

InSight

A Journal of Scholarly Teaching

Volume 19

Article 2

Enhancing Effectiveness through Faculty Development Focused on Online Adjunct Faculty: A Comprehensive Investigation

Stacy D. Yeager-Okosi, DM
Park University

Aisha I. Hall, EdD, MSW
Park University

Nana Gyan Quaicoe, MBA
Park University

Follow this and additional works at <https://insightjournal.net/>

Recommended Citation

Yeager-Okosi, S. D., Hall, A. I., & Quaicoe, N. G. (2024). Enhancing effectiveness through faculty development focused on online adjunct faculty: A comprehensive investigation. *InSight: A Journal of Scholarly Teaching*, 19. Article 2. doi: 10.46504/19202402ye



**Enhancing Effectiveness through Faculty Development Focused on
Online Adjunct Faculty: A Comprehensive Investigation**

Stacy D. Yeager-Okosi, DM
Assistant Professor of Management Information Systems
Park University

Aisha I. Hall, EdD, MSW
Assistant Professor of Social Work
Park University

Nana Gyan Quaicoe, MBA
Graduate Assistant ISBA
Park University

Abstract. Online teaching requires faculty development and support to effectively meet the needs of students. Universities should widely recognize that having self-assured and competent online adjunct instructors greatly influences professional sustainability, learning outcomes, and student achievement. The objective of this descriptive study was to gain insights and perspectives on confidence and instructional effectiveness of online adjunct faculty as compared to those who taught on campus or in a blended format, after they participated in an online faculty orientation course. Survey data was collected, and correlational analysis was used to identify relationships between adjunct faculty's perceived confidence and their instructional preparedness in their respective teaching modalities. Results indicate faculty may increase their confidence and instructional effectiveness after participating in an online training course.

The survival of higher education is dependent on online adjunct faculty providing the best teaching practices to students in the online environment (Sortino et al., 2020). Online education has experienced tremendous growth in the last two decades, with over one-fifth of higher education institutions reporting that more than 50% of their courses were offered online in 2019 (Garrett et al., 2020). In response to the COVID-19 pandemic, a large number of institutions worldwide have been increasing their online course options, with some even transitioning to emergency remote teaching. Around 70% of institutions have provided extra resources for technology and faculty development to facilitate the switch to remote teaching during the pandemic. Additionally, 18% of these institutions are planning to convert their remote courses into fully online courses (Garrett et al., 2020).

As sweeping structural changes occur across higher education, adjunct professors account for more than half of the faculty, and the trend is growing as higher education struggles to balance the budget for faculty (Chun et al., 2019). Many higher education institutions are turning to online training to improve the skills and knowledge of their faculty in our fast-changing digital world. One popular method is called faculty development online training, which adds online learning modules to traditional training methods like workshops, seminars, and on-the-job training (Redstone & Luo, 2021). This approach is flexible, easily accessible, and allows for personalized learning experiences that can significantly improve a faculty member's effectiveness in teaching and students' learning and engagement.

However, numerous organizations face difficulties in adequately training and preparing new online adjunct faculty members. Baker and DiPiro (2019) suggest online adjunct faculty should be well-versed in the culture, have confidence in teaching their first courses, and be connected to full-time faculty members. Past research has explored the significance of online adjunct faculty in higher education, their experiences in post-secondary environments, and how effective faculty development is perceived (Leslie, 2019). The supposition for this study was that if institutions offered instructional design support, technical training, online resources for self-help, assistance with course material development, and other necessary forms of support for online instruction (Kumar et al., 2022), that faculty confidence and instructional effectiveness would increase.

However, additional research is needed of online adjunct faculty's perceived confidence and effectiveness in the classroom in comparison to adjunct faculty who teach on ground and blended courses following participation in faculty development. Online faculty are shown to need more support, training, and on development opportunities to be prepared to teach (Redstone & Luo, 2021). Being an adjunct faculty member can be challenging as they may have to wait for a considerable period of time from their hiring date before they get to teach. Additionally, they may only be

able to teach for a single semester, followed by a break in the next semester. This can lead to inconsistencies and inadequate training which can negatively impact an instructor's confidence in their career at a particular institution (Loizzo et al., 2019).

Previous research has shown that faculty members gain confidence and become more effective in the classroom after undergoing faculty development training (Redstone & Luo, 2021). Having access to and being able to use a faculty development platform to address any issues or concerns that may arise in the classroom has been particularly helpful for these faculty members. Although training was offered to all faculty, many of the faculty survey respondents indicated that they were required to spend a large amount of time in the development platform while others expressed they infrequently accessed the faculty development program and spent less time in it (Redstone & Luo, 2021).

When it comes to surveys on new-hire online adjunct faculty development, there is significant variation in the professional development opportunities available, ranging from only initial training to frequently offering training throughout the year. While many universities have studied adjunct hiring at the undergraduate level, Redstone and Luo's (2021) study focused on the graduate level of online adjunct faculty training, private institutions, and those with a focus on professional development. According to Redstone and Luo (2021), faculty teaching online are more likely to be successful if they are aware of university resources, understand institutional norms, and feel supported with formal mentorship opportunities.

This article's main objective was to gain insights and perspectives on confidence and instructional effectiveness of online adjunct faculty as compared to those who taught on campus or in a blended format, after completing online faculty orientation.

Review of Literature

New adjunct faculty, both online and in-person, encounter various obstacles relating to faculty development when teaching for the first time in a new environment. Instructors, depending on which post-secondary area they teach in, come with various levels of professional and teaching experience. Full-time instructors enter institutions with industry experience and may (or may not) have teaching experience, earning at least a master's degree. Adjunct faculty, on the other hand, are not tenured and are contracted each semester, yearlong, or multiyear, with limited teaching capacity (Nica, 2018). Many of them have full-time jobs but teach on the side. As a result, faculty development may not be as effective for all faculty (Redstone & Luo, 2021). Although the classroom experience and teaching expectations can vary depending on the institution, a majority of universities do not have training that addresses the variety of faculty development training needs. Butters and Gann (2022) discovered that additional training is crucial to prepare for courses, technology, communication, and engagement with others. Instructors who are unprepared or disengaged in the classroom may negatively impact students' performance (Butters & Gann, 2022).

Martin et al. (2020) examined the perception of student readiness for online learning, focusing on the importance the student placed on their online learning and their confidence in their ability to learn. They found that online students rated attributes, time management, and technical competencies as highly important compared to communication competencies (Martin et al., 2020). The students were confident in online student learning attributes such as time management, accessing modules, completing assignments and technical competencies versus time management and communication (Martin et al., 2020). Yet, researchers have not examined the relationship between online faculty's perception of importance and confidence in their ability and online course readiness (Martin et al., 2020). This is important to note because understanding student and online instructors' readiness enhances online professional sustainability, learning outcomes, and student success (Martin et al., 2020; Pierce-Friedman & Wellner, 2020). Although online instruction has become popular among students and faculty, both noted there were positive and negative attitudes toward online learning. The negative aspects stemmed from the perception of a lack of engagement and additional support for topics related to the navigation of online learning (Hebecci et al., 2020). The ability for instructors and students to navigate online instructions is important for them to be successful.

Because online teaching has grown over the past ten years, Pierce-Friedman and Wellner (2020) studied the significance faculty professional development plays in online teaching and learning experiences. In this research, they reviewed the historical research for the positive and negative attributes of online learning to develop a strategy for professional development. They noted that it is vital to take into consideration the content of the course and how students will assimilate knowledge (Pierce-Friedman & Wellner, 2020). For this reason, it is essential to incorporate new and changing pedagogical approaches into faculty development resources so that instructors have consistent

support to provide excellent teaching. They also noted that the best practices used in face-to-face courses can easily transition to online courses.

Martin et al. (2019) also conducted a study which focused on faculty professional development needs for online teaching in the U.S. and in Germany. Based upon data collected from the open-ended survey, four themes were identified: the need for administrative support, personnel support, pedagogical support, and technology support (Martin et al., 2019). They also found four common sub-themes which emerged from examining the professional development needs of both U.S. and German instructors: time, design and developmental support, teaching strategies, and technology support. Like Baran and Correia's professional development framework, Martin et al.'s (2019) findings suggest more online teaching and organization exploration and more instructor support.

Online Faculty Development for Adjunct Professors

Faculty development is a crucial aspect for universities as it plays a significant role in enhancing the overall quality of education and promoting academic excellence (Burleigh et al., 2021). It refers to the continuous professional growth and support provided to faculty members to improve their teaching, research, and leadership skills. The value of faculty development lies in its ability to create a positive and stimulating learning environment, foster innovation and creativity, promote student success, and contribute to the overall growth and reputation of the institution (Burleigh et al., 2021).

Online faculty have been shown to relate differently to students online than those who teach in a face-to-face modality, particularly in the perception of how much effort students put into the coursework. In the context of online learning, Jarvie-Eggart et al. (2023) explained that professional development training positively influenced online faculty's teaching methods and led to an overall improvement in the quality of instruction provided at the university.

The pedagogical decision-making approach used by adjunct faculty can impact an instructor's confidence and course experience in the classroom. Although many adjunct faculty have extensive teaching knowledge, they may lack the specific tools necessary to feel confident (Baker & DiPiro, 2019). Therefore, training online adjunct faculty members requires strategic time, effort, and resources. Furthermore, Maxey and Kezar (2016) suggested that post-secondary teachers face additional challenges, particularly adjunct faculty who may not receive adequate compensation for attending faculty development. Due to the amount of time spent preparing for courses and the lack of full-time benefits, adjunct faculty may receive lower wages, resulting in them teaching at multiple universities or taking fewer assignments (Maxey & Kezar, 2016). As a result, many adjunct faculty opt to teach online to balance their primary job and part-time position. Hence, it is crucial for institutions to create strategies that enhance faculty development, considering the tools, connections, and education required for online adjunct faculty to succeed.

Method

The purpose of this research was to conduct a comprehensive analysis of online adjunct faculty's confidence and instructional effectiveness in comparison to faculty who taught on-campus or blended instruction, after they completed an online faculty orientation course. Because the study involved human participants, the researchers first received approval from the institutional review board before conducting their research. The research model applied was correlational, which aims to determine the direction and intensity of the association between two or more variables without any other influences. Grove et al. (2015) identified three types of correlational research designs: descriptive or explanatory, predictive, and model testing. A descriptive design focuses on the relationships between and among variables. This study explored the comparison between online, blended, and on-campus adjunct faculty members' class location and perceptions of their confidence, their instructional effectiveness, and time spent reviewing the online training course. The researchers hypothesized that faculty who spent more time reviewing the online training course would have higher perceptions of their confidence and instructional effectiveness.

Participants

Participants for this study consisted of 32 new and skilled faculty who were actively teaching a course during the 2022-2023 academic year and taught for the MBA program at a private liberal arts institution whose flagship campus is located in the Midwest. Nineteen of the faculty taught online, and the other 13 faculty taught in person or a blended format.

Surveys

Descriptive pre- and post-surveys were designed by the researchers of this study. The pre-survey included three demographic questions (i.e., years at the university, years teaching at the graduate level, and teaching modality), one yes/no question (i.e., if they participated in the onboarding training), two multiple-choice questions (i.e., time spent in course and frequency course was visited), and six Likert-scale questions (see Appendix A). Rensis Likert first described and then created this method for assessing attitudes (Croasmun & Ostrom, 2011). A 5-point Likert scale ranging from “Not Confident” to “Extremely Confident” was used to examine the perceived confidence level of online adjunct faculty (1 = Not Confident, 2 = Somewhat Confident, 3 = Confident, 4 = Very Confident, 5 = Extremely Confident) while another 5-point Likert scale ranging from “Not Effective” to “Extremely Effective” was used to examine the perceived effectiveness level of online adjunct faculty (1 = Not Effective, 2 = Somewhat Effective, 3 = Effective, 4 = Very Effective, 5 = Extremely Effective).

The post-survey contained the same questions as the pre-survey. However, two additional questions were added to the post-survey. One was a multiple-choice question inquiry the number of times participants doubted their confidence. The second question was open-ended and asked instructors to reflect on the areas of learning and support they would like to know more about (see Appendix B).

Data Collection

Participants were asked to engage in the online faculty development program that was created and launched for faculty at the beginning of the 2022-2023 academic year. After completing the online training course, pre- and post-surveys were administered to faculty that focused on their perceptions of confidence, instructional effectiveness, and the length of self-reported time spent in the training course. Potential participants were recruited through an email contact list and asked to voluntarily participate in an online questionnaire which was stored in a secured cloud storage. To gather data, this study was disseminated to potential participants electronically. Faculty members were informed that by submitting the survey, they consented to participate in the study knowing that data would be aggregated, they would remain anonymous, there was no risk to them, and they could withdraw from the research at any time without any repercussions. During the research period, the survey was sent to active instructors and newly recruited professors who had accepted contracts to teach MBA courses. The pre-survey was distributed before courses began, and the post-survey was distributed once courses ended.

Data Analysis

Descriptive statistics were utilized to analyze the Likert-scale data in SPSS. Open-coding procedures were employed to analyze the open-ended question of the second questionnaire, which were further refined by secondary and axial-coding techniques. The ultimate goal of these procedures was to triangulate emerging themes within the data (Croasmun & Ostrom, 2011).

Results

The primary focus was to explore adjunct faculty members' perceptions of (a) their confidence in teaching and (b) their instructional preparedness when assigned their course, after review of the online training. Based upon pre- and post-survey responses, 32 of 48 invited faculty participated in this research, a response rate of 66.7%. Of those 32 participants, 19 (59.4%) were faculty who taught online and 13 (40.6%) were faculty who taught in a face-to-face or blended format. After analyzing data from the surveys, it was found that providing an online training course boosts instructor confidence but does not have an impact on instructional effectiveness across the modalities. The majority of faculty members rated the process of reviewing the training as satisfactory, giving it a mean score of 4.2 out of 5. The most highly rated aspect of the online training process was the efficiency of the course in preparing faculty members for teaching in the MBA program with an average score of 4.5.

Despite all faculty having a high rating for the online training course, the results from one of the two Pearson correlation coefficient tests revealed that there was not a statistically significant correlation between the primary class location and instructional effectiveness, $r(30) = .118$, $p = .520$, as shown in Table 1. This analysis suggests that the instructional effectiveness of adjunct professors is separate from the type of class location they primarily teach, as

shown in Graph 1. This finding could be interpreted in several ways, including the possibility that the skillsets required for effective online teaching are largely transferable across different class formats including face-to-face or blended sessions or that an educator's instructional effectiveness is more closely linked to their personal qualities like adaptability, communication skills, and subject matter expertise, rather than the specific teaching environment. This finding could reflect broader instructional trends, where the distinction between online and traditional classroom settings is becoming increasingly blurred, pointing towards an instructional future where hybrid and flexible teaching models are the norm, necessitating proficiency in multiple teaching modes for educators (Stephens, 2019). Faculty development training provided in some capacity has a long-term impact on faculty and is a skill that is attained and widely used (Kumar et al., 2022).

Table 1

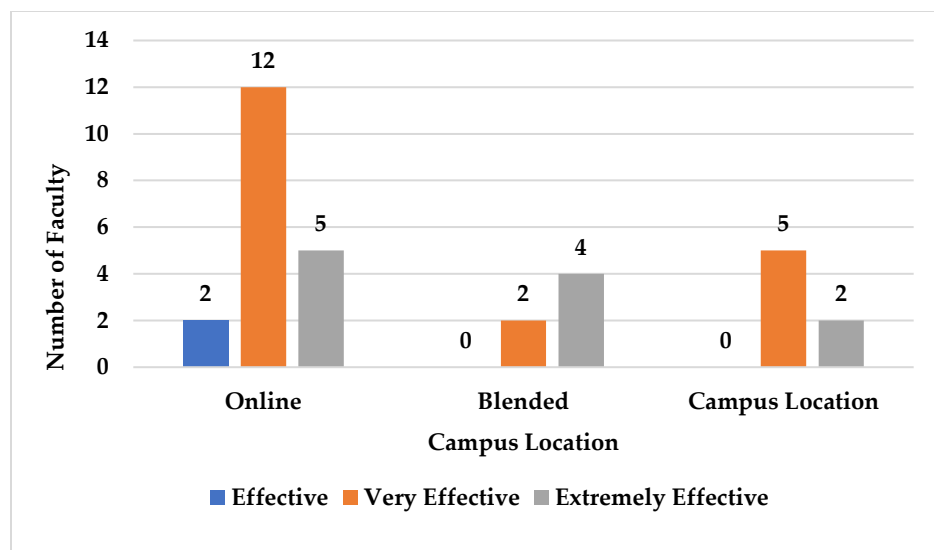
Class Location and Instructional Effectiveness Correlation

		Class Location	Instructional Effectiveness
Where do you teach most of your classes (online, blended, campus location)?	Pearson	1	.118
	Correlation		.520
	Sig. (2-tailed)		.520
	N	32	32
Instructional Effectiveness	Pearson	.118	1
	Correlation		.520
	Sig. (2-tailed)		.520
	N	32	32

Correlation is significant at the .05 level (2-tailed).

Graph 1

Bar Graph Showing Crosstabulation of Class Location and Instructional Effectiveness



The second Pearson correlation coefficient test examined the relationship between class location and faculty confidence. The test indicated a very weak, negative correlation between the location of classes and faculty's perceived confidence, with $r(30) = -.014$. However, this relationship was not statistically significant, as the p -value was .938. This high p -value suggests that any correlation between the location where classes are taught, and the confidence levels of faculty is likely due to chance and not a meaningful relationship. Therefore, it cannot be concluded that the location where classes are taught significantly affects the confidence levels of faculty.

Table 2

Class Location and Faculty Confidence Correlation After Completing the Online Orientation Course

		Campus Location	Faculty Confidence
Where do you teach most of your classes (online, blended, campus location)?	Pearson Correlation	1	-.014
	Sig. (2-tailed)		.938
	N	32	32
Faculty Confidence	Pearson Correlation	-.014	1
	Sig. (2-tailed)	.938	
	N	32	32

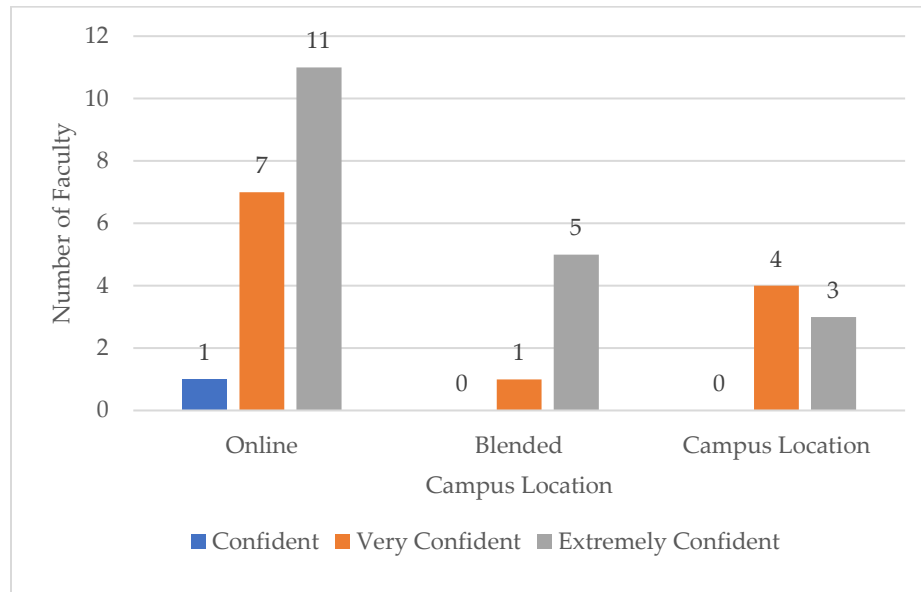
Correlation is significant at the .05 level (2-tailed).

After analyzing the crosstabulation, some intriguing connections between class location and faculty online training time emerged. Blended and campus-based faculty spent more time in the course overall (i.e., over half spent 6-9 or more hours), where 2 (15.4%) faculty spent between 0-2 hours, 4 (30.8%) faculty spent 3-5 between hours, 6 (46.2%) faculty spent between 6-9 hours, and 1 (7.6%) faculty spent over 9 hours. In contrast, online faculty spent less time in the faculty development course (i.e., only one-third spent 6-9 or more hours), where 6 (31.6%) of the online participants spent 0-2 hours, 6 (31.6%) of the online participants spent 3-5 hours, 5 (26.3%) of the online participants spent 6-9 hours, and 2 (10.5%) of the online participants spent over 9 hours.

In contrast, blended and campus-based faculty spent less time on in the course overall, where 6 (46.2%) faculty spent between 6-9 hours, 4 (30.8%) faculty spent 3-5 between hours, 2 (15.4%) faculty spent between 0-2 hours, and only 1 (7.6%) faculty spent over 9 hours.

Graph 2

Bar Graph Showing a Crosstabulation between Class Location and Faculty Confidence



On the flipside, the crosstabulation analysis showed that online professors reported the highest confidence levels overall with nearly all of the online faculty (94.7%) indicating they felt very confident or extremely confident. Yet, only 61.5% of the blended and face-to-face faculty felt very confident (see Graph 2).

While the analysis from the quantitative data provided some valuable insights into the factors that may contribute to professors' instructional effectiveness and confidence, most faculty who completed the open-ended

response questions reported a variety of areas where they would like to see additional instruction such as more time to access the course materials, having more flexibility to modify courses, and comments relating to structure of the course. However, no apparent themes emerged in the type of instruction itself. Therefore, further research is needed to validate these findings and whether faculty development training could benefit online professors. Furthermore, institutions providing professional development opportunities for online professors should consider tailoring their programs to address this teaching mode's specific needs and challenges.

Discussion

Higher education administrators are increasingly concerned about supporting online adjunct instructors through faculty development efforts. They are faced with the challenge of meeting the growing demand for online courses while ensuring that online faculty receive enriching experiences that improve their confidence and preparedness to teach courses successfully. Obstacles to adjunct faculty development may relate to time constraints, accessibility to the best training platform, and the focus of subject matter areas (Redstone & Luo, 2021). Because of such barriers, higher education institutions struggle to effectively train and prepare new online adjunct faculty who need to become acclimated to the culture, confident in teaching their first courses, and connected to full-time faculty members (Baker & DiPiro, 2019).

The findings of this research will contribute to the existing body of knowledge on training effectiveness and provide practical implications for organizations seeking to enhance their training programs for online adjunct faculty. The discussion will address the potential advantages and challenges associated with adjunct online training, including considerations for implementation, learner motivation, and technology infrastructure. Additionally, recommendations for optimizing adjunct online training programs will be provided based on the identified best practices.

Specialized Training for Online Adjunct Faculty

Upon analysis of the research findings, it was discovered that faculty may increase their confidence and instructional effectiveness after participating in an online training course. When faculty members are offered development training, faculty bring in the knowledge acquired from previous experience. This study found that online adjunct faculty have a high level of confidence, and 53.8% spent 6-9 or more hours using available, open faculty development opportunities. Spending more time reviewing the online training course may have increased their perception of instructional effectiveness (Jarvie-Eggart et al., 2023). In reviewing the training, participants may have become aware of gaps that may have existed that may have previously been unidentified.

Additionally, there is a significance in the relationship of spending more time in the online training course and increased confidence. This correlation might exist because faculty development training has been shown to enhance the knowledge and confidence of those who participate and provide up-to-date tools that are useful for classroom management (Jarvie-Eggart et al., 2023; Santelli et al., 2020). Also, adjunct faculty members, no matter the modality, have a desire to be engaged and are invested in their own professional development.

A streamlined approach for finding information and putting it in a logical manner would save time and effort for staff. Most often, faculty members who are teaching blended or face-to-face courses have the advantage of speaking to other colleagues to get information quickly.

Creating a more comprehensive faculty development targeted at online adjunct faculty could impact their teaching experiences in a positive way. The development would enhance their knowledge of the university culture, create inclusion, and have a supportive environment.

Open Professional Development Opportunities

More than half of the online adjunct instructors spent 6-9 or more hours in the online faculty training. Consequently, they may be working on their primary job or building skills for multiple universities while trying to balance their personal life. The opportunities for professional development for full-time faculty often come at the start of the academic year and continue with ongoing training opportunities throughout the semester. Whereas adjunct faculty are usually excluded from being

Creating a more comprehensive faculty development...could impact [faculty] teaching experiences in a positive way. The development would enhance their knowledge of the university culture, create inclusion, and have a supportive environment.

required to attend faculty development or are not given the opportunity to participate (Redstone & Luo, 2021).

A systematic approach may be needed to provide online adjunct faculty with an open, continual professional development opportunity. All adjunct faculty would be introduced to the platform, which also includes updated information or reference materials from the information shared at campus activities. This would be beneficial as instructors may not be aware of changes or updated information that has changed for the upcoming semester.

Create Opportunities for All Faculty

These findings are essential for administrators who are responsible for hiring online adjunct faculty and creating professional development opportunities for existing faculty. The results are also relevant for administrators who support online learning as they need to anticipate, plan for, and schedule courses that can be sourced in a timely manner. This gives academics sufficient time to prepare and successfully present such courses. To meet the needs of all instructors, regardless of physical location within the university, the online training platform should be built accordingly (Garrett et al., 2020).

Administrators must be ready to offer online adjunct professional development opportunities that meet their unique needs, such as limited time and resources (Farakish et al., 2022; Nica, 2018). In general, adjunct faculty members come to the university with varying levels of knowledge, skills, and expertise. Therefore, it is essential to create an online faculty development course that meets the needs of instructors and emphasizes spending more time learning the basics. Faculty development would increase the collaboration between faculty in all locations. A higher level of confidence and effectiveness in teaching increases the involvement of faculty and feeling of inclusion in the organization (Farakish et al., 2022).

Leaders in higher education can provide an ongoing and accessible professional development platform for online adjunct faculty through the development of a course in an existing learning management system. The online faculty development platform for this research includes interactive course modules, frequently asked questions, and/or videos relating to professional development topics. These types of resources – with support from faculty mentors, team leaders, and/or departmental liaisons – could be included in conjunction with the platform. To determine the effectiveness of the developed resources, a request for feedback from all faculty to assess their perspectives could be included. With these suggestions, the design and structure of the faculty development training would be enhanced and promote positive outcomes.

Limitations and Recommendations for Future Research

Some of the limitations that arose from this study included having a small amount of participation from the online adjunct faculty population. Additionally, not many new faculty were hired because of the high attrition rate of adjunct faculty. Furthermore, there is an opportunity for increased communication relating to the online adjunct faculty about the value of online faculty development training. Additional analyses of the connection between confidence and instructional effectiveness for online adjunct instructors are needed in relation to improving the new hire process.

Establishing a standardized approach to interpreting research findings across universities is critical for future advancement in the field. Incorporating qualitative or mixed methods, such as interviews, can offer even more comprehensive insights. Such research can prove especially valuable for higher education institutions seeking to improve their professional development programs for those involved in teaching and developing technology-based courses.

Conclusion

This research aimed to shed light on the effectiveness of adjunct online training in higher education as a supplementary tool in various domains. There is value in having a process to assist online adjunct faculty to become comfortable in their roles and successfully teach courses beneficial to students. Based on the findings, the researchers suggest creating: specialized training for online adjunct faculty, open professional development opportunities, and opportunities for all faculty to improve the instructional effectiveness and confidence.

Organizations can create a customized faculty development plan that provides specialized training for online adjunct faculty which may result in positive teaching experiences from the specific topics covered and discussed in the online faculty development modules. Additionally, this could lead to online adjunct instructors balancing skills for

multiple universities while also juggling their primary jobs and personal lives (i.e., work/life integration). By understanding the factors contributing to its success and addressing potential challenges, organizations can leverage this approach to enhance their training programs and ultimately improve faculty's overall performance outcomes.

References

- Baker, B., & DiPiro, J. T. (2019). Evaluation of a structured faculty development process and tool for faculty members in a school of pharmacy. *American Journal of Pharmaceutical Education*, 83(6), 1233–1238. <https://doi.org/10.5688/ajpe7100>
- Burleigh, C., Steele, P. B., & Gwitira, G. (2021, October 25). Online adjunct faculty perceptions of professional development to support personal and professional academic growth during COVID-19. *Higher Learning Research Communications*, 11(2). <https://doi.org/10.18870/hlrc.v11i2.1241>
- Butters, D., & Gann, C. (2022). Towards professionalism in higher education: An exploratory case study of struggles and needs of online adjunct professors. *Online Learning*, 26(3), 259–273. <https://doi.org/10.24059/olj.v26i3.2801>
- Chun, H., Richardson, B., & Iwamoto, D. (2019). Higher education support for adjunct faculty on institutional websites. *Journal of Higher Education Theory & Practice*, 19(3), 24–32. <https://doi.org/10.33423/jhetp.v19i3.2114>
- Croasmun, J. T., & Ostrom, L. (2011). Using Likert-type scales in the social sciences. *Journal of Adult Education*, 40, 19–22. <https://files.eric.ed.gov/fulltext/EJ961998.pdf>
- Farakish, N., Cherches, T., & Zou, S. (2022). Faculty success initiative: An innovative approach to professional faculty development and development. *Journal of Formative Design in Learning*, 6, 113–126. <https://doi.org/10.1007/s41686-022-00069-x>
- Garrett, R., Legon, R., Fredericksen, E. E., & Simunich, B. (2020). CHLOE 5: The pivot to remote teaching in spring 2020 and its impact. The changing landscape of online education. <https://qualitymatters.org/qa-resources/resource-center/articles-resources/CHLOE-project>
- Grove, S. K., Gray, J. R., & Burns, N. (2015). *Understanding nursing research: Building an evidence-based practice* (6th ed.). VitalSource Technologies, Inc.
- Hebebcı, M. T., Bertiz, Y., & Alan, S. (2020). Investigation of views of students and teachers on distance education practices during the Coronavirus (COVID-19) pandemic. *International Journal of Technology in Education and Science*, 4(4), 267–282. <https://doi.org/10.46328/ijtes.v4i4.113>
- Jarvie-Eggart, M., Freeman, T., Woerner, J., Benjamin, M., & Fernandez-Arcay, L. (2023). Learning to teach well in any format: Examining the effects of online teachers' training on university faculty teaching. *Journal of Higher Education Theory and Practice*, 23, 51–68. <https://doi.org/10.33423/jhetp.v23i2.5808>
- Kumar, S., Ritzhaupt, A., & Pedro, N. S. (2022). Development and validation of the online instructor support survey (OISS). *Online Learning*, 26(1), 221–244. doi: 10.24059/olj.v26i1.2622
- Loizzo, J. L., Rampold, S. D., Bunch, J. C., Weisberg, L., & Jordi, J. (2019). Confidence in online teaching and quality matters: A self-efficacy survey of agricultural and natural resources faculty at a land grant university. *NACTA Journal*, 64, 386–396.
- Leslie, H. J. (2019, June 4). Trifecta of student engagement. *Journal of Research in Innovative Teaching & Learning*, 13(2), 149–173. <https://doi.org/10.1108/jrit-10-2018-0024>
- Martin, F., Stamper, B., & Flowers, C. (2020). Examining student perception of their readiness for online learning: Importance and confidence. *Online Learning*, 24(2), 38–58. <https://doi.org/10.24059/olj.v24i2.2053>
- Martin, F., Wang, C., Budhrani, K., Moore, R. L., & Jokiah, A. (2019). Professional development support for the online instructor: Perspectives of U.S. and German instructors. *Online Journal of Distance Learning Administration*, 22(3).
- Maxey, D., & Kezar, A. J. (2016). *Envisioning the faculty for the twenty-first century: Moving to a mission-oriented and learner-centered model*. Rutgers University Press.
- Nica, E. (2018). Has the shift to overworked and underpaid adjunct faculty helped education outcomes? *Educational Philosophy and Theory*, 50(3), 213–216. <https://doi.org/10.1080/00131857.2017.1300026>
- Pierce-Friedman, K., & Wellner, L. (2020). Faculty professional development in creating significant teaching and learning experiences online. In L. Kyei-Blankson, E. Ntuli, & J. Blankson (Eds.), *Handbook of research on creating meaningful experiences in online courses* (pp. 1–13). IGI Global. doi: 10.4018/978-1-7998-0115-3.ch.001
- Redstone, A., & Luo, T. (2021). Exploring faculty perceptions of professional development support for transitioning to emergency remote teaching. *The Journal of Applied Instructional Design*, 10(2). doi: 10.51869/102/ar

- Santelli, B., Stewart, K., & Mandernach, J. (2020). Supporting high quality teaching in online programs. *Journal of Educators Online*, 17(1), 1–15. <https://files.eric.ed.gov/fulltext/EJ1241555.pdf>
- Sortino, M., Winnington, J., & Cresswell-Yeager, T. J. (2020). Comprehensive faculty development: An innovative approach in online education. In L. Kyei-Blankson, E. Ntuli, & J. Blankson (Eds.), *Handbook of research on creating meaningful experiences in online courses* (pp. 25-36). IGI Global. doi: 10.4018/978-1-7998-0115-3.ch.003
- Stephens, J. T. (2019). Teaching critically where rural and nonrural cultures intersect. *American Educational Research Journal*, 56(6), 2043–2076. <https://doi.org/10.3102/0002831219839311>

Appendices

Appendix A

Pre-Survey Questions

1. How many years have you been teaching with Park University?
 - Less than 1 year
 - 1 -2 years
 - 3 years or more
 2. How many years have you been teaching in at the graduate level or higher?
 - Less than 2 years
 - 2 - 5 years
 - 5 years or more
 3. Where do you teach the majority of your classes?
 - Online
 - Blended
 - A campus location
 4. Have you gone through the faculty onboarding and the Canvas MBA Onboarding Course?
 - No
 - Yes
 5. How long did you spend in the initial MBA Onboarding Course?
 - 0-2 hours
 - 3-5 hours
 - 6-9 hours
 - Over 9 hours
 6. How many times during the course do you think that you would refer back to the onboarding course?
 - 0-2 times
 - 3-5 times
 - 6-9 times
 - Over 9 times
-

7. How effective was your onboarding process for the MBA program with 1 being not effective and 5 being extremely effective?
8. How effective do you think you will be in the course you are teaching with 1 being not effective and 5 being extremely effective?
9. How effective do you think students will perceive you to be with 1 being not effective and 5 being extremely effective?
10. How confident will you be at teaching the course you were assigned based on your onboarding and past experience with 1 being not confident and 5 being extremely confident?
11. How confident do you think your students will perceive you to be with 1 being not confident and 5 being extremely confident?
12. How confident will you be at using the information and tools in the onboarding course with 1 being not confident and 5 being extremely confident?

Appendix B

Post-Survey Questions

1. How many years have you been teaching with Park University?
 - Less than 1 year
 - 1 -2 years
 - 3 years or more
2. How many years have you been teaching in at the graduate level or higher?
 - Less than 2 years
 - 2 - 5 years
 - 5 years or more
3. Where do you teach the majority of your classes?
 - Online
 - Blended
 - A campus location
4. Have you gone through the faculty onboarding and the Canvas MBA Onboarding Course?
 - No
 - Yes
5. How long did you spend in the initial MBA Onboarding Course?
 - 0-2 hours
 - 3-5 hours
 - 6-9 hours
 - Over 9 hours

6. How many times during the course did you refer to the onboarding course?
- 0-2 times
 - 3-5 times
 - 6-9 times
 - Over 9 times
7. How many times did you doubt yourself or were not as confident while teaching the course?
- 0-2 times
 - 3-5 times
 - 6-9 times
 - Over 9 times
8. How effective was the onboarding course for the course you taught this semester for the MBA program with 1 being not effective and 5 being extremely effective?
9. How effective were you in the course you taught this semester with 1 being not effective and 5 being extremely effective?
10. How effective do you think students perceived you to be during the course you taught this semester with 1 being not effective and 5 being extremely effective?
11. How confident were you at teaching the course you were assigned based on your onboarding and past experience with 1 being not confident and 5 being extremely confident?
12. How confident do you think your students perceived you to be in the course you taught this semester with 1 being not confident and 5 being extremely confident?
13. How confident were you at using the information and tools in the onboarding course with 1 being not confident and 5 being extremely confident?
14. What added learning and support areas would you want to know more about as an instructor?

Dr. Stacy Yeager-Okosi is an assistant professor in the College of Business and Director of the MBA program at Park University. Yeager-Okosi has a doctoral degree in Business administration with a master's in the areas of Management Information Systems and Human Resources. Yeager-Okosi has taught for over 15 years in the areas of business, organizational leadership, information technology, and human resources. She serves on several government and non-profit boards of directors relating to education, health initiatives, and business. education, health initiatives, and business.

Dr. Aisha Hall is an assistant professor in the Social Work Department at Park University. Hall specializes in clinical social work, healthcare; assessment, work with individuals and families, and leadership. Dissertation research focused on minority student learning in higher education. Current research focuses on diversity, equity, and inclusion. Prior to obtaining her doctorate, Hall engaged in direct social work practice for several years with individuals and families in clinical and healthcare settings. Outside of employment, she is very active in the community, focusing on diversity initiatives and volunteering with marginalized populations.

Nana Gyan Quaicoe is a second-year Master of Science student in Information Systems and Business Analytics at Park University. Quaicoe is primarily interested in qualitative and quantitative social research, data mining, and information systems. He received an MBA in total quality management from the University of Professional Studies in Accra, Ghana, and a BA in Integrated Development students from the University for Development Studies in Ghana.