

Does Professional Development Matter? Examining the Impact of New Hire Training on Adjunct Faculty Confidence and Effectiveness

Stacy D. Yeager-Okosi, Aisha I. Hall and Nana Gyan Quaicoe

Park University, United States

Abstract

In higher education, we realize that having confident and effective instructors impacts professional sustainability, learning outcomes, and student success. This article will discuss research conducted with adjunct faculty regarding their onboarding experiences. This study aims to examine the relationships between adjunct faculty members' perceptions of (a) their confidence and (b) their educational preparedness after review of their online onboarding training using a Likert scale survey. The population surveyed were 32 active adjunct faculty, new and skilled, who taught a course in the MBA program during the 2022-2023 academic year. The participating new and experienced adjunct professors confirmed that accessing an onboarding course has a positive impact on confidence and effectiveness in the classroom. The data analysis discusses survey results and best practices to increase the perceptions of instructor confidence and effectiveness of new hire onboarding training.

Keywords: higher education, adjunct, faculty, professional development, effective faculty, confidence