronous better	260	65.8
About the same	104	26.3
Asynchronous better	31	7.8



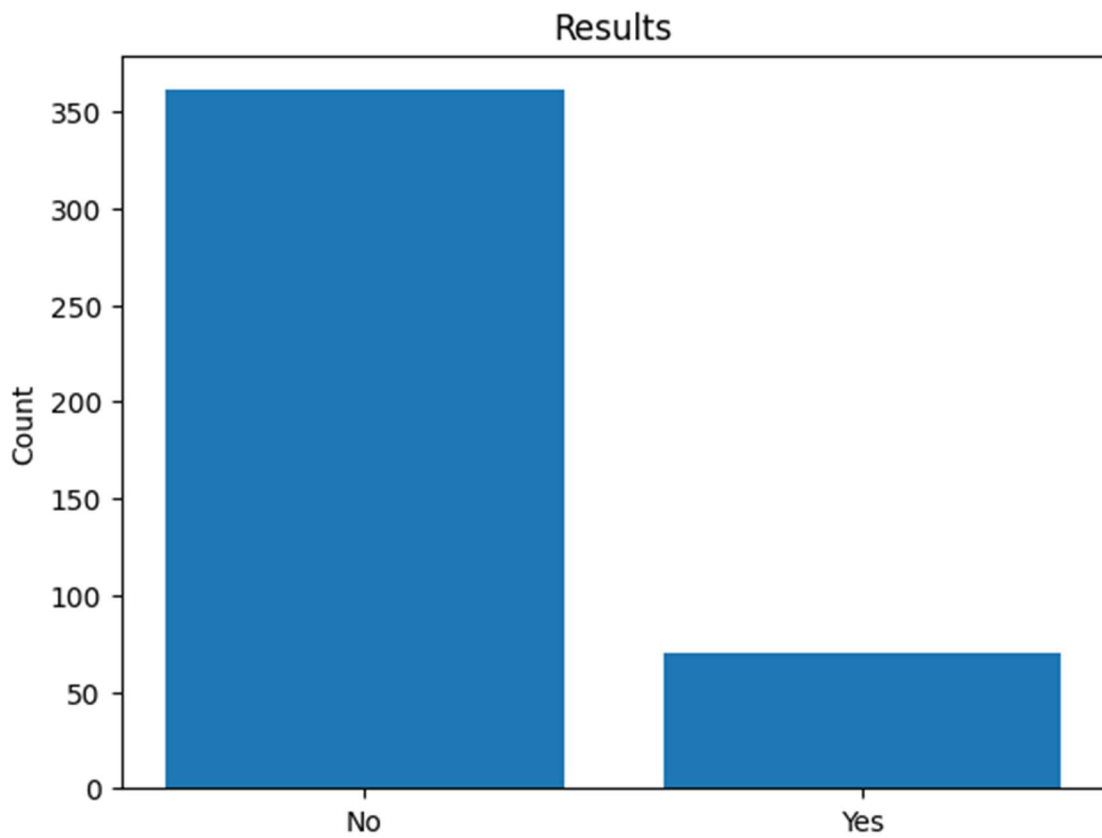
3. Have you taught a HyFlex course at ODU?

Uncollapsed categories:

Response	Count	% of valid
No	361	83.8
Yes	70	16.2

Responses (No / Yes):

Response	Count	% of valid
No	361	83.8
Yes	70	16.2



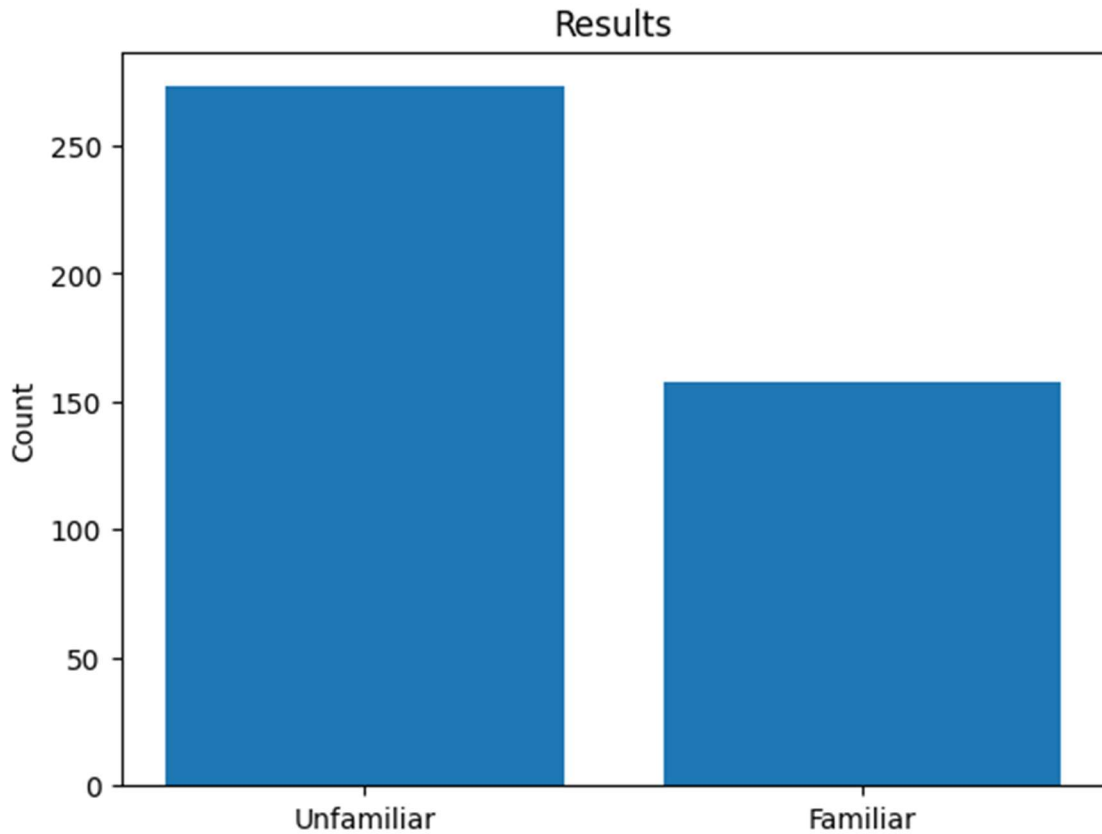
4. How familiar are you with the HyFlex instructional model?

Uncollapsed categories:

Response	Count	% of valid
Very unfamiliar	233	54.1
Somewhat familiar	90	20.9
Very familiar	68	15.8
Somewhat unfamiliar	40	9.3

Collapsed categories (Unfamiliar / Familiar):

Response	Count	% of valid
Unfamiliar	273	63.3
Familiar	158	36.7



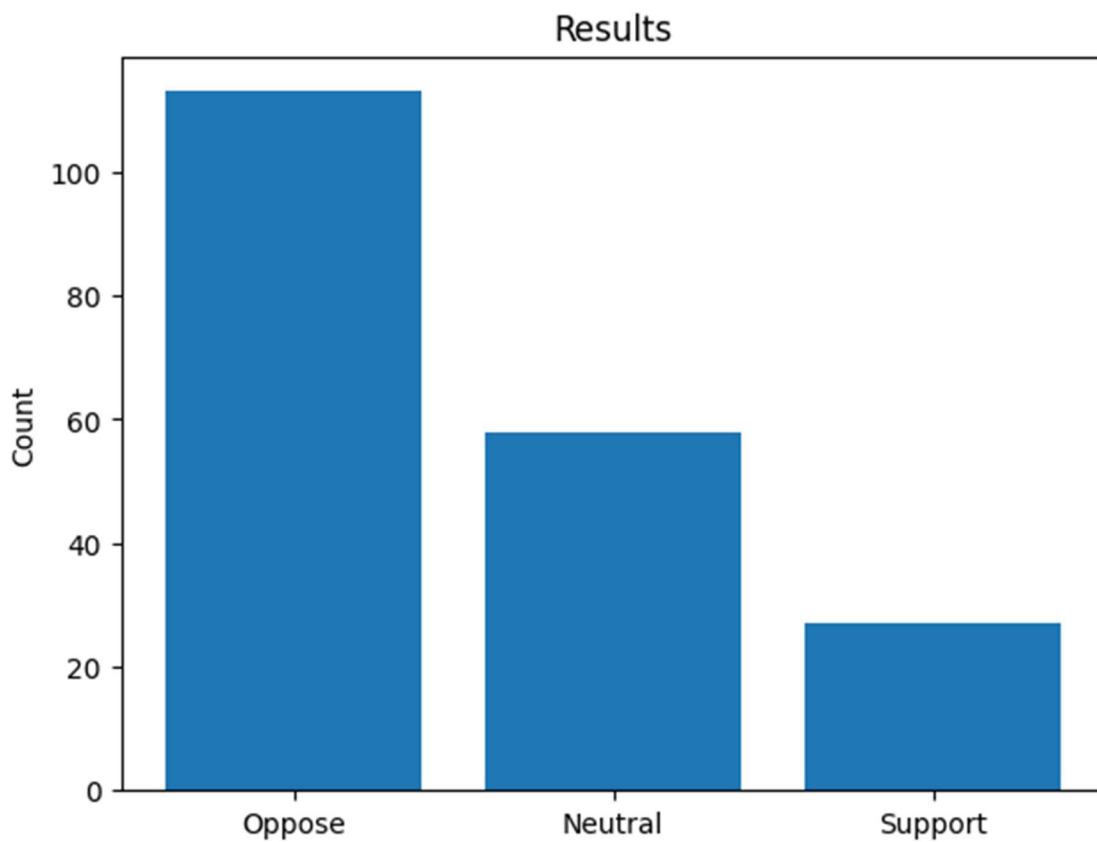
5. Do you believe HyFlex courses should be discontinued at ODU?

Uncollapsed categories:

Response	Count	% of valid
Strongly oppose discontinuation	73	36.9
Neutral	58	29.3
Somewhat oppose discontinuation	40	20.2
Strongly support discontinuation	15	7.6
Somewhat support discontinuation	12	6.1

Collapsed categories (Oppose / Neutral / Support):

Response	Count	% of valid
Oppose	113	57.1
Neutral	58	29.3
Support	27	13.6



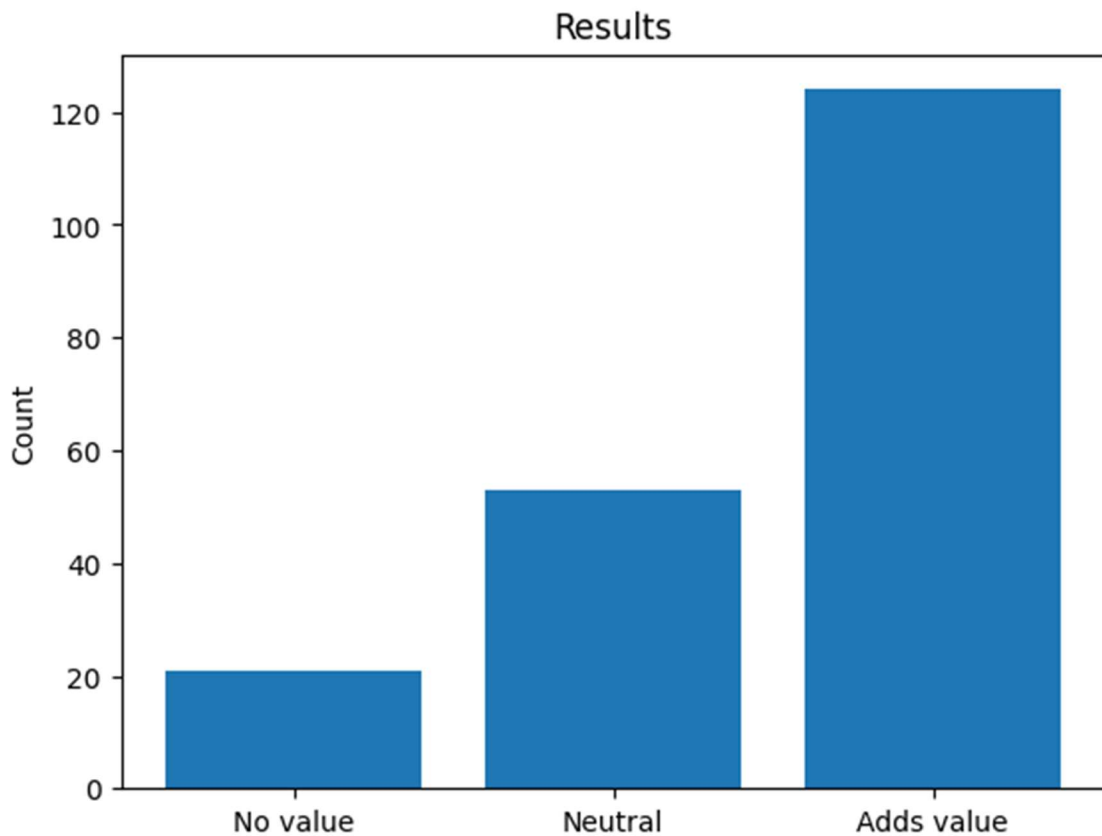
6. Do you believe HyFlex courses add academic value to ODU's program offerings?

Uncollapsed categories:

Response	Count	% of valid
Definitely add value	84	42.4
Neutral	53	26.8
Probably add value	40	20.2
Probably no value	15	7.6
Definitely no value	6	3.0

Collapsed categories (No value / Neutral / Adds value):

Response	Count	% of valid
No value	21	10.6
Neutral	53	26.8
Adds value	124	62.6



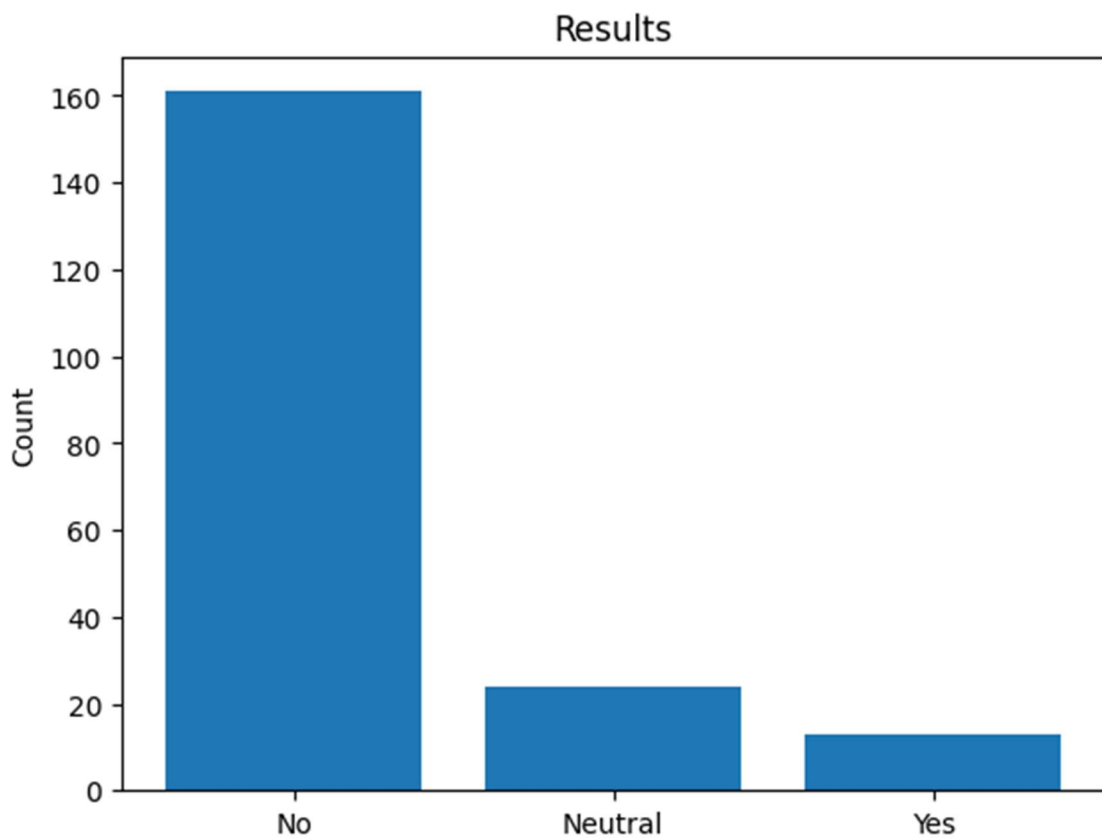
7. Do you feel faculty were adequately consulted before the decision to discontinue HyFlex courses?

Uncollapsed categories:

Response	Count	% of valid
Definitely not	121	61.1
Probably not	40	20.2
Neutral/Undecided	24	12.1
Probably	7	3.5
Definitely	6	3.0

Collapsed categories (No / Neutral / Yes):

Response	Count	% of valid
No	161	81.3
Neutral	24	12.1
Yes	13	6.6



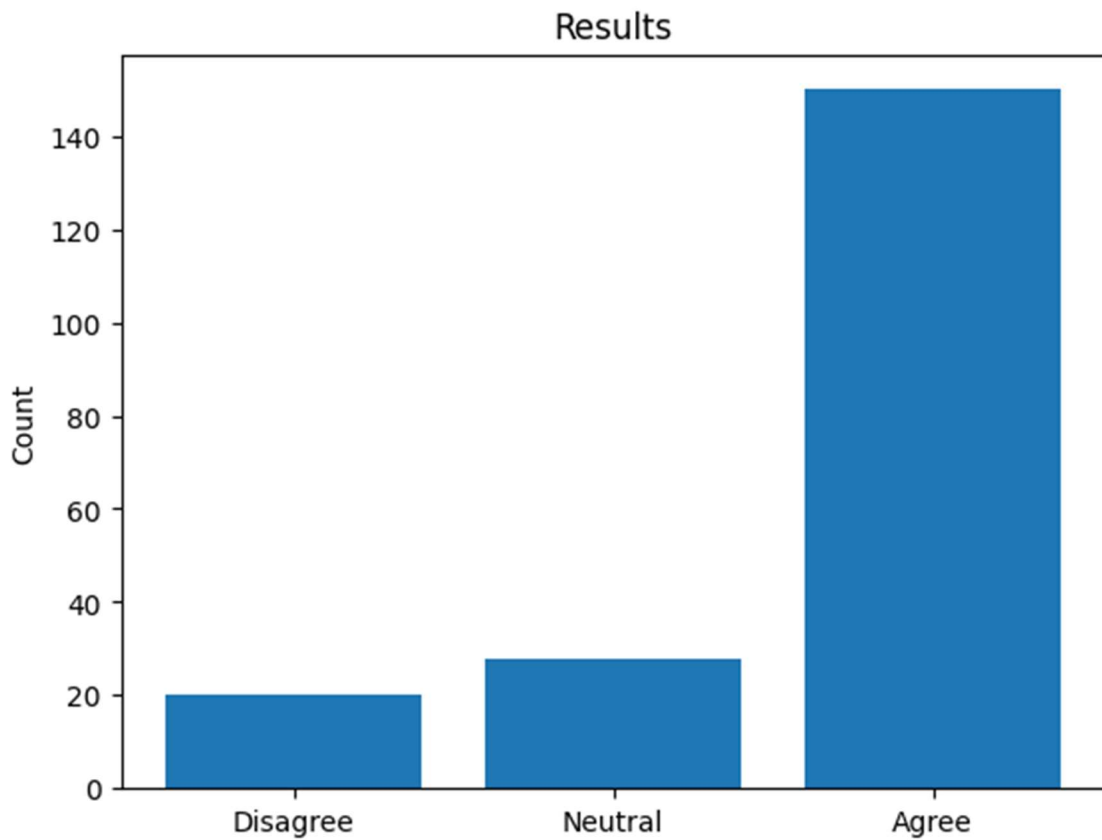
8. Discontinuing HyFlex courses without adequate faculty input raises concerns about academic freedom.

Uncollapsed categories:

Response	Count	% of valid
Strongly agree	104	52.5
Agree	46	23.2
Neutral	28	14.1
Disagree	11	5.6
Strongly disagree	9	4.5

Collapsed categories (Disagree / Neutral / Agree):

Response	Count	% of valid
Disagree	20	10.1
Neutral	28	14.1
Agree	150	75.8



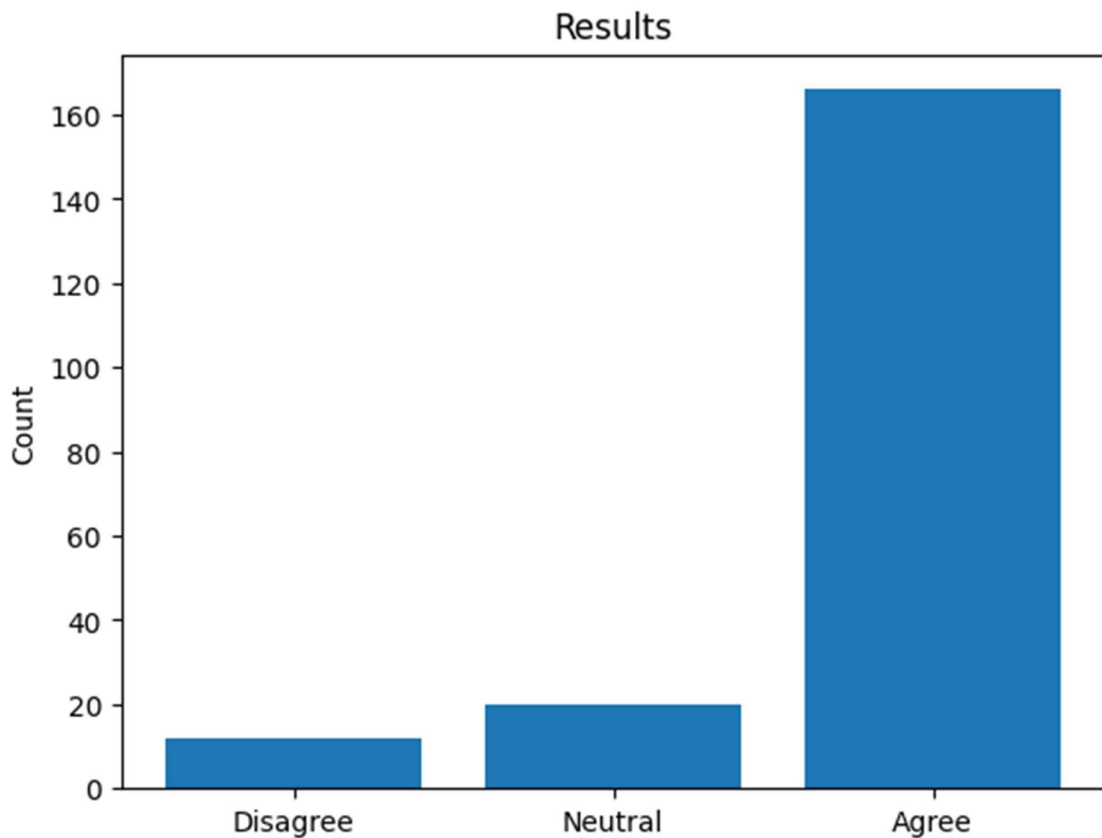
9. Discontinuing HyFlex courses without adequate faculty input raises concerns about shared governance.

Uncollapsed categories:

Response	Count	% of valid
Strongly agree	127	64.1
Agree	39	19.7
Neutral	20	10.1
Disagree	8	4.0
Strongly disagree	4	2.0

Collapsed categories (Disagree / Neutral / Agree):

Response	Count	% of valid
Disagree	12	6.1
Neutral	20	10.1
Agree	166	83.8



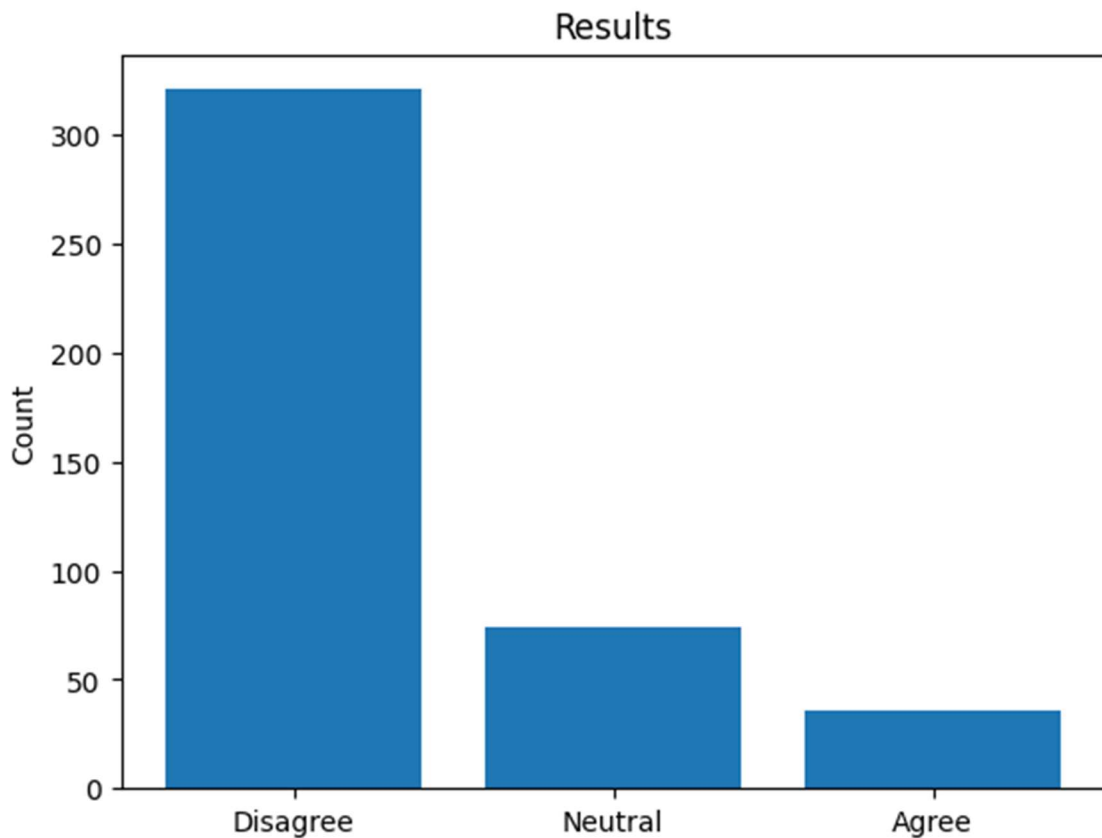
10. What do you think about undergraduate distance courses being required to use an accelerated 8-week asynchronous format ?

Uncollapsed categories:

Response	Count	% of valid
Strongly disagree	195	45.2
Disagree	126	29.2
Neutral	74	17.2
Agree	23	5.3
Strongly agree	13	3.0

Collapsed categories (Disagree / Neutral / Agree):

Response	Count	% of valid
Disagree	321	74.5
Neutral	74	17.2
Agree	36	8.4



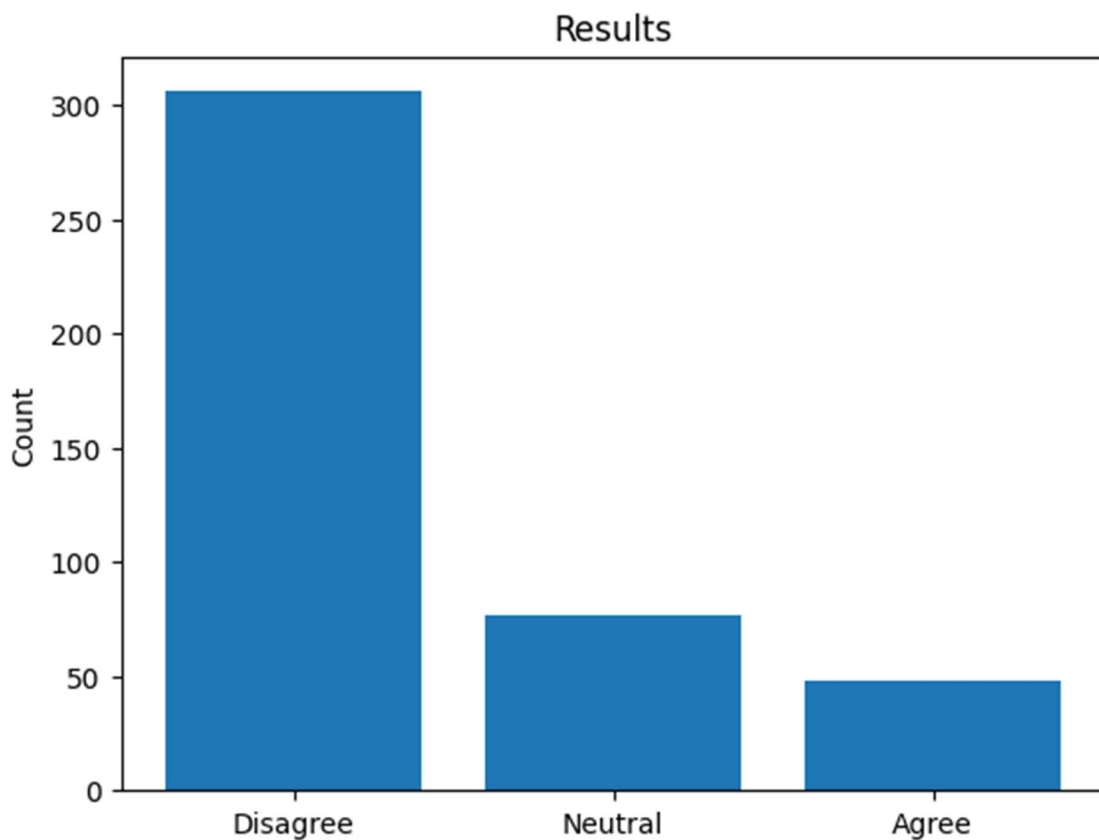
11. What do you think about master's level distance courses being required to use an accelerated 8-week asynchronous format ?"

Uncollapsed categories:

Response	Count	% of valid
Strongly disagree	215	49.9
Disagree	91	21.1
Neutral	77	17.9
Agree	30	7.0
Strongly agree	18	4.2

Collapsed categories (Disagree / Neutral / Agree):

Response	Count	% of valid
Disagree	306	71.0
Neutral	77	17.9
Agree	48	11.1



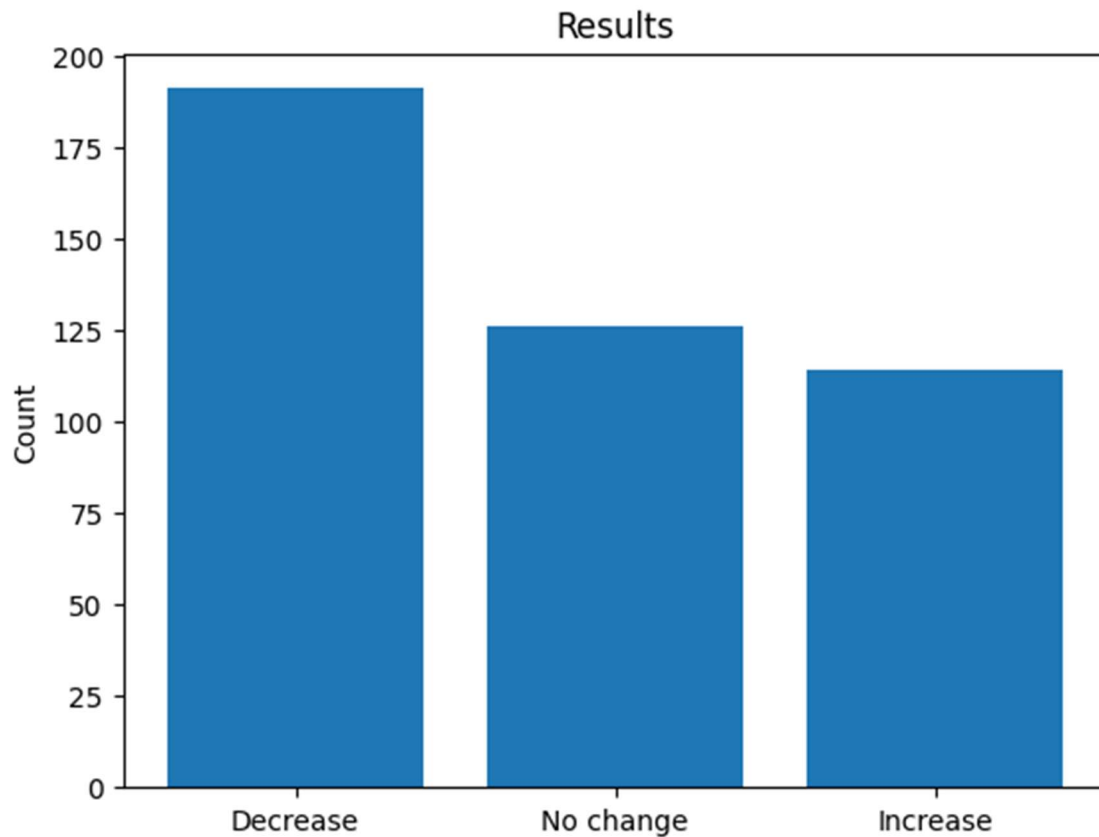
12. What do you think will happen to undergraduate enrollment as a result of the required accelerated 8-week asynchronous format?

Uncollapsed categories:

Response	Count	% of valid
Will probably decrease enrollment	138	32.0
No change in enrollment	126	29.2
Will probably increase enrollment	91	21.1
Will definitely decrease enrollment	53	12.3
Will definitely increase enrollment	23	5.3

Collapsed categories (Decrease / No change / Increase):

Response	Count	% of valid
Decrease	191	44.3
No change	126	29.2
Increase	114	26.5



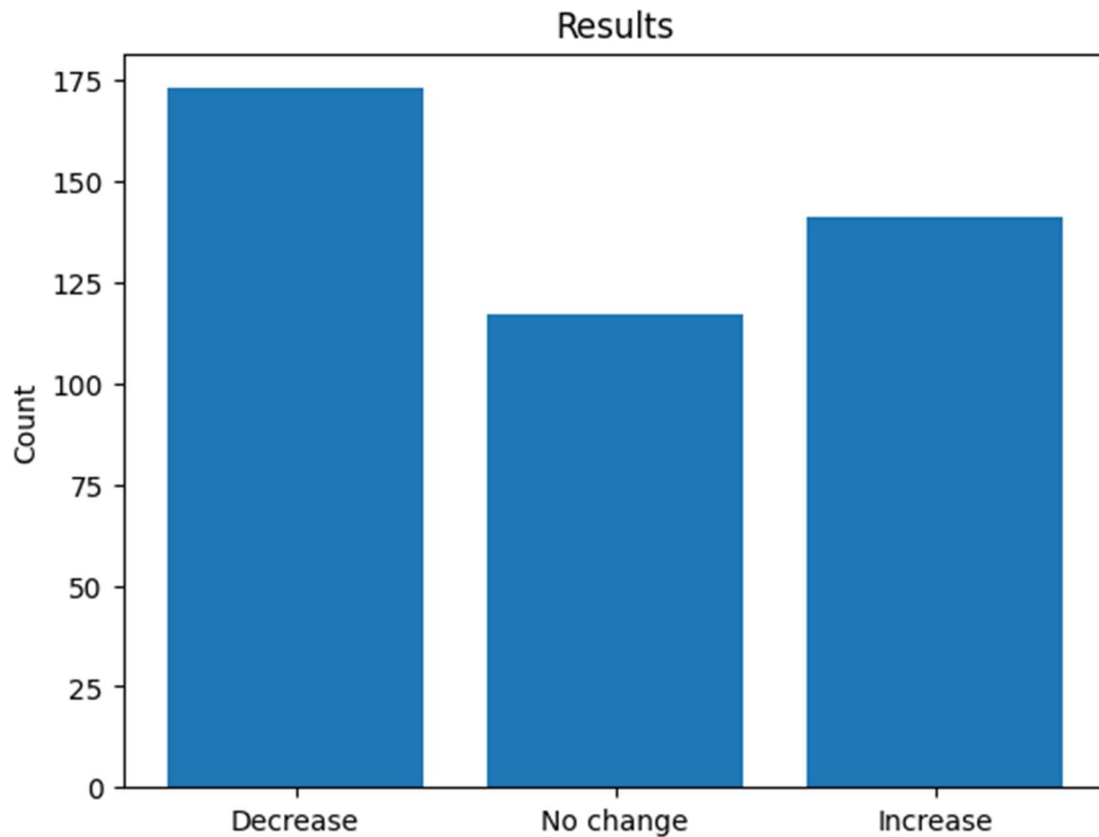
13. What do you think will happen to master's-level enrollment as a result of the required accelerated 8-week asynchronous format?

Uncollapsed categories:

Response	Count	% of valid
No change in enrollment	117	27.1
Will probably increase enrollment	115	26.7
Will probably decrease enrollment	91	21.1
Will definitely decrease enrollment	82	19.0
Will definitely increase enrollment	26	6.0

Collapsed categories (Decrease / No change / Increase):

Response	Count	% of valid
Decrease	173	40.1
No change	117	27.1
Increase	141	32.7



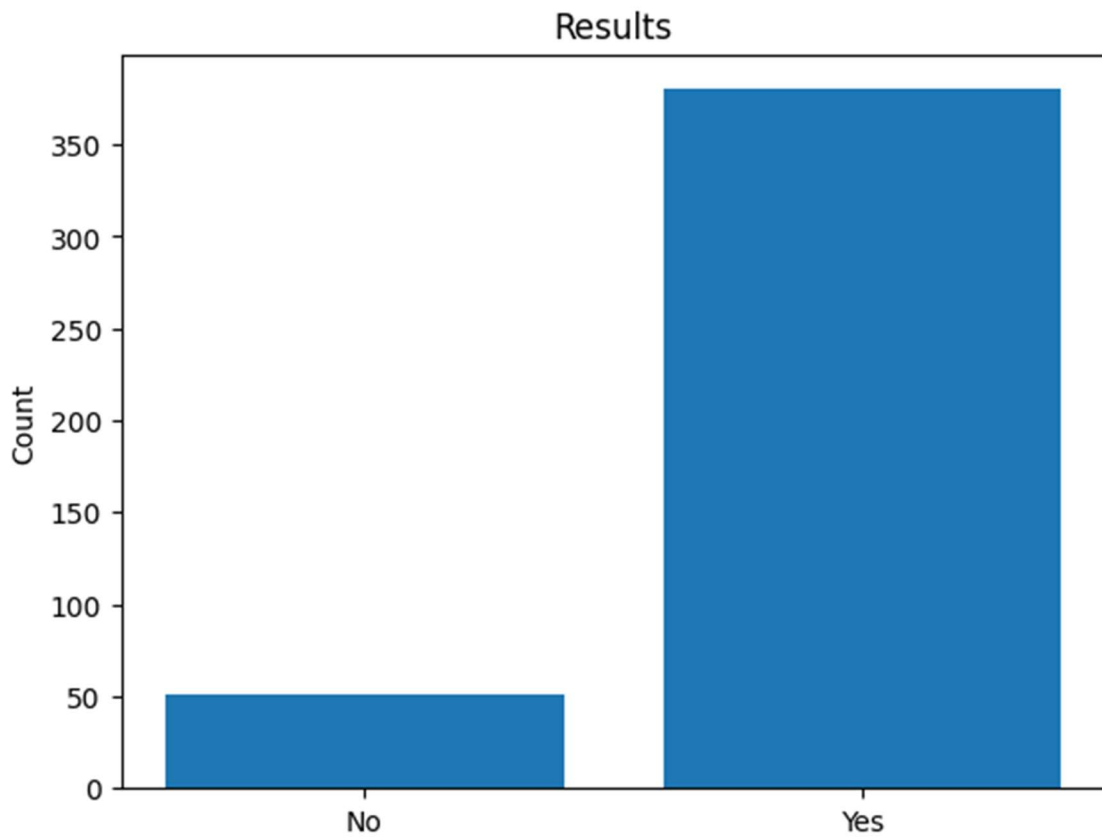
14. Did you receive the Faculty Senate/AAUP resolution regarding this initiative?

Uncollapsed categories:

Response	Count	% of valid
Yes	380	88.2
No	51	11.8

Responses (No / Yes):

Response	Count	% of valid
No	51	11.8
Yes	380	88.2



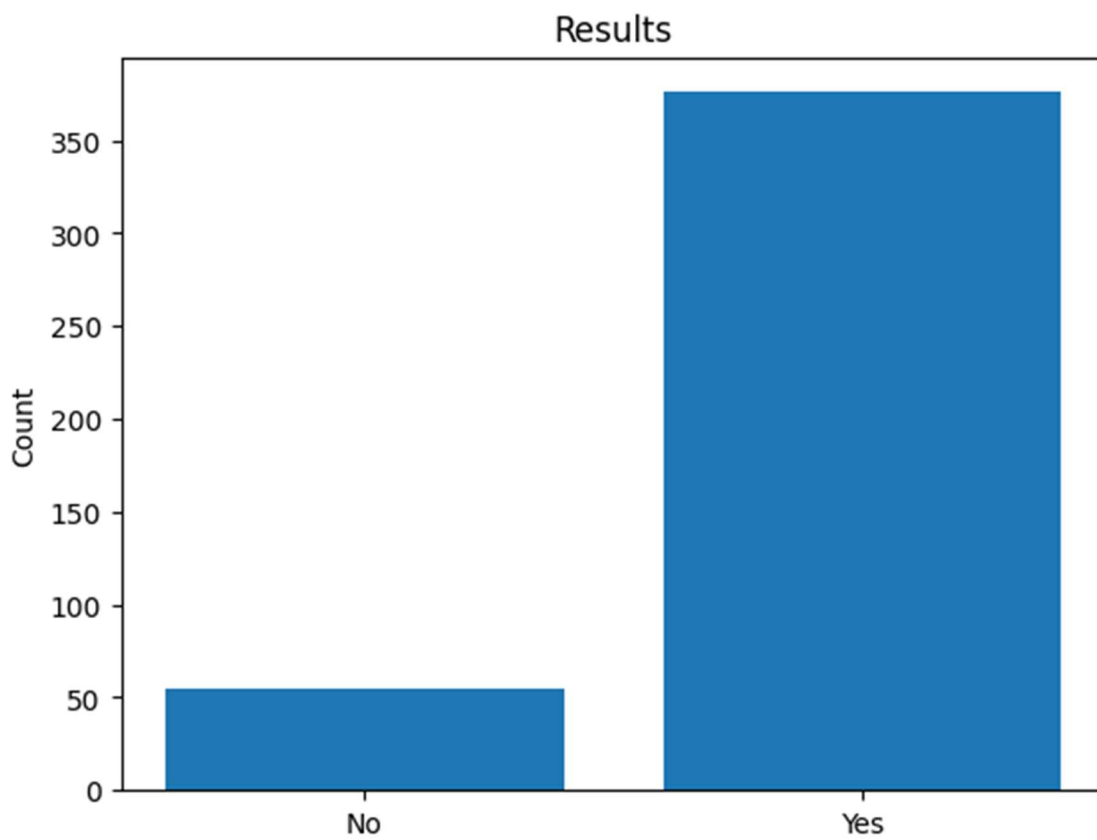
15. If yes, did you read the resolution?

Uncollapsed categories:

Response	Count	% of valid
Yes	376	87.2
No	55	12.8

Responses (No / Yes):

Response	Count	% of valid
No	55	12.8
Yes	376	87.2



16. Do you agree with the primary points of the resolution?

Uncollapsed categories:

Response	Count	% of valid
Strongly agree	222	51.5
Agree	125	29.0
Neither agree nor disagree	38	8.8
Disagree	25	5.8
Strongly disagree	21	4.9

Collapsed categories not applicable for this item.

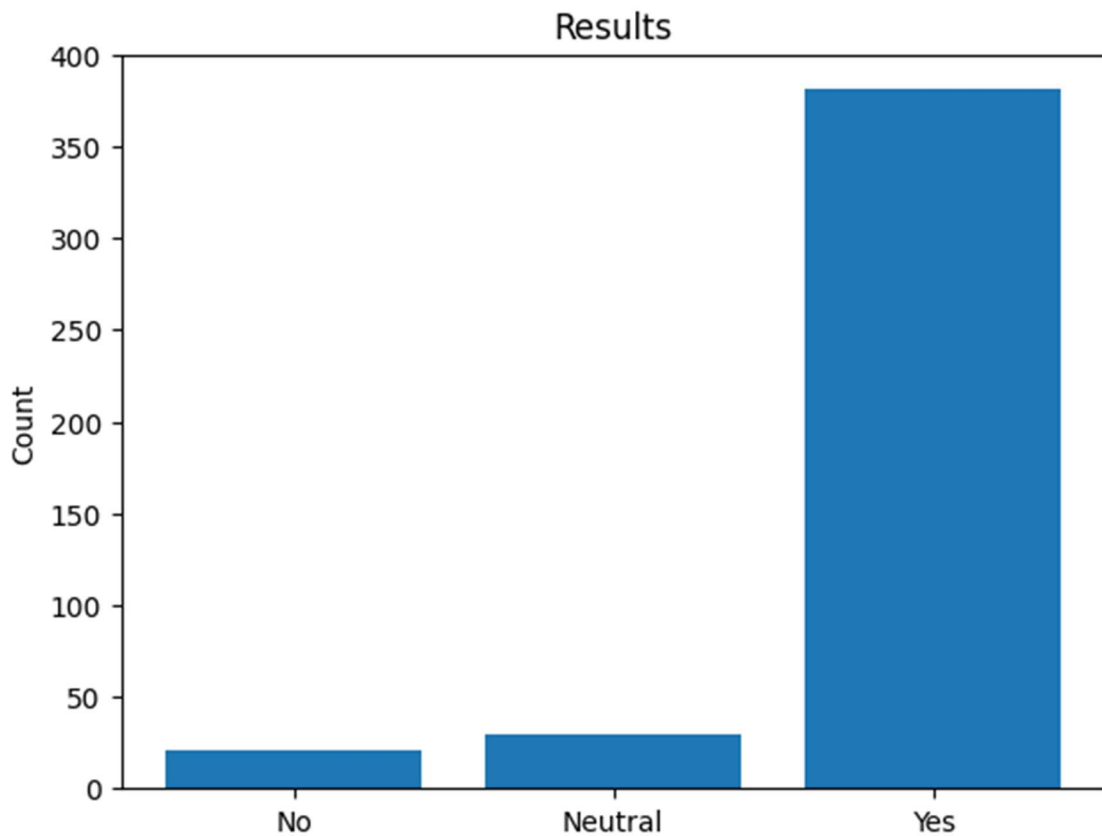
17. Do you believe elements of the FFDT initiative affect the university curriculum?

Uncollapsed categories:

Response	Count	% of valid
Definitely yes	299	69.4
Probably yes	82	19.0
Neither yes nor no	29	6.7
Probably no	14	3.2
Definitely no	7	1.6

Collapsed categories (No / Neutral / Yes):

Response	Count	% of valid
No	21	4.9
Neutral	29	6.7
Yes	381	88.4



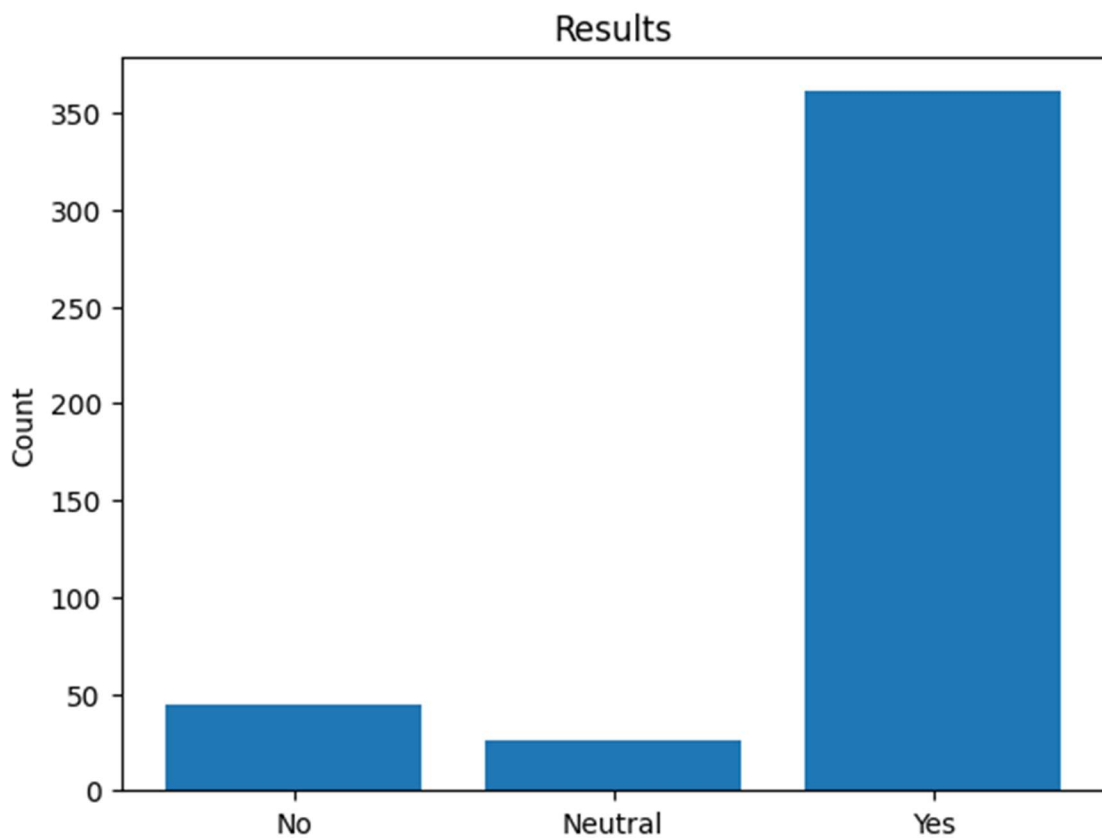
18. Do you believe elements of the FFDT initiative affect your department's curriculum?

Uncollapsed categories:

Response	Count	% of valid
Definitely yes	278	64.5
Probably yes	83	19.3
Probably no	30	7.0
Neither yes nor no	26	6.0
Definitely no	14	3.2

Collapsed categories (No / Neutral / Yes):

Response	Count	% of valid
No	44	10.2
Neutral	26	6.0
Yes	361	83.8



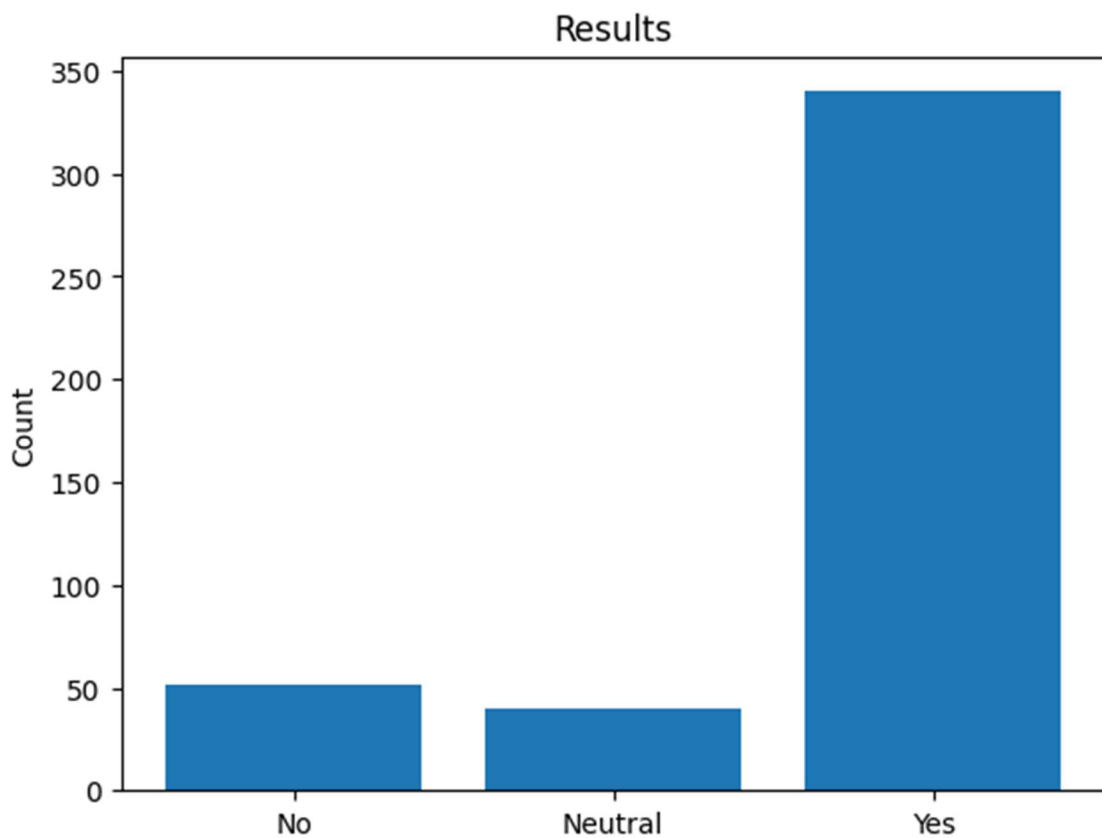
19. Do you believe elements of the FFDT initiative affect your program's curriculum?

Uncollapsed categories:

Response	Count	% of valid
Definitely yes	269	62.4
Probably yes	71	16.5
Neither yes nor no	40	9.3
Probably no	31	7.2
Definitely no	20	4.6

Collapsed categories (No / Neutral / Yes):

Response	Count	% of valid
No	51	11.8
Neutral	40	9.3
Yes	340	78.9



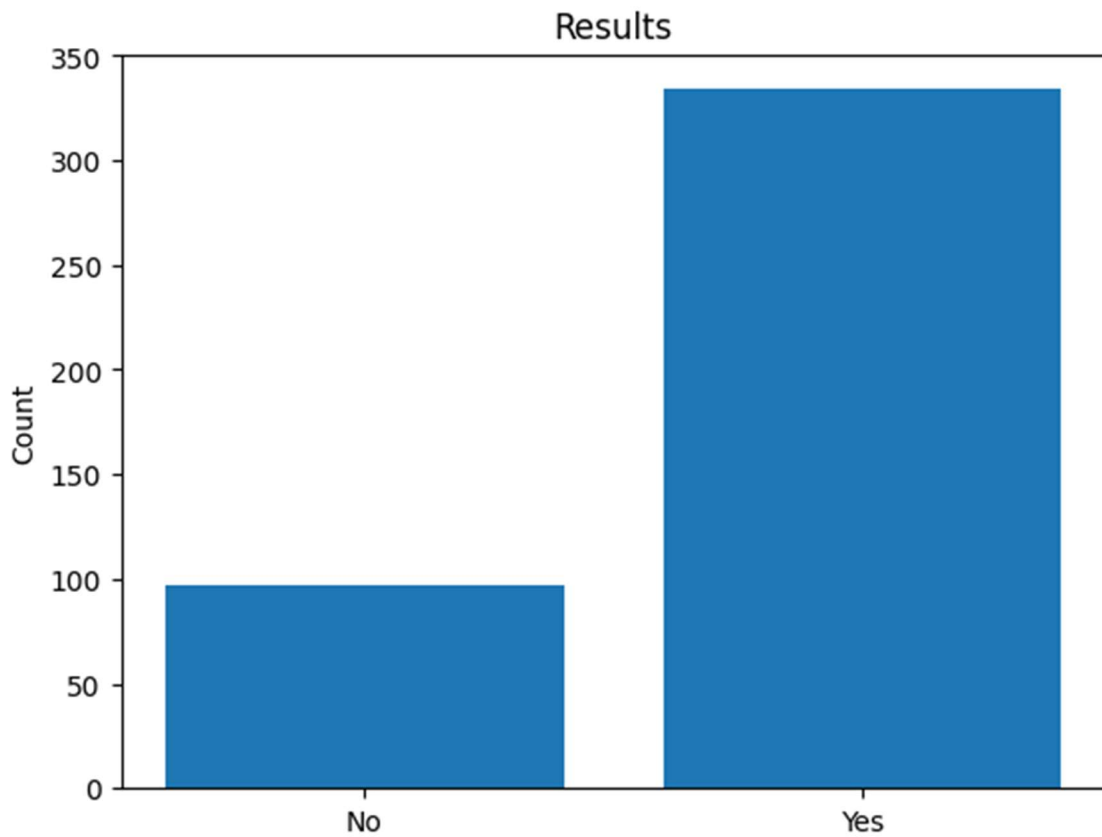
20. Do you believe accelerated 8-week asynchronous courses may be appropriate in some programs?

Uncollapsed categories:

Response	Count	% of valid
Yes	334	77.5
No	97	22.5

Responses (No / Yes):

Response	Count	% of valid
No	97	22.5
Yes	334	77.5



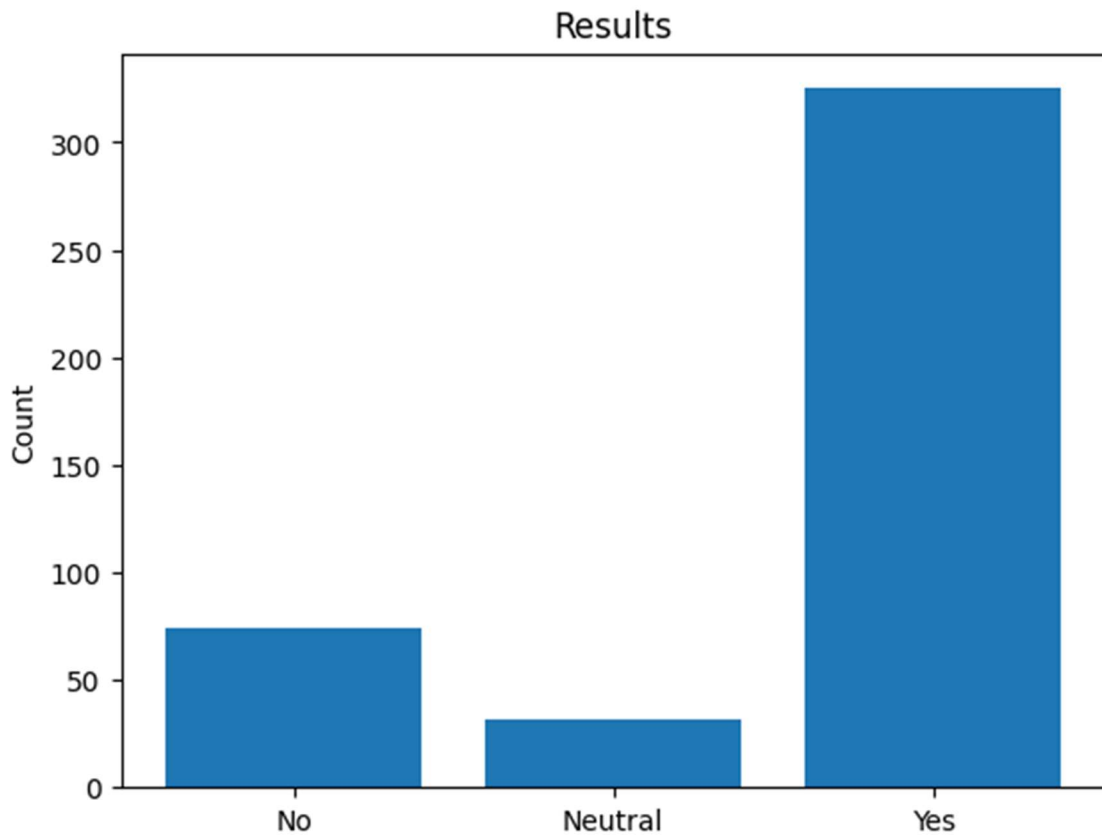
22. Would course rigor need to be reduced to fit an 8-week format?

Uncollapsed categories:

Response	Count	% of valid
Definitely yes	174	40.4
Probably yes	151	35.0
Probably no	39	9.0
Definitely no	35	8.1
Neither yes nor no	32	7.4

Collapsed categories (No / Neutral / Yes):

Response	Count	% of valid
No	74	17.2
Neutral	32	7.4
Yes	325	75.4



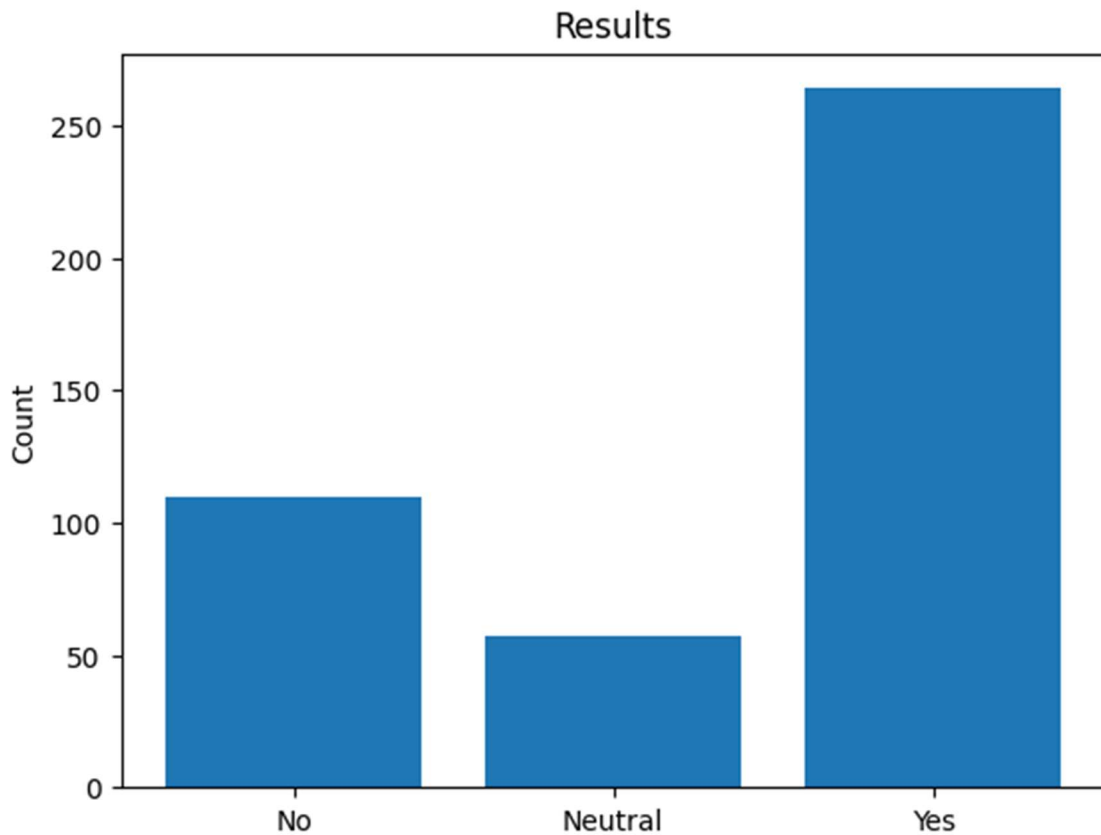
23. Would course rigor need to be reduced to fit a fully asynchronous format?

Uncollapsed categories:

Response	Count	% of valid
Probably yes	135	31.3
Definitely yes	129	29.9
Probably no	64	14.8
Neither yes nor no	57	13.2
Definitely no	46	10.7

Collapsed categories (No / Neutral / Yes):

Response	Count	% of valid
No	110	25.5
Neutral	57	13.2
Yes	264	61.3



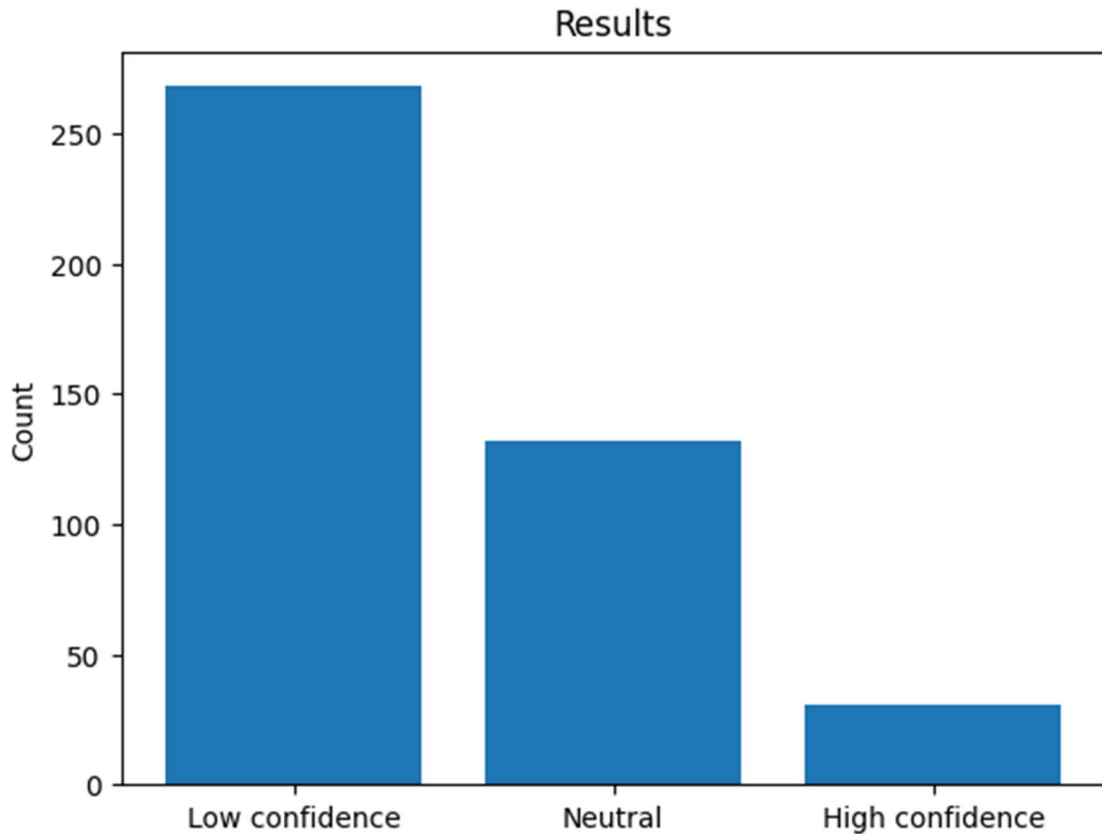
24. How much confidence do you have in the Vice President for Digital Transformation and Technology regarding curricular leadership for this initiative?

Uncollapsed categories:

Response	Count	% of valid
Very low confidence	180	41.8
Neutral	132	30.6
Low confidence	88	20.4
High confidence	18	4.2
Very high confidence	13	3.0

Collapsed categories (Low / Neutral / High confidence):

Response	Count	% of valid
Low confidence	268	62.2
Neutral	132	30.6
High confidence	31	7.2



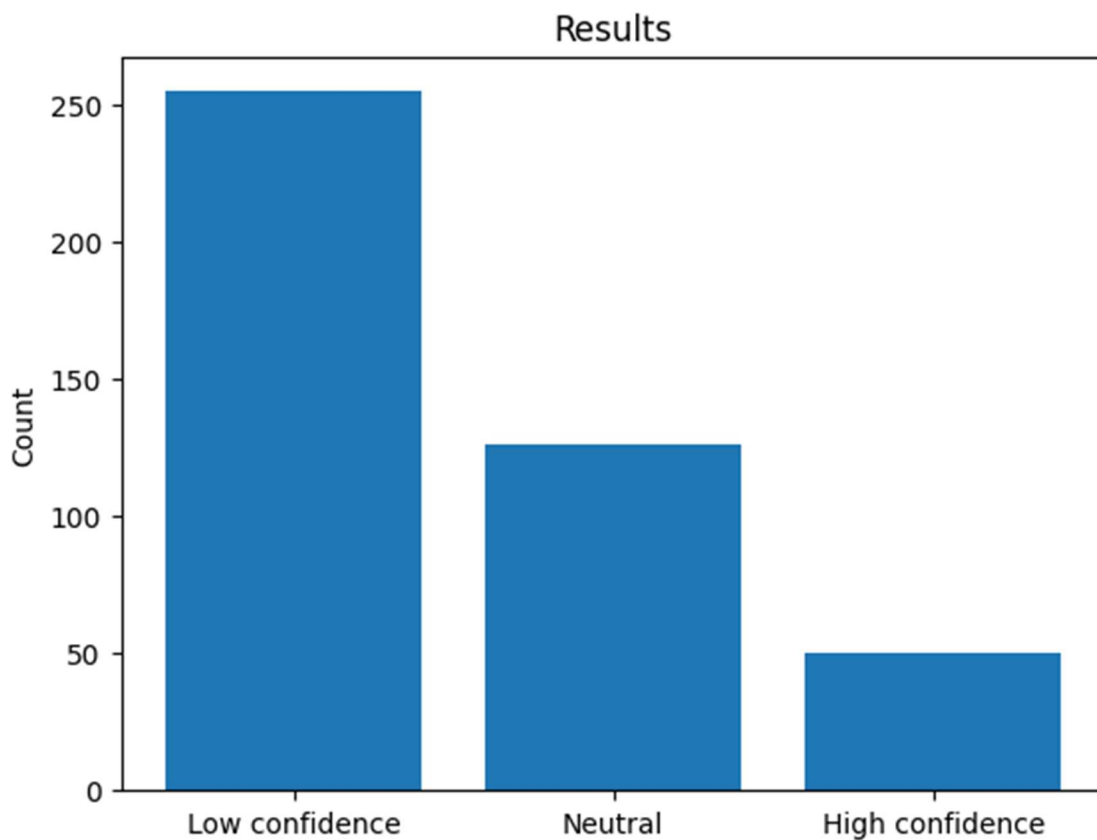
25. How much confidence do you have in the Provost regarding curricular leadership for this initiative?

Uncollapsed categories:

Response	Count	% of valid
Very low confidence	147	34.1
Neutral	126	29.2
Low confidence	108	25.1
High confidence	30	7.0
Very high confidence	20	4.6

Collapsed categories (Low / Neutral / High confidence):

Response	Count	% of valid
Low confidence	255	59.2
Neutral	126	29.2
High confidence	50	11.6



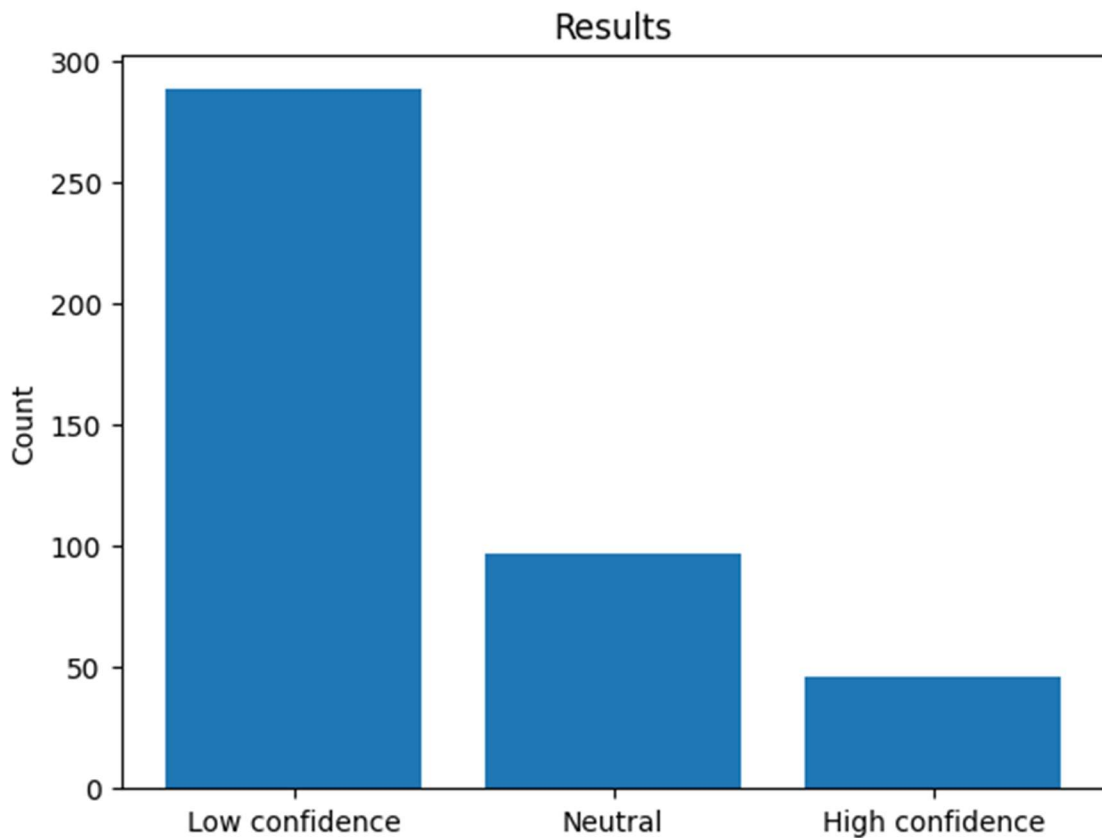
26. How much confidence do you have in the President regarding curricular leadership for this initiative?

Uncollapsed categories:

Response	Count	% of valid
Very low confidence	213	49.4
Neutral	97	22.5
Low confidence	75	17.4
High confidence	24	5.6
Very high confidence	22	5.1

Collapsed categories (Low / Neutral / High confidence):

Response	Count	% of valid
Low confidence	288	66.8
Neutral	97	22.5
High confidence	46	10.7



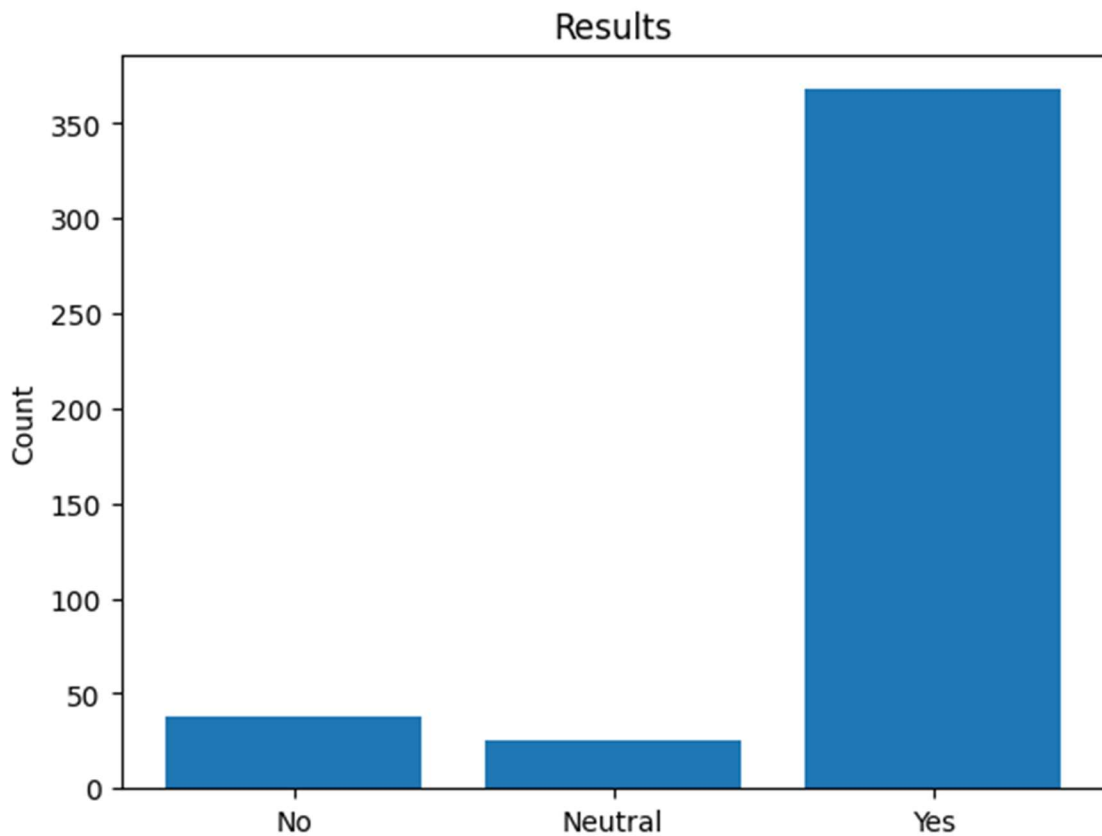
27. Should implementation of required accelerated 8-week asynchronous format be delayed until adequate faculty input is obtained?

Uncollapsed categories:

Response	Count	% of valid
Definitely yes	289	67.1
Probably yes	79	18.3
Neither yes nor no	25	5.8
Probably no	24	5.6
Definitely no	14	3.2

Collapsed categories (No / Neutral / Yes):

Response	Count	% of valid
No	38	8.8
Neutral	25	5.8
Yes	368	85.4



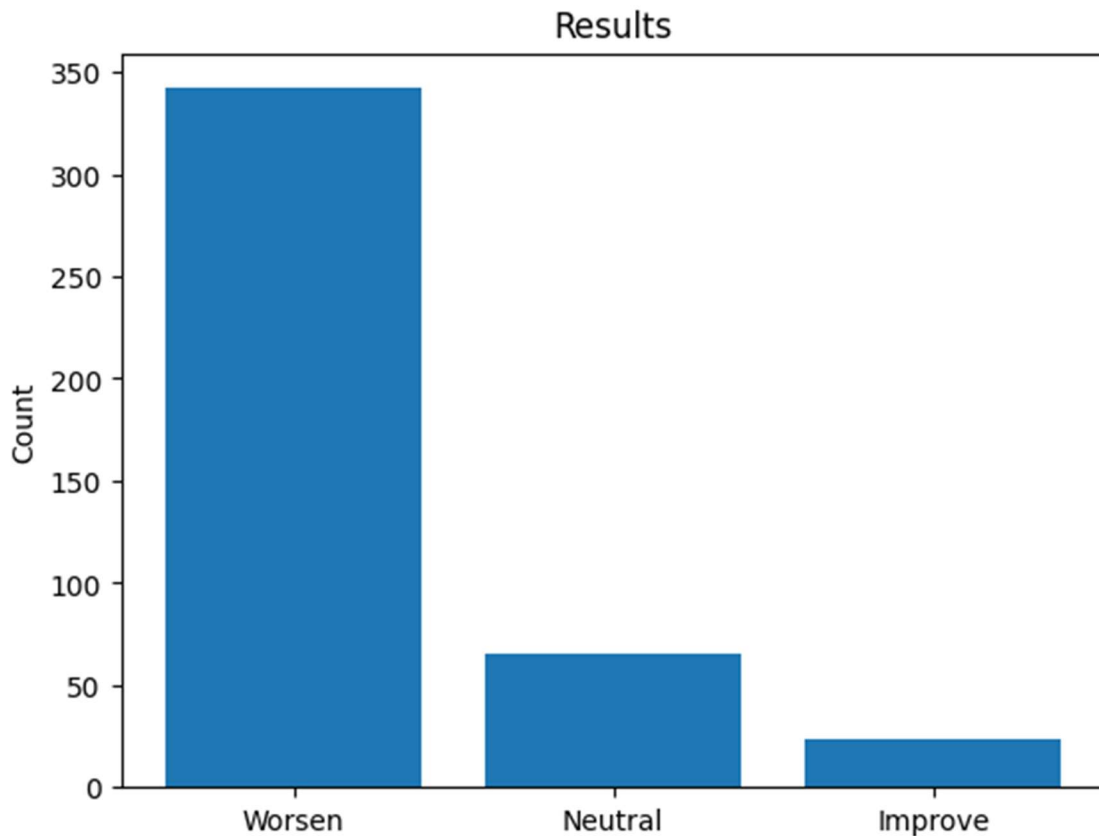
29. Please evaluate the likelihood of the following outcomes resulting from the FFDI initiative: [Student learning]

Uncollapsed categories:

Response	Count	% of valid
Will probably worsen	185	42.9
Will definitely worsen	157	36.4
Neither improve nor worsen	65	15.1
Will definitely improve	14	3.2
Will probably improve	10	2.3

Collapsed categories (Worsen / Neutral / Improve):

Response	Count	% of valid
Worsen	342	79.4
Neutral	65	15.1
Improve	24	5.6



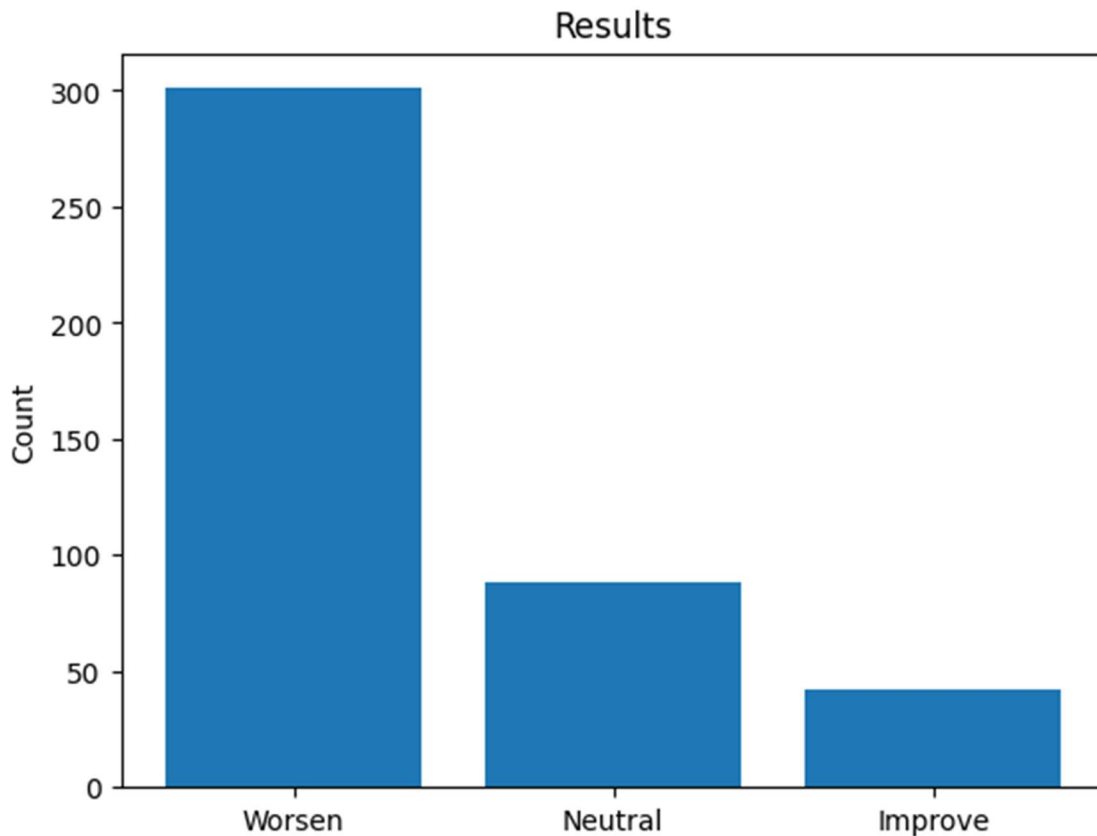
29. Please evaluate the likelihood of the following outcomes resulting from the FFDI initiative: [Faculty workload]

Uncollapsed categories:

Response	Count	% of valid
Will probably worsen	153	35.5
Will definitely worsen	148	34.3
Neither improve nor worsen	88	20.4
Will probably improve	33	7.7
Will definitely improve	9	2.1

Collapsed categories (Worsen / Neutral / Improve):

Response	Count	% of valid
Worsen	301	69.8
Neutral	88	20.4
Improve	42	9.7



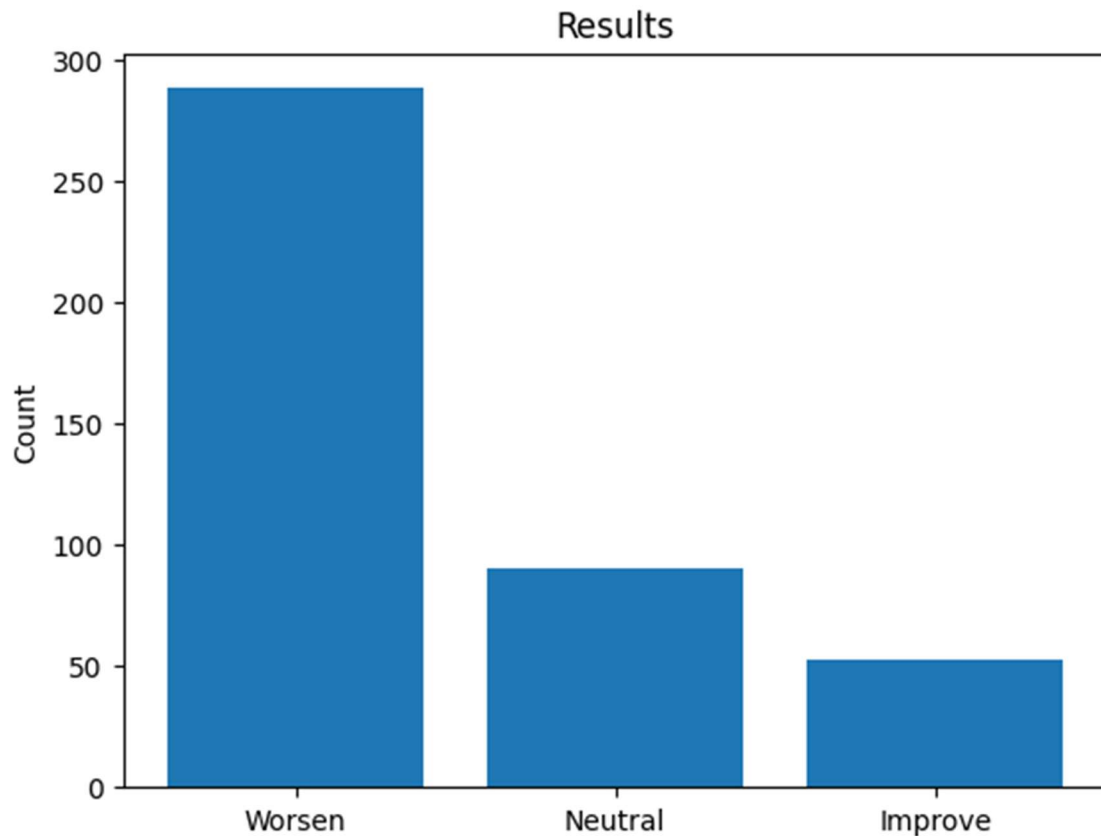
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Course design]

Uncollapsed categories:

Response	Count	% of valid
Will probably worsen	157	36.4
Will definitely worsen	131	30.4
Neither improve nor worsen	90	20.9
Will probably improve	38	8.8
Will definitely improve	15	3.5

Collapsed categories (Worsen / Neutral / Improve):

Response	Count	% of valid
Worsen	288	66.8
Neutral	90	20.9
Improve	53	12.3



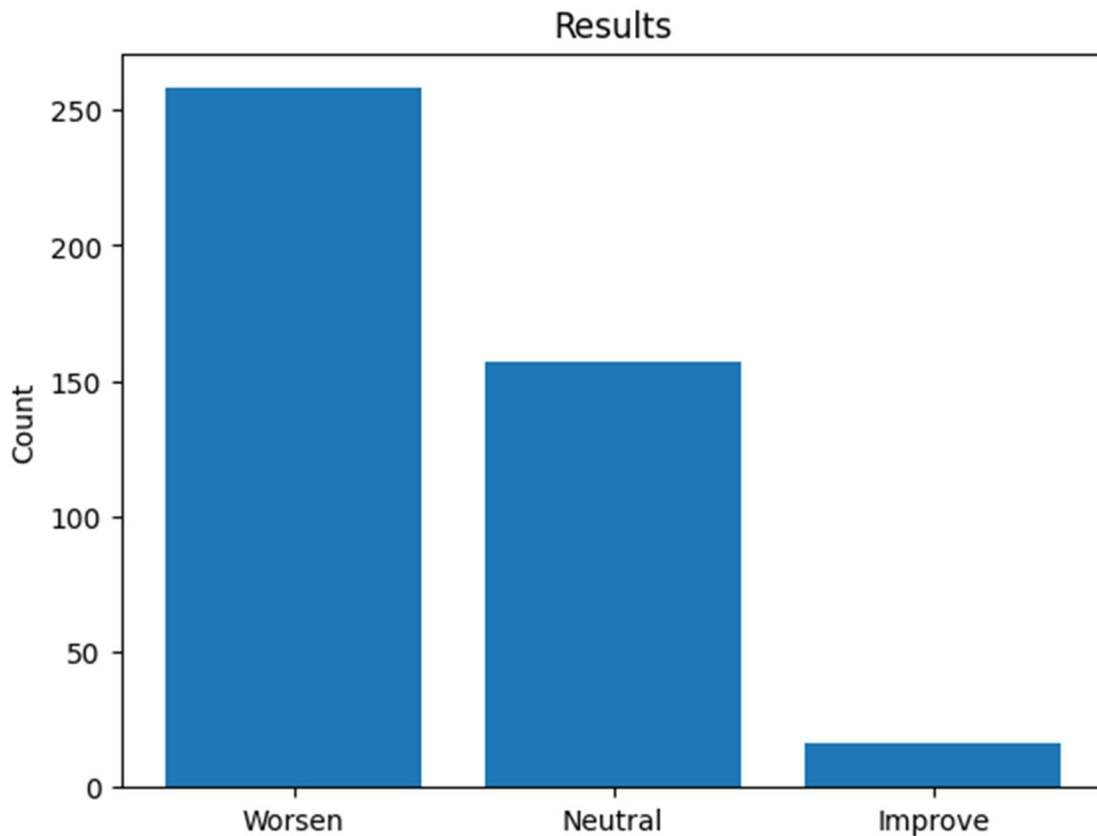
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Advising]

Uncollapsed categories:

Response	Count	% of valid
Neither improve nor worsen	157	36.4
Will definitely worsen	130	30.2
Will probably worsen	128	29.7
Will definitely improve	9	2.1
Will probably improve	7	1.6

Collapsed categories (Worsen / Neutral / Improve):

Response	Count	% of valid
Worsen	258	59.9
Neutral	157	36.4
Improve	16	3.7



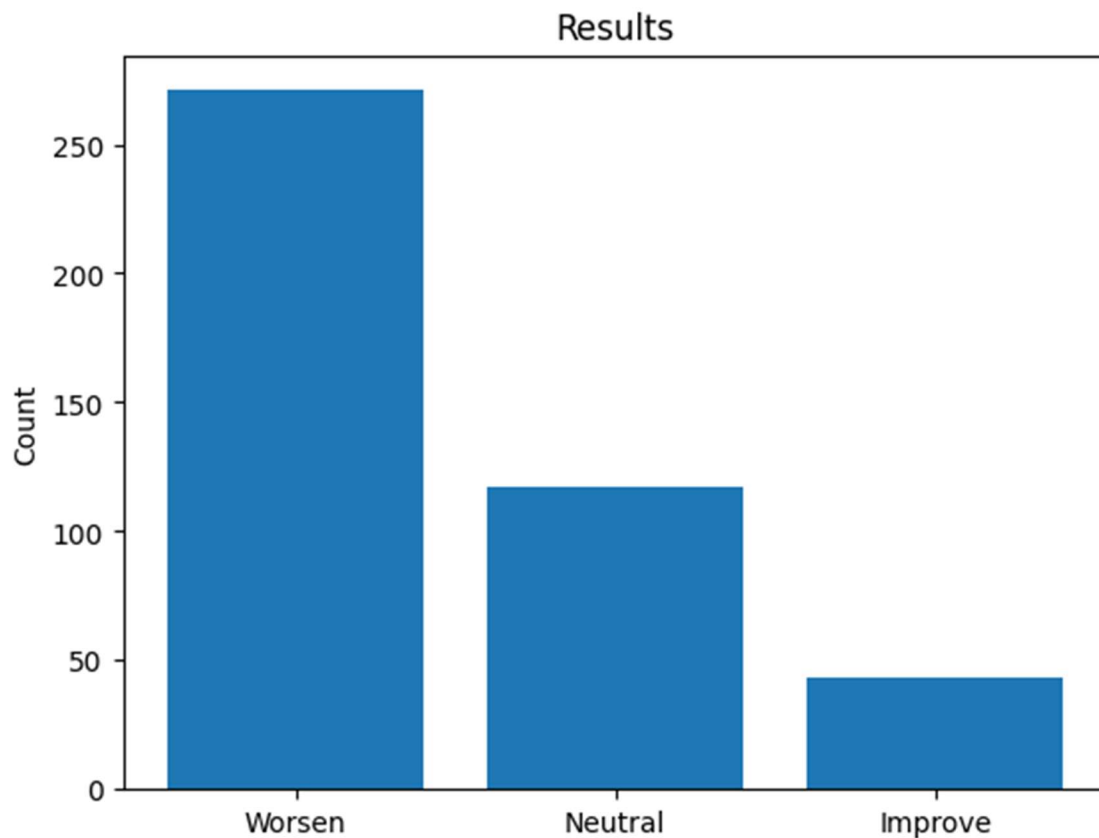
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Faculty research/teaching/service balance]

Uncollapsed categories:

Response	Count	% of valid
Will probably worsen	137	31.8
Will definitely worsen	134	31.1
Neither improve nor worsen	117	27.1
Will probably improve	30	7.0
Will definitely improve	13	3.0

Collapsed categories (Worsen / Neutral / Improve):

Response	Count	% of valid
Worsen	271	62.9
Neutral	117	27.1
Improve	43	10.0



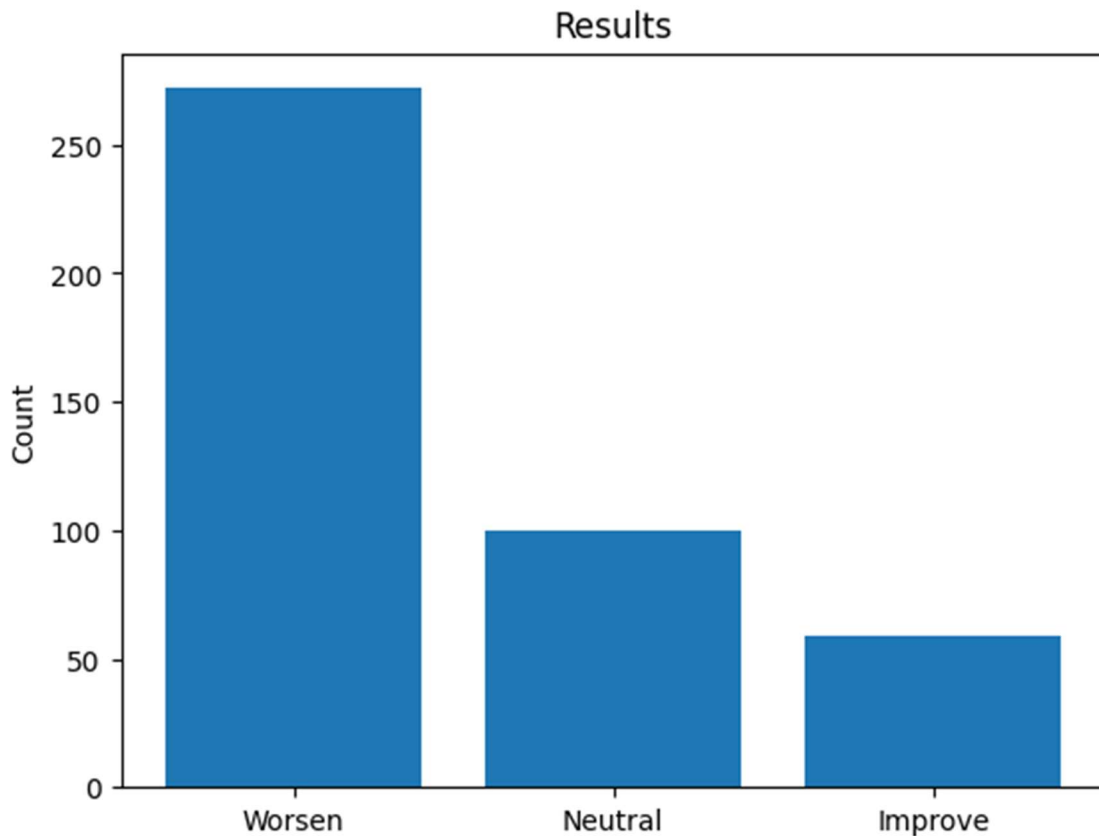
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Student retention]

Uncollapsed categories:

Response	Count	% of valid
Will probably worsen	154	35.7
Will definitely worsen	118	27.4
Neither improve nor worsen	100	23.2
Will probably improve	38	8.8
Will definitely improve	21	4.9

Collapsed categories (Worsen / Neutral / Improve):

Response	Count	% of valid
Worsen	272	63.1
Neutral	100	23.2
Improve	59	13.7



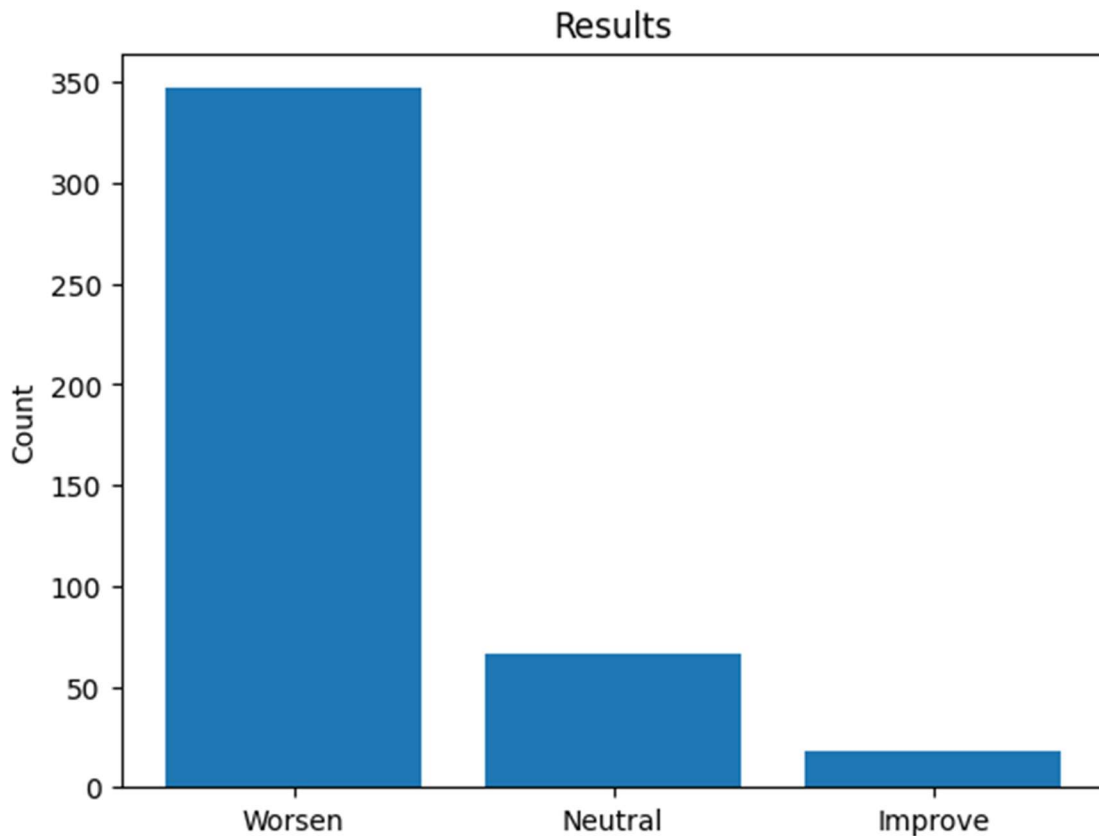
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Degree quality]

Uncollapsed categories:

Response	Count	% of valid
Will definitely worsen	201	46.6
Will probably worsen	146	33.9
Neither improve nor worsen	66	15.3
Will definitely improve	10	2.3
Will probably improve	8	1.9

Collapsed categories (Worsen / Neutral / Improve):

Response	Count	% of valid
Worsen	347	80.5
Neutral	66	15.3
Improve	18	4.2



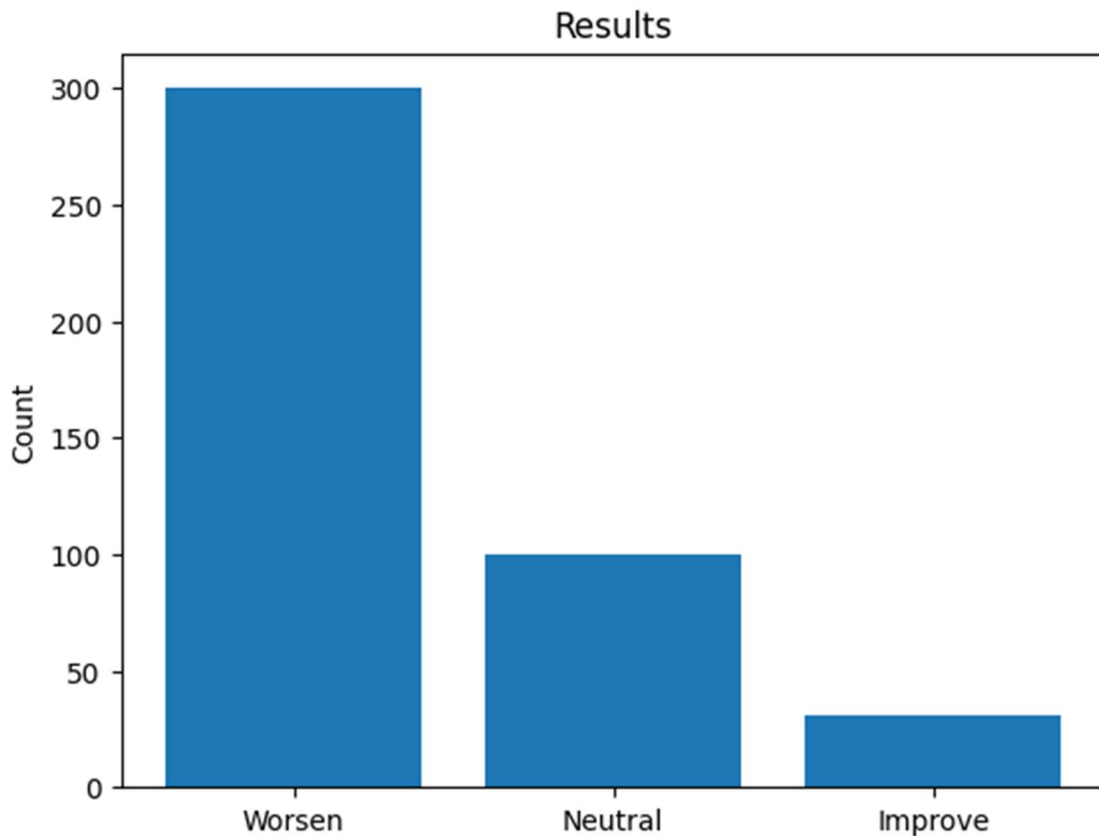
29. Please evaluate the likelihood of the following outcomes resulting from the FFDI initiative: [University reputation]

Uncollapsed categories:

Response	Count	% of valid
Will definitely worsen	177	41.1
Will probably worsen	123	28.5
Neither improve nor worsen	100	23.2
Will probably improve	16	3.7
Will definitely improve	15	3.5

Collapsed categories (Worsen / Neutral / Improve):

Response	Count	% of valid
Worsen	300	69.6
Neutral	100	23.2
Improve	31	7.2



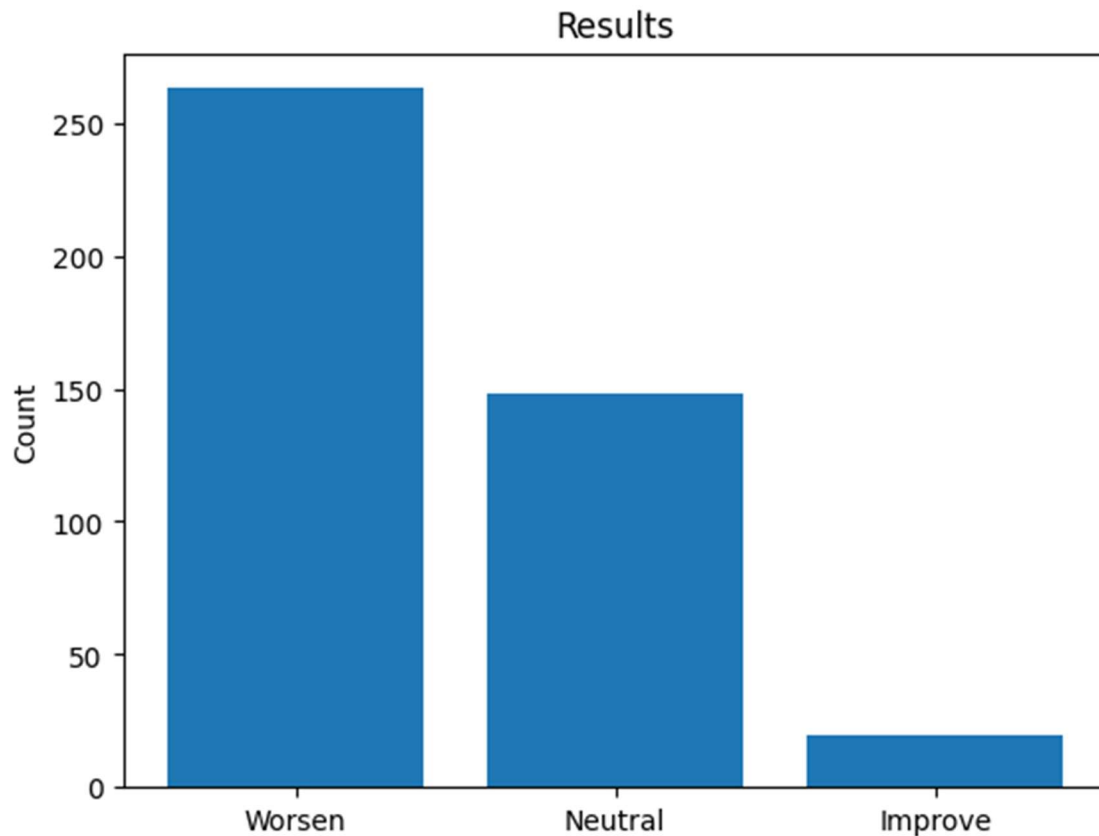
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Incoming student quality]

Uncollapsed categories:

Response	Count	% of valid
Will definitely worsen	155	36.0
Neither improve nor worsen	148	34.3
Will probably worsen	108	25.1
Will probably improve	11	2.6
Will definitely improve	9	2.1

Collapsed categories (Worsen / Neutral / Improve):

Response	Count	% of valid
Worsen	263	61.0
Neutral	148	34.3
Improve	20	4.6



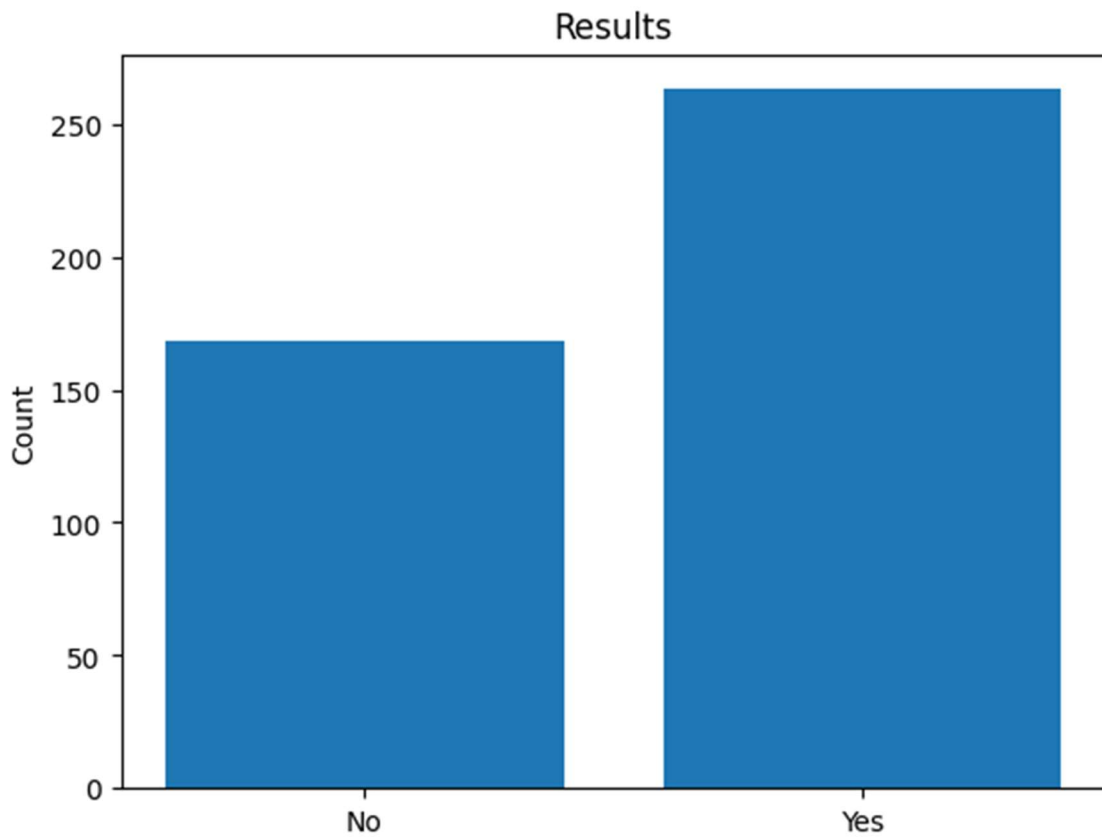
**30. Have you taught in an accelerated (8-week or shorter) format before?
(include Summer teaching)**

Uncollapsed categories:

Response	Count	% of valid
Yes	263	61.0
No	168	39.0

Responses (No / Yes):

Response	Count	% of valid
No	168	39.0
Yes	263	61.0



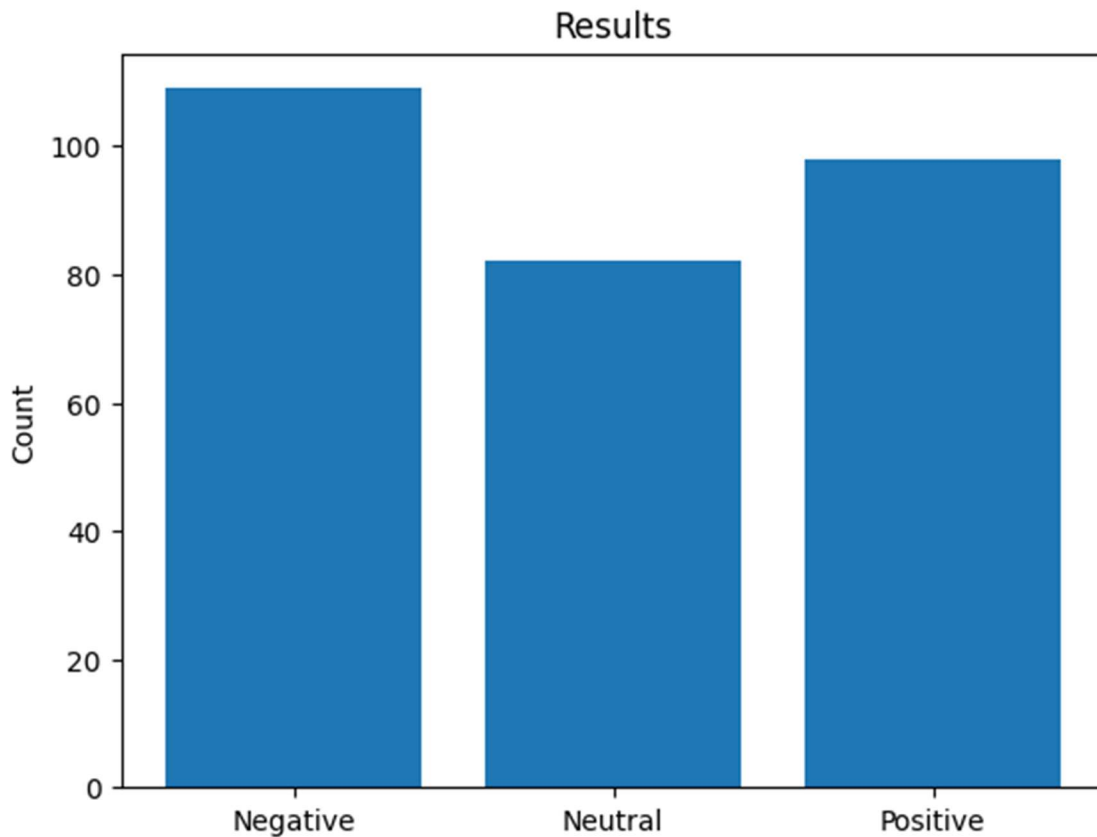
31. If yes, how would you describe that experience?

Uncollapsed categories:

Response	Count	% of valid
Somewhat negative	89	30.8
Neutral	82	28.4
Somewhat positive	64	22.1
Very positive	34	11.8
Very negative	20	6.9

Collapsed categories (Negative / Neutral / Positive):

Response	Count	% of valid
Negative	109	37.7
Neutral	82	28.4
Positive	98	33.9



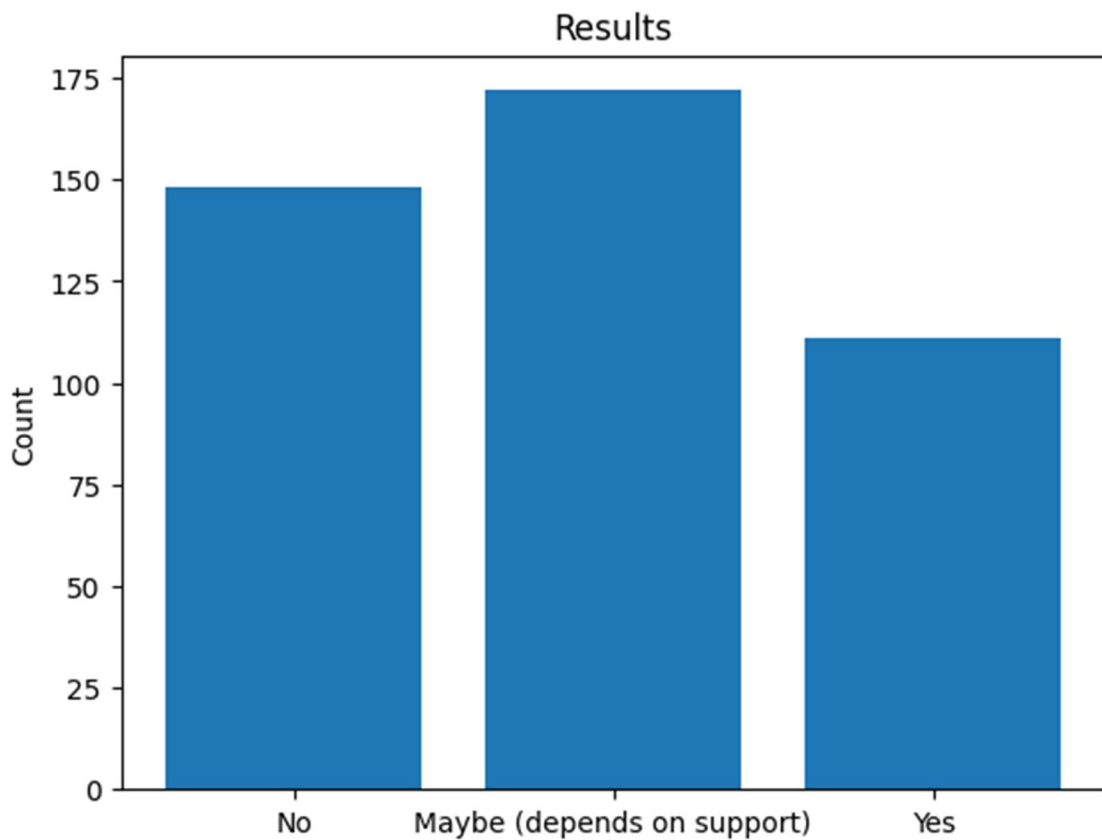
33. Would you be willing to pilot an accelerated 8-week asynchronous format course prior to full implementation?

Uncollapsed categories:

Response	Count	% of valid
Maybe (depends on support)	172	39.9
No	148	34.3
Yes	111	25.8

Responses:

Response	Count	% of valid
No	148	34.3
Maybe (depends on support)	172	39.9
Yes	111	25.8



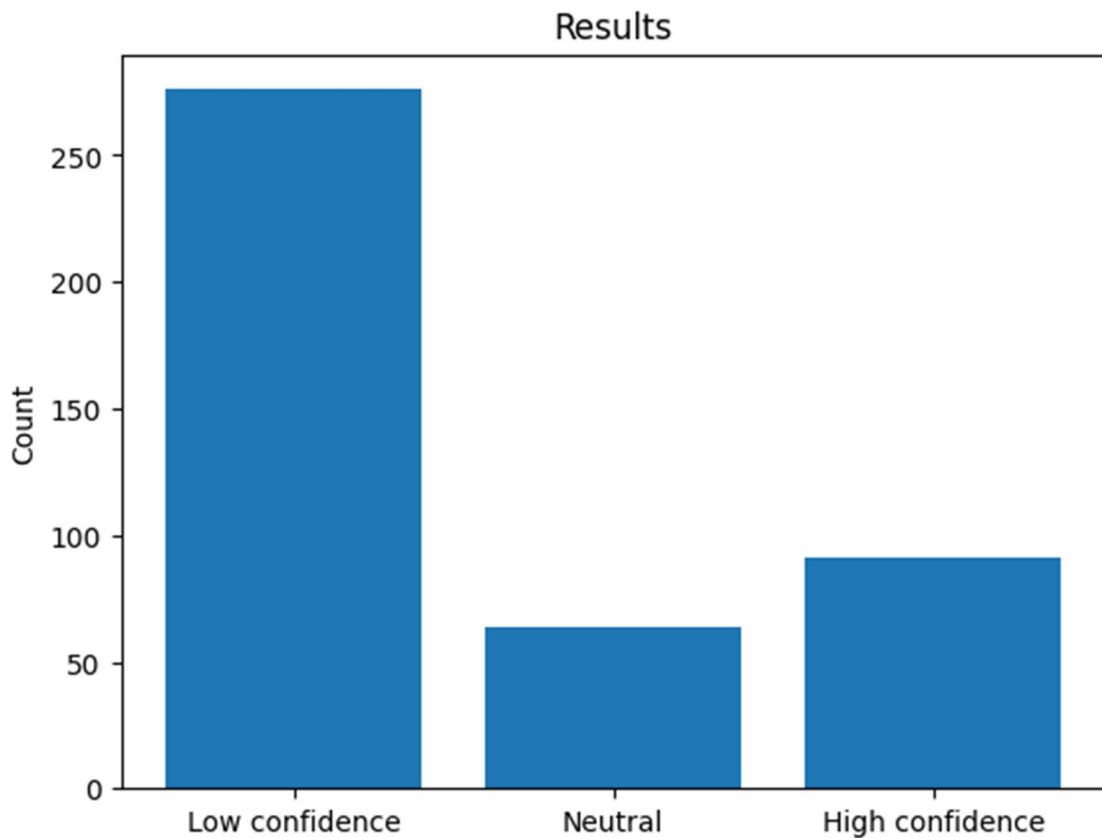
34. Overall, how confident are you that ODU can successfully implement an 8-week model?

Uncollapsed categories:

Response	Count	% of valid
Very doubtful	157	36.4
Somewhat doubtful	119	27.6
Neutral	64	14.8
Somewhat confident	58	13.5
Very confident	33	7.7

Collapsed categories (Low / Neutral / High confidence):

Response	Count	% of valid
Low confidence	276	64.0
Neutral	64	14.8
High confidence	91	21.1



Differences by Faculty Rank (Q29 Collapsed Chi-Square)

Outcome	χ^2	df	p
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Student learning]	2.38	6	0.8815
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Faculty workload]	5.56	6	0.4740
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Course design]	5.04	6	0.5389
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Advising]	20.54	6	0.0022
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Faculty research/teaching/service balance]	8.77	6	0.1869
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Student retention]	6.12	6	0.4097
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [Degree quality]	3.14	6	0.7915
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative: [University reputation]	9.69	6	0.1385
29. Please evaluate the likelihood of the following outcomes resulting from the FFDT initiative:	3.96	6	0.6816

[Incoming student quality]			
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Institutional Inference:

The dominant signal is not resistance to innovation, but resistance to uniformity. Faculty are advocating for program-level autonomy and evidence-based implementation.

Report to Administration: Strategic Implications

1. Governance Legitimacy Risk:

Across open-ended responses, faculty consistently frame concerns around process rather than solely content.

Failure to visibly incorporate faculty input may deepen institutional trust deficits.

2. Academic Quality Risk:

Faculty concerns center on student learning, rigor, and degree integrity.

Accelerated universal implementation without discipline-specific review may elevate reputational risk.

3. Workforce Sustainability Risk:

Implementation requires time, compensation, and instructional redesign support.

Absent structural accommodation, workload strain may negatively affect morale and retention.

4. Strategic Recommendation:

A phased, pilot-based approach with clear evaluation metrics is the lowest-risk implementation pathway.

Faculty-led discipline review panels and transparent reporting checkpoints are recommended.

Overall Administrative Conclusion:

The qualitative data reinforce quantitative findings: the core issue is not modality per se, but governance, pacing, and academic integrity. Conditional openness exists, but only under transparent and adequately resourced implementation frameworks.

