

Report of the UHD Faculty Senate
on the
**2010 UHD Faculty Survey
Regarding Online Education**

**Approved by the UHD Faculty Senate
November 30, 2010**

Executive Summary

Online curriculum delivery is fast becoming a staple in higher education. As overseers of the curriculum, UHD faculty must therefore engage in questions of how best to address this new pedagogical tool for our programs and students. In the spring semester of 2010, the UHD Faculty Senate conducted a survey of the UHD faculty regarding a variety of issues related to online education. We had 172 respondents from all faculty ranks. Just over 80% of respondents were tenure/tenure-track faculty constituting 58% of the total tenure/tenure-track faculty population. The Senate established a subcommittee to review the data and draft a report which was then discussed in Senate multiple times in the fall semester of 2010. While the purpose of this survey was not to situate UHD faculty within the current climate of online course delivery, it is important to note current literature indicates a wide range of views regarding the appropriateness and efficacy of online instruction.

The data revealed a number of key issues, the clearest of which is the fact that 92% of all respondents agreed or strongly agreed that “faculty should be involved in mapping out UHD’s online strategy” but only 13% agreed or strongly agreed that faculty are “adequately informed” about the university strategy. The remainder of the report seeks to highlight perceptions that are shared by a majority of the faculty respondents including the following points:

- Technology support is sufficient.
- Faculty should receive a stipend the first time they teach the course online.
- Faculty who want to teach online should develop familiarity with effective online pedagogical strategies.
- Academic honesty is a serious concern and may be a deterrent to faculty teaching online.

- Online programs merit an independent approval process even if the same face-to-face program has been approved.
- Students should not be able to earn a degree at UHD without ever having a face-to-face course at UHD.

Given these and other issues highlighted by the survey, the Senate recommends establishment of a faculty-based committee to follow up on a number of issues; the committee is charged with researching and proposing best strategies to establish a high-quality online infrastructure at UHD in which the faculty has a central role.

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Introduction

Higher education has witnessed increasing interest in and demand for alternative curriculum design and delivery systems, particularly in online formats. As with any curricular innovation, the faculty and by extension, the university as a whole, must consider how to maximize these tools to best serve our students and improve our pedagogical practices. Most importantly, we must consider that, while forces of economy and politics are unavoidable in this context, final decisions about where and how we deliver our core product—a high-quality education—must be based on careful, thorough consideration of the pedagogical benefits and challenges of the new systems as well as a willingness to devote time and resources to ensuring a quality experience for students and faculty. Fundamentally, then, the faculty bears the primary responsibility for planning and executing any changes in our curriculum content and delivery at UHD.

In the past year, UHD faculty has become increasingly concerned that decisions regarding alternative delivery modes have been made or are being made without the benefit of sufficient planning or input needed to ensure a sustainable, long-term model of quality online education. As one step toward addressing this concern, the UHD Faculty Senate developed and conducted a survey of faculty regarding their perceptions on online education at UHD in Spring 2010.

The survey questions focused primarily on institutional processes and general support mechanisms for online education. As such, the scope of the survey and this report is limited to UHD faculty perceptions as they apply to UHD practice.¹ The survey garnered a strong response rate—172 faculty of all ranks participated in the survey, 139 of whom were tenure/tenure-track faculty (58% of the total T/TT faculty at UHD). Given the high number of respondents and the breadth of data within the survey, we believe that this survey should be viewed as a critical source of data for any university-wide decisions regarding online education. And we anticipate that any decision-making will also be informed by research in best practices in the field of online pedagogy.

¹ The Senate recognizes that faculty across the country share concerns regarding the same issues. It is outside the scope of this recommendation report to review and comment on research on these issues among the academy as a body.

A preliminary report of the findings to the Faculty Senate in May, 2010 demonstrated its obvious potential for informing the university about its future direction with online education. This, along with the revelation that ninety-two percent of all the faculty who participated in the survey either agreed or strongly agreed that the “faculty should be involved in mapping out UHD’s online strategy”, led the Senate on May 4, 2010 to pass a resolution (Appendix B) expecting a “central role in determining all future actions and policy regarding online education.” The Faculty Senate also resolved to sponsor a report based on the survey that would interpret its results and offer recommendations for UHD’s online education policy. This report fulfills this mandate of the Senate resolution by highlighting key findings and making recommendations for future action.

Key findings 1: Areas of Strong General Agreement among the Faculty

Table R-1 shows the items of strong general agreement among faculty respondents. Over sixty-percent of the faculty agreed on these items, and the level of agreement was strong (usually over 60%) even after breaking down the data to reflect online teaching experience. These items fall into two general categories: 1) online education and shared governance, and 2) faculty control over the quality of online education delivered and support for faculty engaged in the delivery of online courses.

Table R-1. Items with General Agreement of 60% or more of all Faculty.

Item	% Agree-Total Faculty	% Disagree-Total Faculty
I believe that the faculty should be involved in mapping out UHD’s online strategy.	92.1	1.2
I believe that the faculty has been adequately informed about the university’s online strategy.	13.3	62.1
I believe that UHD provides sufficient technological assistance for faculty members who teach online courses.	62.7	12.7
I believe faculty who want to teach online should be required to develop some familiarity with effective pedagogical strategies for teaching online.	80.6	4.9
I believe faculty should receive a stipend for the first time they teach a course online.	64.9	18.8
I [find/would find] it more challenging to monitor academic honesty issues in an online relative to a face-to-face mode.	78.9	15.7
I believe a student should be able to earn a degree at UHD without ever having a face-to-face course at UHD.	18.1	73.5
I believe online programs should be approved independently, even if the same face-to-face program has been approved.	61.4	19.6

Note: Values in this table represent both faculty who have taught and who have not taught online; the table does not include responses that neither agreed nor disagreed. For the complete data refer to Appendix 5. See Table A7-1 in Appendix 7 for *n* values and sources for this Table.

Online Education and Shared Governance

According to UHD policy, the faculty holds “primary responsibility for developing those policies which directly affect the academic environment” (PS 01.A.03, §2.1). Table R-1 demonstrates that the faculty believes that online education constitutes no exception to this

principle of shared governance. When asked whether faculty should be involved in mapping out online strategy at UHD, 92% of the faculty agreed with the statement. Fewer than two percent disagreed. Shared Governance also requires that academic policy be formulated in an environment that will “encourage a free and open exchange of ideas, promote collegiality, and ensure understanding and consideration of all institutional perspectives” (PS 01.A.03, §2.1). Table R-1, however, indicates that on the issue of online education the faculty believes the University has fallen short in keeping them “adequately informed about UHD online strategy.” Roughly 62% of the total faculty respondents disagreed with this statement. Only around 13% agreed with the statement. The survey thus points to a need for greater discussion between administration and the faculty assembly over scope and direction of online education at UHD.

Table R-2. Issues Raised in the Survey’s Open-Ended Response Questions

Comment Refers to . . .	Number of Faculty Making Comment
Accountability/Quality control (of course content/process)	15
Online drivers (economic/political)	15
Academic honesty	11
Degree value	8
Student experience (as a community of learners)	7
University Reputation	5
Social justice/equity (impact on students)	3

Note: Sixty eight faculty members answered the survey’s open-ended response questions. To analyze these responses the Online Survey Workgroup split into two groups. The first read the responses and developed categories, the other group then placed the items into specific categories. Responses often fell into more than one category. Items shown here relate to the issues around which 60% or more faculty members agreed. Appendix 6 contains a full list as well as a breakdown of open-ended response data by teaching experience.

The faculty’s main interest in this discussion will be ensuring that UHD integrates online teaching into the curriculum in a way that does not jeopardize educational quality or student learning experiences. The open-ended responses reveal that faculty is aware that universities are under political and economic pressure to teach online. Table R-2 contains a selection of issues raised in open-ended responses that relate to the items in Table R-1, and it shows that this reality was one of the two most often-mentioned issues to appear in the open-ended comments (15 members of the faculty discussed it). That recognition, however, was matched by assertions (15

members of the faculty raised the issue) that the faculty must ensure the quality of any instruction delivered online and establish mechanisms for maintaining accountability.

Faculty Support and Control Over Quality

Survey results indicate that faculty generally believes we have sufficient technology support but want to be sure that: faculty has exposure to best practices in online pedagogy to ensure quality instruction; we can manage academic honesty issues; and, we continue to recognize the primary role of face-to-face instruction in many disciplines. Over 62 percent of total faculty respondents agreed UHD provides sufficient technical support (see Table R-1). However, Table R-1 reveals that faculty is concerned about maintaining educational quality. Around 80% of the total faculty agreed online instructors should develop familiarity with online teaching techniques. Less than 5% disagreed. Table R-3, which asks faculty members who have not taught online why they have not done so, further illustrates the faculty’s belief that online instructors must develop expertise with online methods of delivery. Around 23% of those asked stated “I don’t know enough about online course design.” One way to address this issue may be through administrative support. Nearly 65% of the total faculty agreed that those teaching online for the first time should receive a stipend to help them prepare their course properly.

Table R-3. Selected Reasons Cited by Faculty for Not Teaching Online

Answer Options	Response Percent	Response Count
I believe online teaching undermines the quality of a university degree.	43.0%	37
I believe that academic dishonesty would be a problem.	40.7%	35
The face-to-face classroom experience is essential for the courses I presently teach.	61.6%	53
I don’t know enough about online course design.	23.3%	20

Note: This list contains items that touch on the issues raised in Table R-1. See Table A4-1 in Appendix 4 for a more complete list of reasons cited for not teaching online.

A more significant reason for declining to teach online, however, stemmed from concerns over academic honesty. Over 40% of faculty who had not taught online said they had not done so because they believed “academic dishonesty would be a problem.” Table R-1 demonstrates the faculty as a whole shares this concern. Nearly 79% of the total faculty respondents agreed

that the online educational environment renders enforcement of academic honesty more challenging. Table R-2 also shows that concern over academic honesty ranked third (11 faculty commented on the issue) in the open-ended responses. Many of the comments, moreover, noted that online education at UHD would be a non-starter without a serious effort to handle the academic honesty issue by figuring out ways to verify the identity of students and establishing physical testing centers. Without such mechanisms, we will struggle to ensure the integrity of the online educational process.

The faculty's concern with the quality of education extends beyond the online realm to the overall experience of our students, and our faculty remains committed to delivering face-to-face instruction. Over 73% of the total faculty disagreed with the statement that students "should be able to earn a degree at UHD without ever having a face-to-face course at UHD." (Only 18% agreed.) As it moves forward, UHD should not underestimate its faculty's commitment to face-to-face instruction as we determine the ways in which online education may be integrated into the curriculum. Table R-3 shows that the most commonly cited reason for a faculty member's decision not to teach online was the statement that "the face-to-face classroom experience is essential for the courses I presently teach." Over sixty percent (61.6%) cited this reason. The next most commonly cited reason was a belief that online education undermined the quality of a university degree. These concerns also ran through the open-ended comments made by the faculty. Eight members of the faculty expressed concern about the impact of online education on a degree's value. Seven cited concerns about the impossibility of replicating the face-to-face experience of being part of a community of learners in an online environment. A small number (three faculty members) expressed concern that the drive to teach online education might have the effect of depriving less affluent students of quality face-to-face experiences that would perhaps become the province of more elite schools. The variety of reasons behind the faculty's commitment to face-to-face instruction means that finding the proper balance between online and face-to-face instruction will be a difficult question. That concern probably lies behind the faculty's agreement with the statement "I believe online programs should be approved independently, even if the same face-to-face program has been approved." Over 61% of the total faculty respondents agreed with that statement (see Table 1). Striking the proper balance of online to face-to-face instruction within degree programs goes to the core of shared governance and should be determined through careful deliberation.

Key findings 2: Areas of Majority Agreement among the Faculty

There are other questions for which a clear majority of the total faculty respondents are in agreement, but with what seems to be a disparity of responses between those who have and those who have not taught on-line (see Table R-4). For example, a majority of the total faculty (51.2%) agreed that course delivery mode should be identified on the transcript, with a minority (28.7%) disagreeing. However, on this issue there was agreement by only 36.1% of faculty who have taught on-line, as compared to agreement by 63.0% of those who have not taught on-line. The responses to the question of whether on-line courses need to be approved independently follows this model, with a majority of the total faculty agreeing (50.62%), with significant differences between the views of those who have and those who have not taught online.

Table R-4. Items of General Agreement among the Faculty

Items	% Agree-Total Faculty	% Disagree-Total Faculty
I believe that UHD students can learn effectively online.	41.3	28.7
I believe UHD students have the technical literacy skills to effectively participate in an online course.	54.6	24.6
I believe that UHD needs to provide courses that are delivered online in order to meet the Houston- area demand for higher education.	58.4	24.7
I believe online courses should be approved independently, even if the same face-to-face course has been approved.	50.6	25.9
I believe that course delivery mode should be identified on student transcripts.	51.2	28.7
I believe faculty should receive a stipend each semester in which they teach at least 1 online course.	47.3	33.3
I believe online courses require smaller course caps than the corresponding face-to-face sections to address increased instructional time for online sections.	54.3	22.0

Note: The values in this Table are the combined results for faculty who have taught and faculty who have not taught online; the Table does not include responses that neither agreed nor disagreed. For the complete data on responses to these questions refer to Appendix 5. See Table A7-2 in Appendix 7 for *n* values and sources for this Table.

There are two issues on which there is not majority agreement by the total faculty, and which reflect clear divisions in faculty sentiment according to online experience. These relate to whether students can learn effectively on-line, and to whether faculty should receive a stipend

each semester they teach on-line. On both issues, a majority of those who have taught on-line agreed, and a plurality of those who have not taught on-line disagreed.

On more controversial issues within this set of findings, more research and faculty discussion is called for, to serve the interests of the faculty as a whole. For example, with respect to whether course delivery mode should be identified on student transcripts, previous Senate discussion has suggested that this question should be informed by research on public perceptions (e.g., employer attitudes and expectations) and external institution facts (e.g., state CPA requirements, medical school admissions, company reimbursement patterns, etc.). Moreover, there are legitimate differences between faculty and disciplines on the value and perceptions of online learning that may drive concerns about identifying the delivery mode on the transcript. Many of these concerns were expressed in the qualitative section of this survey. Such differences need to be acknowledged as we move forward.

Less controversial are other issues on which a clear majority of total faculty agreed, and on which at least a plurality of each group—those who have and have not taught on-line—agreed. These issues pertain to students having necessary technical literacy skills, on-line courses requiring smaller course caps, and UHD's general need to provide on-line courses. Note, however, that this last issue—on which there is 58.4% agreement among the total faculty—refers to courses, not programs. The issue of providing entire programs online, without any face-to face-content, is addressed in a separate question and responses clearly indicated that the faculty has concerns about fully online programs.

Conclusion and Recommendations

The survey clearly indicates that faculty see themselves serving a primary role in the development and direction of online education at UHD. Furthermore, results point to a number of key elements in our pursuit of online programs that merit serious and immediate attention. Many of these issues revolve around a university infrastructure and decision-making processes in areas such as program approval, faculty preparation for online teaching, and ways to ensure quality of instruction at an institution-wide level.

We also note that, while issues of quality in online education were a clear thread throughout the survey responses, the survey itself did not elicit specific proposals for what constitutes best practices in actual course design. We further recognize that online education is

practiced world-wide; this survey seeks to understand our local perceptions and practices as relevant to our students and faculty. As with any well-designed endeavor, we expect decisions to be guided not only by our internal needs but also by any knowledge of effective practices at other institutions where appropriate.

Therefore, we need to ensure high levels of faculty engagement in these critical curricular initiatives and address the correlated perceptions that faculty are not well-informed of current online practices and plans.

Based on the data and discussion among the faculty, the Senate makes the following recommendations for action.

1. Establishment of a Faculty-Led Planning Committee

The Senate will establish a university-wide, faculty-led planning group to guide UHD online strategy and ensure that decisions regarding online resources and program development are directed from the faculty level. In order for this to be successful, we will need the full support of administration in recognizing this faculty group as the leadership team on campus with respect to online initiatives, serving as the primary conduit of information to and from all university divisions.

a. Committee Structure and Selection

- There will be 9 members of the committee:
 - ✓ 2 representatives from each degree-granting college (1 faculty member who has taught fully online courses and 1 who has not, preferably faculty who are knowledgeable of scholarship of online pedagogy)
 - ✓ 1 representative chosen by the Provost
- 1 person will be elected as chair at the first meeting.
- Terms of service will be 2 years.
- Senators will nominate colleagues from their departments/colleges to serve; FSEC will make final recommendations for approval by the Senate.
- The final committee should contain a mix of tenured/tenure-track faculty.
- The committee will function as a committee of the Faculty Senate, reporting as needed to the Senate and any other bodies on campus involved in online education.

b. Committee Authority, Support, and Action

- The committee should address charges from the Senate but is also free to develop their own agenda of issues related to the development of online education at UHD.
- The committee is fully authorized to contact any groups/individuals who may be of assistance in their planning and research processes and to ask other faculty to assist as needed.
- The committee is encouraged to use the Senate survey on online education as a basis for its work and to conduct follow-up surveys of faculty on specific issues related to online education, examine best practices at other institutions, and seek information from external groups.
- The committee should keep the faculty and administration apprised of issues and recommendations.
- Any other groups on campus (e.g., IT, Deans Council, Executive Council) who may be making decisions that affect online education should communicate with this group in a timely manner to ensure communication and effective planning across the university.
- Any policies recommended by the group should go for final approval through the university shared governance process.
- Any other proposals/guidelines for university action should go to the Senate for review and approval and then moved on to other appropriate bodies on campus.

2. Charges to the Faculty-Led Planning Committee

The Senate charges the committee to consider the following items, as supported by survey results:

a. Academic Honesty

Survey results show that academic honesty is a key concern with respect to the integrity and development of online courses. This issue should be considered a committee priority. Specifically, we recommend the following actions on this topic:

- Investigate and report to the faculty at large current UHD practices and options for securing online evaluation tools and ensuring that the students who are enrolled are actually completing the coursework.

- Propose a policy and resources to address this issue (e.g., can faculty require that students come to a testing center to take tests or complete assignments?); policy should include options/protocols for faculty to check IDs in face-to-face classes as well.

b. Approval to Teach Online

Survey results show that the faculty believes it should have familiarity with online pedagogical best practices before teaching an online course. The committee should propose a mechanism to ensure this familiarity, keeping in mind the following questions:

- when and how should faculty indicate an interest in teaching a course online?
- what is the method for providing the needed knowledge of best practices? [an inhouse workshop? A tutorial? etc.]; any method should keep in mind reasonable time commitments for faculty.
- who ensures compliance? who prepares the materials for such methods?
- should first-time teachers have a mentor or should there be some kind of check-up/check-in during the first experience?
- are there exceptions to this requirement?

c. Perceptions of Online Courses by External Groups

The survey and subsequent Senate discussion indicate questions about whether and how to note which courses are taken online and which are face-to-face. The committee should investigate the acceptance and value of online courses outside of UHD – graduate and medical schools, employer reimbursement programs, professional accreditation, etc. They should also investigate the Texas Higher Education Coordinating Board rules and state statutes and practices at other institutions. This investigation would ideally include a survey of potential employers in the region. Based on what the data reveal, the committee could make recommendations regarding the need to mark online courses on transcripts or in other ways for these external audiences.

d. Program Approval Processes

The survey revealed strong consensus that online programs require a review and approval process (in other words, even if a face-to-face version of the programs exists, an online

version would need a new review and approval). Thus, committee action should address the following elements:

- What would a program approval process include?
- How do we ensure that online programs (and/or courses) are vetted by a representative group that includes faculty familiar with online best practices?
- How do we consider fully online programs in the face of a strong faculty position that students should *not* leave UHD without any face-to-face courses?

e. Workload and Compensation Implications

Survey results indicate that faculty sees a need to compensate those who teach online courses and there are questions of appropriate course sizes driven by perceptions that online courses are more time-consuming. The committee should investigate these issues more thoroughly and offer advice on any compensation proposals currently under review in the budget reallocation process.

Other Areas of Concern

Throughout discussion of the survey, a number of concerns and questions arose that were not addressed directly by the survey. We report them here as a matter of record and as a potential source of future committee or Senate action:

- The student course opinion survey needs to be reconfigured to be appropriate for an online environment; as part of this process, we must also consider ways to increase the response rates for the online population.
- Particularly for online courses, but more broadly for any courses that involve posting of faculty materials in Vista, a question of intellectual property and ownership of materials arises. What is the current understanding of the faculty on having control over their own course materials—does it differ depending on the mode of delivery?
- Given that online classroom environments are accessible by employees other than the faculty member and students involved in the course (IT, Administration) with or without knowledge of the instructor/students, what are the protocols for invoking that privilege of access to the online classroom and what authority do these other

employees have in terms of participating or using information found in the online sites?

- What is the status of materials that are retained by data back-up processes? We may need a formal records retention policy. What about other portals outside of UHD—who supports these technologies and protects student/faculty data?
- Online teaching may sometimes be associated with an option to work from distant locations. While this may be one advantage of online teaching for a variety of reasons, our professional obligations also require participation in various departmental and university functions that are often on-campus. Do we need to develop policies that explicitly address these issues? For instance, if a faculty member is abroad or has a medical situation that precludes being on campus for a period of time (e.g., a mobility issue), can he/she still teach a full load online and be considered full time but be exempt from service obligations? While not directly addressed in the survey data, Senate discussion of the data raised a critical question about the relationship between development of online programs and our target of high-impact initiatives for all students. The committee should ensure via their proposals that the high impact focus is adequately addressed in online programs; students in online programs should not be exempt from this key university-wide student success initiative.

Survey Process

In the Spring Term of 2010, the UHD Faculty Senate conducted a survey of the university's faculty on their perceptions of Online Education at UHD. The survey was developed by a subgroup of the Senate and distributed to the Senate for comment via email over a period of several weeks. A link to the Survey Monkey site was sent to all UHD faculty members in April, 2010.

The survey included primarily quantitative questions but provided opportunity for open-ended comments as well. The quantitative component was organized as illustrated in Appendix 1. Briefly, all respondents were first asked five questions identifying: 1) college affiliation; 2) rank; 3) prior use of Blackboard as an instructional tool; 4) the number of hybrid courses the respondent had taught; and, 5) the number of online courses the respondent had taught. At that

point, respondents were directed to different sets of questions based on whether they had taught zero online courses or at least one online course. Respondents who had taught online were to first answer 5 more questions informed by their experiences with this mode of instruction. Respondents who had not taught online were asked seven entirely different questions, concerning their interest in teaching online, confidence in being able to do so effectively, and other perceptions surrounding online courses. Each group then answered 23 additional questions that were similar to each other. A list of all questions included in the survey is provided in Appendix 1.

A total of 172 faculty members participated in the survey. Of that number, 139 were tenure/tenure-track faculty from across the four degree-granting colleges, comprising 58% of the total tenure/tenure-track faculty at UHD.² The majority of respondents (100 of 172) reported that they have not taught any courses fully online; this is the group that answered the questions identified for those who “have not taught online”. Another 69 were asked to respond to the questions identified for those who “have taught online.”³

² See Table A2-2 in Appendix 2 for the breakdown of respondents by academic rank.

³ The numbers presented here do not add up to 172. Three people skipped the question dealing with online teaching experience. See Table A2-5 in Appendix 2.

APPENDIX 1

Questions

UHD Faculty Survey Regarding Online Education

2010

Note: Most questions below were answered according to a standard five point Likert scale, indicated by an **(L)** after the question number. For questions with answers not based on a Likert scale, the answer choices are given after the question. The Likert scale used was as follows:

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

Questions for ALL respondents	
<p>1. I am in the college of _____. <u>Choices:</u> College of Business, Humanities, Public Service, Sciences and Technology, or University College.</p> <p>2. My rank at UHD is _____. <u>Choices:</u> Adjunct, Lecturer, Assistant Professor, Associate Professor, or Full Professor.</p> <p>3. Regarding the use of Blackboard, identify which of these statements applies to you: <u>Choices:</u> I have integrated Blackboard/Vista substantially in one or more of my face-to-face courses; I use Blackboard/Vista on a limited basis in one or more face-to-face courses. I have NOT integrated Blackboard/Vista at all in my face-to-face courses.</p> <p>4. I have taught _____ (if none, select zero) “hybrid” sections. <u>Choices:</u> 0, 1, 2, 3, 4, 5 or more.</p> <p>5. I have taught _____ (if none, select zero) “online” sections. <u>Choices:</u> 0, 1, 2, 3, 4, 5 or more.</p>	
Questions asked of those who HAVE TAUGHT online	Questions asked of those who HAVE NOT TAUGHT online
<p>1. (L) I believe that I am a successful instructor in my online sections.</p> <p>2. In comparison to my face-to-face classes, I find that I spend more time on the</p>	<p>1. I have not taught online courses because (select as many as you desire)</p> <p><i>I haven't made the time to prepare.</i> <i>My colleagues are already teaching</i></p>

<p>following tasks. (check all that apply): <i>Preparing course materials</i> <i>Responding to individual student queries</i> <i>Evaluating student work</i> <i>I do not spend more time on my online courses in any way.</i></p> <p>3. (L) I have found teaching online to be a satisfying experience academically.</p> <p>4. (L) I have found that UHD students can learn online effectively.</p> <p>5. Approximately what percentage of YOUR online students fills out course evaluations? (Enter a value between 0% and 100%).</p>	<p><i>sections online.</i> <i>I believe it will be time-consuming.</i> <i>I believe online teaching undermines the quality of a university degree.</i> <i>I believe that academic honesty would be a problem.</i> <i>I haven't tried the opportunity.</i> <i>I lack the computer skills.</i> <i>The face-to-face classroom experience is essential for the courses I presently teach.</i> <i>I do not think students can learn effectively online.</i> <i>I do not think our support structures for online teaching are sufficient.</i> <i>I don't know enough about online course design.</i> <i>Other (specify please)</i></p> <p>2. (L) I am interested in offering my courses online.</p> <p>3. (L) I feel competent to adapt my coursework for online instruction.</p> <p>4. (L) I believe I have the technical expertise to teach online.</p> <p>5. (L) I believe that online courses would require more effort on my part relative to face-to-face courses.</p> <p>6. (L) I believe that UHD students can learn effectively online.</p> <p>7. (L) I could teach any of my courses online and achieve the intended objectives in each one.</p>
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**Questions for All respondents
(though have/have not taught online groups were recorded separately)**

1. I believe that online course and degree offerings may impact the academic reputation of the university in the following way:
Choices: Very Positive impact; Somewhat Positive impact; No impact; Somewhat Negative impact; Very Negative impact, or No opinion.
2. Do you believe that there should be a limit on the number of courses that a faculty member teaches online? (Yes or No)

3. What percentage of courses should UHD be LIMITED to offer online? (enter value between 0% and 100)
4. **(L)** My students have technical literacy skills needed to effectively participate in online courses. [Note: slight difference in wording of question for Track B – “...I believe UHD students have the technical literacy skills to effectively participate in an online course”]
5. **(L)** My students have the independent study skills needed to succeed in online courses.
6. **(L)** I believe that UHD provides sufficient curricular support for faculty members who are interested in teaching online courses.
7. **(L)** I believe that UHD provides sufficient technological assistance for faculty members who are interested in teaching online courses. [Note: slight difference in wording of question for Track B – “...who are interested in teaching...”]
8. **(L)** I believe that UHD provides sufficient technological assistance for students who are interested in taking online courses.
9. **(L)** I believe that UHD needs to provide courses that are delivered online in order to meet the Houston-area demand for higher education.
10. **(L)** I believe online **courses** should be approved independently, even if the same face-to-face course has been approved.
11. **(L)** I believe online **programs** should be approved independently, even if the same face-to-face course has been approved.
12. **(L)** I believe that online courses should only be evaluated by those who have taught online.
13. **(L)** I believe faculty who want to teach online should be required to develop some familiarity with effective pedagogical strategies for teaching online.
14. **(L)** I believe a student should be able to earn a degree at UHD without ever having a face-to-face course at UHD.
15. **(L)** I believe that course delivery mode should be identified on student transcripts.
16. **(L)** I believe adjuncts should be permitted to teach online courses at UHD.
17. **(L)** I believe adjuncts who live outside the Houston metropolitan area (i.e., adjuncts who we may never see face-to-face) should be permitted to teach online courses at UHD.
18. **(L)** I believe faculty should receive a stipend for the first time they teach a course online.

19. **(L)** I believe faculty should receive a stipend each semester in which they teach at least 1 online course.
20. **(L)** I believe faculty should receive a stipend for each section they teach online.
21. **(L)** I believe online courses require smaller course caps than the corresponding face-to-face sections to address increased instructional time for online sections.
22. **(L)** I find it more challenging to monitor academic honesty issues in an online relative to a face-to-face mode. [Note: slight difference in wording of question for Track B – “...I would find it more challenging...”]
23. **(L)** I believe that the faculty should be involved in mapping out UHD’s online strategy.
- 24. (L)** I believe that the faculty has been adequately informed about UHD’s online strategy.

APPENDIX 2

Data Derived from Questions to All Respondents

The survey asked all respondents the questions from which the data in this Appendix was derived. Percent response in any table may not equal 100.0% because of rounding.

Table A2-1: Completion of Statement “I Am in the” among Total Faculty Surveyed

Answer Options	Response Percent	Response Count
College of Business	19.9%	34
College of Humanities and Social Sciences	45.0%	77
College of Public Service	13.5%	23
College of Sciences and Technology	21.1%	36
University College	0.6%	1
<i>answered question</i>		171
<i>skipped question</i>		1

Table A2-2: Completion of Statement “My rank at UHD is” among Total Faculty Surveyed

Answer Options	Response Percent	Response Count
Adjunct	11.2%	19
Lecturer	7.1%	12
Assistant Professor	34.1%	58
Associate Professor	32.4%	55
Full Professor	15.3%	26
<i>answered question</i>		170
<i>skipped question</i>		2

Table A2-3: Completion of Statement “Regarding the Use of Blackboard, Identify which of These Statements Applies to You” among Total Faculty Surveyed

Answer Options	Response Percent	Response Count
I have integrated Blackboard/Vista substantially in one or more of my face-to-face courses.	65.9%	91
I use Blackboard/Vista on a limited basis in one or more face-to-face courses.	18.1%	25
I have NOT integrated Blackboard/Vista at all in my face-to-face courses.	15.9%	22
<i>answered question</i>		138
<i>skipped question</i>		34

Table A2-4: Completion of Statement “I Have Taught ___ (if None, Select Zero) ‘Hybrid’ Sections)” among Total Faculty Surveyed

Answer Options	Response Percent	Response Count
0	62.3%	104
1	12.0%	20
2	9.0%	15
3	5.4%	9
4	1.2%	2
5 or more	10.2%	17
<i>answered question</i>		167
<i>skipped question</i>		5

Table A2-5: Completion of Statement “I have taught ___ (if none, select zero) ‘Online’ sections)” among Total Faculty Surveyed

Answer Options	Response Percent	Response Count
0	59.2%	100
1	6.5%	11
2	4.7%	8
3	1.8%	3
4	3.0%	5
5 or more	24.9%	42
<i>answered question</i>		169
<i>skipped question</i>		3

APPENDIX 3

Data Derived from Questions

Asked of Those Who Have Taught Online

The survey asked the questions from which the data in this Appendix are derived of all respondents who reported that they taught one or more online courses. Percent response in any table may not equal 100.0% because of rounding.

Table A3-1: Agreement with statement “I Believe that I Am Successful as an Instructor in My Online Sections” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	41.7%	30
Agree	40.3%	29
Neither Agree nor Disagree	12.5%	9
Disagree	4.2%	3
Strongly Disagree	1.4%	1
<i>answered question</i>		72
<i>skipped question</i>		100

Chart A3-1: Agreement with statement “I Believe that I Am Successful as an Instructor in My Online Sections” among Faculty Who Have Taught at least One Online Course

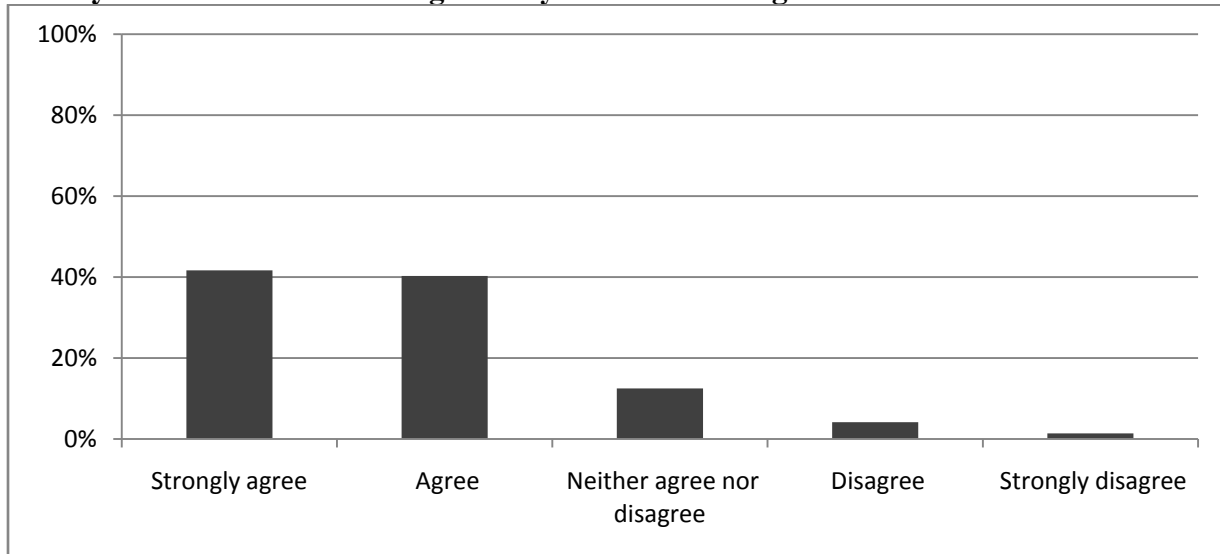


Table A3-2. Perceptions among Faculty Who Have Taught at least One Online Course whether the Workload is greater in Online Courses Relative to Face-to-Face Courses for specified tasks

Answer Options	Response Percent	Response Count
Preparing course materials	77.5%	55
Responding to individual student queries	94.4%	67
Evaluating student work	71.8%	51
I do not spend more time on my online courses in any way	4.2%	3
Other (please specify)		8
<i>answered question</i>		71
<i>skipped question</i>		101

Table A3-3: Agreement with Statement “I Have Found Teaching Online to Be a Satisfying Experience Academically” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	31.5%	23
Agree	30.1%	22
Neither Agree nor Disagree	21.9%	16
Disagree	9.6%	7
Strongly Disagree	6.8%	5
<i>answered question</i>		73
<i>skipped question</i>		99

Chart A3-2: Agreement with statement “I Have Found Teaching Online to Be a Satisfying Experience Academically” among Faculty Who Have Taught at least One Online Course

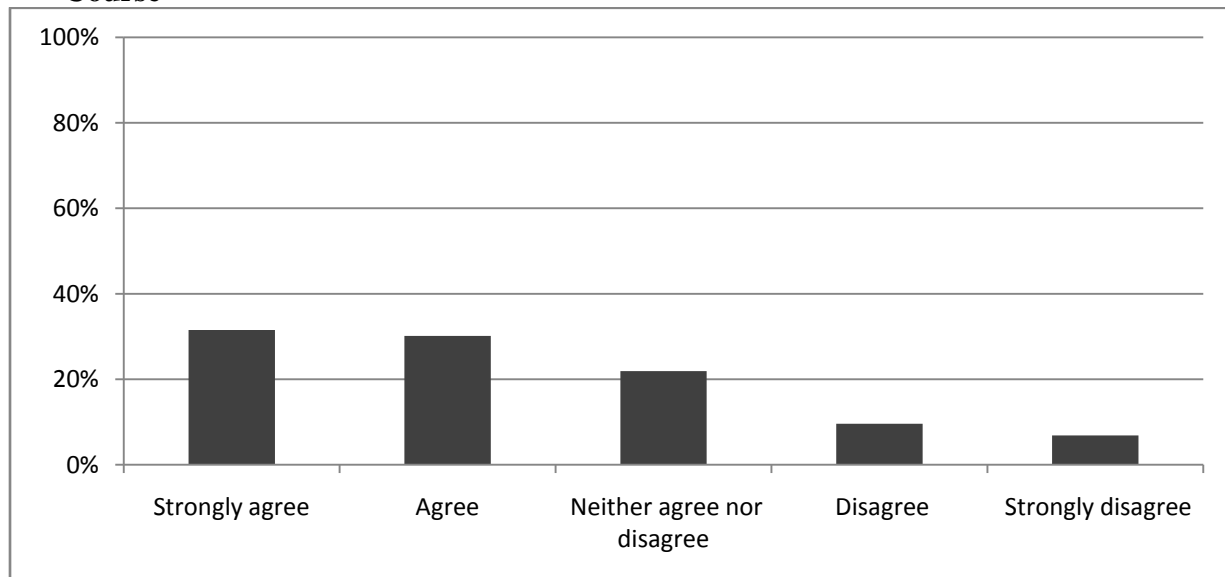


Table A3-4: Agreement with Statement “I Have Found that UHD Students Can learn Online Effectively” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	28.8%	21
Agree	31.5%	23
Neither Agree nor Disagree	21.9%	16
Disagree	12.3%	9
Strongly Disagree	5.5%	4
<i>answered question</i>		73
<i>skipped question</i>		99

Chart A3-3: Agreement with statement “I Have Found that UHD Students Can learn Online Effectively” among Faculty Who Have Taught at least One Online Course

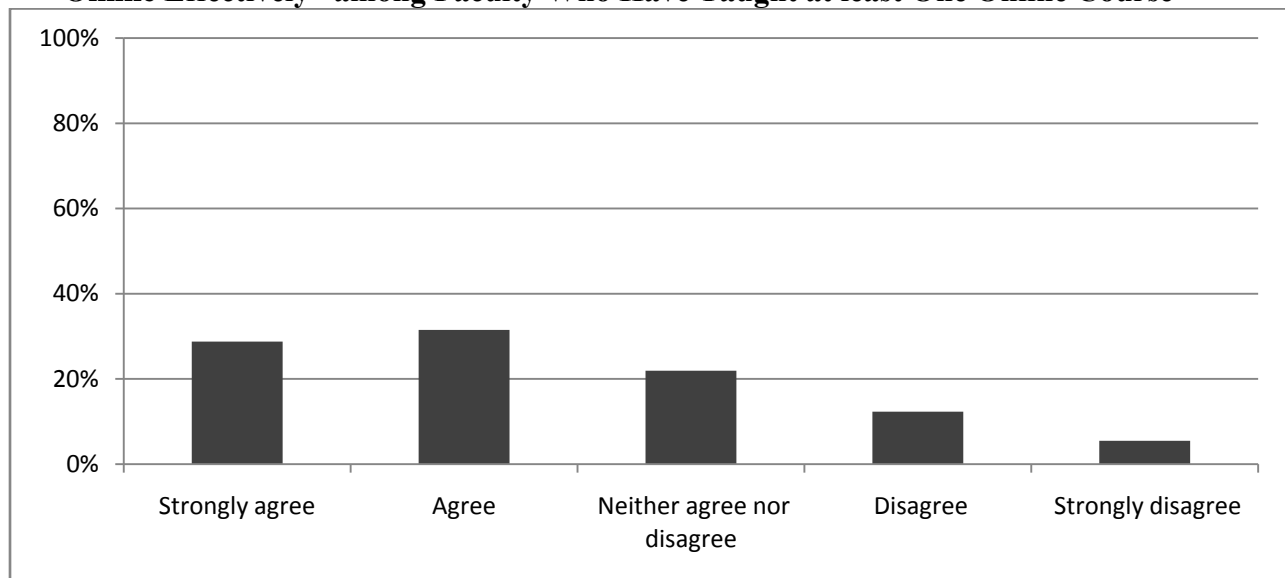
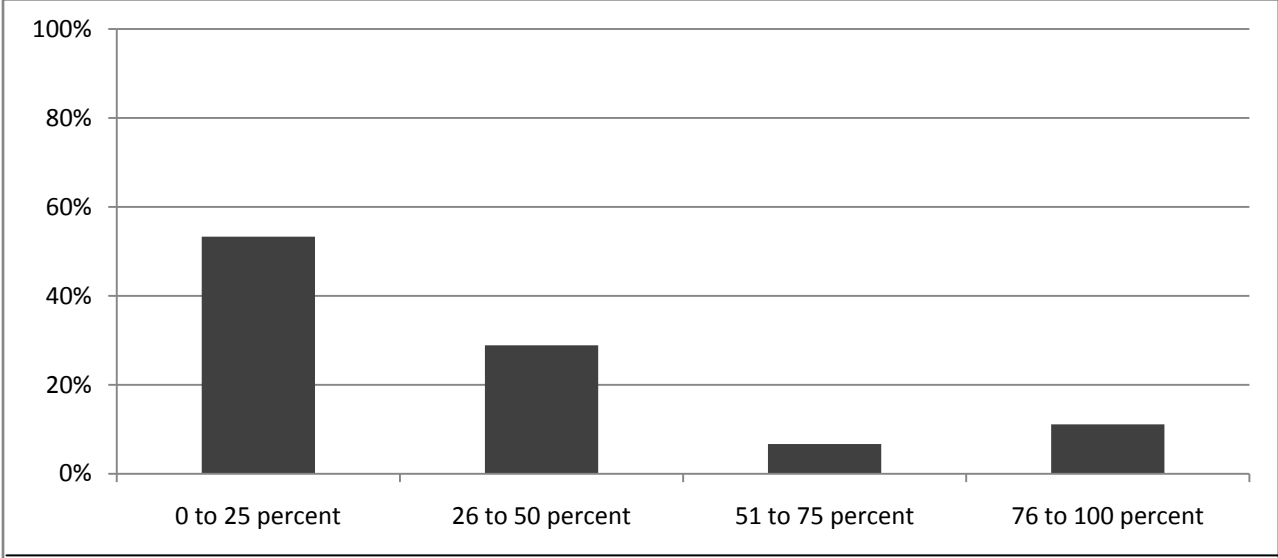


Table A3-5: Response to Question “Approximately What Percentage of Your Online Students Fill Out Course Evaluations? (Enter a Value between 0% and 100%)” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
0 to 25 percent	53.3%	24
26 to 50 percent	28.9%	13
51 to 75 percent	6.7%	3
76 to 100 percent	11.1%	5
<i>answered question</i>		45
<i>skipped question</i>		127

Chart A3-4: Response to Question “Approximately What Percentage of Your Online Students Fill Out Course Evaluations? (Enter a Value between 0% and 100%)” among Faculty Who Have Taught at least One Online Course



APPENDIX 4

Data from Questions Asked of Those Who Have Not Taught Online

The survey asked the questions from which the data in this Appendix is derived of all respondents who reported that they have not taught any online courses. Percent response in any table may not equal 100.0% because of rounding.

Table A4-1: Completion of Statement “I Have Not Taught Online because (Select as Many as You Desire)” among Faculty Who Have Not Taught an Online Course

Answer Options	Percent Response	Response Count
I haven't made the time to prepare.	16.3%	14
My colleagues are already teaching sections online.	9.3%	8
I believe it will be too time-consuming.	14.0%	12
I believe online teaching undermines the quality of a university degree.	43.0%	37
I believe that academic dishonesty would be a problem.	40.7%	35
I haven't had the opportunity.	20.9%	18
I lack the computer skills.	8.1%	7
The face-to-face classroom experience is essential for the courses I presently teach.	61.6%	53
I do not think students can learn effectively online.	27.9%	24
I do not think our support structures for online teaching are sufficient.	22.1%	19
I don't know enough about online course design.	23.3%	20
Other (please specify)		14
<i>answered question</i>		86
<i>skipped question</i>		86

Table A4-2: Agreement with Statement “I Am Interested in Offering My Courses Online” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	13.5%	13
Agree	25.0%	24
Neither Agree nor Disagree	18.8%	18
Disagree	19.8%	19
Strongly Disagree	22.9%	22
<i>answered question</i>		96
<i>skipped question</i>		76

Chart A4-1: Agreement with Statement “I Am Interested in Offering My Courses Online” among Faculty Who Have Not Taught an Online Course

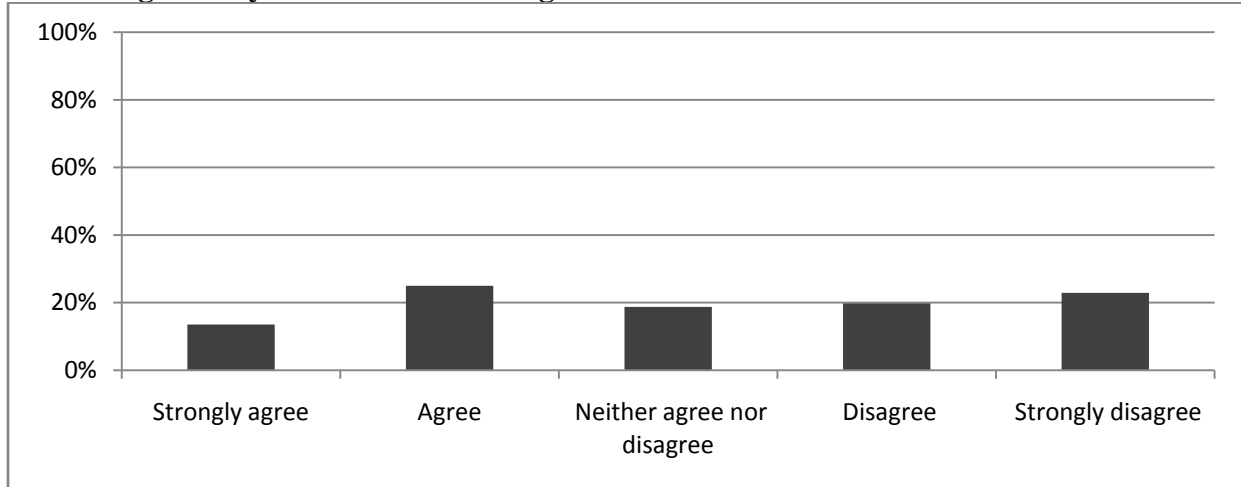


Table A4-3: Agreement with Statement “I Feel Competent to Adapt My Coursework for Online Instruction” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	18.9%	18
Agree	38.9%	37
Neither Agree nor Disagree	17.9%	17
Disagree	17.9%	17
Strongly Disagree	6.3%	6
<i>answered question</i>		95
<i>skipped question</i>		77

Chart A4-2: Agreement with Statement “I Feel Competent to Adapt My Coursework for Online Instruction” among Faculty Who Have Not Taught an Online Course

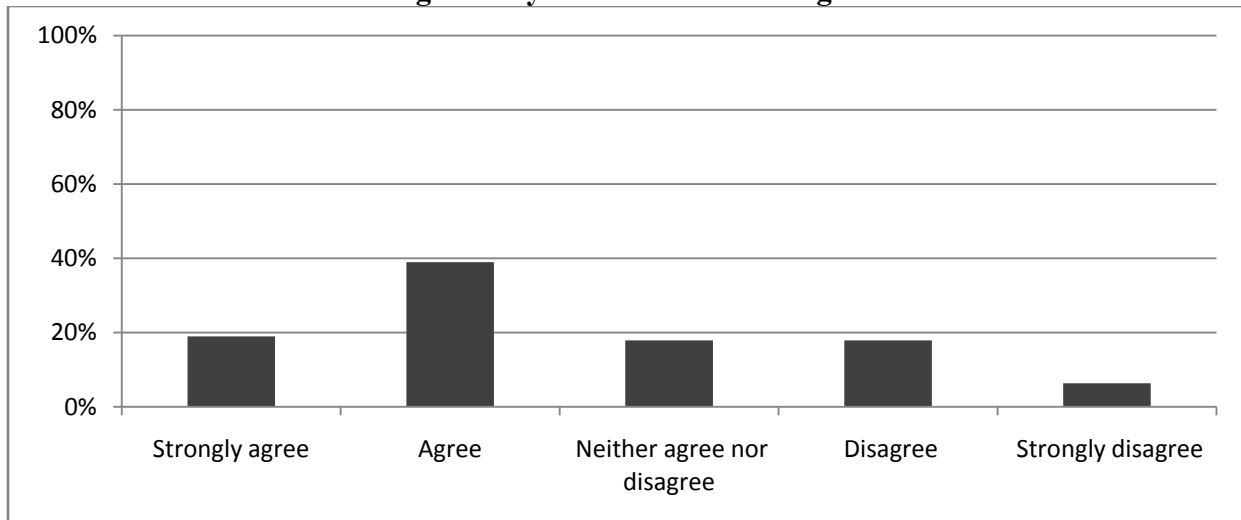


Table A4-4: Agreement with Statement “I Believe I Have the Technical Expertise to Teach Online” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	30.5%	29
Agree	35.8%	34
Neither Agree nor Disagree	13.7%	13
Disagree	17.9%	17
Strongly Disagree	2.1%	2
<i>answered question</i>		95
<i>skipped question</i>		77

Chart A4-3: Agreement with Statement “I Believe I Have the Technical Expertise to Teach Online” among Faculty Who Have Not Taught an Online Course

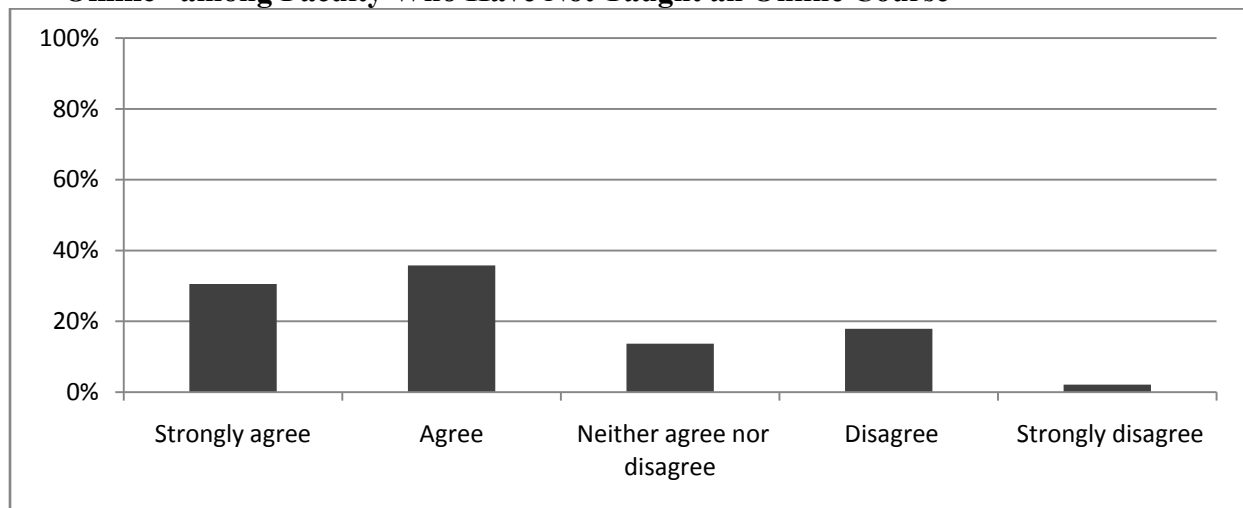


Table A4-5: Agreement with Statement “I Believe that Online Courses Would Require More Effort on My Part Relative to Face-to-Face Courses” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	22.1%	21
Agree	32.6%	31
Neither Agree nor Disagree	27.4%	26
Disagree	12.6%	12
Strongly Disagree	5.3%	5
<i>answered question</i>		95
<i>skipped question</i>		77

Chart A4-4: Agreement with Statement “I Believe that Online Courses Would Require More Effort on My Part Relative to Face-to-Face Courses” among Faculty Who Have Not Taught an Online Course

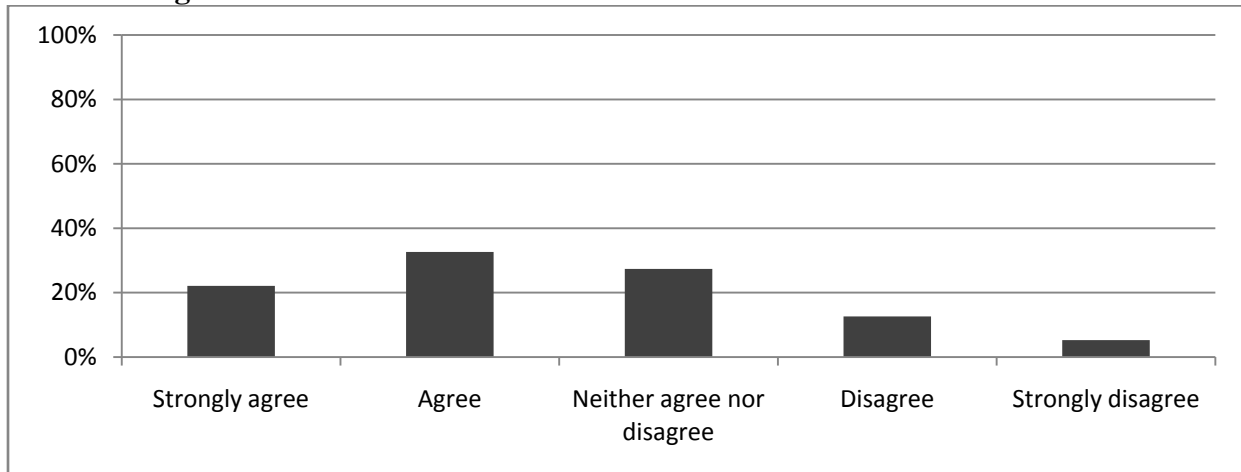


Table A4-6: Agreement with Statement “I Believe that UHD Students Can Learn Effectively Online” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	6.4%	6
Agree	20.2%	19
Neither Agree nor Disagree	36.2%	34
Disagree	17.0%	16
Strongly Disagree	20.2%	19
<i>answered question</i>		94
<i>skipped question</i>		78

Chart A4-5: Agreement with Statement “I Believe that UHD Students Can Learn Effectively Online” among Faculty Who Have Not Taught an Online Course

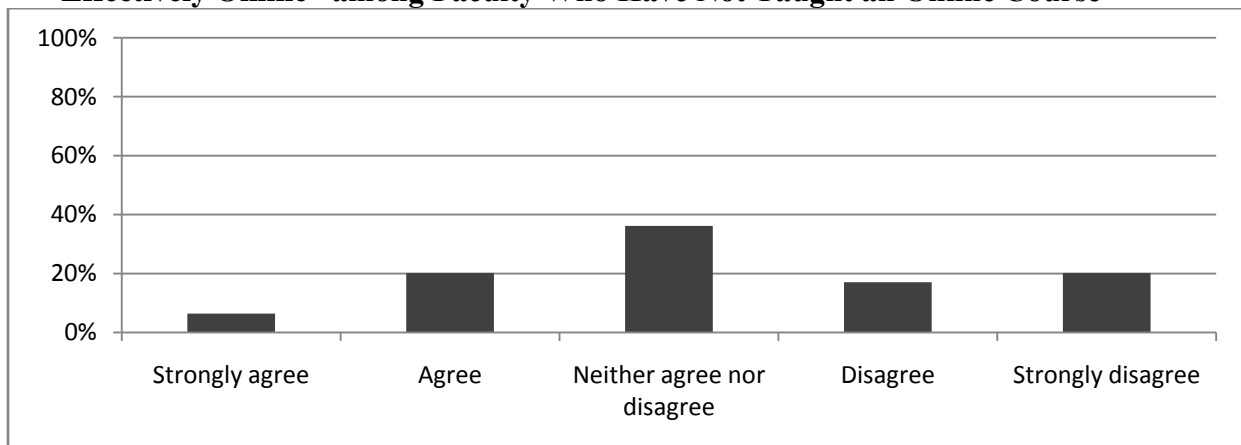
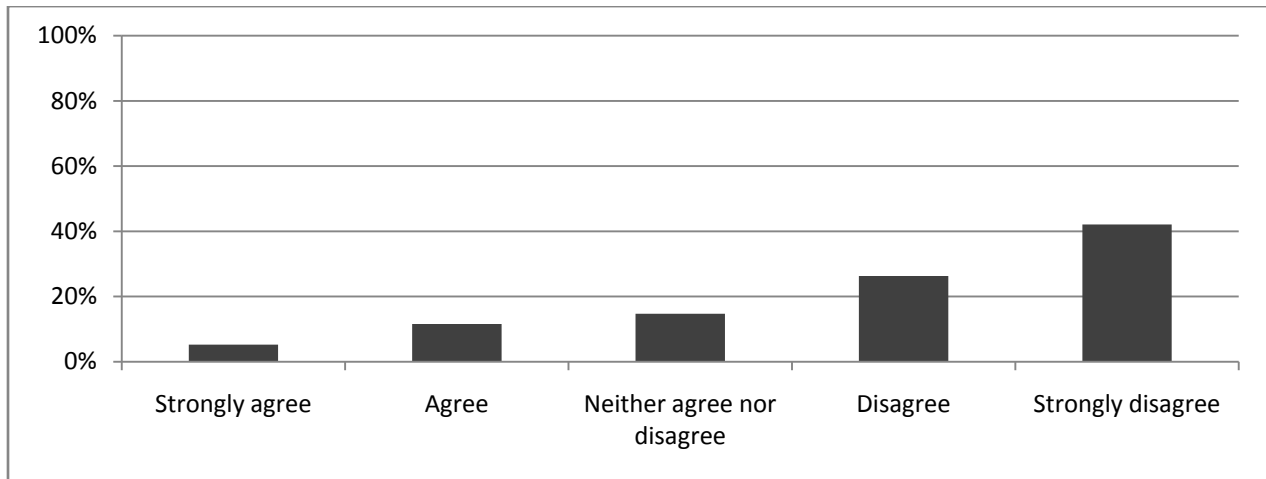


Table A4-7: Agreement with Statement “I Could Teach Any of My Courses Online and Achieve the Intended Objectives in Each One” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	5.3%	5
Agree	11.6%	11
Neither Agree nor Disagree	14.7%	14
Disagree	26.3%	25
Strongly Disagree	42.1%	40
<i>answered question</i>		95
<i>skipped question</i>		77

Chart A4-6: Agreement with Statement “I Could Teach Any of My Courses Online and Achieve the Intended Objectives in Each One” among Faculty Who Have Not Taught an Online Course



APPENDIX 5

Data from Questions for All Respondents with Responses from Faculty Who Have and Who Have Not Taught Online and Recorded Separately

The survey asked the questions from which the data in this Appendix is derived of all respondents, but it divided responses into groups of faculty who have taught at least one online course from those who have not taught any online courses. Percent response in any table may not equal 100.0% because of rounding.

Table A5-1. Completion of Statement “I Believe that Online Course and Degree Offerings May Impact the Academic Reputation of the University in the Following Way” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Very Positive Impact	9.3%	7
Somewhat Positive Impact	34.7%	26
No Impact	18.7%	14
Somewhat Positive Impact	22.7%	17
Very Negative Impact	13.3%	10
No Opinion	1.3%	1
<i>answered question</i>		75
<i>skipped question</i>		97

Table A5-2. Completion of Statement “I Believe that Online Course and Degree Offerings May Impact the Academic Reputation of the University in the Following Way” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Very Positive Impact	6.3%	6
Somewhat Positive Impact	20.0%	19
No Impact	9.5%	9
Somewhat Positive Impact	34.7%	33
Very Negative Impact	21.1%	20
No Opinion	8.4%	8
<i>answered question</i>		95
<i>skipped question</i>		77

Table A5-3. Response to Question “Do You Believe that There Should Be a Limit on the Number of Courses that a Faculty Member Teaches Online? (Yes or No)” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Yes	53.6%	30
No	46.4%	26
<i>answered question</i>		60
<i>skipped question</i>		112

Table A5-4. Response to Question “Do You Believe that There Should Be a Limit on the Number of Courses that a Faculty Member Teaches Online? (Yes or No)” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Yes	56.8%	46
No	25.9%	21
No Opinion	17.3%	14
<i>answered question</i>		81
<i>skipped question</i>		91

Note: The survey provided an opportunity for respondents to expound on the reasons for their answer. These were coded by Allen on behalf of the Faculty Senate Online Survey Workgroup.

Table A5-5. Response to Question “What Percentage of Courses Should UHD be LIMITED to Offer Online? (Enter Value between 0% and 100%)” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
0 to 25 percent	43.1%	22
26 to 50 percent	43.1%	22
51 to 75 percent	5.9%	3
76 to 100 percent	7.8%	4
<i>answered question</i>		51
<i>skipped question</i>		121

Table A5-6. Response to Question “What Percentage of Courses Should UHD be LIMITED to Offer Online? (Enter Value between 0% and 100%)” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
0 to 25 percent	71.0%	49
26 to 50 percent	26.1%	18
51 to 75 percent	1.5%	1
76 to 100 percent	1.5%	1
<i>answered question</i>		69
<i>skipped question</i>		103

Table A5-7. Agreement with Statement “My Students Have Technical Literacy Skills Needed to Effectively Participate in Online Courses” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	23.3%	17
Agree	46.6%	34
Neither Agree nor Disagree	8.2%	6
Disagree	20.5%	15
Strongly Disagree	1.4%	1
<i>answered question</i>		73
<i>skipped question</i>		99

Table A5-8. Agreement with Statement “I Believe UHD Students Have the Technical Literacy Skills to Effectively Participate in an Online Course” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	7.4%	7
Agree	35.1%	33
Neither Agree nor Disagree	30.9%	29
Disagree	20.2%	19
Strongly Disagree	6.4%	6
<i>answered question</i>		94
<i>skipped question</i>		78

Chart A5-1. Agreement with Statement “My Students Have Technical Literacy Skills Needed to Effectively Participate in Online Courses” among Faculty Who Have Taught at least One Online Course

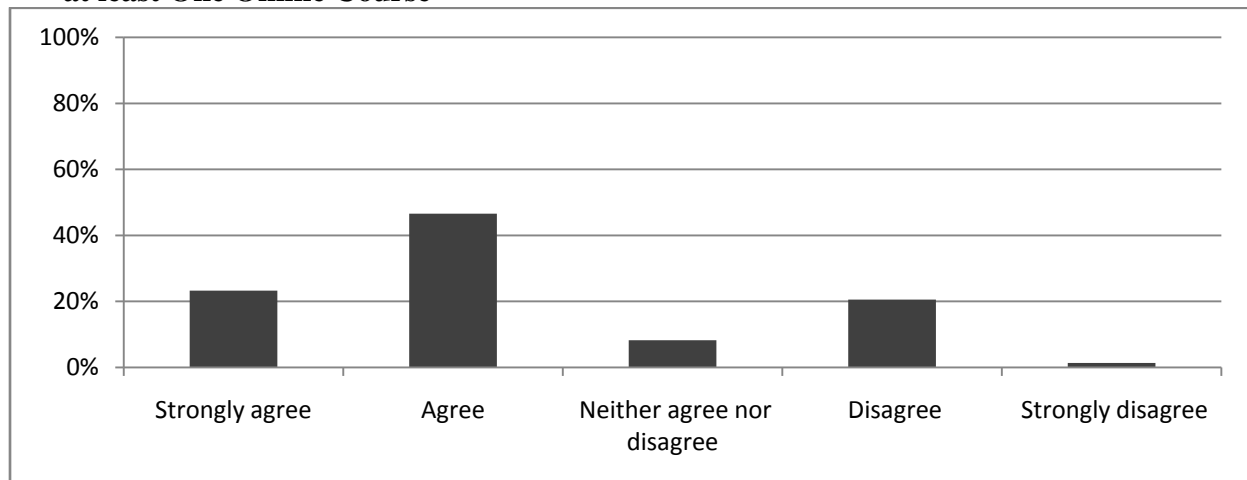


Chart A5-2. Agreement with Statement “I Believe UHD Students Have the Technical Literacy Skills to Effectively Participate in an Online Course” among Faculty Who Have Not Taught an Online Course

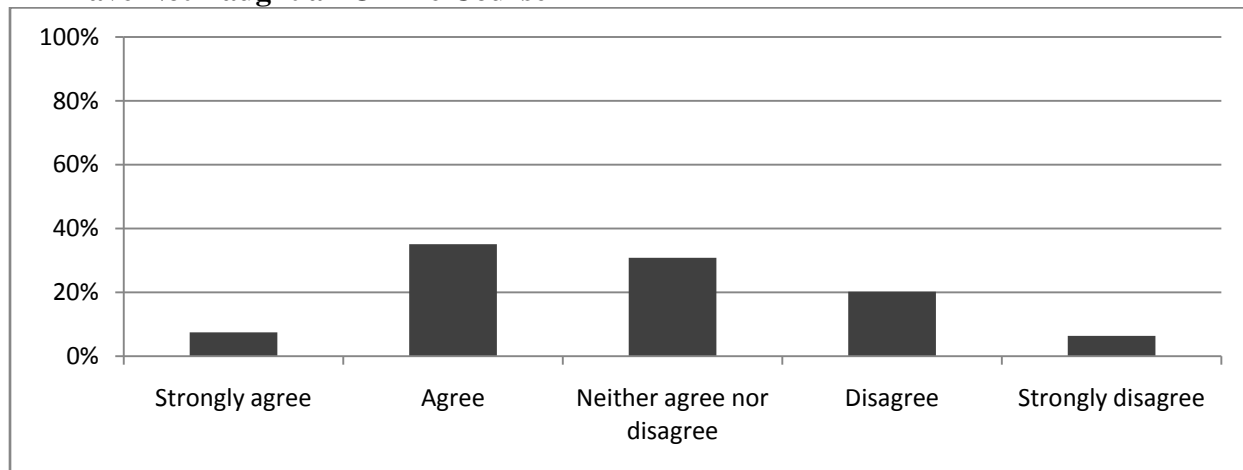


Table A5-9. Agreement with Statement “My Students Have the Independent Study Skills Needed to Succeed in Online Courses” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	9.6%	7
Agree	38.4%	28
Neither Agree nor Disagree	16.4%	12
Disagree	24.7%	18
Strongly Disagree	11.0%	8
<i>answered question</i>		73
<i>skipped question</i>		99

Table A5-10. Agreement with Statement “My Students Have the Independent Study Skills Needed to Succeed in Online Courses” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	0.0%	0
Agree	15.8%	15
Neither Agree nor Disagree	21.1%	20
Disagree	42.1%	40
Strongly Disagree	21.1%	20
<i>answered question</i>		95
<i>skipped question</i>		77

Chart A5-3. Agreement with Statement “My Students Have the Independent Study Skills Needed to Succeed in Online Courses” among Faculty Who Have Taught at least One Online Course

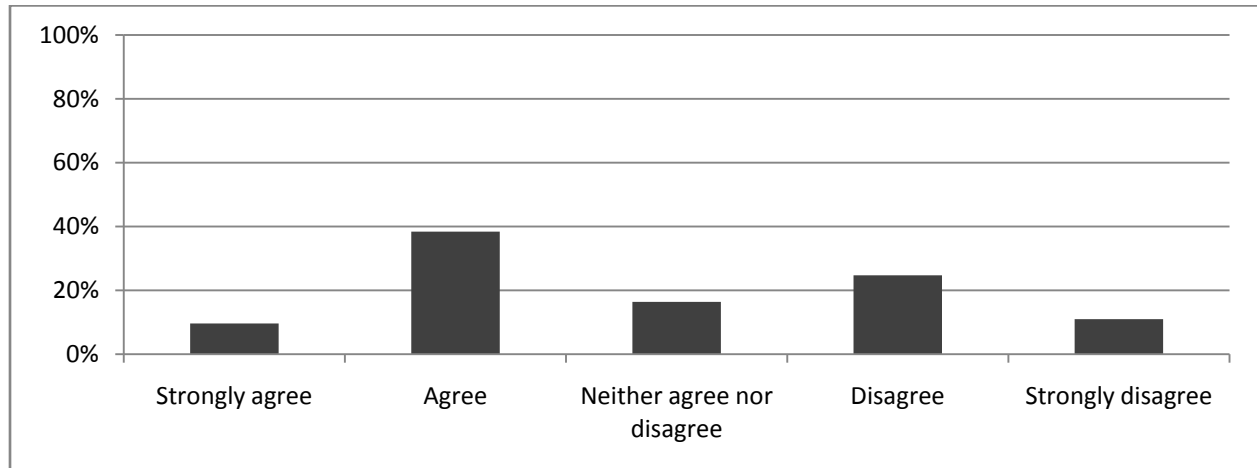


Chart A5-4. Agreement with Statement “My Students Have the Independent Study Skills Needed to Succeed in Online Courses” among Faculty Who Have Not Taught an Online Course

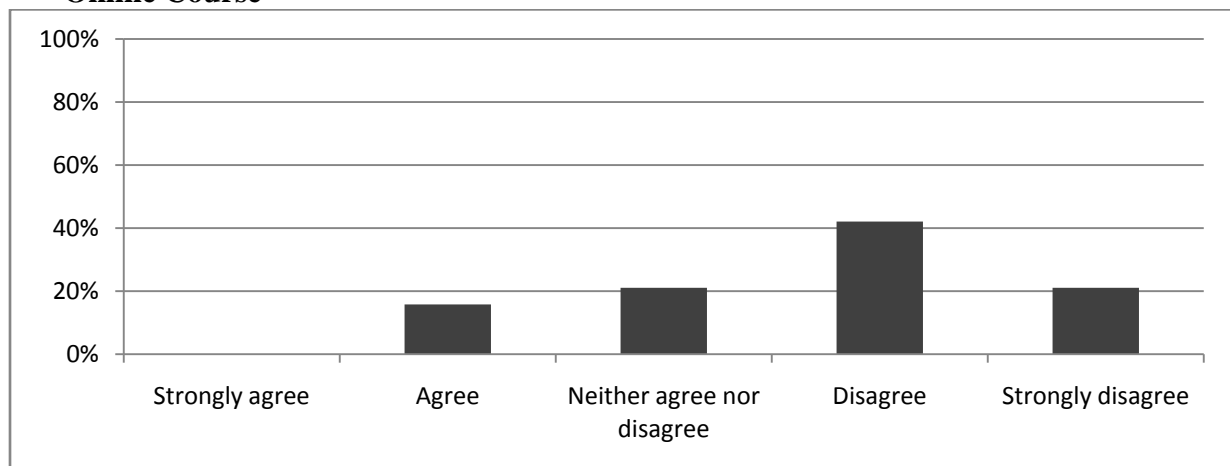


Table A5-11. Agreement with Statement “I Believe that UHD Provides Sufficient Curricular Support for Faculty Members Who Are Interested in Teaching Online Courses” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	19.2%	14
Agree	32.9%	24
Neither Agree nor Disagree	19.2%	14
Disagree	24.7%	18
Strongly Disagree	4.1%	3
<i>answered question</i>		73
<i>skipped question</i>		99

Table A5-12. Agreement with Statement “I Believe that UHD Provides Sufficient Curricular Support for Faculty Members Who Are Interested in Teaching Online Courses” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	5.3%	5
Agree	27.7%	26
Neither Agree nor Disagree	37.2%	35
Disagree	18.1%	17
Strongly Disagree	11.7%	11
<i>answered question</i>		94
<i>skipped question</i>		78

Chart A5-5. Agreement with Statement “I Believe that UHD Provides Sufficient Curricular Support for Faculty Members Who Are Interested in Teaching Online Courses” among Faculty Who Have Taught at least One Online Course

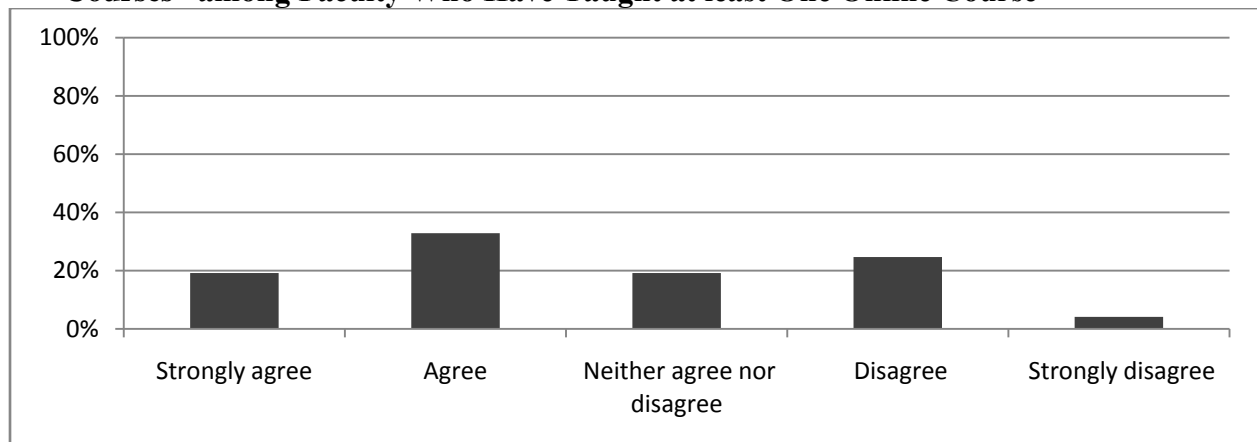


Chart A5-6. Agreement with Statement “I Believe that UHD Provides Sufficient Curricular Support for Faculty Members Who Are Interested in Teaching Online Courses” among Faculty Who Have Not Taught an Online Course

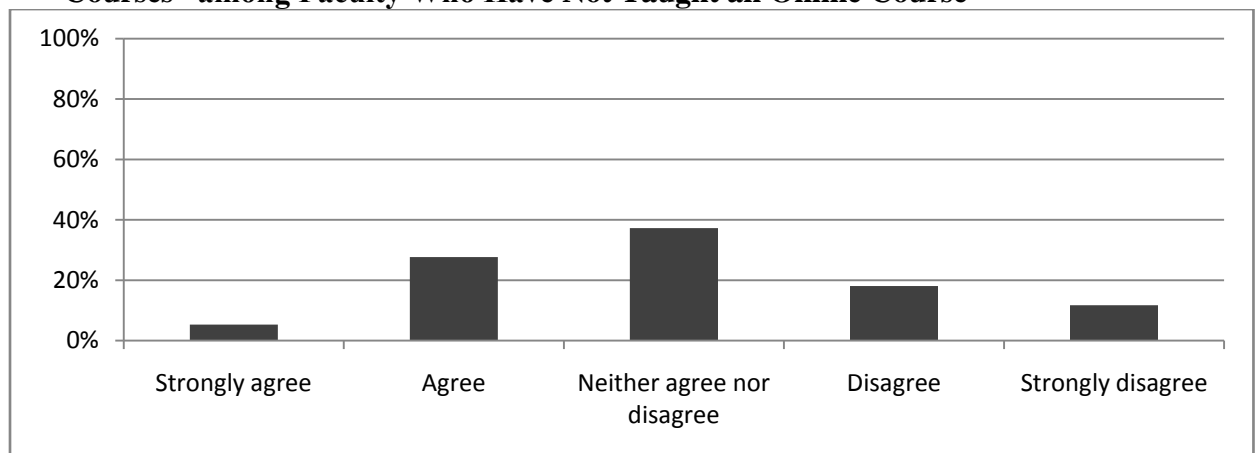


Table A5-13. Agreement with Statement “I Believe that UHD Provides Sufficient Technological Assistance for Faculty Members Who Teach Online Courses” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	36.1%	26
Agree	45.8%	33
Neither Agree nor Disagree	9.7%	7
Disagree	5.6%	4
Strongly Disagree	2.8%	2
<i>answered question</i>		72
<i>skipped question</i>		100

Table A5-14. Agreement with Statement “I Believe that UHD Provides Sufficient Technological Assistance for Faculty Members Who Are Interested in Teaching Online Courses” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	11.7%	11
Agree	36.2%	34
Neither Agree nor Disagree	36.2%	34
Disagree	6.4%	6
Strongly Disagree	9.6%	9
<i>answered question</i>		94
<i>skipped question</i>		78

Chart A5-7. Agreement with Statement “I Believe that UHD Provides Sufficient Technological Assistance for Faculty Members Who Teach Online Courses” among Faculty Who Have Taught at least One Online Course

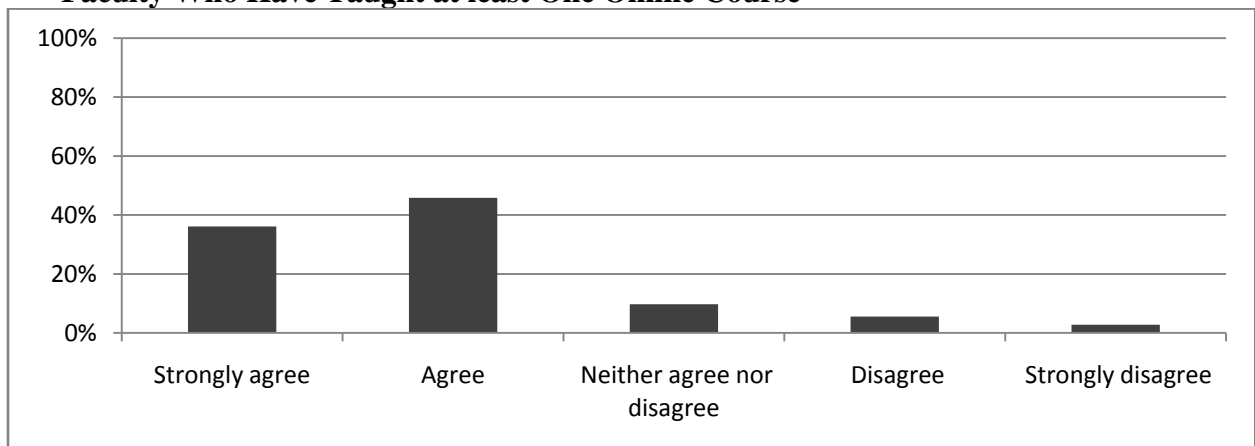


Chart A5-8. Agreement with Statement “I Believe that UHD Provides Sufficient Technological Assistance for Faculty Members Who Are Interested in Teaching Online Courses” among Faculty Who Have Not Taught an Online Course

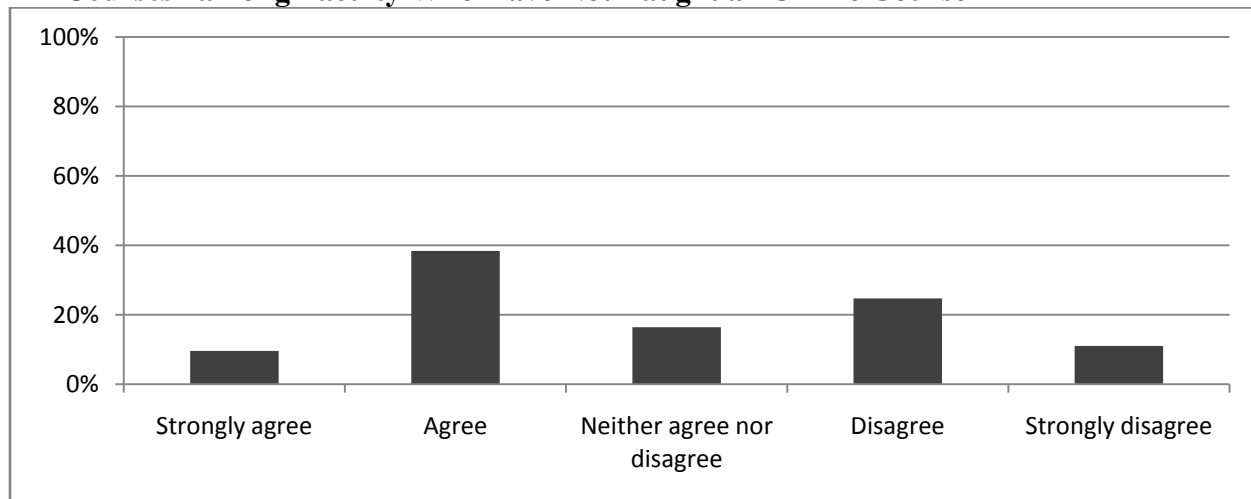


Table A5-15. Agreement with Statement “I Believe that UHD Provides Sufficient Technological Assistance for Students Who Are Interested in Taking Online Courses” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	15.3%	11
Agree	37.5%	27
Neither Agree nor Disagree	33.3%	24
Disagree	12.5%	9
Strongly Disagree	1.4%	1
<i>answered question</i>		72
<i>skipped question</i>		100

Table A5-16. Agreement with Statement “I Believe that UHD Provides Sufficient Technological Assistance for Students Who Are Interested in Taking Online Courses” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	2.1%	2
Agree	28.7%	27
Neither Agree nor Disagree	44.7%	42
Disagree	16.0%	15
Strongly Disagree	8.5%	8
<i>answered question</i>		94
<i>skipped question</i>		78

Chart A5-9. Agreement with Statement “I Believe that UHD Provides Sufficient Technological Assistance for Students Who Are Interested in Taking Online Courses” among Faculty Who Have Taught at least One Online Course

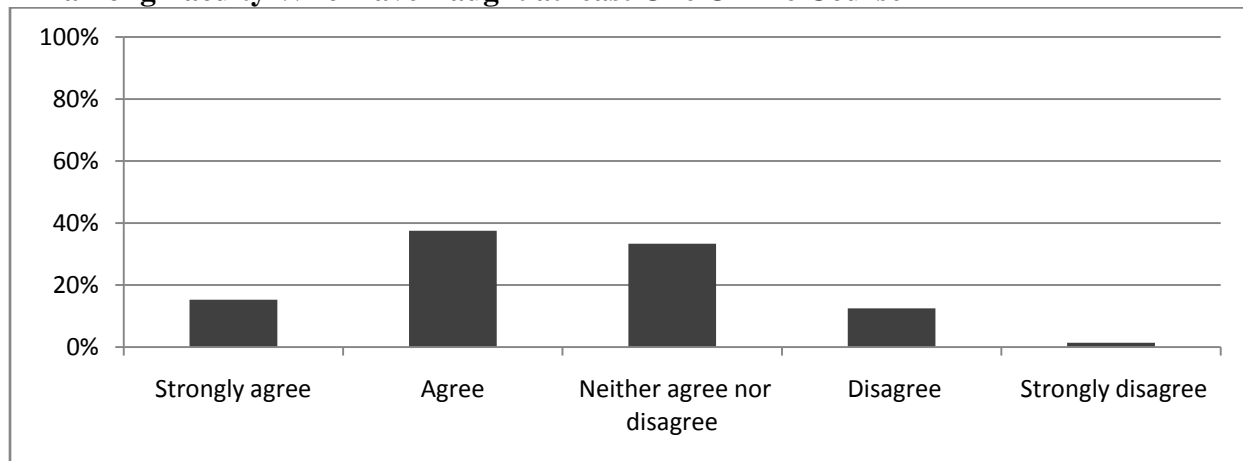


Chart A5-10. Agreement with Statement “I Believe that UHD Provides Sufficient Technological Assistance for Students Who Are Interested in Taking Online Courses” among Faculty Who Have Not Taught an Online Course

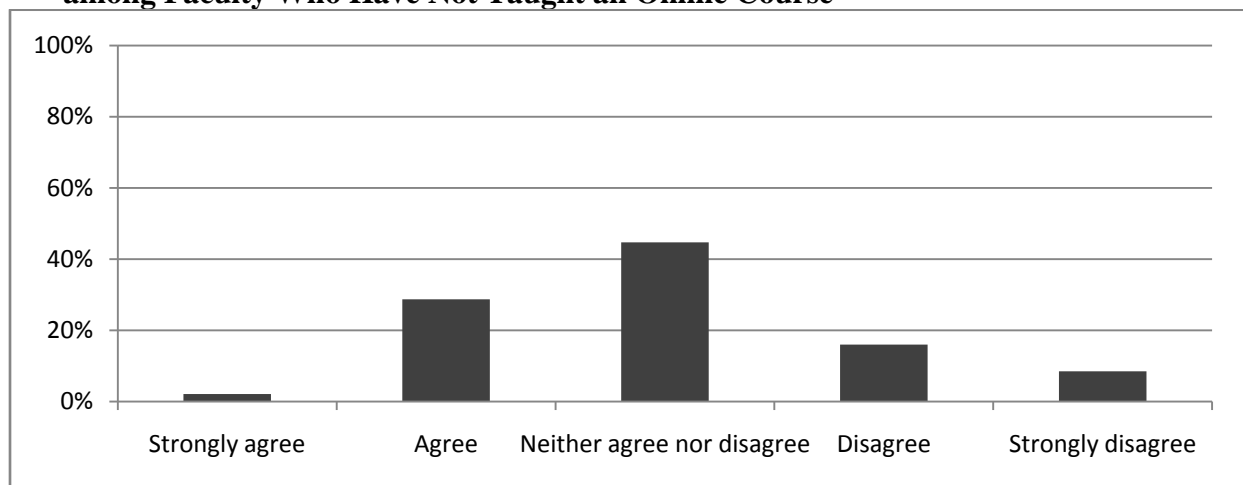


Table A5-17. Agreement with Statement “I Believe that UHD Needs to Provide Courses that Are Delivered Online in Order to Meet the Houston-Area Demand for Higher Education” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	47.3%	35
Agree	32.4%	24
Neither Agree nor Disagree	8.1%	6
Disagree	6.8%	5
Strongly Disagree	5.4%	4
<i>answered question</i>		74
<i>skipped question</i>		98

Table A5-18. Agreement with Statement “I Believe that UHD Needs to Provide Courses that Are Delivered Online in Order to Meet the Houston-Area Demand for Higher Education” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	8.7%	8
Agree	32.6%	30
Neither Agree nor Disagree	23.9%	22
Disagree	19.6%	18
Strongly Disagree	15.2%	14
<i>answered question</i>		92
<i>skipped question</i>		80

Chart A5-11. Agreement with Statement “I Believe that UHD Needs to Provide Courses that Are Delivered Online in Order to Meet the Houston-Area Demand for Higher Education” among Faculty Who Have Taught at least One Online Course

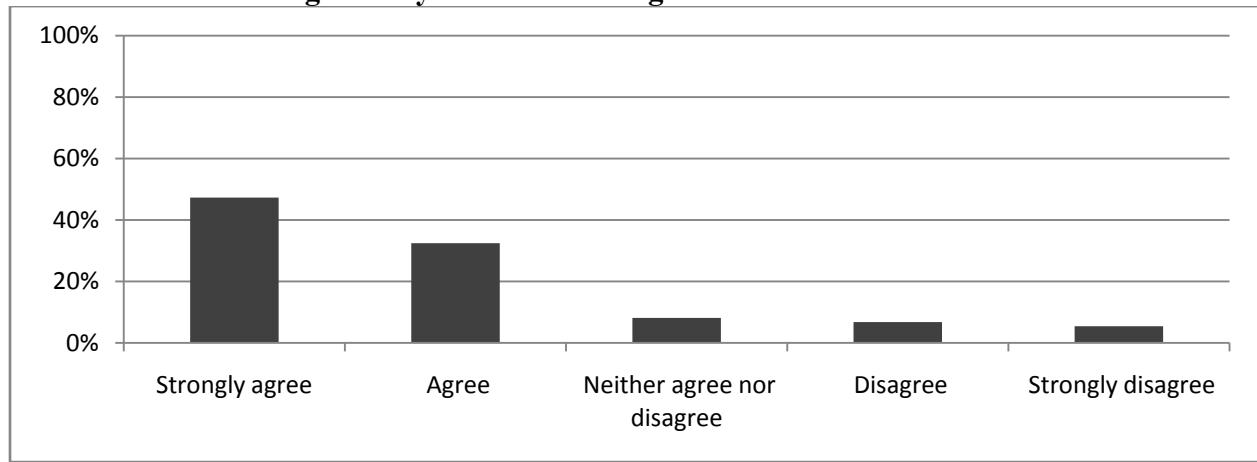


Chart A5-12. Agreement with Statement “I Believe that UHD Needs to Provide Courses that Are Delivered Online in Order to Meet the Houston-Area Demand for Higher Education” among Faculty Who Have Not Taught an Online Course

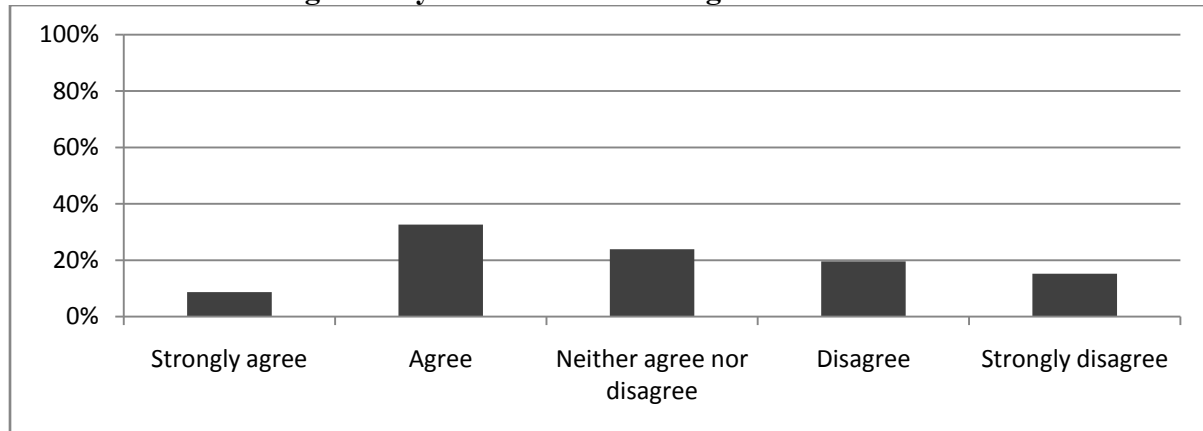


Table A5-19. Agreement with Statement “I Believe Online Courses Should Be Approved Independently, Even if the Same Face-to-Face Course Has Been Approved” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	16.4%	12
Agree	19.2%	14
Neither Agree nor Disagree	26.0%	19
Disagree	12.3%	9
Strongly Disagree	26.0%	19
<i>answered question</i>		73
<i>skipped question</i>		99

Table A5-20. Agreement with Statement “I Believe Online Courses Should Be Approved Independently, Even if the Same Face-to-Face Course Has Been Approved” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	29.2%	26
Agree	33.7%	30
Neither Agree nor Disagree	21.3%	19
Disagree	11.2%	10
Strongly Disagree	4.5%	4
<i>answered question</i>		89
<i>skipped question</i>		83

Chart A5-13. Agreement with Statement “I Believe Online Courses Should Be Approved Independently, Even if the Same Face-to-Face Course Has Been Approved” among Faculty Who Have Taught at least One Online Course

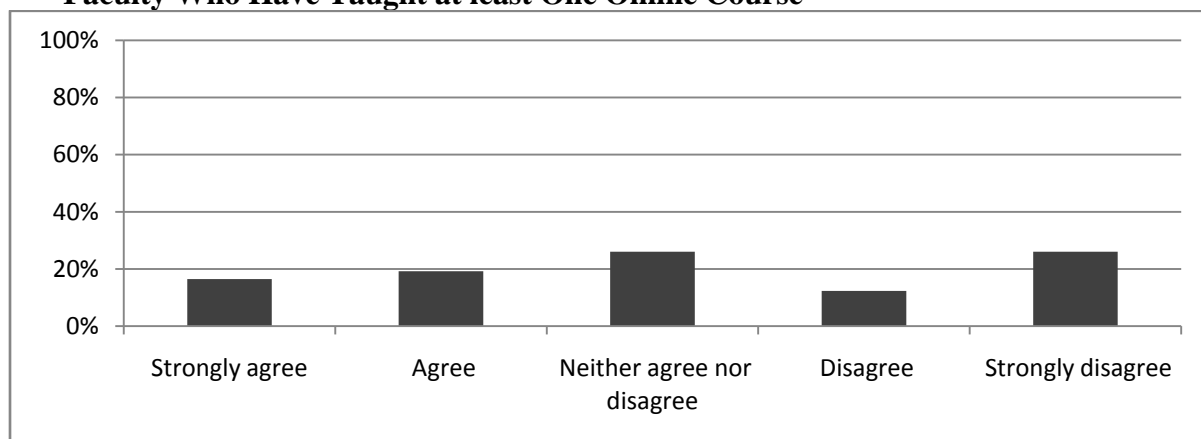


Chart A5-14. Agreement with Statement “I Believe Online Courses Should Be Approved Independently, Even if the Same Face-to-Face Course Has Been Approved” among Faculty Who Have Not Taught an Online Course

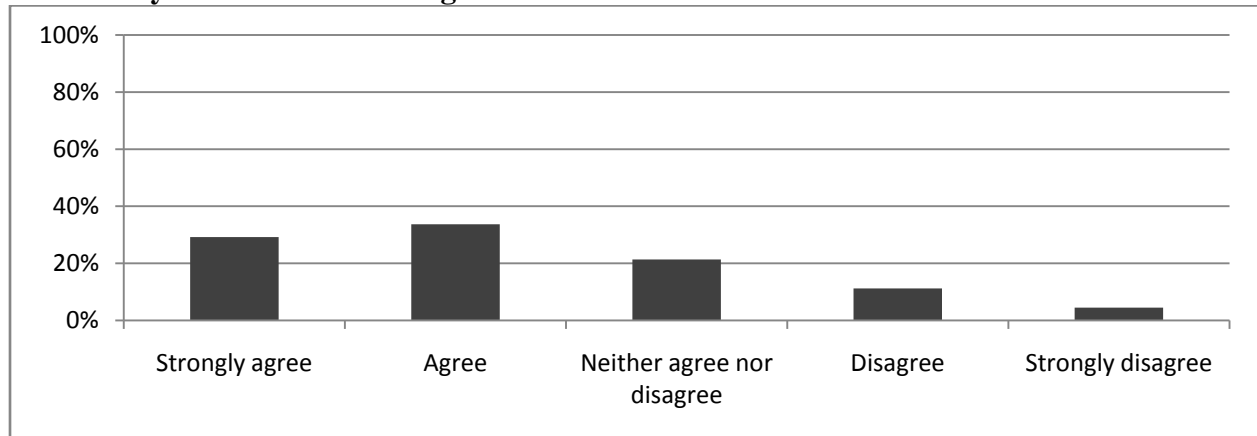


Table A5-21. Agreement with Statement “I Believe Online Programs Should Be Approved Independently, Even if the Same Face-to-Face Course Has Been Approved” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	26.8%	19
Agree	23.9%	17
Neither Agree nor Disagree	23.9%	17
Disagree	8.5%	6
Strongly Disagree	16.9%	12
<i>answered question</i>		71
<i>skipped question</i>		101

Table A5-22. Agreement with Statement “I Believe Online Programs Should Be Approved Independently, Even if the Same Face-to-Face Course Has Been Approved” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	32.6%	30
Agree	37.0%	34
Neither Agree nor Disagree	15.2%	14
Disagree	10.9%	10
Strongly Disagree	4.3%	4
<i>answered question</i>		92
<i>skipped question</i>		80

Chart A5-15. Agreement with Statement “I Believe Online Programs Should Be Approved Independently, Even if the Same Face-to-Face Course Has Been Approved” among Faculty Who Have Taught at least One Online Course

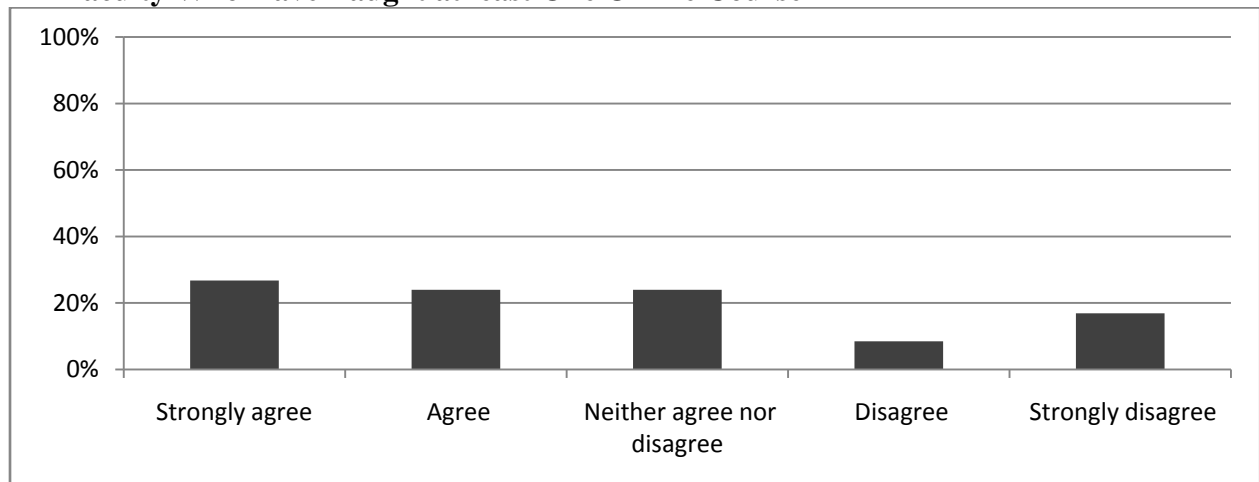


Chart A5-16. Agreement with Statement “I Believe Online Programs Should Be Approved Independently, Even if the Same Face-to-Face Course Has Been Approved” among Faculty Who Have Not Taught an Online Course

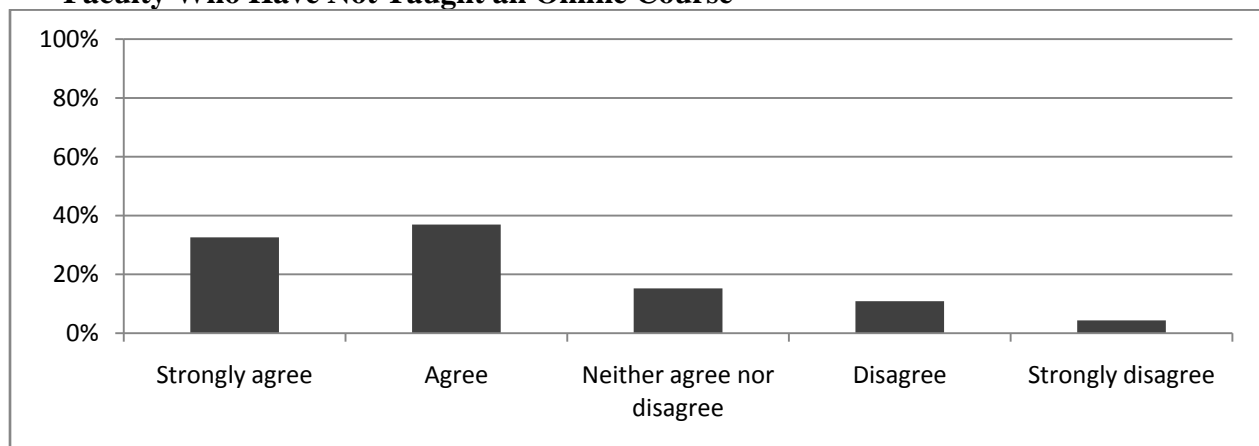


Table A5-23. Agreement with Statement “I Believe that Online Courses Should Only Be Evaluated by Those Who Have Taught Online” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	31.5%	23
Agree	24.7%	18
Neither Agree nor Disagree	28.8%	21
Disagree	5.5%	4
Strongly Disagree	9.6%	7
<i>answered question</i>		73
<i>skipped question</i>		99

Table A5-24. Agreement with Statement “I Believe that Online Courses Should Only Be Evaluated by Those Who Have Taught Online” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	7.5%	7
Agree	18.3%	17
Neither Agree nor Disagree	24.7%	23
Disagree	21.5%	20
Strongly Disagree	28.0%	26
<i>answered question</i>		93
<i>skipped question</i>		79

Chart A5-17. Agreement with Statement “I Believe that Online Courses Should Only Be Evaluated by Those Who Have Taught Online” among Faculty Who Have Taught at least One Online Course

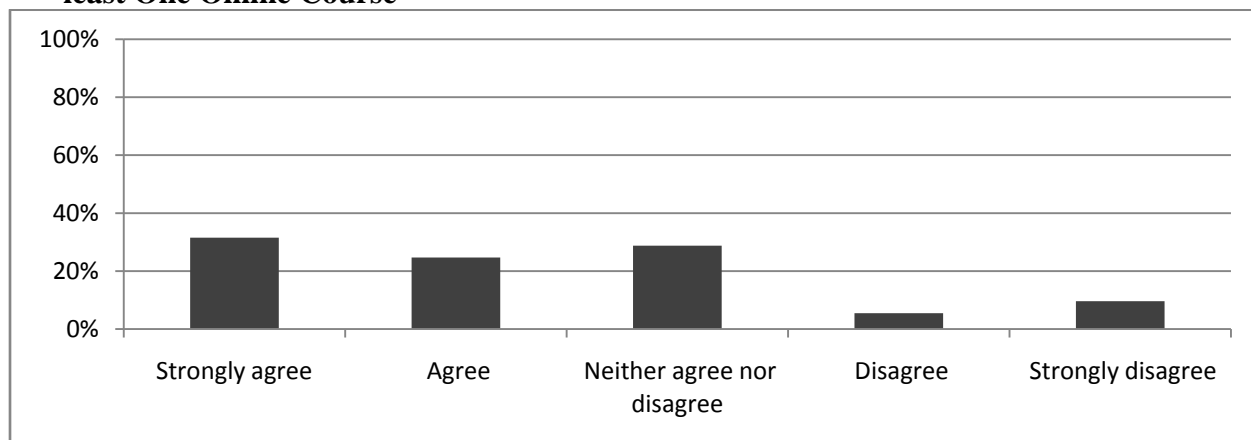


Chart A5-18. Agreement with Statement “I Believe that Online Courses Should Only Be Evaluated by Those Who Have Taught Online” among Faculty Who Have Not Taught an Online Course

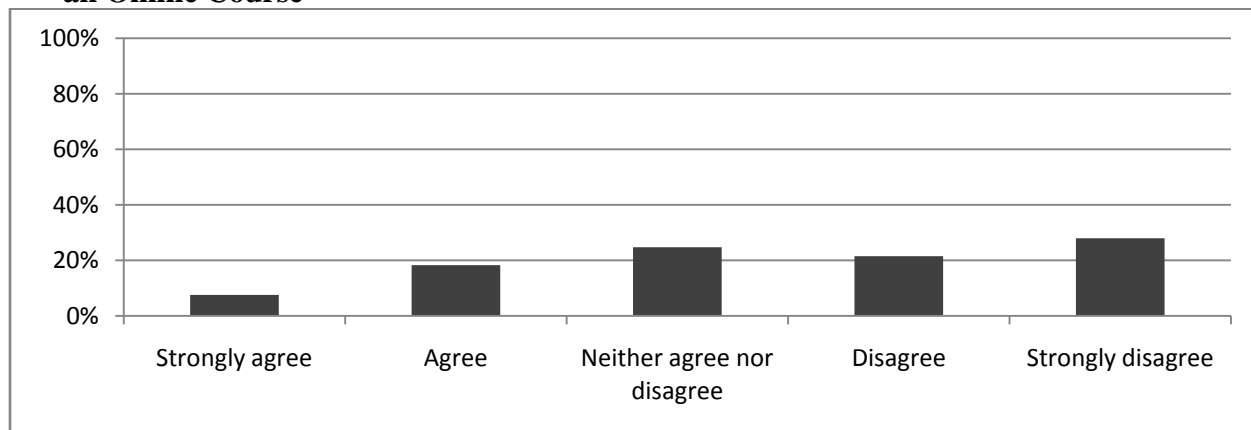


Table A5-25. Agreement with Statement “I Believe Faculty Who Want to Teach Online Should Be Required to Develop Some Familiarity with Effective Pedagogical Strategies for Teaching Online” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	37.5%	27
Agree	38.9%	28
Neither Agree nor Disagree	15.3%	11
Disagree	2.8%	2
Strongly Disagree	5.6%	4
<i>answered question</i>		72
<i>skipped question</i>		100

Table A5-26. Agreement with Statement “I Believe Faculty Who Want to Teach Online Should Be Required to Develop Some Familiarity with Effective Pedagogical Strategies for Teaching Online” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	47.3%	44
Agree	36.6%	34
Neither Agree nor Disagree	14.0%	13
Disagree	1.1%	1
Strongly Disagree	1.1%	1
<i>answered question</i>		93
<i>skipped question</i>		79

Chart A5-19. Agreement with Statement “I Believe Faculty Who Want to Teach Online Should Be Required to Develop Some Familiarity with Effective Pedagogical Strategies for Teaching Online” among Faculty Who Have Taught at least One Online Course

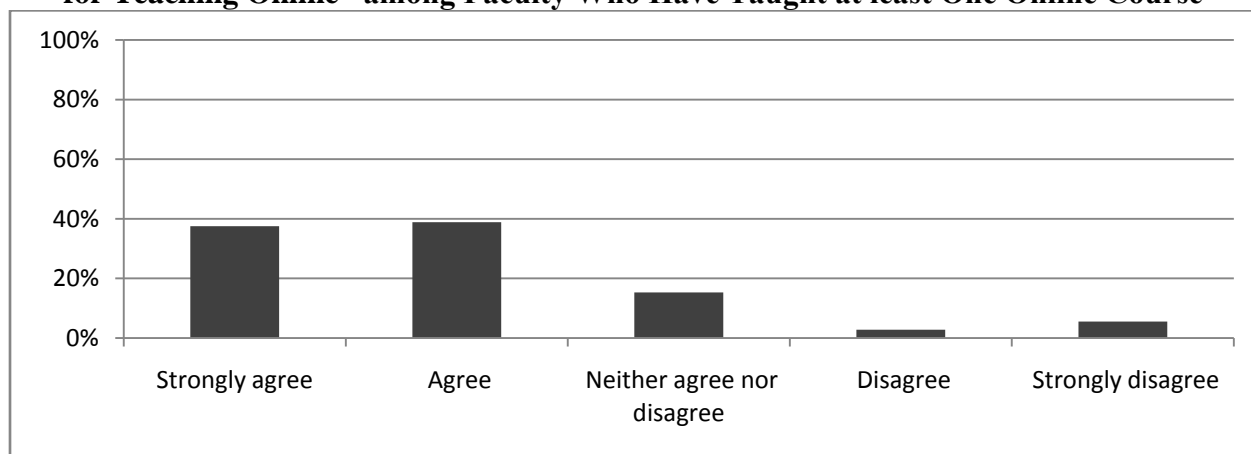


Chart A5-20. Agreement with Statement “I Believe Faculty Who Want to Teach Online Should Be Required to Develop Some Familiarity with Effective Pedagogical Strategies for Teaching Online” among Faculty Who Have Not Taught an Online Course

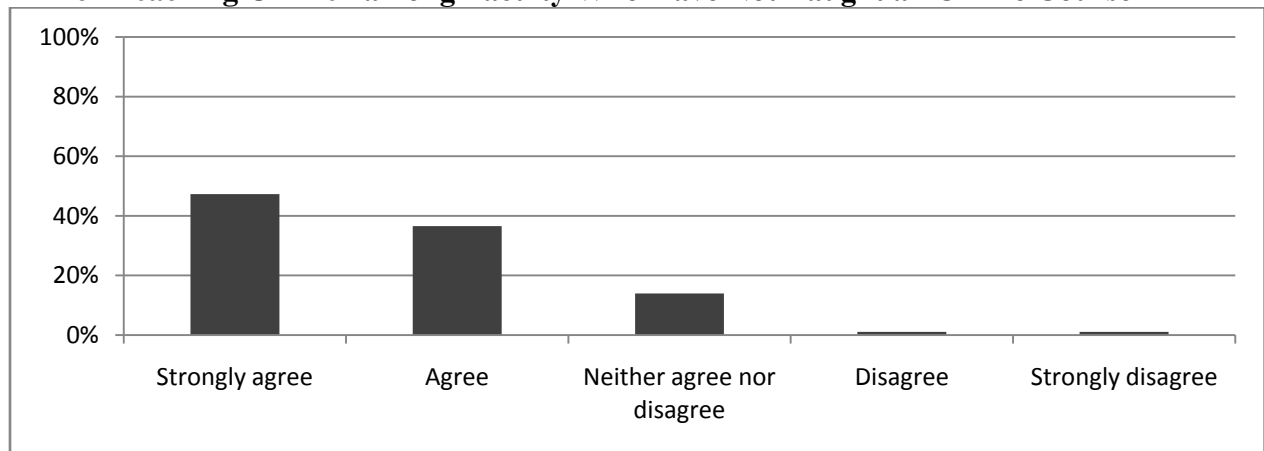


Table A5-27. Agreement with Statement “I believe a student should be able to earn a degree at UHD without ever having a face-to-face course at UHD” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	15.1%	11
Agree	12.3%	9
Neither Agree nor Disagree	12.3%	9
Disagree	21.9%	16
Strongly Disagree	38.4%	28
<i>answered question</i>		73
<i>skipped question</i>		99

Table A5-28. Agreement with Statement “I believe a student should be able to earn a degree at UHD without ever having a face-to-face course at UHD” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	1.1%	1
Agree	9.7%	9
Neither Agree nor Disagree	5.4%	5
Disagree	24.7%	23
Strongly Disagree	59.1%	55
<i>answered question</i>		93
<i>skipped question</i>		79

Chart A5-21. Agreement with Statement “I believe a student should be able to earn a degree at UHD without ever having a face-to-face course at UHD” among Faculty Who Have Taught at least One Online Course

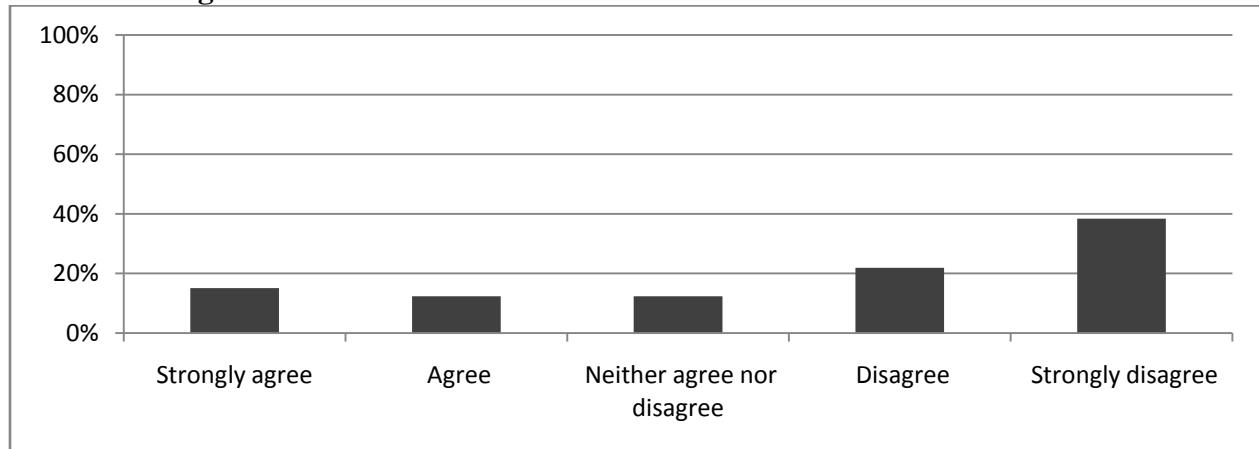


Chart A5-22. Agreement with Statement “I believe a student should be able to earn a degree at UHD without ever having a face-to-face course at UHD” among Faculty Who Have Not Taught an Online Course

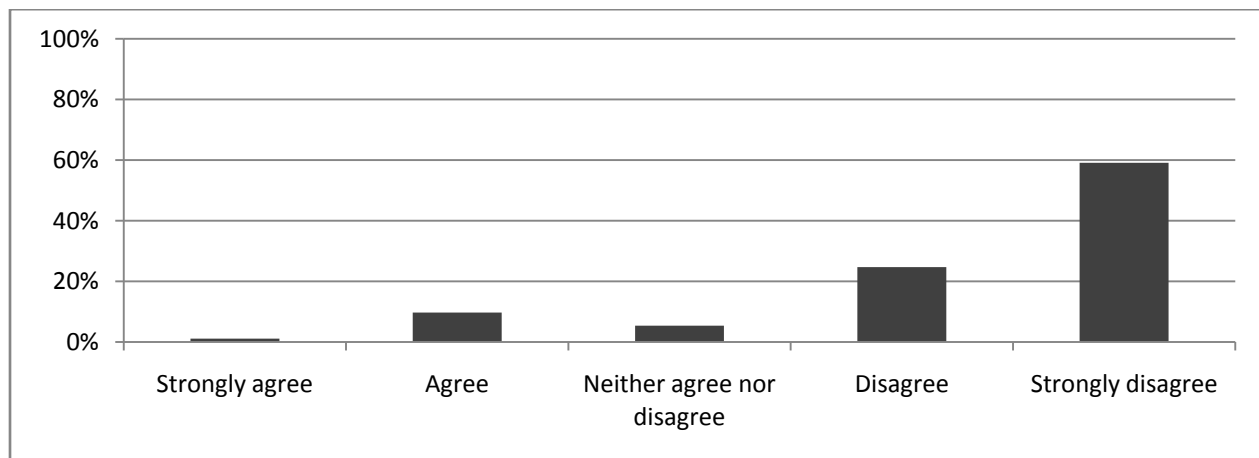


Table A5-29. Agreement with Statement “I Believe that Course Delivery Mode Should Be Identified on Student Transcripts” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	22.2%	16
Agree	13.9%	10
Neither Agree nor Disagree	22.2%	16
Disagree	18.1%	13
Strongly Disagree	23.6%	17
<i>answered question</i>		72
<i>skipped question</i>		100

Table A5-30. Agreement with Statement “I Believe that Course Delivery Mode Should Be Identified on Student Transcripts” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	29.3%	27
Agree	33.7%	31
Neither Agree nor Disagree	18.5%	17
Disagree	9.8%	9
Strongly Disagree	8.7%	8
<i>answered question</i>		92
<i>skipped question</i>		80

Chart A5-23. Agreement with Statement “I Believe that Course Delivery Mode Should Be Identified on Student Transcripts” among Faculty Who Have Taught at least One Online Course

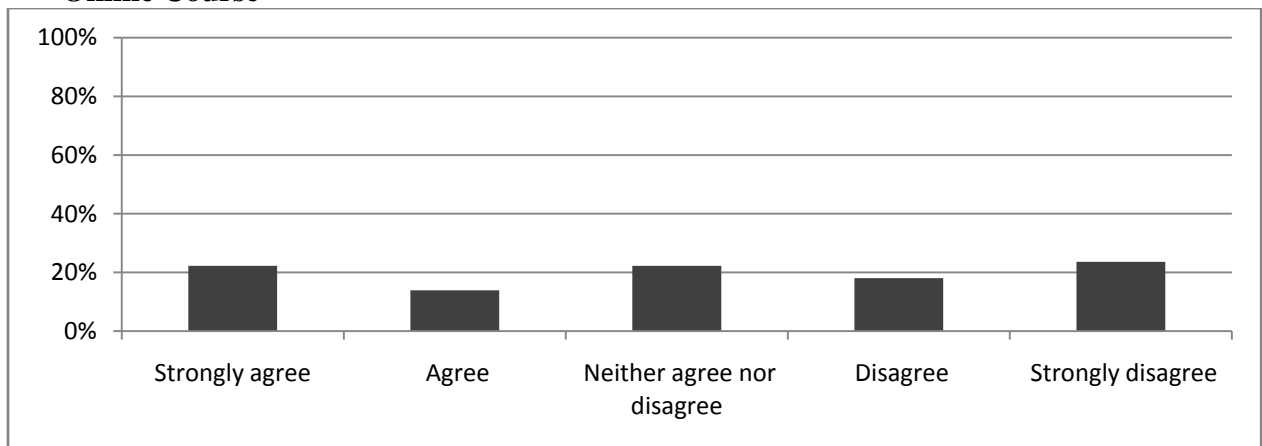


Chart A5-24. Agreement with Statement “I Believe that Course Delivery Mode Should Be Identified on Student Transcripts” among Faculty Who Have Not Taught an Online Course

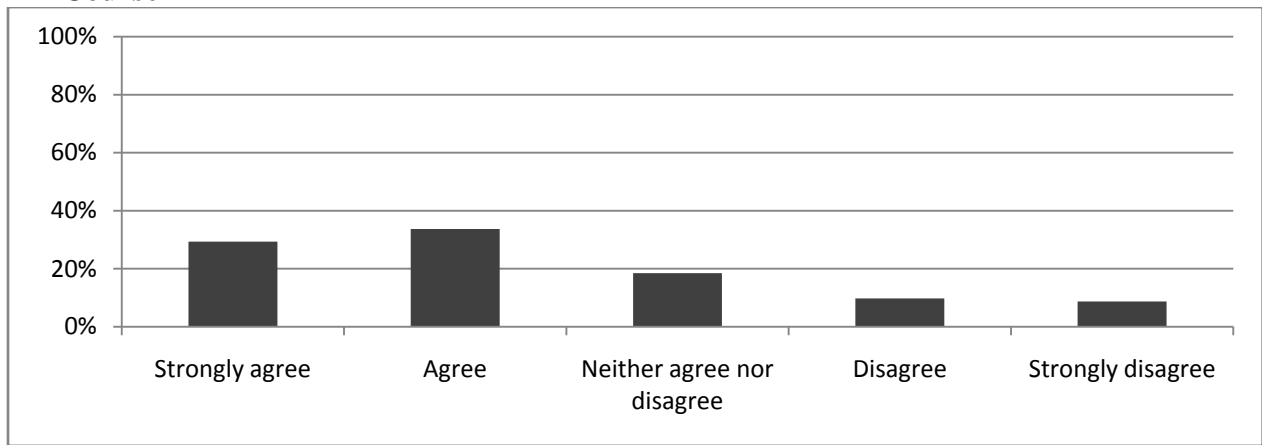


Table A5-31. Agreement with Statement “I Believe Adjuncts Should Be Permitted to Teach Online Courses at UHD” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	18.1%	13
Agree	22.2%	16
Neither Agree nor Disagree	29.2%	21
Disagree	12.5%	9
Strongly Disagree	18.1%	13
<i>answered question</i>		72
<i>skipped question</i>		100

Table A5-32. Agreement with Statement “I Believe Adjuncts Should Be Permitted to Teach Online Courses at UHD” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	9.8%	9
Agree	32.6%	30
Neither Agree nor Disagree	30.4%	28
Disagree	16.3%	15
Strongly Disagree	10.9%	10
<i>answered question</i>		92
<i>skipped question</i>		80

Chart A5-25. Agreement with Statement “I Believe Adjuncts Should Be Permitted to Teach Online Courses at UHD” among Faculty Who Have Taught at least One Online Course

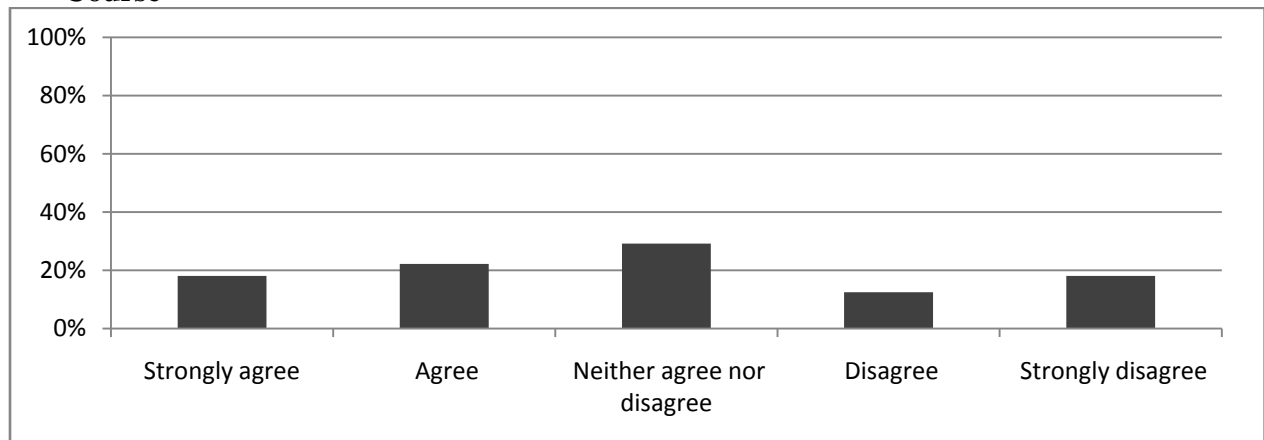


Chart A5-26. Agreement with Statement “I Believe Adjuncts Should Be Permitted to Teach Online Courses at UHD” among Faculty Who Have Not Taught an Online Course

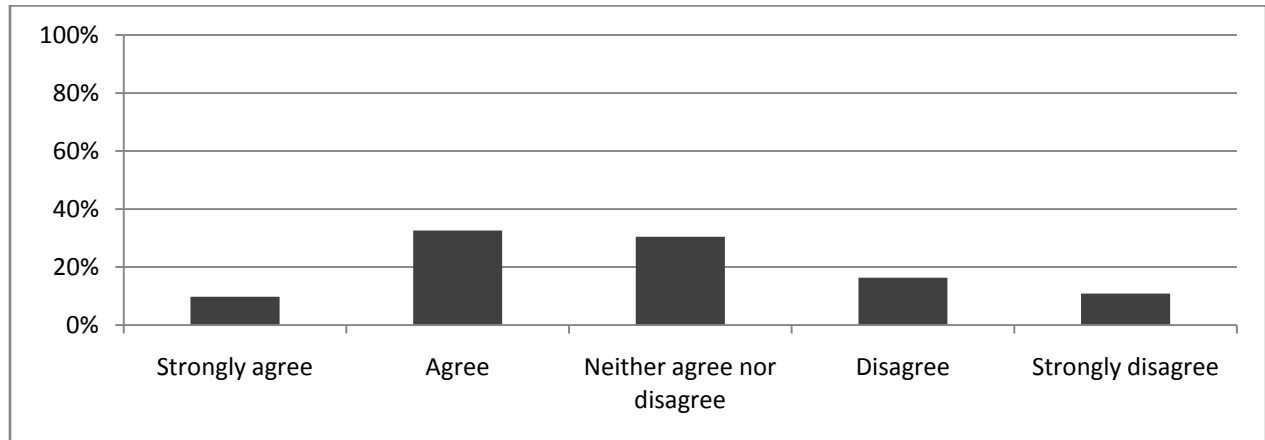


Table A5-33. Agreement with Statement “I Believe Adjuncts Who Live Outside the Houston Metropolitan Area (i.e., Adjuncts Who We May Never See Face-to-Face) Should Be Permitted to Teach Online Courses at UHD” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	8.7%	6
Agree	17.4%	12
Neither Agree nor Disagree	24.6%	17
Disagree	14.5%	10
Strongly Disagree	34.8%	24
<i>answered question</i>		69
<i>skipped question</i>		103

Table A5-34. Agreement with Statement “I Believe Adjuncts Who Live Outside the Houston Metropolitan Area (i.e., Adjuncts Who We May Never See Face-to-Face) Should Be Permitted to Teach Online Courses at UHD” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	6.5%	6
Agree	17.4%	16
Neither Agree nor Disagree	25.0%	23
Disagree	19.6%	18
Strongly Disagree	31.5%	29
<i>answered question</i>		92
<i>skipped question</i>		80

Chart A5-27. Agreement with Statement “I Believe Adjuncts Who Live Outside the Houston Metropolitan Area (i.e., Adjuncts Who We May Never See Face-to-Face) Should Be Permitted to Teach Online Courses at UHD” among Faculty Who Have Taught at least One Online Course

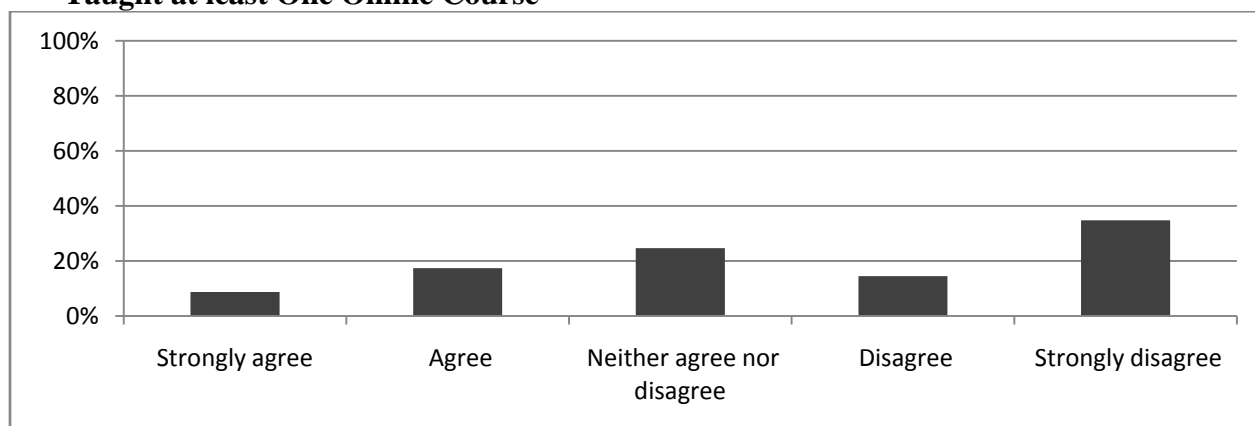


Chart A5-28. Agreement with Statement “I Believe Adjuncts Who Live Outside the Houston Metropolitan Area (i.e., Adjuncts Who We May Never See Face-to-Face) Should Be Permitted to Teach Online Courses at UHD” among Faculty Who Have Not Taught an Online Course

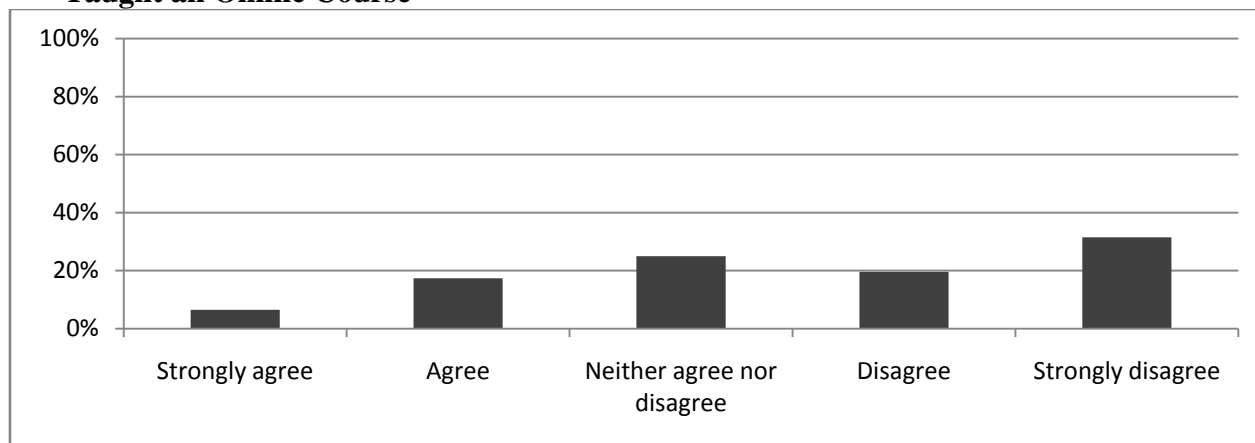


Table A5-35. Agreement with Statement “I Believe Faculty Should Receive a Stipend for the First Time They Teach a Course Online” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	48.3%	32
Agree	26.0%	19
Neither Agree nor Disagree	15.1%	11
Disagree	8.2%	6
Strongly Disagree	6.8%	5
<i>answered question</i>		73
<i>skipped question</i>		99

Table A5-36. Agreement with Statement “I Believe Faculty Should Receive a Stipend for the First Time They Teach a Course Online” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	25.0%	23
Agree	35.9%	33
Neither Agree nor Disagree	17.4%	16
Disagree	9.8%	9
Strongly Disagree	12.0%	11
<i>answered question</i>		92
<i>skipped question</i>		80

Chart A5-29. Agreement with Statement “I Believe Faculty Should Receive a Stipend for the First Time They Teach a Course Online” among Faculty Who Have Taught at least One Online Course

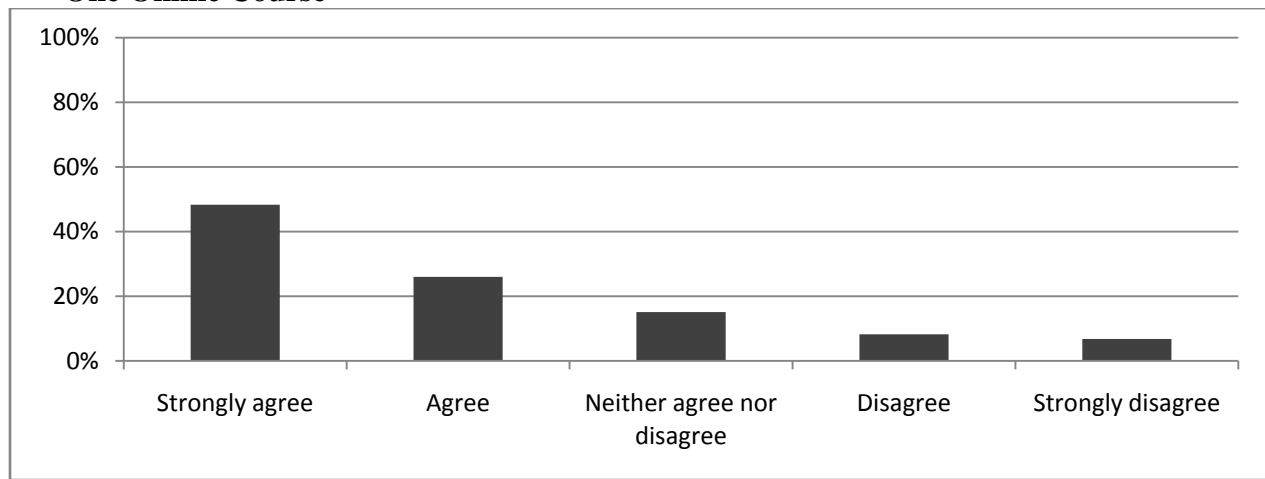


Table A5-30. Agreement with Statement “I Believe Faculty Should Receive a Stipend for the First Time They Teach a Course Online” among Faculty Who Have Not Taught an Online Course

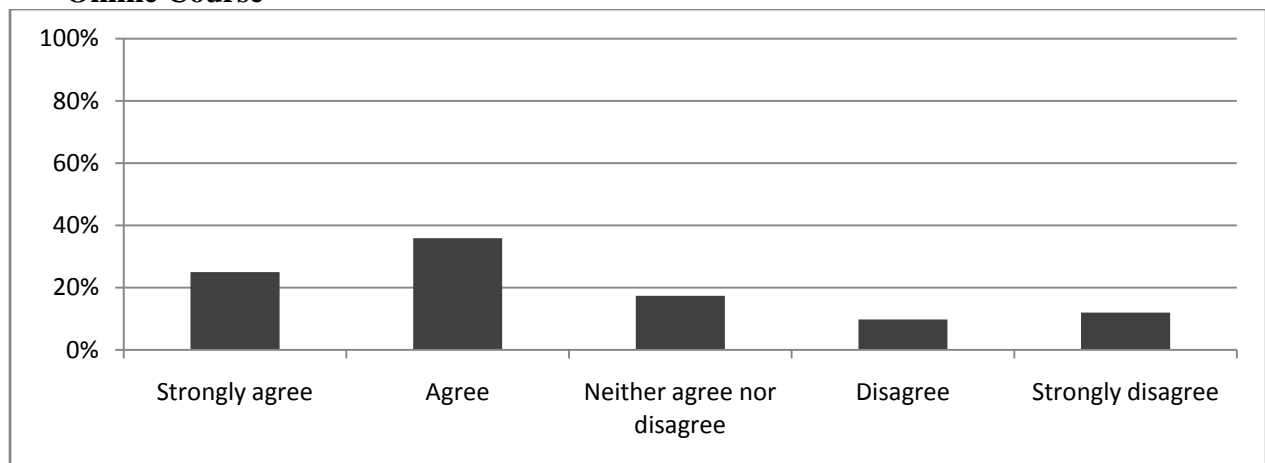


Table A5-37. Agreement with Statement “I Believe Faculty Should Receive a Stipend Each Semester in which They Teach at least 1 Online Course” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	40.3%	29
Agree	22.2%	16
Neither Agree nor Disagree	13.9%	10
Disagree	9.7%	7
Strongly Disagree	13.9%	10
<i>answered question</i>		72
<i>skipped question</i>		100

Table A5-38. Agreement with Statement “I Believe Faculty Should Receive a Stipend Each Semester in which They Teach at least 1 Online Course” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	14.0%	13
Agree	21.5%	20
Neither Agree nor Disagree	23.7%	22
Disagree	22.6%	21
Strongly Disagree	18.3%	17
<i>answered question</i>		93
<i>skipped question</i>		79

Chart A5-31. Agreement with Statement “I Believe Faculty Should Receive a Stipend Each Semester in which They Teach at least 1 Online Course” among Faculty Who Have Taught at least One Online Course

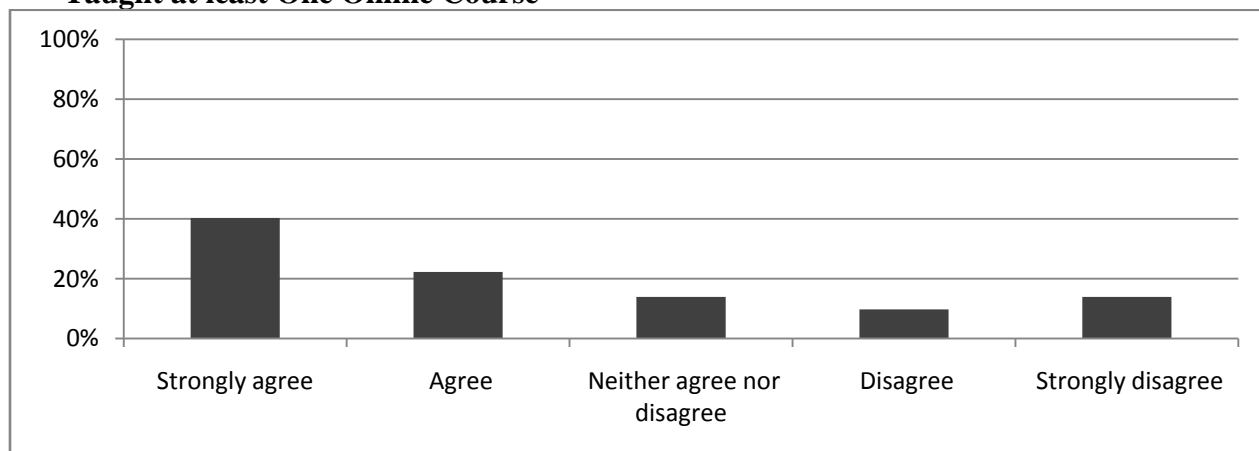


Chart A5-32. Agreement with Statement “I Believe Faculty Should Receive a Stipend Each Semester in which They Teach at least 1 Online Course” among Faculty Who Have Not Taught an Online Course

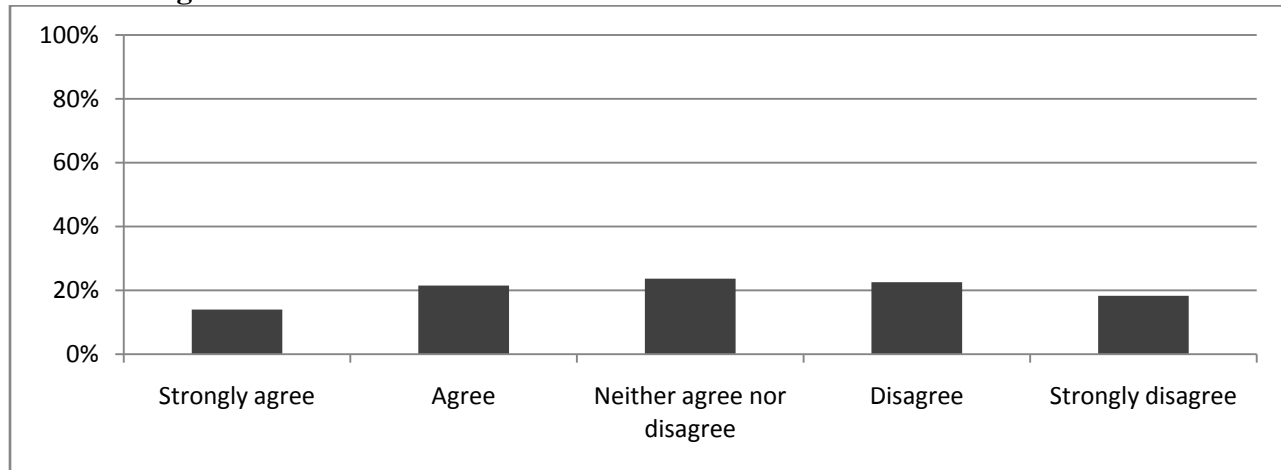


Table A5-39. Agreement with Statement “I Believe Faculty Should Receive a Stipend for Each Section They Teach Online” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	34.2%	25
Agree	20.5%	15
Neither Agree nor Disagree	17.8%	13
Disagree	11.0%	8
Strongly Disagree	16.4%	12
<i>answered question</i>		73
<i>skipped question</i>		99

Table A5-40. Agreement with Statement “I Believe Faculty Should Receive a Stipend for Each Section They Teach Online” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	14.1%	13
Agree	16.3%	15
Neither Agree nor Disagree	22.8%	21
Disagree	26.1%	24
Strongly Disagree	20.7%	19
<i>answered question</i>		92
<i>skipped question</i>		80

Chart A5-33. Agreement with Statement “I Believe Faculty Should Receive a Stipend for Each Section They Teach Online” among Faculty Who Have Taught at least One Online Course

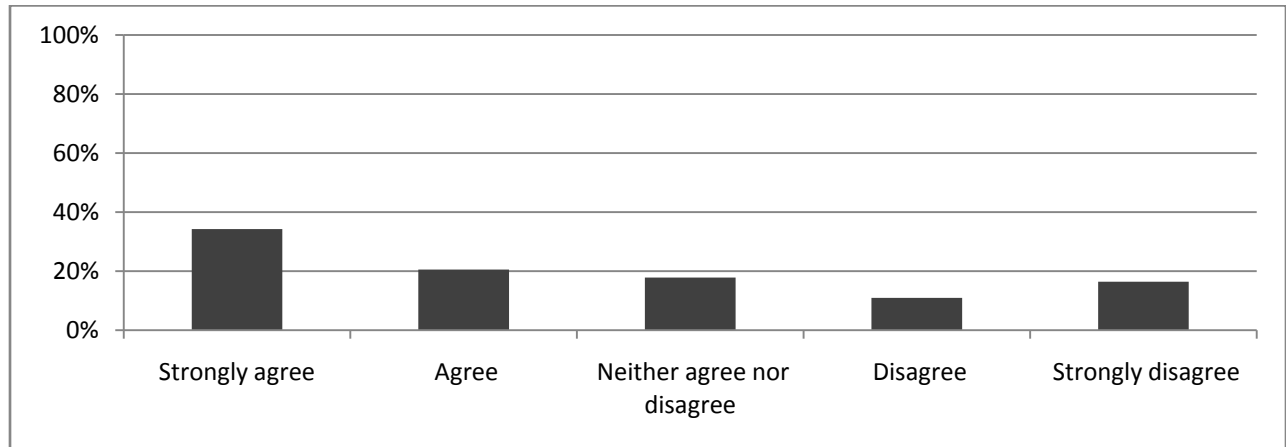


Chart A5-34. Agreement with Statement “I Believe Faculty Should Receive a Stipend for Each Section They Teach Online” among Faculty Who Have Not Taught an Online Course

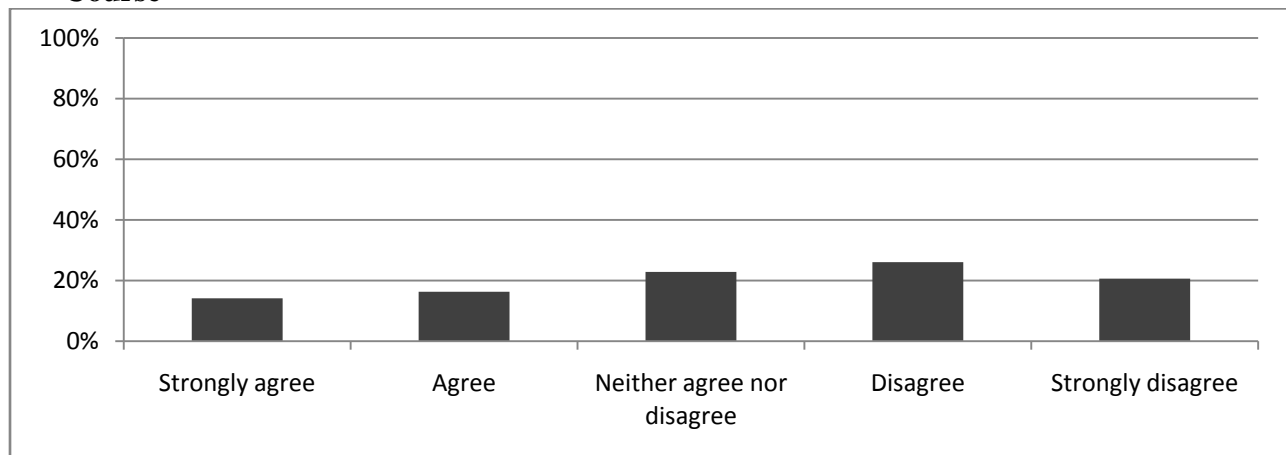


Table A5-41. Agreement with Statement “I Believe Online Courses Require Smaller Course Caps than the Corresponding Face-to-Face Sections to Address Increased Instructional Time for Online Sections” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	41.7%	30
Agree	19.4%	14
Neither Agree nor Disagree	16.7%	12
Disagree	19.4%	14
Strongly Disagree	2.8%	2
<i>answered question</i>		72
<i>skipped question</i>		100

Table A5-42. Agreement with Statement “I Believe Online Courses Require Smaller Course Caps than the Corresponding Face-to-Face Sections to Address Increased Instructional Time for Online Sections” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	19.6%	18
Agree	29.3%	27
Neither Agree nor Disagree	29.3%	27
Disagree	12.0%	11
Strongly Disagree	9.8%	9
<i>answered question</i>		92
<i>skipped question</i>		80

Chart A5-35. Agreement with Statement “I Believe Online Courses Require Smaller Course Caps than the Corresponding Face-to-Face Sections to Address Increased Instructional Time for Online Sections” among Faculty Who Have Taught at least One Online Course

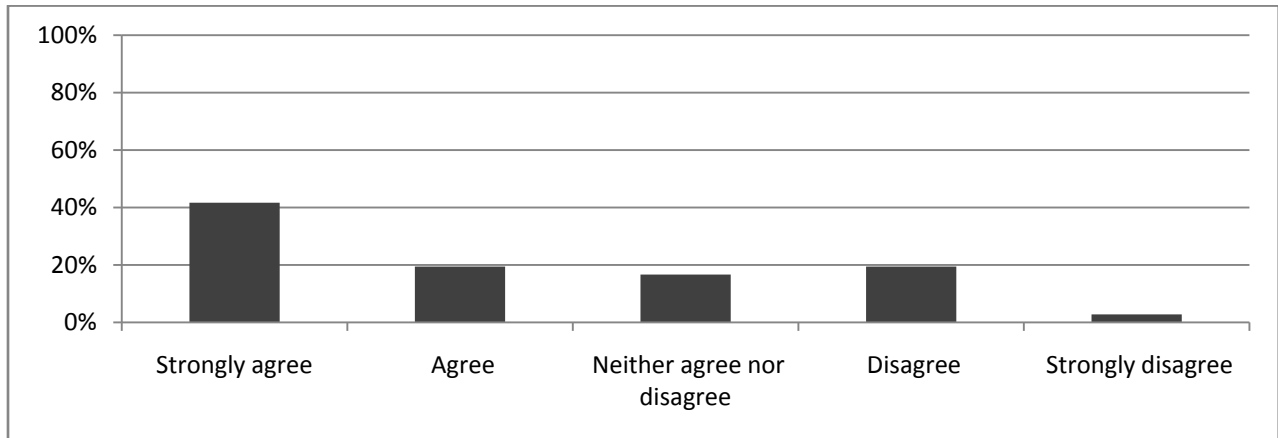


Chart A5-36. Agreement with Statement “I Believe Online Courses Require Smaller Course Caps than the Corresponding Face-to-Face Sections to Address Increased Instructional Time for Online Sections” among Faculty Who Have Not Taught an Online Course

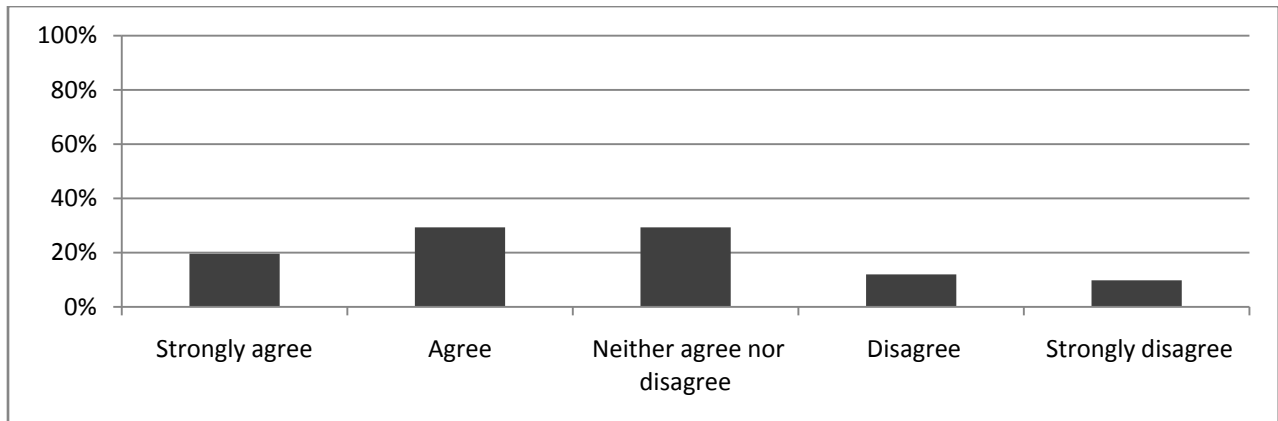


Table A5-43. Agreement with Statement “I Find It More Challenging to Monitor Academic Honesty Issues in an Online Relative to a Face-to-Face Mode” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	48.6%	35
Agree	18.1%	13
Neither Agree nor Disagree	11.1%	8
Disagree	18.1%	13
Strongly Disagree	4.2%	3
<i>answered question</i>		72
<i>skipped question</i>		100

Table A5-44. Agreement with Statement “I Would Find It More Challenging to Monitor Academic Honesty Issues in an Online Relative to a Face-to-Face Mode” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	47.9%	45
Agree	29.8%	28
Neither Agree nor Disagree	11.7%	11
Disagree	7.4%	7
Strongly Disagree	3.2%	3
<i>answered question</i>		94
<i>skipped question</i>		78

Chart A5-37. Agreement with Statement “I Find It More Challenging to Monitor Academic Honesty Issues in an Online Relative to a Face-to-Face Mode” among Faculty Who Have Taught at least One Online Course

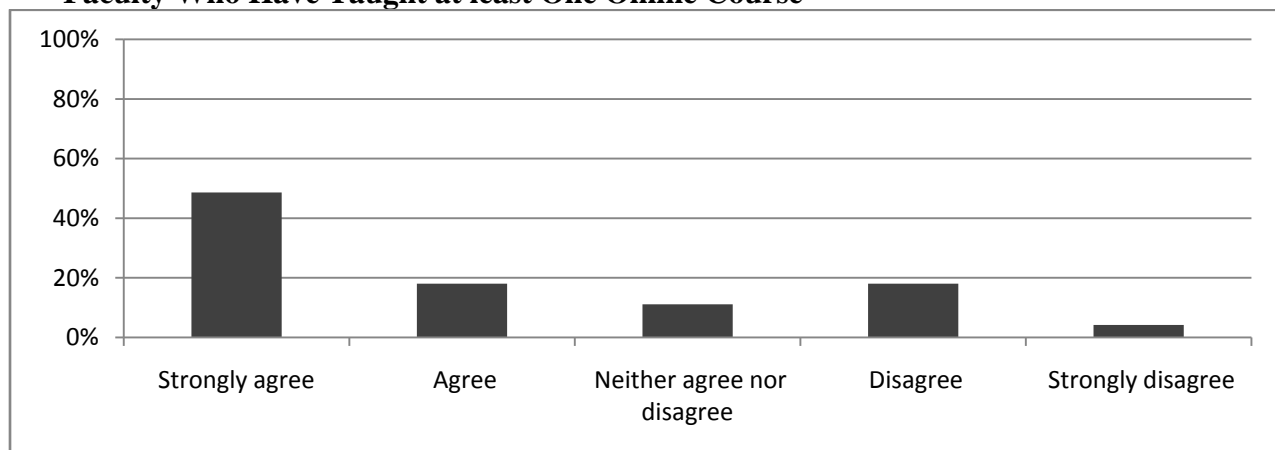


Chart A5-38. Agreement with Statement “I Would Find It More Challenging to Monitor Academic Honesty Issues in an Online Relative to a Face-to-Face Mode” among Faculty Who Have Not Taught an Online Course

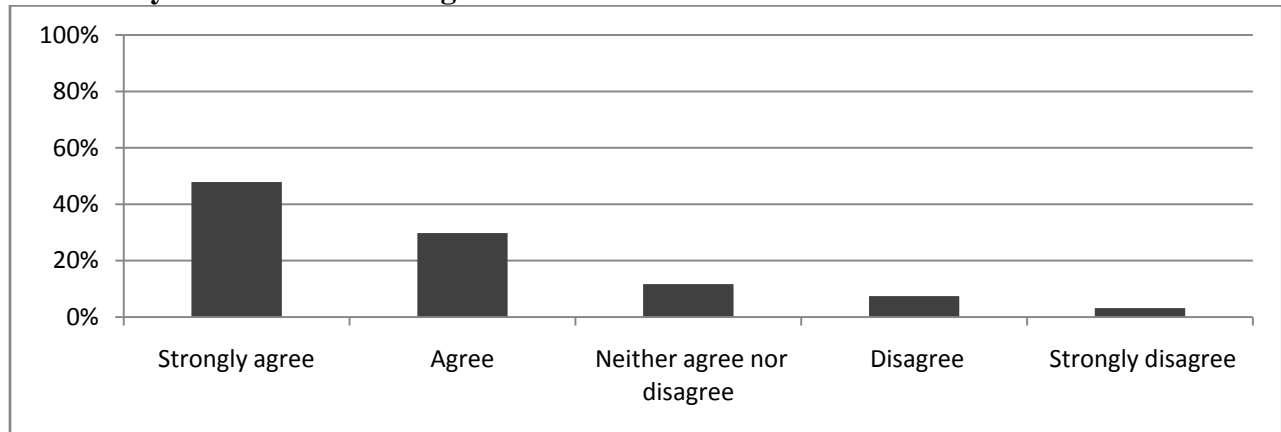


Table A5-45. Agreement with Statement “I Believe that the Faculty Should Be Involved in Mapping Out UHD’s Online Strategy” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	57.5%	42
Agree	32.9%	24
Neither Agree nor Disagree	9.6%	7
Disagree	0.0%	0
Strongly Disagree	0.0%	0
<i>answered question</i>		73
<i>skipped question</i>		99

Table A5-46. Agreement with Statement “I Believe that the Faculty Should Be Involved in Mapping Out UHD’s Online Strategy” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	65.2%	60
Agree	28.3%	26
Neither Agree nor Disagree	4.3%	4
Disagree	0.0%	0
Strongly Disagree	2.2%	2
<i>answered question</i>		92
<i>skipped question</i>		80

Chart A5-39. Agreement with Statement “I Believe that the Faculty Should Be Involved in Mapping Out UHD’s Online Strategy” among Faculty Who Have Taught at least One Online Course

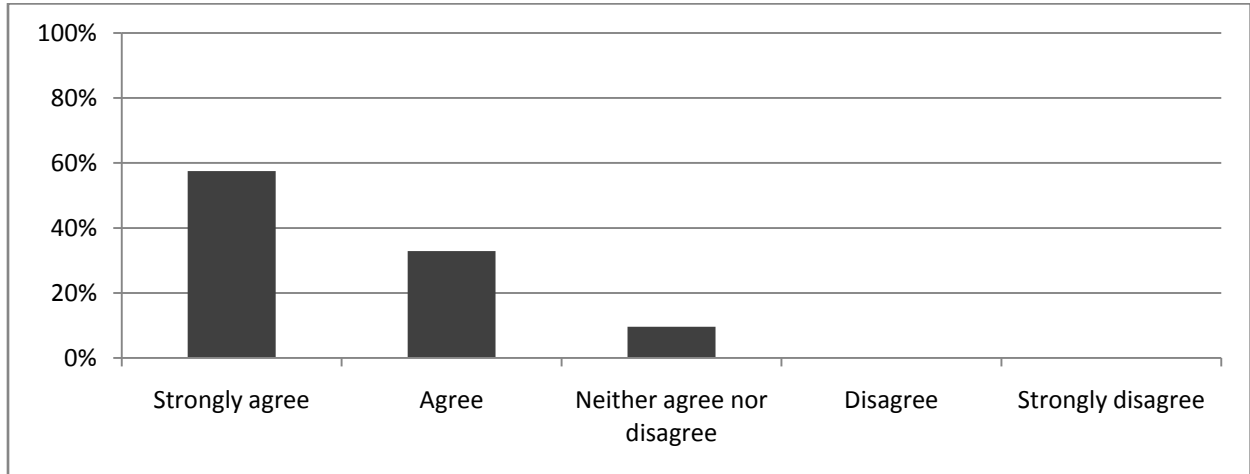


Chart A5-40. Agreement with Statement “I Believe that the Faculty Should Be Involved in Mapping Out UHD’s Online Strategy” among Faculty Who Have Not Taught an Online Course

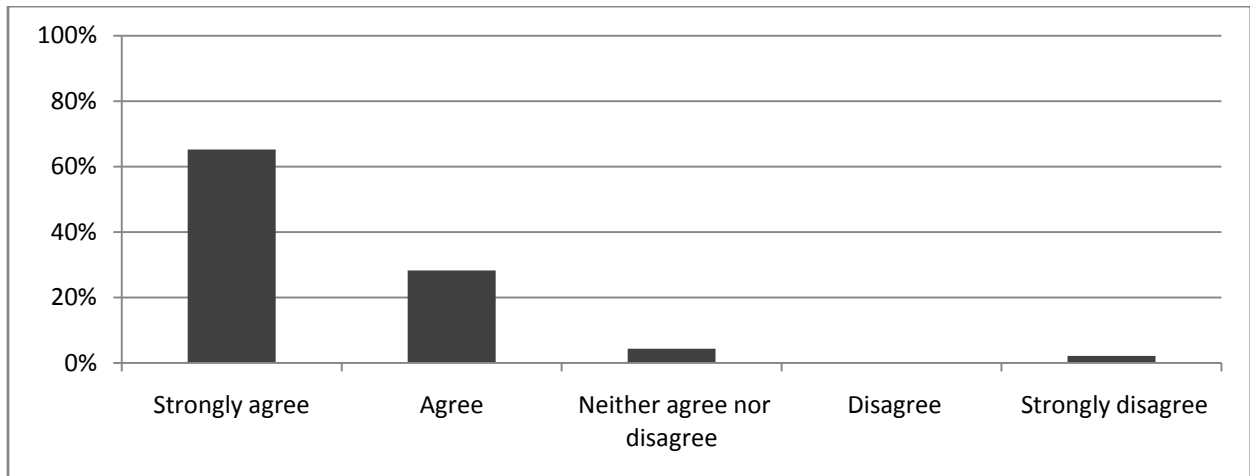


Table A5-47. Agreement with Statement “I Believe that the Faculty Has Been Adequately Informed about UHD’s Online Strategy” among Faculty Who Have Taught at least One Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	4.1%	3
Agree	12.3%	9
Neither Agree nor Disagree	30.1%	22
Disagree	31.5%	23
Strongly Disagree	21.9%	16
<i>answered question</i>		73
<i>skipped question</i>		99

Table A5-48. Agreement with Statement “I Believe that the Faculty Has Been Adequately Informed about UHD’s Online Strategy” among Faculty Who Have Not Taught an Online Course

Answer Options	Response Percent	Response Count
Strongly Agree	0.0%	0
Agree	10.8%	10
Neither Agree nor Disagree	20.4%	19
Disagree	36.6%	34
Strongly Disagree	32.3%	30
<i>answered question</i>		93
<i>skipped question</i>		79

Chart A5-41. Agreement with Statement “I Believe that the Faculty Has Been Adequately Informed about UHD’s Online Strategy” among Faculty Who Have Taught at least One Online Course

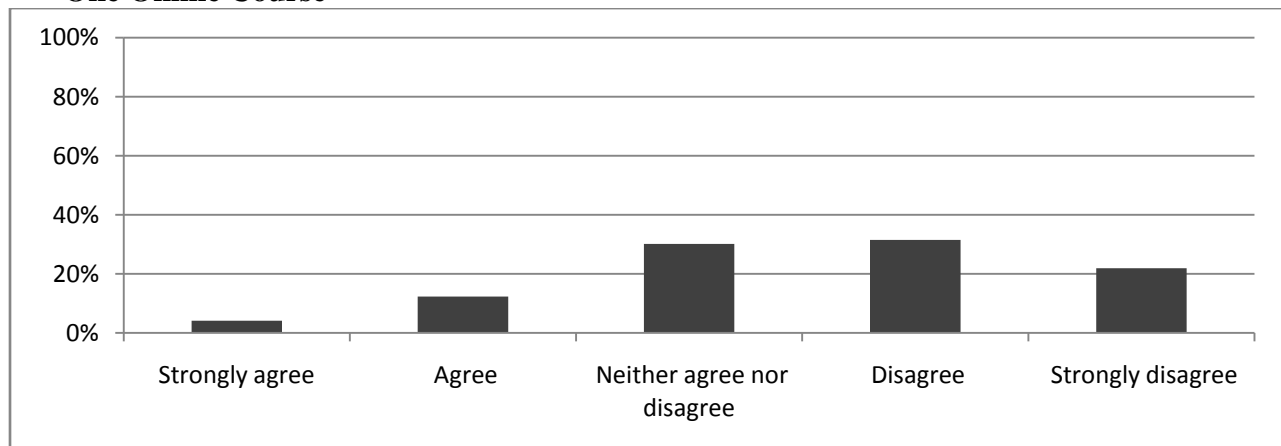
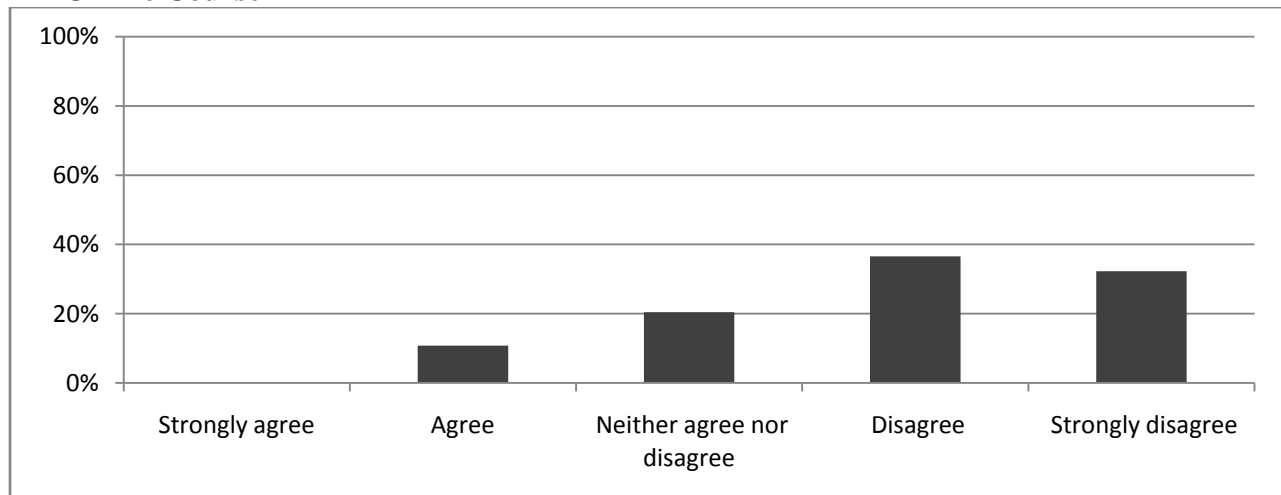


Chart A5-42. Agreement with Statement “I Believe that the Faculty Has Been Adequately Informed about UHD’s Online Strategy” among Faculty Who Have Not Taught an Online Course



APPENDIX 6

Data from Open-Ended Response Questions

The survey provided respondents with an opportunity to record “any additional thoughts regarding online teaching at UHD.” A total of sixty-eight (68) faculty responded. Twenty-seven (27) had taught at least one online course at UHD; forty-one (41) had not done so.

The Faculty Senate Online Survey Workgroup coded these responses by splitting into two groups. One group read the responses of those who had taught online and developed categories for the information contained therein. The second group then placed the information into categories. The Workgroup followed the same procedure for those who had not taught online. Responses often fell into more than one category.

Table A6-1. Issues Raised by Whole Faculty in the Survey’s Open-Ended Response Questions

Comment Refers to . . .	Number of Faculty Making Comment
Accountability/Quality control (of course content/process)	15
Online drivers (economic/political)	15
Academic honesty	11
Pedagogical support	9
Degree value	8
Student learning and preparedness	8
Student experience (as a community of learners)	7
Faculty stipend/compensation	6
Course appropriateness/content (what should be taught online)	5
Student evaluations of online courses	5
University Reputation	5
Infrastructure	3
Need for online courses	3
Review/Approval of Online Courses	3
Social justice/equity (impact on students)	3
Technical support	3
Faculty ownership	1
Comments not clearly able to categorize	5

Note: 68 of the 172 faculty survey responded to this question.

Table A6-2. Issues Raised in the Survey’s Open-Ended Response Question by Faculty Who Have Taught at Least One Online Course

Comment Refers to . . .	Number of Comments
Student learning and preparedness	8
Online drivers (economic/political)	7
Academic honesty	6
Accountability/Quality control (of course content/process)	6
Student evaluations of online courses	5
University Reputation	5
Pedagogical support	4
Faculty stipend/compensation	3
Need for online courses	3
Review/Approval of Online Courses	3

Note: 27 of a possible 69 faculty with online teaching experience responded to this question. See Table A2-5 for breakdown of faculty by online teaching experience.

Table A6-3. Issues Raised in the Survey’s Open-Ended Response Question by Faculty Who Not Taught at an Online Course

Comment Refers to . . .	Number of Comments
Accountability/Quality control (of course content/process)	9
Online drivers (economic/political)	9
Degree value	8
Student experience (as a community of learners)	7
Academic honesty	5
Course appropriateness/content (what should be taught online)	5
Pedagogical support	5
Faculty stipend/compensation	3
Infrastructure	3
Social justice/equity (impact on students)	3
Technical support	3
Faculty ownership	1
Comments not clearly able to categorize	5

Note: 41 of a possible 100 faculty with online teaching experience responded to this question. See Table A2-5 for breakdown of faculty by online teaching experience.

APPENDIX 7

Numeric Data for Items Identified by the Faculty Senate as Items of General Agreement and Majority Agreement among the Faculty

The Faculty Senate identified two general areas of interest for this report. The first involved items of the survey on which over sixty-percent of the faculty agreed on these items, and the level of agreement remained strong (usually over 60%) even after breaking down the data to reflect online teaching experience. The second involved items on which a clear majority of the total faculty are in agreement, but on which there seems to be disagreement between those who have and those who have not taught on-line.

Information on these issues appear in Tables R-1 and R-4, but the data contained in those Tables provide only percentage values of information drawn from numerous tables contained within the Appendices of this Report.

The two Tables in this Appendix therefore provide the *n* value for percentage values in Tables R-1 and R-4 and contain the source information pointing to the relevant tables in the Appendices.

Table A7-1: Numeric Data for Items with General Agreement of 60% or more of all Faculty.

Item	nTF	A-TF	DA-TF	nH	A-H	DA-H	nHA	A-HN	DA-HN
I Believe that UHD Provides Sufficient Technological Assistance for Faculty Members Who [Teach/Are Interested in Teaching] Online Courses	166	104	21	72	59	6	94	45	15
I Believe Online Programs Should Be Approved Independently, Even if the Same Face-to-Face Course Has Been Approved	163	100	32	71	36	18	92	64	14
I Believe Faculty Who Want to Teach Online Should Be Required to Develop Some Familiarity with Effective Pedagogical Strategies for Teaching Online	165	133	8	72	56	6	93	78	2
I believe a student should be able to earn a degree at UHD without ever having a face-to-face course at UHD	166	30	122	73	20	44	93	10	78
I Believe Faculty Should Receive a Stipend for the First Time They Teach a Course Online	165	107	31	73	52	11	92	56	20
I Would Find It More Challenging to Monitor Academic Honesty Issues in an Online Relative to a Face-to-Face Mode	165	131	26	72	48	26	94	73	10
I Believe that the Faculty Should Be Involved in Mapping Out UHD's Online Strategy	165	152	2	73	66	0	92	86	2
I Believe that the Faculty Has Been Adequately Informed about UHD's Online Strategy	166	22	103	73	12	39	93	10	64
Total N	172			74			96		

Sources: Table A5-13, Table A5-14, Table A5-21, Table A5-22, Table A5-23, Table A5-24, Table A5-25, Table A5-26, Table A5-31, Table A5-32, Table A5-39, Table A5-40, Table A5-41, Table A5-42, Table A5-43, Table A5-44.

Notes: A = number of responses that reflected “Strongly Agree” or “Agree”; DA = number of responses that reflected “Strongly Disagree” or “Disagree”; TF = Total of faculty responses for item; N = Faculty responses of those who have taught online; HN = Faculty responses of those who have not taught online; Tables do not reflect “Neither Agree or Disagree” responses; Item numbers reflect questionnaire design with option to not respond to items. See Table R-1 for percentage values.

Table A7-2: Numeric Data for Items of Majority Agreement among the Faculty

Items	<i>n</i>	A-TF	DA-TF	<i>n</i> H	A-H	DA-H	<i>n</i> HA	A-HN	DA-HN
I [Have Found/Believe] that UHD Students Can learn Online Effectively	167	69	48	73	44	13	94	25	35
[My Students/ I Believe UHD Students] Have Technical Literacy Skills Needed to Effectively Participate in Online Courses	167	91	41	73	51	16	94	40	25
I Believe that UHD Needs to Provide Courses that Are Delivered Online in Order to Meet the Houston-Area Demand for Higher Education	166	97	41	74	59	9	92	38	32
I Believe Online Courses Should Be Approved Independently, Even if the Same Face-to-Face Course Has Been Approved	162	82	42	73	26	28	89	56	14
I Believe that Course Delivery Mode Should Be Identified on Student Transcripts	164	84	49	72	26	30	92	58	17
I Believe Faculty Should Receive a Stipend Each Semester in which They Teach at least 1 Online Course	165	78	56	72	45	17	93	33	38
I Believe Online Courses Require Smaller Course Caps than the Corresponding Face-to-Face Sections to Address Increased Instructional Time for Online Sections	164	89	36	72	44	16	92	45	20
Total N	172			74			96		

Sources: Table A3-4, Table A4-6, Table A5-7, Table A5-8, Table A5-17, Table A5-18, Table A5-19, Table A5-20, Table A5-27, Table A5-28, Table A5-33, Table A5-34, Table A5-37, Table A5-38.

Notes: A = number of responses that reflected “Strongly Agree” or “Agree”; DA = number of responses that reflected “Strongly Disagree” or “Disagree”; TF = Total of faculty responses for item; N = Faculty responses of those who have taught online; HN = Faculty responses of those who have not taught online; Tables do not reflect “Neither Agree or Disagree” responses; Item numbers reflect questionnaire design with option to not respond to items. See Table R-4 for percentage values.

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