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THE IMPACT OF TRUST AND ORGANIZATIONAL COMMITMENT ON
PROFESSIONAL DEVELOPMENT INTENTION AMONG COMMUNITY COLLEGE
FACULTY: A GROUNDED THEORY APPROACH

By

MALENE LALLA ARNAUD

A dissertation submitted in partial fulfillment of the
requirements for the degree of

DOCTORATE IN EDUCATIONAL LEADERSHIP

XAVIER UNIVERSITY OF LOUISIANA
Division of Education and Counseling

MARCH 2020

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CERTIFICATE OF APPROVAL

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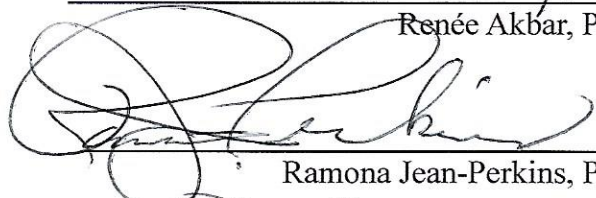
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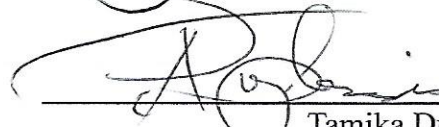
MALENE LALLA ARNAUD

has been approved by the examining committee for the dissertation requirements for the
Doctoral Program in Education Leadership in the Division of Education and Counseling,
March 2020


Sloane M. Signal, Ph.D., Chair


Renée Akbar, Ph.D.


Ramona Jean-Perkins, Ph.D.


Tamika Duplessis, Ph.D.


Associate Dean of Graduate Programs

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THE IMPACT OF TRUST AND ORGANIZATIONAL COMMITMENT ON PROFESSIONAL
DEVELOPMENT INTENTION AMONG COMMUNITY COLLEGE FACULTY: A
GROUNDED THEORY APPROACH

Abstract

By Malene Lalla Arnaud
Xavier University of Louisiana
March 2020

Chair: Sloane M. Signal

Faculty are integral in designing an environment that allows students to succeed. The landscape of community colleges has changed with an increase in technology and evolving student populations. Professional development is necessary to allow faculty to adapt to the current and future landscape of community college education. The purpose of this research study is to explore the reasons why community college faculty do not participate in professional development through grounded theory inquiry. This research focuses on the trust relationship between faculty members and administrators and the faculty's organizational commitment to professional growth. The researcher investigated the following research questions using qualitative inquiry, specifically a grounded theory approach: (RQ1) How does trust manifest between community college faculty and administrators? (SubQ1) How does this relationship affect intent to participate in professional development? and (RQ2) How does the organizational commitment of community college faculty affect intent to participate in professional development activities?

The findings from this research study suggest that the faculty-administrator relationship and the faculty's organizational commitment influence faculty intent to participate in

professional development activities. Results from this study can be useful to college administrators in developing strategies that improve the trust relationship between faculty and administrators as a method to increase participation in professional development. Findings in this study will also be significant to academic officers in developing professional development programs that faculty members attend. Increased participation in professional development activities will strengthen faculty classroom skills to more effectively deliver content to students.

Keywords: grounded theory, trust, organizational commitment, professional development

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Dedication

During this process, I lost two significant men in my life my dad, Errol, and Mr. Nate. My dad was my biggest cheerleader. It is hard to imagine that you will not be there to cheer on your baby girl at graduation.

I also lost a family friend, Mr. Nate, who, when I was 16, looked at me and said, “You are going to be a teacher.” He saw the potential in me long before I did.

I dedicate this dissertation to Errol F. Arnaud and Nathaniel Hewitt III.

THE IMPACT OF TRUST AND ORGANIZATIONAL COMMITMENT ON PROFESSIONAL
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CHAPTER ONE

INTRODUCTION

With the modernization of higher education institutions and increasing career demands on faculty, college faculty do more than teach (Cheasakul & Varma, 2016; Townsend & Twombly, 2007). The changing professional role of the community college faculty member, as well as student demands, has increased the need for quality professional development (Musselin, 2007; Townsend & Twombly, 2007). Community college faculty teach a more vulnerable population, including minorities, the economically disadvantaged, first-generation students, and immigrants when compared to four-year college faculty. For that reason, community college faculty need to reflect on how their teaching practices can best serve their students (Flynn, James, Mathien, Mitchell, & Whalen, 2017; Townsend & Twombly, 2007). Previous research concerning faculty occurs at four-year research institutions by individuals who are not part of the community of faculty that teach in two-year institutions (Palmer, 2015; Townsend & Twombly, 2007). The lack of research of two-year college faculty has led to negative stereotypes about the professoriate, including the idea that the courses are “easier,” the faculty are “basically just high school teachers,” and the faculty is “less than” university faculty because of the lack of research requirements (London, 1980; Townsend & Twombly, 2007). The lack of information about community college faculty and the perception of the work they do is problematic because community college faculty teach 40% of all undergraduate students and a high percentage of students of color (Townsend & Twombly, 2007). One way that faculty members can reflect upon

and improve their teaching is through professional development activities. Professional development activities encourage faculty to explore new strategies and continually learn and improve (Palmer, 2015; Sankey & Machin, 2014).

Professional development in higher education institutions, including community colleges, has not always been a priority or well understood by faculty and administrators (Palmer, 2015; Watts & Hammons, 2002). Faculty professional development programs in higher education are usually a collection of unrelated activities as opposed to a well-defined program with benchmarks and assessments (Millis, 1994; Murray, 2002a; Watts & Hammons, 2002). Research has shown that even when institutions have a well-defined program, faculty often do not attend (Palmer, 2015). Requirements for faculty participation in professional development in higher education are not well defined, and engagement in professional development is the responsibility of the individual faculty member (Sankey & Machin, 2014). As such, this research examined the parallel between professional development activities and organizational citizenship behaviors (OCBs). OCBs are those activities completed by employees that are outside of the formal reward system (Organ, Podsakoff, & Mackenzie, 2006). Empirical research has explored the reasons for low participation in professional development programs with inconclusive results. Researchers have not been able to identify the reasons faculty do not participate in professional development (Cox & Mayorga, 2010; Mrig, Fusch, & Kietz, 2016; Murray, 2002b). This dissertation explored the phenomenon of community college faculty participation in professional development activities by investigating what roles, if any, trust and organizational commitment influence a faculty member's intent to participate in professional development.

Problem Statement

During the hiring process, administrators assess higher education faculty on content knowledge. Often the only faculty preparation occurs when the faculty member first-enters the profession (Jones, 2008). Cox and Mayorga (2010) describe this preparation as the faculty member receiving a textbook, an old syllabus, and told to teach on a topic within hours of their first class. Higher education faculty learn to teach through experience and professional development activities offered through their employer. To enter the ranks of teaching at a community college, training in pedagogy is not a requirement (Palmer, 2015; Townsend & Twombly, 2007). The most common credential of community college faculty is a master's degree, while only 19% hold doctorate degrees (Palmer, 2015; Townsend & Twombly, 2007). The hiring of faculty members because of their content knowledge, not their teaching experience. Therefore, in higher education institutions, professional development is critical to increasing the skill set of the faculty body. Although there is research on the importance of faculty professional development, higher education institutions struggle with methods to increase faculty participation in professional development (Cox & Mayorga, 2010; Jones, 2008; Murray, 2002b). Research often notes the lack of participation by faculty, focusing on how to improve the offerings of professional development to increase participation (Gibson-Harman, Rodriguez, & Haworth, 2002; Watts & Hammons, 2002). According to Murray (2002b), there is often a disconnect between types of professional development activities selected by college administrators and those activities that are desirable to the faculty.

There is limited research into the reasons why faculty members do not participate in professional development at higher education institutions. Even fewer studies exist when considering community college faculty. (Murray, 2002a; Townsend & Twombly, 2007).

Community college faculty teach approximately 7.6 million students, yet this population is under-represented in research (Gibson-Harman et al., 2002; Townsend & Twombly, 2007). Empirical research into professional development is void of a model or theoretical framework that accurately describes the phenomenon of community college faculty participation in professional development programs.

Purpose of the Study

The purpose of this research is to investigate the reasons why community college faculty members do not participate in professional development activities and to develop a theoretical explanation of this phenomenon. This research focuses on the trust relationship between faculty and administrators and the faculty's level of organizational commitment. To better understand the relationship between trust and organizational commitment, the concept of OCBs is integral to the discussion of reasons why community college faculty do not participate in professional development activities. The research also explores strategies that institutions can employ in eliminating the disconnect between professional development offerings and areas of need that community college faculty identify. This research fills a gap in the literature by investigating professional development in higher education from a unique perspective, through the lens of OCBs with community college faculty as the research subjects.

Research Questions

The problem statement articulates the need to explore the lack of participation of community college faculty in professional development. The following review of the literature identifies the gap in the knowledge this research study addresses. This research focuses on two constructs: trust and organizational commitment to investigate the phenomenon that explains why community college faculty do not participate in professional development activities. Trust

and organizational commitment are just two possibilities out of an infinite pool of reasons why community college faculty do not participate in professional development. Therefore, this research seeks to answer the following questions:

RQ1: How does trust manifest between community college faculty and administrators?

SubRQ1: How does this relationship affect intent to participate in professional development?

RQ2: How does the organizational commitment of community college faculty affect intent to participate in professional development activities?

In answering these research questions, the data will contribute to theory development to understand professional development intentions among community college faculty.

Theoretical and Conceptual Guidance

The purpose of this research study is to investigate the reasons why community college faculty members do not participate in professional development activities. One theory and three concepts provide the framework for theory development in the current research study. The theory of planned behavior is a model that expands on the theory of reasoned action (Ajzen, 1985). According to the theory of planned behavior, behavioral beliefs, normative beliefs, and control beliefs affect intention to participate in a behavior (Ajzen, 1985). Therefore, using the tenet of the theory of planned behavior that intention precedes behavior, the researcher examined the intent of community college faculty to participate in professional development activities (Ajzen, 2012). In the absence of a concrete definition of professional development activities among community college faculty, the researcher drew a parallel between OCBs and professional development activities as part of the conceptual model. There is a body of research on OCBs and the constructs of trust and organizational commitment in the business and education sector

(Bogler & Somech, 2004; Bragger, Rodriguez-Srednicki, Kutcher, Indovino, & Rosner, 2005 Mohamed & Anisa, 2012). The ensuing literature review presents theoretical evidence to support these conceptualized relationships.

Significance of the Study

The current study is significant in multiple ways. While research on trust in educational settings is present in the literature, there is an underrepresentation of this research involving community college faculty (Murray, 2002a; Palmer, 2015; Townsend & Twombly, 2007). Specifically, most of the related trust studies take place in elementary and secondary school settings (DiPaola & Guy, 2009; Hodge & Ozag, 2007; Hoy & Tschannen-Moran, 1999). When trust research is present in higher education, the focus typically revolves around institutions granting bachelor and master's degrees as opposed to community colleges (Hoppes & Holley, 2014; Migliore, 2012; Ruthkosky, 2013; Smith & Shoho, 2007). As such, there is a need to research trust at the community college level. The same issue exists regarding research that explores organizational commitment and OCBs in education: these studies do not occur in community colleges but instead in K–12 schools or institutions granting bachelor and master's degrees (DiPaola & Guy, 2009; Elstad, Christophersen, & Turmo, 2012; Lawrence, Ott, & Bell, 2012).

This research study is also significant for the expansion of research on OCBs. OCBs are outside of the formal reward system, and professional development activities are at the discretion of faculty members. The current review of the literature did not find any research that applied the concept of OCBs to define professional development activities, therefore adding to the significance of this study.

This research study is significant for proposing a theoretical framework that researchers and practitioners alike can use to examine the phenomenon of intent to participate in professional development among community college faculty. Exploring this phenomenon can inform decision-making among administrators in designing meaningful professional development programs for faculty.

Overview of Methodology

To investigate the research questions, the researcher used qualitative methods of investigation, specifically, a grounded theory approach. Utilizing the grounded theory methodology is most appropriate because of the lack of research regarding community college faculty in the areas of trust, organizational commitment, and intent to participate in professional development. The grounded theory method is an interpretative approach that directs researchers to allow for theory to emerge grounded in the participant's firsthand experiences (Glaser & Strauss, 1967).

Delimitations

The first delimitation of this study was the exclusion of administrators in the data collection. The focus of this research study was the faculty's perspective of trust, organizational commitment, and professional development. Although there are valid and reliable surveys to measure trust and organizational commitment, this research study did not focus on the quantitative aspect of how these concepts influence professional development activities among community college faculty. Creswell and Porth (2018) suggested that qualitative measures are appropriate when studying interactions among people, and to only use quantitative methods dismisses the unique qualities and differences among individuals.

Another delimitation was choosing full-time community college faculty as the target population of the study. The researcher chose this subset of higher education faculty because there is an underrepresentation of community college faculty as the subject of research. Researchers have noted that unfair comparisons to four-year faculty and the application of frameworks designed for four-year faculty have promoted negative assumptions about community college faculty contributions to higher education (Baker, Terosky, & Martinez, 2017; Townsend & Twombly, 2007). The researcher chose not to include adjunct faculty or administrators at the participating study site.

The final delimitation of the study was focusing on trust and organizational commitment as antecedents of the intent of community college faculty to participate in professional development. Participation in professional development is a complex issue, and the choice of trust and organizational commitment limited the scope of this research. The research study did not explore the effect of trust and organizational commitment. The research study's focus is on how trust and organizational commitment influence the intent to participate in professional development activities. The researcher's decision to look at intent versus participation is because of the lack of an established professional development program at the proposed study site.

Operational Definitions

Administrators- members of a higher education institution that have the title of the department chair or higher on the institution's organizational chart

Higher education- an educational institution in any state that is legally authorized within such state to provide a program of education beyond secondary education (Higher Education Act of 1965, 2018)

Intent- the motivational factors that influence behavior, how hard a person is willing to try to perform a behavior (Ajzen, 1991)

Organizational citizenship behavior (OCB)- the discretionary behaviors executed by individual employees outside the organization's reward system (Organ, Podsakoff, & Mackenzie, 2006)

Organizational commitment- the relative strength of an individual's identification and involvement in a particular organization (Mowday, Steers, & Porter, 1979)

Professional development- opportunities that enable the instructor to broaden his or her knowledge, abilities, and skills to address challenges, concerns, and needs, and to find more profound satisfaction in his or her work (Gappa, Austin, & Trice, 2007)

Trust- an individual's or group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open (Hoy & Tschannen-Moran, 2003)

Organization of Document

Chapter One includes the introduction and overview of the current research study. Chapter Two presents a review of the relevant literature on trust, organizational commitment, professional development, OCBs, and community college faculty. Chapter Three outlines the methodology for data collection and analysis and describes the participants of this study. Chapter Four presents the findings based on the data analysis procedures outlined in Chapter Three. The final chapter, Chapter Five, summarizes the results and provides recommendations for policy and practice.

CHAPTER TWO

LITERATURE REVIEW

This literature review examines trust, organizational commitment, and the relationship of these concepts to OCBs. The literature review also establishes professional development as an OCB. This chapter concludes with a detailed discussion of the conceptual and theoretical framework guiding this research study.

Trust

Definition of Trust

Trust as a construct is hard to define, and researchers have not reached a consensus on one definition (Rousseau, Stikin, Burt, & Camerer, 1998; Smith & Shoho, 2007). The discussion and study of trust occur in many different research areas, with researchers categorizing definitions into two broad categories: a) psychological and b) behavioral (Awan, 2014; Hoppes & Holley, 2014; Ruthkosky, 2013). Psychological definitions refer to the willingness to be vulnerable, while behavioral definitions refer to the confidence of an organizational member's behavior (Ruthkosky, 2013). According to Milgione's (2012) behavioral definition, "trust is the positive, expectation that another's motive, behaviors, and competence levels will produce positive outcomes" (p. 31). In his psychological definition, Ruthosky (2013) stated, "Trust is a psychological state in which stakeholders are willing to allow themselves to be vulnerable under the conditions of risk and or interdependence based on their positive perceptions" (p. 173). This study utilizes a comprehensive definition: "Trust is an individual's or group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open" (Hoy & Tschannen-Moran, 2003, p. 186). The Hoy and Tschannen-Moran (2003) definition encompass both psychological and behavioral constructs.

Researchers cite this definition often in studies related to trust in educational settings. There are many interactions with administrators that community college faculty experience to form relationships on their campus. Therefore, this definition is not limited to one construct of trust and is broad enough to fit the scope of the current research study.

Facets of Trust

Trust is a multifaceted and complex construct, and the definition guiding this research study includes the five facets of trust: benevolence, reliability, competency, honesty, and openness (Hoy & Tschannen-Moran, 2003; Pope, 2004; Smith & Shoho, 2007). Researchers identified these five facets of trust as the constants of trust research in multiple disciplines.

Benevolence is the confidence that one's wellbeing, or something one cares about, will be protected and not harmed by the trusted party (Smith & Shoho, 2007; Tschannen-Moran & Hoy, 2000). Reliability is the degree to which one person or party in a relationship can depend on the other to provide what is needed (Smith & Shoho, 2007). Competence is the belief that if one party in the relationship can fulfill his or her expected role successfully, the other party is likely to generate trust in the competent person (Smith & Shoho, 2007). Honesty is a person's character, integrity, and authenticity (Hoy & Tschannen-Moran, 2003). Openness is the extent to which the sharing of relevant information occurs, and the process of individuals making themselves vulnerable to others (Hoy & Tschannen-Moran, 2003).

Trust Relationships in Education

The purpose of this study is to examine the reasons why faculty members do not participate in professional development, to accomplish this task; the researcher examined the relationship among faculty and administrators. As such, it is important to discuss how trust manifests in education. In the different relationships across a university, campus trust manifests

itself in a variety of ways: between faculty and students, faculty and colleagues, and faculty and administrators (Hoy & Tschannen-Moran, 2003). The study of trust in institutions of higher education is complicated because of institutions' many divisions, departments, and levels of authority (Dufty, 1980; Pope, 2004). The relationships that are important for maintaining trust between faculty and administrators are hard to form because of a lack of physical interaction due to the complex organizational structures of institutions (Dufty, 1980; Pope, 2004; Shoho & Smith, 2004). The interdependence in relationships between faculty and administrators is the foundation of trust. If there is no interdependence, there is no need for trust (Hoy & Tschannen-Moran, 1999).

The behavior of the administrators sets the tone of trust at an institution (Hoppes & Holley, 2014; Tschannen-Moran & Hoy, 2000). When a faculty member has trust in his or her organization, he or she is less likely to view an organization as having malevolent motives and is more likely to participate in the governance process (Pope, 2004; Wang, Tsai, & Lin, 2013). Therefore, if faculty are not able to trust their administrators, they are less likely to participate in professional development (Sankey & Machin, 2014). The literature review did not identify any research of trust between community college faculty and their administrators. The lack of research in the area of trust between community college faculty and administrators is a gap in the literature the current research study addresses.

Organizational Commitment

Researchers have posited that trust between employees and supervisors is an antecedent to organizational commitment and OCBs (Poon, Rahid, & Othman, 2006). Much like the difficulties of defining trust, organizational commitment as a construct is hard to explain (Bogler & Somech, 2004). Mowday, Steers, and Porter (1979) developed one of the earliest definitions of

organizational commitment describing it as “the relative strength of an individual’s identification and involvement in a particular organization” (p. 226). The definition of organizational commitment has not changed much over time, with the current definition describing organizational commitment as the strength of individuals’ identification or attitude with and involvement in a particular organization (Song, Kim, & Kolb, 2009; Vanhala, Heilmann, & Salminen, 2016).

Definitions of organizational commitment reference three common factors (Bogler & Somech, 2004; Meyer & Allen, 1991; Vanhala et al., 2016). The factors are similar, but each researcher has slight variations. Early research by Buchanan (1974) identified the three components of organizational commitment as identification, involvement, and loyalty. Mowday et al. (1979) included these three factors as part of their definition: a strong belief in and acceptance of the organization's goals and values, a willingness to exert considerable effort on behalf of the organization, and a strong desire to maintain membership in the organization. Cook and Wall (1980) identified organizational commitment as consisting of organizational identification, organizational involvement, and organizational loyalty. The work of Meyer and Allen (1991) integrated previous organization commitment research and proposed a three-component model of organizational commitment. Meyer and Allen (1991) conceptualized the components of organizational commitment as affective commitment, continuance commitment, and normative commitment. The three-component model of organizational commitment conceptualized by Meyer and Allen (1991) guided this research study.

This model is the most appropriate for the current research study due to the frequency of the citation in studies with similar research interests (Hodge & Ozag, 2007; Meyer & Allen, 1991; Song et al., 2009; Vanhala et al., 2016). Subsequently, affective commitment refers to the

employee's attachment to, identification with, and involvement in the organization (Meyer & Allen, 1991). Continuance commitment refers to an awareness of the cost of leaving an organization; employees remain because they need to (Meyer & Allen, 1991). Normative commitment refers to the feeling of obligation to continue employment; employees feel that they ought to remain with the organization (Meyer & Allen, 1991).

There have been multiple studies across various disciplines that have explored trust and organizational commitment (Song et al., 2009; Vanhala et al., 2016; Wang et al., 2013). According to Wang et al. (2013), employees who are predisposed to trust are less likely to view the organization as having evil motives. Hodge and Ozag (2007) suggested that if employees have perceived positive organizational support, this, in turn, creates feelings of obligation to an organization. Organizational commitment is the strength of an individual's identification with and involvement in an organization, and OCBs are the discretionary behaviors executed by the individual employees outside of the organization's reward system (Organ et al., 2006; Song et al., 2009). The research concluded that organizational commitment is a predictor of OCBs (Mohamed & Anisa, 2012).

Organizational Citizenship Behaviors

One of the first studies to define OCBs described these behaviors as the practices that go beyond formal job requirements and are not enforceable by the threat of sanctions or termination (Smith, Organ, & Near, 1983). A revision of the definition expanded the definition to include discretionary behaviors executed by the individual employees outside of the organization's reward system (Organ et al., 2006). More recent definitions suggest that OCBs promote group cohesiveness and satisfaction with coworker relationships (Bragger et al., 2005). In the current review of the literature, the definitions of OCBs are similar, and a recurrent theme is that OCBs

are voluntary (Bragger et al., 2005; Oplatka, 2006; Organ et al., 2006). With increased study over time, OCB definitions have evolved and expanded to include behaviors that are part of performance evaluations (Bogler & Somech, 2004; Bragger et al., 2005). Employees are aware there might be future rewards, but the rewards are uncertain, and the relationship indirect (Bragger et al., 2005).

For the purpose of the current study, professional development activities in higher education are considered a type of OCB. In postsecondary education, faculty positions are autonomous, with specific objective criteria for promotion as well as less formal evaluations (Deckop, McClendon, & Harris-Pereles, 1993; Desselle & Semsick, 2016). Recognition of excellence in teaching may include merit payments, favorable teaching loads, and promotion, but there is no link between a specific behavior and a formal reward (Deckop et al., 1993). College administrators expect faculty to complete professional development activities, but most of these activities are not mandatory (Murray, 2002b; Townsend & Twombly, 2007).

Professional Development

Faculty development, educational development, and professional development are terms to describe activities that cover teaching activities and management of a professional career over time (Cox & Mayorga, 2010; Imrie, 1981; Millis, 1994). For continuity purposes in this literature review, the term *professional development* encompasses all three terms. Most faculty members do not have the credentials to be teachers; their training in their discipline is the primary reason for job placement (Jones, 2008). Prior to their first teaching appointment, faculty may have taken one course in pedagogy, but the majority have never taken any courses in pedagogy (Jones, 2008). Through the efforts of the hiring institution, faculty receive training on how to be a teacher in the form of professional development (Jones, 2008).

Empirical evidence supports the assertion that the primary goal of professional development for faculty is to improve instructional practice (Billings & Kasmer, 2015; Cho & Rathbun, 2013; Smith, 2007; Watts & Hammons, 2002). Research has provided a link between high-quality professional development and high-quality teaching, as well as high-quality teaching and student achievement (Stewart, 2014). Outcomes of professional development are disappointing regarding participant satisfaction, participation, and long-term program effectiveness (Foley & Clifton, 1990). Faculty report that much of the professional development that is available to them is not useful, disconnects them from their practice, and has a limited impact on student learning (Billings & Kasmer, 2015; Mrig et al., 2016). Research has shown that teachers' lack of active participation in professional development is a reason professional development programs lack legitimacy and identity (Cho & Rathbun, 2013; Watts & Hammons, 2002). Professional development at the community college level is often a collection of activities occurring at intervals, not a program that has an identity (Watts & Hammons, 2002). Legitimacy is the institution's belief that professional development programs have value (Watts & Hammons, 2002).

Many professional development programs flourished in the late 1970s when Title III money was available to support programs (Watts & Hammons, 2002). Once the funding was no longer available, many programs dissolved, leaving programs with an identity but no legitimacy. The goal of a professional development program is not only to have a strong identity but to become legitimate and institutionalized. When a professional development program is institutionalized, professional development is an integral part of the college. Institutionalized professional development programs are secure enough that even during a fiscal crisis,

administrators see the value of the program and will fund professional development (Murray, 2002b; Watts & Hammons, 2002).

Community College Professional Development

The identity of community college faculty members has strengthened over time. In the initial stages of community colleges, faculty members were either former high school teachers or instructors who were waiting for a teaching assignment at a four-year institution (London, 1980). The community college faculty has evolved, and multiple studies have investigated inconclusively if community college faculty are a separate professoriate than university faculty (Palmer, 2015; Shattock, 2014; Townsend & Twombly, 2007). Heavy teaching loads and lack of outside requirement for scholarly work is a part of the community college faculty identity compared to university faculty (London, 1980; Palmer, 2015; Shattock, 2014). In a profession, the member has a role in professional development activities. With the nonmandatory nature of professional development at community colleges, it is up to the faculty to initiate attendance (Sankey & Machin, 2014). Empirical results have not established community college faculty as a separate profession, (Palmer, 2015; Shattock 2014, Townsend & Twombly, 2007)

Professional development in community colleges is not well understood and has struggled with legitimacy and identity since the movement began in the 1970s (Watts & Hammons, 2002). Professional development in community colleges faces many challenges, including limited support and institutional commitment, as well as its implementation as an “add-on,” not a necessity (Mrig et al., 2016; Watts & Hammons, 2002). The mission of the community college includes open access to higher education; which leads to a student body diverse in academic ability, academic preparation, economic status, sex, race, ethnicity, and age (Boggs & McPhail, 2016; Townsend & Twombly, 2007). The diversity in the study body speaks to the need

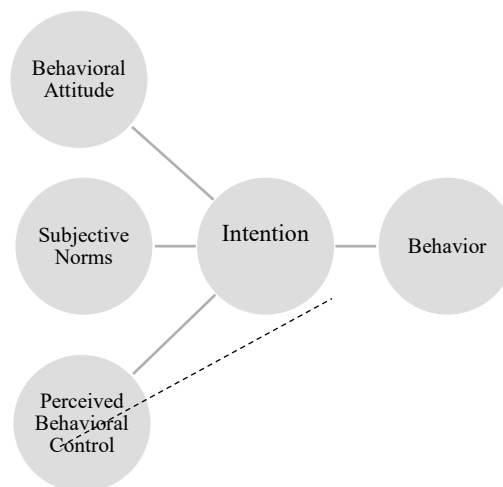
of community college faculty that is versed in a multitude of teaching methods to reach the community college student population.

Theoretical and Conceptual Guidance

Chapter One defined the guiding concepts of the study as trust, organizational commitment, OCBs, and the theory of planned behavior. The next section of the chapter contains information regarding the conceptualization of the concepts of trust, organizational commitment, and OCBs incorporate into a working model.

Theory of Planned Behavior

The theory of planned behavior (Lee, Cerreto, & Lee, 2010) is an explanatory model that posits that intention precedes behavior (see Figure 1). Researchers have studied this model for thirty years and have applied the constructs to a multitude of behaviors since the model's first introduction (Ajzen, 2012). The constructs of this theory are behavioral attitude, subjective norms, perceived control that influences the intent, and completion of the behavior (Ajzen,



2012).

Figure 1: Theory of Planned Behavior

Attitude is the extent that a person views the behavior favorably. Subjective norms describe the belief that others in a person's peer group would want him or her to participate in the

behavior, and perceived control is the extent that a person believes he or she can perform the said behavior (Lee et al., 2010). According to Ajzen (2012), a researcher must adequately define the behavior of the study. As previously discussed, there is no clear definition of professional development activities in higher education. As such, the parallels between professional development activities and OCB provides a foundation to define the behavior of professional development activities adequately.

The theory of planned behavior is useful in program development when the goal is to increase a behavior. Researchers can use this theory to design a program that influences the attitudes, subjective norms, and perceived control surrounding a specific behavior (Ajzen, 2012; Lee et al., 2010). According to the theory of planned behavior, people act on their intentions if they have the information, intelligence, skills, and abilities required to perform the behavior (Ajzen, 2012).

Faculty Organizational Commitment, Trust, and Organizational Citizenship Behaviors

The success of higher education institutions depends on the commitment and effort of faculty members (Cheasakul & Varma, 2016). This commitment is especially significant in higher education, where the role of a faculty member includes more than just teaching (Cheasakul & Varma, 2016). Community college faculty not only teach a substantial load of courses but are expected to advise and emotionally support students, develop curriculum, provide service to the institution, and participate in the scholarship of teaching (Boyer, 1990; Cheasakul & Varma, 2016; Townsend & Twombly, 2007).

Lawrence et al. (2012) suggested that organizational commitment in higher education institutions develops over time based on the interactions of faculty and their campuses. Bogler and Somech (2004) found that working in a university that encourages professional development

positively affects the affective commitment of faculty members and increases the likelihood of participation in OCBs. A study completed by Cheasakul and Varma (2016) found that the lower the affective commitment among faculty members, the lower the participation in OCBs. These studies illustrate the effects of organization commitment on OCBs if higher education institutions can increase faculty affective commitment, which can lead to an increased intent to participate in OCBs, such as professional development activities. y

Research has shown that OCBs enhance productivity and can help organizations compete with limited resources (Dekas, Bauer, Welle, Kurkoski, & Sullivan, 2013). Multiple studies in management and business sectors have established the empirical link between organizational commitment and OCBs (Mohamed & Anisa, 2012; Paul, Barnel, & Garg, 2016; Pohl & Paille, 2011; Shepard, 2017; Williams & Anderson, 1991). There is also evidence of this link between organizational commitment and OCBs in education literature; however, these studies focused on university faculty and did not include community college faculty as research subjects (Bragger et al., 2005; Cheasakul & Varma, 2016; Lawrence et al., 2012; Mohamed & Anisa, 2012).

Research in the education field did not directly explore how trust relationships relate to OCBs; however, there has been an examination of trust and OCB relationships in other domains. Research with military members as subjects detected a connection between interpersonal trust and subordinate OCBs (Deluga, 1995). The study findings suggested that when subordinates perceive a trusting interpersonal relationship with their supervisor, they are willing to exceed their formal job roles (Deluga, 1995). Research completed in the management field identified a relationship between trust in managers and OCBs (Mayer & Gavin, 2005). Results from Mayer and Gavin (2005) suggested that as trust in managers increases, the ability to focus on work increases, and organizational performance improves.

The working conceptual model borrows from the theory of planned behavior, concluding that intention precedes a behavior. This research study investigated the role of trust and organizational commitment in the intent of community college faculty to participate in professional development. Based on the empirical data in the literature review, it is reasonable to conceptualize the interplay among trust, organizational commitment, and OCBs (see Figure 2). The literature supports trust and organization commitment as having a direct impact on professional development activities when defined as an OCB.

The focus of this research study is the relationship between trust and organizational commitment on faculty members' intent to participate in professional development. This current research study did not explore the link between trust and organizational commitment. Multiple studies have noted the positive link between organizational commitment and trust (Song et al., 2009; Vanhala et al., 2016). In the K–12 domain, Hodge and Ozag (2007) found that organizational trust was significantly related to organizational commitment.

On the proposed conceptual framework (Figure 2), solid lines represent the following relationships: trust and professional development activities, organizational commitment and OCBs, intent and professional development activities, and trust and organizational commitment. The theory of planned behavior states that intent is the antecedent of behavior, represented by the solid line of Figure 2 (Ajzen, 1985). The dashed line in Figure 2 represents the research questions: How does the trust relationship between faculty and administrators affect intent to participate in professional development? and How does the organizational commitment of community college faculty affect intent to participate in professional development activities?

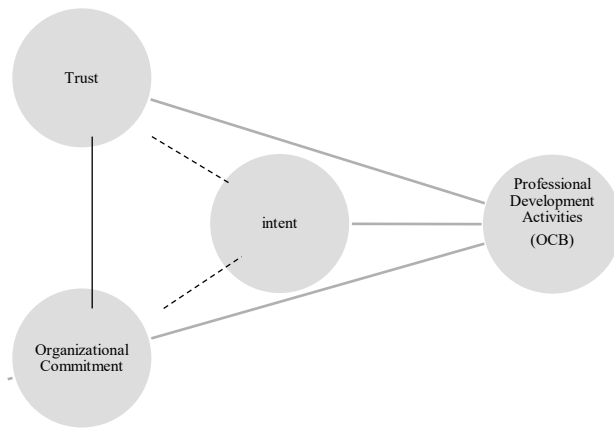


Figure 2: Conceptual Model

Summary

The theories and concepts presented in the literature review provide the framework for the current research study. These concepts provide context to the issues surrounding the participation of community college faculty members in professional development. The next chapter details the methodology of the study.

CHAPTER THREE

RESEARCH DESIGN

The first two chapters introduced the topic area and an overview of the relevant literature, including the study's significance. The current chapter discusses the methodology and methods employed to investigate the following research questions:

RQ1: How does trust manifest between community college faculty and administrators?

SubRQ1: How does this relationship affect intent to participate in professional development?

RQ2: How does the organizational commitment of community college faculty affect intent to participate in professional development activities?

Rationale for Research Design

Glaser and Strauss (1967) suggested the grounded theory method as a means of providing researchers a mechanism to provide relevant prediction, explanation, interpretations, and application instead of focusing on verifying theories. This research study investigated community college faculty participation in professional development. Researchers internationally collaborated to study models of professional development among university faculty and classified existing models into three areas: models focused on the individual member, models focused on the institution, and models focused on the sector (Fraser, Gosling, & Sorcinelli, 2010). Research into the evolution of professional development models over time focused on the university setting. Even when collaboration occurred across countries, the research did not include community colleges (Fraser, Gosling, & Sorcinelli, 2010). The researcher did not find any literature with theories or models that attempted to explain professional development intention among community college faculty members.

Qualitative inquiry, therefore, is the ideal method of inquiry for the current research study. The goal of grounded theory is to generate a general explanation of a process or interaction shaped by the participants (Creswell & Poth, 2018). This description of grounded theory fits the purpose of this research study. The design of this research study was to investigate how the concepts of trust and organizational commitment affect the intent of community college faculty to participate in professional development.

Assumptions and Bias

In qualitative research, it is necessary to identify the perspective of the researcher to report assumptions and biases. In social constructivism, individuals seek an understanding of the world in which they live and work to develop meanings of their experiences (Creswell & Poth, 2018, p. 24). In the current study, the researcher is a member of the study population, a community college faculty member who has held administrative duties during her career. There is a possibility that the researcher may inject bias during the interview process. In the experience of the researcher, the trust relationship between faculty and administrators affects participation in professional development. It is possible that this assumption influenced the researcher during the interview process in leading responses and data interpretation. As such, the researcher practiced bracketing and set aside their experience and focused on the participant responses towards the phenomenon of professional development participation (Creswell & Poth, 2018).

Research Population

As the literature review has indicated, there are numerous challenges at the community college level regarding professional development. However, despite these challenges, the educational community still views professional development as a crucial vehicle for changing teaching and improving student achievement (Billings & Kasmer, 2015). There is an increasing

shift to technology in the classroom, which comes with an ideological change on how to present materials to students in all levels of education, including community colleges (Gibson-Harman et al., 2002). These instructional and pedagogical changes further highlight the need for professional development and a supportive administration at the community college level (Townsend & Twombly, 2007).

The population for this research study targeted community college faculty governed by the Louisiana Community Technical College System (LCTCS). The LCTCS is a system of 12 colleges across the state of Louisiana. The data collection occurred at one institution, located in a major city in Louisiana. The collection site employs 349 full-time faculty members and 402 part-time faculty members to teach a student population of 14,239 students (College Navigator, n.d.).

Participant Selection

Sampling in grounded theory begins not with a specific group of individuals but with concepts, properties, and dimensions identified in this research (Corbin & Strauss, 1990). The researcher contacted community college faculty members through electronic and face-to-face solicitations (see Appendix A). To be eligible to participate in this research project, faculty members must have participated in at least one professional development activity at the participating institution prior to the interview and be a full-time faculty member. There were no stipulations on the length of career for inclusion in this study. There were multiple rounds of participant selection. The initial participant selection was a convenience sample of five faculty members. To recruit additional participants, the researcher used multiple methods, including theoretical sampling and snowball sampling. In theoretical sampling procedures, participants are selected based on their ability to advance theory and participant suggestions (Creswell & Poth, 2018; Glaser & Strauss, 1967). As part of the interview process, the researcher also used

snowball sampling, asking participants to suggest faculty members who could serve as participants in the potential subjects (Creswell & Poth, 2018). This combination of methods led to a total of 24 completed interviews. The concept of saturation determined the final number of participants. Saturation occurs when no innovative ideas emerge from data collection (Creswell & Poth, 2018; Glaser & Strauss, 1967).

Description of Sample

There were a total of 24 participants in the study. Participants for this research study included all identified faculty ranks of the participating institution, with an average of 16 years of higher education experience, and 12 years of experience at the participating institution (see Table 1). The ranking system of the participating institution is as follows: instructor, assistant professor, associate professor, and professor. With each increase in rank, there is a monetary incentive. A professor can apply for meritorious commendations after three years at the rank of professor. This rank designation includes a one-time monetary award.

This current research study did not include administrators. However, three of the participants served as department chairs at one point during their academic career, and one participant became a department chair during the course of this study.

Table 1
Years of Experience and Rank of Faculty Participants

| N=24 | Instructor | Assistant Professor | Associate Professor | Professor | Meritorious Professor |
|--|------------|---------------------|---------------------|-----------|-----------------------|
| Participants | 5 | 7 | 6 | 5 | 1 |
| Average Higher Education Experience in Years | 12 | 10 | 19 | 15 | 28 |
| Average Institution Years | 7 | 9 | 15 | 17 | 28 |

Description of Site

A community college located in a major city in south Louisiana was the source of data collected for this research. The participating institution has multiple campuses, and faculty members from each campus were involved in the current research study.

Data Collection and Data Analysis

In grounded theory, the primary method of data collection is interviewing (Creswell & Poth, 2018). As such, the researcher conducted face-to-face interviews using an interview protocol (see Appendix B). For data analysis, the researcher used the Corbin & Strauss methodology and the constant comparative method. In the constant comparative method, the data collection and data analysis procedure occur at the same time, with analysis driving data collection (Creswell & Poth, 2018).

Pilot Test

To test the interview protocol (see Appendix B), the researcher interviewed three faculty members to ensure that the instrument captured the appropriate topics of interest. The responses included elements of trust and organizational commitment. Based on the responses and the researcher's experience within this preliminary interview process, the researcher made minor changes to the interview protocol. The first change was to add an introductory sentence to each

group of questions. Next, the researcher made slight wording changes to encourage participants to expound on their responses. Once the researcher instituted the change in the interview protocol, data collection proceeded.

Data Collection

Data collection occurred in two phases. In the initial phase of data collection, the researcher conducted face-to-face interviews with each participant at the location of their choosing (see Appendix B). Faculty had the option of meeting face to face, by telephone, or through electronic means. The interviews occurred wherever participants felt most comfortable. Most interviews occurred in the faculty member's office singularly; one interview involved multiple respondents; one interview occurred over the phone, with three interviews occurred in classrooms before the faculty member taught their class. Interviews occurred over four months across multiple campuses, spanning the end of spring 2019, summer 2019, to the beginning of fall 2019 semesters. Before each interview began, participants reviewed and signed a statement of informed consent (see Appendix C). To ensure the accuracy of the interviews, the researcher recorded and transcribed the interviews.

The second phase of data collection included secondary clarifying interviews with the initial participants. To complete the follow-up interview, participants had the option of meeting face to face, by telephone, or through electronic means. Twenty participants received follow-up questions, six responded by electronic means, one by telephone, and one faculty completed a second face-to-face interview.

Trustworthiness

According to Creswell and Poth (2018), validation in qualitative research is an attempt to assess the accuracy of the findings, as best described by the researcher, the participants, and the

readers (p. 259). Creswell and Poth described nine different strategies and recommended that a researcher engages in at least two strategies in a study; as such, the researcher “corroborates evidence through triangulation of multiple data sources” and “clarifies research bias or engages in reflexivity” (2018, p. 260–261).

“Corroborating the evidence through triangulation of multiple data sources,” involves the researcher examining evidence from multiple different sources to provide corroborating evidence (Creswell & Poth, 2018). One method used in this study was interviewing faculty from each identified rank at the participating institution: instructors, assistant professor, associate professor, professor, and meritorious professor. Another method of triangulated the data was through varied methods of data collection: interviewing the faculty, observing the faculty, and memoing through the interview process. During the interview process, it is necessary to create an environment that is comfortable and encourages all participants to talk to gather trustworthy data (Creswell & Poth, 2018). The participants for the study were able to choose the location of the interview and the modality of the interview. The last method of triangulation of data is to use multiple concepts and theories to analyze the data. The researcher reviewed public documents from the participating institution website that was relevant to the data collection and data analysis.

“Clarifying research bias or engaging in reflexivity,” involves disclosing an understanding of the bias, values, and experience that one brings to a study at the onset (Creswell & Poth, 2018). The researcher accomplished this in the limitation section and previously in this chapter.

Data Analysis

In qualitative research, data analysis is a process of organizing data, reducing the data into themes, and visually representing the data (Creswell & Poth, 2018). Following the Corbin &

Strauss methodology, the coding process included three phases: a) open, b) axial, and c) selective.

During the open coding phase, the researcher reviewed the data for similarities and differences and assigned labels to the categories of information (Corbin & Strauss, 1990; Creswell & Poth, 2018). During the interviews, the researcher made notes of emerging concepts through memoing. Memoing is a complementary process to coding that tracks the development of ideas through the writing down of ideas and concepts that occur when reviewing the data (Creswell & Poth, 2018). When a concept emerged, subsequent interviews included inquiry around the emerging concept. Interviews occurred in clusters to make use of the constant comparative method. After a group of interviews, the researcher transcribed and analyzed the data to identify connections and concepts. The researcher would then seek out those participants who would add to the existing data and clarify salient points. To assist with the open coding phase, the researcher utilized NVIVO 12 software to analyze the transcripts. The NVIVO 12 software enabled manipulation of the data in a multitude of ways to generate open codes. This initial analysis generated 16 auto themes or codes.

The second phase of the Corbin & Strauss method of data analysis is axial coding. In axial coding, a researcher identifies a central category from the category list generated in the open coding phase and compares the data to the central category (Creswell & Poth, 2018). Categories are related to subcategories and the central category identified through the open coding phase. Axial coding explores conditions, strategies, and the context of the emerging central phenomenon (Corbin & Strauss, 1990; Creswell & Poth, 2018). During this phase of analysis, manual coding and the NVIVO 12 software aided in refining the codes generated

during the open phase. The process of refinement and combining themes led to the identification of five themes.

The final phase of coding is selective coding, where the central phenomenon and the related categories unite and generate a theoretical model of the process (Corbin & Strauss, 1990; Creswell & Poth, 2018). The goal of data analysis was to organize the data to provide an understanding of addressing the research purpose and research questions.

Summary

This chapter of the document outlined the methods used to collect data and analytical procedures. In this chapter, the researcher addressed assumptions and biases and identified the methods of data validation. Chapter four presents the findings from the data analysis.

CHAPTER FOUR

FINDINGS

This chapter presents the findings from the data analysis. The overarching phenomenon of interest is community college faculty's lack of participation in professional development activities. The interview questions centered around the constructs of trust and organizational commitment to answer the following questions:

RQ1: How does trust manifest between community college faculty and administrators?

SubRQ1: How does this relationship affect intent to participate in professional development?

RQ2: How does the organizational commitment of community college faculty affect intent to participate in professional development activities.

Throughout this chapter, quotes from the participants helped form connections between the constructs of interest and participants' experience. The concepts of trust and organizational commitment guided the research study, but the findings were rooted in the experiences of the participating community college faculty. Throughout this paper, the researcher utilized pseudonyms to protect the anonymity of the research participants when including direct quotes (see Table 1). Data analysis yielded five themes: (a) perception of professional development, (b) intent to participate in professional development, (c) barriers to participation in professional development, (d) the department chair, and (e) work environment. The identified central phenomenon was the perception of professional development and all themes related to this central phenomenon.

Table 2
Pseudonyms and Interview Order

| Interview Order | Pseudonym | Rank |
|-----------------|-----------|-----------------------|
| 1 | Karen | Instructor |
| 2 | Betty | Professor |
| 3 | Sandra | Assistant Professor |
| 4 | Linda | Assistant Professor |
| 5 | Richard | Professor |
| 6 | Joseph | Associate Professor |
| 7 | David | Professor |
| 8 | John | Instructor |
| 9 | Ashley | Associate Professor |
| 10 | Jessica | Instructor |
| 11 | Sarah | Instructor |
| 12 | Daniel | Associate Professor |
| 13 | Lisa | Professor |
| 14 | Susan | Professor |
| 15 | Matthew | Assistant Professor |
| 16 | Michael | Assistant Professor |
| 17 | Barbara | Assistant Professor |
| 18 | Elizabeth | Assistant Professor |
| 19 | Nancy | Associate Professor |
| 20 | Robert | Instructor |
| 21 | James | Assistant Professor |
| 22 | William | Associate Professor |
| 23 | Mary | Meritorious Professor |
| 24 | Paul | Associate Professor |

Theme 1: Perception of Professional Development

This theme was an integral part of the research study, as this is the overarching research focus of this dissertation. Professional development was the central phenomenon that tied all subsequent themes together. This theme included how faculty define development at their institution and professional development requirements.

The faculty defined professional development in a multitude of ways. The variety of definitions was consistent with the review of the literature on a lack of a clear definition of professional development. Faculty defined professional development as “collaborating with

colleagues,” “attending conferences,” “workshops,” and “technology training.” The faculty did not identify a clear hierarchy of professional development activities. An assistant professor with over 12 years’ experience discussed collaborating with colleagues as their primary method of obtaining professional development. Whereas a professor with 20 years’ experience considered collaborating with colleagues a “minor professional development” and attending conferences as a “major professional development.”

According to Cox & Mayorga (2010), professional development encompasses teaching activities and management of a professional career over time. Faculty responses varied as to what is considered faculty development. Participant #15, Matthew, felt that conferences completed in his area of expertise outside of teaching were not professional development. Whereas participant #8, John, felt that reading journals related to his former profession in the allied health field constituted as professional development. John felt he could pass this information onto his students as real-world clinical applications.

Faculty were unsure of their professional development requirements. In a review of the policies of the participating institution’s faculty handbook, in the listing of the job description for educational faculty, faculty are to “participate in professional development activities that enhance the faculty members’ effectiveness.”

When asked if professional development is a mandatory requirement, participant #10, Jessica, stated, “The college does provide some workshops at convocation, and they provide workshops to attend. Well, I am not sure it is highly encouraged to attend, but not mandatory. I attend just in case.” According to participant #20, Robert, “It is not a direct order, more intimated by administrators to say you need to be a part of [professional development].” The faculty agreed that workshops presented by the college during convocation, technology training for the course

textbook, and training mandated by their immediate supervisor have an expectation of attendance. The main findings regarding this theme included the confusion of what defines professional development, confusion also exists in the ranking of importance of these activities, and the uncertainty of the college's requirements for professional development.

Theme 2: Intent to Participate in Professional Development

This theme explored the reasons that faculty intend to participate in professional development activities. This data provided the context through which faculty engaged in professional development activities. The researcher separated the multitude of reasons faculty participate in two sub-themes, (a) growth as a faculty member and (b) the promotion process.

The first subtheme, growth as a faculty member, encompassed all reasons faculties identified other than the promotion process, including technology training and gaining new knowledge. Faculty members seeking training to grow in their position was consistent with the literature on the expanding roles of faculty members. Townsend and Twombly (2007) and Musselin (2007) discussed the changing professional role of the community college faculty member. According to participant #15, Matthew, because of a departmental mandate to incorporate online homework, said, "This is probably the first time I will have to put in more work." This semester, he plans to do the "minimum plus maybe 40%" regarding professional development.

Researchers have discussed in great length the importance of community college faculty, reflecting on how their teaching practices can best serve their students (Flynn et al., 2017; Townsend & Twombly, 2007). As such, faculty engage with professional development based on their reflections on their teaching practice. According to participant #21, James, "I think right now if you are a self-motivator, then opportunities exist to get [professional] development. I

think for the self-motivated person who takes a self-assessment and recognizes that really, I need to get better in this area. There are opportunities to get it done.” Across the faculty interviewed, faculty participate in an average of two professional development activities per semester. The answers ranged from zero to four activities participated in a semester, and of those activities, the average was one that faculty felt was mandatory.

The second subtheme, the promotion process, was an unanticipated finding. This finding was unexpected in that the promotion process did not dictate the types of professional activities chosen, only the minimum instances of professional activities needed to be eligible for the next promotion. Within the participating institution, the promotion process includes compiling a portfolio that documents achievement in multiple areas: teaching, service to the college, and professional development. The documentation compiled each year is reviewed by the faculty’s immediate supervisor as part of the year-end evaluation to determine a performance score ranging from one to five. A satisfactory rank from the supervisor is three, and to be eligible for promotion, a faculty member must earn a supervisor rank of four or five. In addition to the portfolio and supervisor evaluations of four or five for three consecutive years, there is a minimum time in rank of three years before a faculty is eligible for the next promotion.

In selecting professional development activities, participant #4, Linda, said, “I am going to achieve the same [amount of professional development]. Again, just for the promotion process, the way it is set up is just to keep moving along.”

The prevailing thought that professional development is only for promotion was summed up by the meritorious professor, participant #23, Mary, in response to being asked how often she participates in professional development: “Not, hardly ever, again promotion points. Now back,

when I was still working on promotion, I would do professional development routinely, but now no.”

Theme 3: Barriers to Participation in Professional Development

This theme covered the barriers that faculty identified to complete professional development. These barriers included the variety of offerings, the usefulness of professional development, and funding. Participant #4, Linda, an assistant professor, expressed this thought about the variety of professional development:

What I consider professional development is usually the options they give us the first week the semester during convocation. They are not mandatory, and some of them are completely repetitive. The same thing over and over, and none of it is ever truly classroom specific. It is hardly ever truly about teaching or being a better professor. It is more so about learn[ing] these very simple tasks that you should already know on the LMS [learning management system].

Participant # 9, Ashley, expressed a similar sentiment about the quality of the offering and the value of the current offerings.

I think the administration focuses on the professional development that they currently have offering, but I don't know that I feel like the administration encourages professional development at a level that it really meets the needs of what faculty need actually to develop. I just feel like there are professional development opportunities that are happening, and I just think that a lot of that is maybe technology-based or how to get grants within the college. It just seems to me like a lot of it is about yes, this is your duty and what you should be doing, but not necessarily about developing you as a faculty member or a professional instructor. I guess possibly that they do professional

development based on what they feel like the job of the faculty member is, but maybe my thought process is just different in terms of classroom management, and how you need to actually meet the needs of the different type of students that you're getting—just things like that. I mean, I guess the administration could possibly do more and offer more and encourage more professional development outside of the institution, and to help faculty be better in the classroom.

The cost of professional development was also a barrier to professional development completion. Jessica, participant #10, an instructor, said, “I don’t know for certain that funding is not provided, so I can’t say that it is not available absolutely, but it is not as generous and not as well known if it is. So, the rule of thumb that I have known to operate by is to just pay for yourself, and you can go. That tends to be an obstacle to afford the travel to the conferences for professional development.” Participant #13, Lisa said, “They don’t give us enough opportunity to participate in faculty development outside of the institutions. There are different workshops, conferences, and everything that all are teacher related that we could be going to that they don’t pay for. If they were really interested, they’d find a way to be able to fund some of those opportunities.”

Theme 4: The Department Chair

This theme described the faculty-administrator relationship. A review of the literature identified the five facets of trust: benevolence, reliability, competence, honesty, and openness (Hoy & Tschannen-Moran, 2003; Pope, 2004; Smith & Shoho, 2007). An administrator was anyone with the title of department chair or higher. The faculty delineated administrators in two broad categories: (a) middle management and (b) upper administration. Middle management included the following: department chairs, assistant deans, and deans. Upper administration

included vice chancellors and chancellors. Faculty most often mentioned the department chair as the administrator they interacted the most with. Participant #24, Paul, said, “My experience with administrators stops with the department chair and dean.”

During the interview process, it was challenging to identify a clear pattern in the faculty-administrator relationship. Most of the faculty were open to answering questions about the administration, with only one faculty member visibly uncomfortable with the line of questions. When asked to recall an example in which the faculty member felt that the administration acted with the best interest of faculty in mind when making decisions, Ashley, participant # 9, said, “I don’t know. I am not going to be a person who keeps a record. I really don’t know.” In response to the same line of inquiry about the instances when administrators acted with the best interest of faculty, there were many faculty who answered “no” with no further explanation, even with prodding. Of the faculty who answered the question, a recent 3% merit pay raise was the instance most attributed to upper administration acting in the best interest of faculty. Decisions to lower class size and the process of scheduling classes was also attributed to middle administration as the decision administrators make with faculty in mind.

A concept that emerged during the interview process was the concept of the participating institution’s focus as student-centered or faculty-centered. With this line of inquiry, much of the faculty felt the college was student-centered as opposed to faculty centered. According to participant #21, James,

I do think we are more student-centered to a degree. There needs to be a bigger balance between student-centered and faculty-centered. There needs to be a little bit more synergy in that combination because ironically, the two go hand in hand. The students need the

teachers in order to get whatever degree they want to get. If there is not some synergy, it is not conducive to the whole process.

There were faculty members who thought the institution was faculty-centered, participant #9, Ashley, felt that the institution considered that the faculty needs more than the student needs, and participant #13, Lisa, felt that the institution is neither because the institution does not address the needs of the faculty or students.

One facet of trust is openness; as such, the faculty participants discussed the transparency of the administration. Regarding transparency, the faculty did not feel that the upper administration and middle administration are transparent in their dealings with the faculty. Even when faculty were trying not to be negative, they still felt that all administrators were not open and honest when dealing with the faculty. The researcher probed the participants during interviews to find if this sentiment was different among middle administrators and upper administrators, and the answer was an emphatic “no.” The delineation between middle and upper administrators occurred when discussing if the faculty felt that administrators were concerned with the faculty. Faculty felt that their department chair was more concerned with their wellbeing and growth as faculty members, including support to complete professional development. Faculty felt the concern from upper administration was with the faculty as human capital. Participant #22, William, said, “I mean they need workers. They’re concerned as far as human capital goes, like from a business management end of things. Beyond that, I can’t particularly tell.”

Multiple faculty members talked about the concept of micromanagement; participant 6, Joseph stated, “I would complete more professional development if I had the freedom to choose.” Participants mentioned the department chair dictating the types of professional

development they were allowed to be involved in and the way in which they had to present materials in class.

Theme 5: Work Environment

The final theme addressed the work environment and the faculty's organizational commitment. Organizational commitment is the individual's identification and involvement in an organization (Mowday, Steers, & Porter, 1979). Meyer and Allen (1991) conceptualized the components of organizational commitment as affective commitment, continuance commitment, and normative commitment. Affective commitment refers to the employee's attachment to, identification with, and involvement in the organization (Meyer & Allen, 1991).

Data analysis showed a pattern of affective and continuance commitment among the faculty. The faculty expressed support for the mission of the college, and the student population served, which is a type of affective commitment. Faculty are concerned with student success and willing to go above their job description to help students. More than one faculty mentioned the student population. John, participant #8, expressed this sentiment about his job:

I feel like I go above my job description every day when I'm working with my students. You know, I feel like my purpose to be here is to educate. When I was in practice, that was my favorite part of practice, patient education and health talks and things like that. You know, when I come in, and I'm working with students, trying to make myself available to them beyond what I am required to be available to them just because I feel like that's the most important reason for me being here, to educate them and prepare them for the next level wherever they're going.

Ashley, participant #9, discussed the student population as the reason to stay at her current job. According to most of the faculty participants, they would leave the institution for

more pay, but Ashley expressed she would want to serve the same type of students she currently serves:

I remain at the institution because of the people that I am able to get in contact with, who are served by the institution. That, for me, is a huge deal, which is why I wouldn't take it.... When I first decided that I was going to teach, it was always for me like at least high school, so coming to a two-year institution as a tutor, I realized, oh, I can really get the benefit because a lot of people are still in the high school mentality if that makes sense. For me, just getting another job somewhere else isn't necessarily [what I want]. I would have to see for me if I'm going to be able to be in contact with teaching and be of service to the same group of people.

The researcher identified continuance commitment in the faculty during data analysis. Continuance commitment refers to an awareness of the cost of leaving an organization; employees remain because they need to (Meyer & Allen, 1991). The majority of respondents indicated they would stay at their current institution, barring a significant increase in pay or a decrease in travel time. According to participant #12, Daniel, an associate professor, when asked if he would leave his current institution, said,

I would stay possibly. For me, it is a lot about family, and it's harder for me to just want to pick up and go right now. Our whole family support structure is here, whether it is, you know, with the kids and their schools and family around. So, I guess I'll take it back. I probably would not pick up and just go. It is more about family, not so much the attraction of the other place. It would be more about I have family that has me rooted here.

Normative commitment refers to the feeling of obligation to continue employment; employees feel that they ought to remain with the organization (Meyer & Allen, 1991). During the data analysis, the researcher did not readily identify normative commitment, and there was only one faculty participant who expressed this type of commitment. The researcher asked the faculty member, participant #19, Nancy, if she would accept any job to stay at her current institution, and she responded, “I like [my current institution], and my child has grown up here. I have sentimental value, but I wouldn’t accept anything to stay here.”

During the data analysis, the researcher identified affective and continuance commitment commonly in the responses of the faculty. Most of the faculty members did not express normative commitment.

Response to Research Questions

This research study utilized a qualitative approach in an attempt to answer the following research questions. An examination of the findings provided the answers to these questions.

RQ1: How does trust manifest between community college faculty and administrators?

SubRQ1: How does this relationship affect intent to participate in professional development?

RQ2: How does the organizational commitment of community college faculty affect intent to participate in professional development activities?

Research Question 1

This section presents the combined finding for Research Question 1 and Sub Research Question 1 to determine if the perception of trust between community college faculty and administrators affects intent to participate in professional development activities. Refer to Themes 1, 2, and 4. The research identified a relationship among faculty and administrators as

well as elements of trust within that relationship. Only one faculty member specifically identified the relationship with the administration as a factor in professional development participation.

According to participant #6, Joseph, an assistant professor,

In the past, I think the faculty participated more in professional development on a voluntary basis, specifically given the fact that the new administration is telling us to do so many extra things. I just have the sense that the faculty only want to do what they're supposed to, and they don't want to do anything extra.

The design of the research study included data collection before or within the first month of the current academic year. The faculty intended to complete the same amount of professional development activities in the upcoming academic year as the previous academic year. Although most of the faculty indicated their intention to complete the same amount of professional development, the reasons were varied. Faculty most often mention the promotion process, but faculty also consider personal technology needs and the offerings of the college. One participant is retiring at the end of the year, and one faculty is no longer eligible for promotion, as she has attained the highest rank available. Findings from the data indicated that the promotion process was a strong determinant in the number of professional development activities faculty intended to complete in a semester while still seeking promotion (see Table 3).

Table 3
Faculty Reasons to Participate in Professional Development

| Name | Rank | Current Activities/Semester | Intent | Reason |
|-----------|-----------------------|--------------------------------|--------|-------------------|
| Jessica | Instructor | 3 | same | promotion process |
| John | Instructor | 3 | same | promotion process |
| Karen | Instructor | 2 | same | promotion process |
| Robert | Instructor | 2 | same | promotion process |
| Sarah | Instructor | 1 | same | offerings |
| Barbara | Assistant Professor | 2 | same | promotion process |
| Elizabeth | Assistant Professor | 1 | same | promotion process |
| James | Assistant Professor | 2 | more | technology |
| Linda | Assistant Professor | 3 | same | promotion process |
| Matthew | Assistant Professor | 1 | more | technology |
| Michael | Assistant Professor | 2 | same | promotion process |
| Sandra | Assistant Professor | 2 | same | promotion process |
| Ashley | Associate Professor | 1 | same | promotion process |
| Daniel | Associate Professor | 2 | same | promotion process |
| Joseph | Associate Professor | 3 | less | promotion process |
| Nancy | Associate Professor | 3 | more | promotion process |
| Paul | Associate Professor | 2 | less | retiring |
| William | Associate Professor | 2 | same | promotion process |
| Betty | Professor | 2 | more | technology |
| David | Professor | 4 | same | promotion process |
| Lisa | Professor | 1 | same | promotion process |
| Richard | Professor | 2 | same | promotion process |
| Susan | Professor | 2 | same | promotion process |
| Mary | Meritorious Professor | 0 | same | promotion process |

* *Participants listed by rank.*

Research Question 2

To determine how a faculty member's organizational commitment affects the intent to participate in professional development, refer to Themes 1 and 5. The faculty exhibited organizational commitment, specifically affective and continuance commitment (see Table 4). The act of faculty participation in the promotion process demonstrates a commitment to the organization. The researcher asked the faculty if they would participate in professional development once they were no longer eligible for promotion, and all faculty who responded indicated they would still participate in professional development activities. The fact that faculty

would still participate in professional development with the removal of the promotion process indicated a commitment to the mission of the college and the student population.

Table 4
Faculty Organizational Commitment Types

| Pseudonym | Rank | Current Activities/Semester | Intent | Commitment Type** |
|-----------|--------------------------|--------------------------------|--------|----------------------|
| Jessica | Instructor | 3 | same | A, C |
| John | Instructor | 3 | same | A |
| Karen | Instructor | 2 | same | A |
| Robert | Instructor | 2 | same | A |
| Sarah | Instructor | 1 | same | C |
| Barbara | Assistant Professor | 2 | same | A |
| Elizabeth | Assistant Professor | 1 | same | A |
| James | Assistant Professor | 2 | more | A |
| Linda | Assistant Professor | 3 | same | A |
| Matthew | Assistant Professor | 1 | more | C |
| Michael | Assistant Professor | 2 | same | A |
| Sandra | Assistant Professor | 2 | same | A |
| Ashley | Associate Professor | 1 | same | A |
| Daniel | Associate Professor | 2 | same | A, C |
| Joseph | Associate Professor | 3 | less | A |
| Nancy | Associate Professor | 3 | more | A, N |
| Paul | Associate Professor | 2 | less | A |
| William | Associate Professor | 2 | same | A |
| Betty | Professor | 2 | more | A, C |
| David | Professor | 4 | same | A |
| Lisa | Professor | 1 | same | A |
| Richard | Professor | 2 | same | A, C |
| Susan | Professor | 2 | same | A, C |
| Mary | Meritorious Professor | 0 | same | A |

**Participants listed by rank. **Affective Commitment, Continuous Commitment, Normative Commitment*

Summary

This chapter presents this study's findings. The list of themes is not exhaustive but includes the relevant themes related to the research questions. It is necessary to remind the reader of the researcher's perspective. In social constructivism, researchers recognize that their background has the potential to shape their interpretations (Creswell & Poth, 2018). The next chapter discusses what these findings mean in relationship to the literature.

CHAPTER FIVE

DISCUSSION, RECOMMENDATIONS, AND CONCLUSIONS

The final chapter of this dissertation provides a summary of the results, a subsequent discussion of the findings, recommendations, and conclusions. The beginning of the chapter discusses the results in relation to the constructs of the conceptual framework. The discussion will include how the literature supports or counters the finding in Chapter Four. Next, the chapter will present recommendations for future research and implications for policy and practice. The last element of the chapter is the conclusions of the research study.

Discussion of the Results

In Chapter Four, the researcher identified a trust relationship between faculty and administrators and identified organizational commitment among faculty members. Through grounded theory inquiry, the purpose of this study was to explore the relationship between faculty and administrators, faculty members' organizational commitment and to determine if these constructs affected professional development intention.

The problem statement highlighted the need for professional development among community college faculty and the lack of participation in professional development activities by faculty. Murray (2002b) discussed the disconnect between the type of professional development activities selected by administrators and the activities desired by the faculty. The faculty expressed a similar sentiment that professional development offerings at the participating institution did not always meet the professional needs of the faculty. Participant #5, Richard, a professor,

To me, professional development is more than teacher training. Professional development gives faculty an opportunity to explore in greater detail. Biology is not a static subject; it

changes all the time. A new publication comes out, or a new dogma is presented, and it changes all the time, and unless as faculty we are given an opportunity to explore those things in our own fields, I think we become static.

The theoretical framework that guided this research study states that intention precedes behavior. At least one faculty member indicated that the current offering of professional development activities was the determining factor for the number of professional development activities they intend to complete in the upcoming academic year (see Table 2). To gain more insights into the findings, the researcher must look at the literature to find out what the findings supports and counters. To formulate the conceptual framework guiding this research study, the researcher explored the literature around the constructs of trust, organizational commitment, and OCBs. The subsequent discussion includes areas where the finding aligns and disagrees with the literature.

Trust

The definition of trust guiding this research study included five facets: benevolence, reliability, competence, honesty, and openness (Hoy & Tschannen-Moran, 2003; Pope, 2004; Smith & Soho, 2007). Participant responses to Theme 4, the department chair in Chapter Four, provided support for a faculty-administrator trust relationship. The faculty delineated administrators into middle and upper administration. The faculty identified a difference in the relationship between middle and upper administration. The faculty generally had positive, trusting sentiments toward middle administrators. John, participant #8, stated, “my old department chair did everything he could to help faculty, you know, as far as scheduling and making sure that that we had the best opportunity to access students in the best way possible.” According to participant #14, Susan, “the chair always listens and shares the big picture at times,

which provides clarity. Our chair also solicits input from the faculty and works on the morale of faculty during times of distress.” She also said, “I think the department chair, dean level of administration is pretty, you know, is concerned with faculty.” Participant #3, Sandra, said, “Our current department chair is valuing my input with [a current project], and we are on the same line of thought about how we should proceed with that.”

When the faculty spoke about the upper administrators, the sentiments were not as consistent. The inconsistent relationship with upper administrators supported the research completed by Dufty (1980), Pope (2004), and Shoho & Smith (2004) regarding the complications of maintaining trust between faculty and administrators due to the complex organizational structure of these institutions. When discussing the upper administration at the participating institution, participant #17, Barbara, stated, “Some are clueless and not approachable to talk to people. It just depends on the administrator.” Whereas participant #13, Lisa, said,

More recently, it appears as if they're trying to be more transparent. In convocation where the new chancellor gave that explanation of what was going on with enrollment and with the class numbers before, they purged. It was the first time someone had ever done that.

Participant #10, Jessica, when discussing administration, said, “In some ways, I don’t think they set out to hide things. They are transparent enough for me.” Based on the responses of the faculty members, trust in the administrators, specifically the department chair, is necessary for faculty to have the confidence and freedom to do their job effectively.

Organizational Commitment

The findings in Theme 5, address organizational commitment. It is of interest to note that the faculty in this study expressed affective and continuance commitment, whereas the K–12 faculty in the study by Hodge and Ozag (2007) exhibited affective and normative commitment. In the study by Lawrence et al. (2012), the research population consisted of four-year faculty; the results indicated a pattern of normative commitment. Although there is a difference between the subtypes of organizational commitment, this study identified organizational commitment among the faculty. The type of commitment attributed to the faculty in this research study was significant, further highlighting the difference among educators at different levels of education. Community college faculty remained committed to the mission and the student population of the participating institution. As such, faculty were willing to engage in professional development when it had a direct impact on the student population. Faculty willingness to go above and beyond for their students was consistent with the literature review on organizational commitment and OCBs. Participant #23, Mary, stated,

I come to work to do a good job, and I try to go above and beyond for the students, but not necessarily with the intention of making it better for the college. My focus is the students. My aim has always been to make a better environment for the students, whether it is through the betterment of the [participating institution] or not; the focus has been students.

Organizational Citizenship Behaviors

The literature review established professional development activities as a type of OCB. The promotion process as the predominant reason that faculty participated in professional development was an unexpected finding in the study.

In an effort to further understand the role the promotion process played in faculty selection of professional development activities, the researcher asked the faculty to discuss their reasons for participating in professional development in the absence of the promotion process. When the promotion process was no longer a factor, the faculty indicated they would select professional development activities that would increase their skills. There was a disconnect between theory and practice. In theory, faculty selected professional development that benefitted the student population, but in practice, faculty completed professional development to satisfy the requirements for promotion.

The faculty's uncertainty about professional development was consistent with the literature on professional development in the community college. Faculty were aware of the necessity of completing professional development but were unsure of the role of professional development at the institution (Watts & Hammons, 2002). Participant #20, Robert, said, "I would still participate in the professional development process because I believe that it is important for me as a professional to consistently seek to improve my ability to function in my role by staying up to date on developmental changes in my profession, identifying new knowledge that has been identified through research, and improved application of teaching skills."

Discussion Summary

The purpose of this study was to investigate, professional development activities of community college faculty and the reasons for low participation. To study this issue, the researcher narrowed the scope and focused on the constructs of trust and organizational commitment. Through the findings presented in Chapter Four, there is support for the conceptual framework presented in Chapter Two (see Figure 2). Faculty who have a positive relationship with the administrators, specifically the dean and department chair, have more positive feelings

toward professional development. Faculty participants who were committed to the organization also had more positive feelings toward professional development. The researcher conceptualized that intent was the antecedent to participation in professional development activities, but the findings from this research study did not support this. The trust relationship and organizational commitment of faculty may have influenced their intent, but that did not transfer to participation. This study found that the majority of the faculty participants intended to complete the same number of professional development activities regardless of their trust in their administrators or their organizational commitment. This study identified the promotion process of the participating intuition as the most influential determinant in the number of professional development activities that the faculty intended to participate in during the semester.

Although the findings from this research study did not support all aspects of the conceptual framework, grounded theory methods enabled insight into one facet of the work life of community college faculty. Through the experiences of the faculty, the researcher explored the issue of professional development in community colleges. This research study adds to the body of literature about the work life of community college faculty, who are underrepresented in research.

Limitations

There were several limitations to this research study. The first limitation of data collection was the possibility that faculty generated answers to questions not based on their actual experiences. The researcher is a member of the proposed study population, and in addition to faculty status, the researcher has formerly held an administrative position in an LCTCS college.

Another limitation to data collection was the timing of potential interviews, as faculty members have varied schedules and scheduled time off for official school closures. Access to the proposed research subjects might have factored into achieving quality data collection. The researcher chose face-to-face interviews with full-time faculty members. As such, the sample size is a limitation, and it was possible that this study did not include different perspectives on professional development due to the limited sample size.

The data collection site was also a limitation of the study. There are 12 community and technical colleges in the LCTCS; data collection occurred at one institution. The site for data collection was selected based on access to the proposed study population.

Implications

Townsend and Twombly (2007) suggested that a well-designed professional development program that empowers faculty with the skills and abilities will lead to participation in professional development programs. The primary policy implication of this study is that faculty and administrators must work together to address the issue of faculty participation in professional development activities. The trust relationship between faculty and the department chair is an integral component of faculty participation in professional development activities. Department chairs need training on effective methods of fostering trusting work relationships. The department chair is the administrator that the faculty have the most contact with at the community college and is often the face of the administration for the faculty members. Therefore, there is a need for accurate dissemination of information between the highest level of administrators at the college and the department chair. The accurate flow of information will increase the openness and transparency, thus increasing the trust among faculty and administration.

This study also presents implications in terms of practice. The findings in this study have highlighted that there is a disconnect between the stated professional development policy and practice of faculty participation in professional development. The current professional development policy at the participating institution is not prescriptive, but the findings of this research study suggest otherwise. The current faculty evaluation and promotion policy provide guidelines that are supposed to provide the faculty with the freedom to explore their interests, but this is not the practice. Faculty participated in professional development based on their desire to participate in the promotion process. There are also important implications in the offerings of professional development activities. There is an office of professional development that offers professional development opportunities through the college's learning management system. In practice, this office and the resources provided are underutilized, beyond the initial professional development offerings at convocation. There is a lack of awareness of the provided professional development opportunities at the participating institution.

In the next section of this dissertation, the researcher provides recommendations to begin conversations regarding organically growing professional development programs that fit the needs of faculty populations.

Recommendations

Recommendations for Practice

Based on the findings of the current study, opportunities exist for growth both in practice and policy as it relates to professional development. At the participating institution, the current professional development does not have legitimacy or an identity. According to Watts & Hammons (2002), legitimacy is the institutional value of a program, and identity is when professional development becomes a program, not just a collection of activities. Based on the

faculty responses and a review of institution policies, faculty are unsure of the expectations surrounding professional development. It is promising that much of the faculty interviewed were aware of the importance of professional development and wanted to improve their instructional skills. However, currently, the institution is not meeting those needs. For the institution to move towards a legitimate professional development program with identity, there needs to be top administration support for faculty professional development that includes monetary resources and a dedicated office for professional development. Faculty need to know that the administrators of the college support their participation and professional development. Below is a list of recommendations:

- At the beginning of the year, survey the faculty to ascertain the professional development interests of the faculty.
- Based on the survey, the office of professional development should identify what topics to cover for the next academic year.
- Engage multiple stakeholders, including faculty, deans, department chairs, and local, regional, and national partners, to develop a professional development schedule.
- Produce a schedule that addresses multiple opportunities and varied delivery options (online, face to face, local, regional, and national).
- Utilize ongoing participant feedback and incorporate that feedback into future workshops.

Recommendation for Policy

The-current policies of the participating institution do not adequately define the administrative expectations of professional development, nor do the policies sufficiently

encourage faculty professional development. As such, the researcher suggests policy changes to increase faculty access to professional development opportunities.

- Separation of the faculty evaluation process and promotion process. Currently, the faculty evaluation and promotion process are intertwined. Although the promotion process is not intentionally prescriptive, the lack of recognition and pay has reduced the faculty's ability to grow in their job. During years in which promotion is possible, the faculty focus is not on growth but on meeting benchmarks acceptable to administrators to get promoted. As the literature and this study highlight, the faculty and administrators are not always in agreement on what constitutes professional development and faculty needs.
- A policy that identifies the criteria and process for faculty to request funds to attend conferences- The decision on who receives funding is currently at the discretion of the academic department leadership. There is no consistency in the decisions, as there is no policy that outlines the process.

Recommendations for Future Research

This study was the first to investigate the trust relationship between community college faculty and administrators, the faculty's organizational commitment, and the effect on professional development activities. Therefore further refinement of the conceptual model is necessary. Future research should quantitatively study trust and organizational commitment among community college faculty. These are constructs that can be measured quantitatively to determine the level of trust and the level of organizational commitment of the faculty. Statistical data has more considerable practical implications for assessing the effectiveness of a designed professional development intervention.

Another possible area for future research is the inclusion of more faculty interviews across multiple community colleges. The sample for this study included faculty from one community college in a system that manages 12 community and technical colleges. The current research study did not include administrators' perspectives. Further research can include administrators, specifically department chairs, to enhance the picture of the trust relationship between faculty and administrators.

Conclusion

The purpose of this research study was to investigate the reason why faculty do not participate in professional development through qualitative methods of inquiry. This study provided critical qualitative data to add to the study of professional development activities at the community college level, as well as supported and improved the conceptual and theoretical frameworks presented in the literature review. The findings from this study indicate that the trust relationship between faculty and administrators and faculty organizational commitment are pieces of the complicated, multifaceted issue of professional development at community colleges. Faculty and administrators alike can review the findings and critically assess their role in professional development. Critical assessment by faculty and administrators is necessary to develop a professional development program that has the flexibility to change to meet the needs of changing faculty and student populations.

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APPENDIX A

Solicitation Message

Hello (insert name),

My name is Malene Arnaud, and I am completing research to fulfill the requirement of a Doctor of Educational Leadership Degree at Xavier University of Louisiana.

The purpose of my research is to investigate professional development activities among faculty.

Your participation includes a face-to-face interview with me as well as being available for follow-up conversations. The interview will take place in a location on your campus that is most convenient for you. If you are able to participate, contact me at marnaud2@xula.edu or call me at (504)610-8595. At that time, I can answer any questions that you may have.

Thank you,

Malene Arnaud

APPENDIX B

Interview 1 Protocol

Hello, my name is Malene Arnaud, and I am completing this research as part of the coursework for a doctoral degree at Xavier University. Take a moment to read and sign this consent form. [Present consent form for signature. Continue after the participant signs the form.]

I am going to turn on the tape recorder and start taking general notes. My notes help me to understand and remember what we have discussed during the interview. You can ask me to stop recording, taking notes, or skip any question. Do you have any questions before we begin? Thank you for agreeing to participate in this study.

These first questions are about your background in higher education.

1. How long have you worked in higher education?
2. How long have you worked at your current institution?
3. What is your current faculty rank?

I want to ask you questions about your experience with the administrators, your work environment, and professional development activities at your institution.

The next group of questions will focus on the administrators at your institution. An administrator is any person with the title of department chair or higher.

4. Can you recall an example or two, when you felt that the administration acted with the best interest of faculty in mind when making decisions?
5. Do you feel that the administration is concerned about the faculty? Is there an example you can recall where you felt the administration showed or did not show concern about the faculty?
6. Can you recall an instance or instances at your institution when you felt that the administration valued your opinion as a faculty member?
7. Do you believe that the administration is transparent in its dealings with the faculty? And can you give me an example of a situation that shaped your belief?

These next set of questions will focus on your work environment.

8. When was the last time you went above your job description to ensure that the college was successful? Can you provide examples?
9. Would you suggest a friend apply for a job at your institution? And can you elaborate on your reasons to suggest or not suggest that a friend apply for a job?
10. When you are outside of your institution, do you proudly tell people where you work? Can you elaborate on the reason that you would or wouldn't want outsiders to know where you work?

11. If, for some reason, your current position was eliminated, would you accept any job to stay at your current institution? Please elaborate.
12. If you were offered the same job at another institution, would you leave your current institution? Can you give me a reason why you would stay (or go)?

The last set of questions focuses on professional development at your institution.

13. How often would you say that you participate in professional development activities in a month? In a semester?
14. Are the professional development activities that you participate in mandatory?
15. Do you feel the administration at your institution supports and encourages faculty members to participate in professional development? And can you give me an example of the types of support and encouragement that you receive?
16. Compared to the amount of professional development you completed last academic year, what is your intention for professional development activities this academic year?
17. Is there anything that your institution can do that would increase the likelihood that you would participate in professional development activities?
18. Is there any information that you would like to add?
19. Can you think of anyone that you would suggest for me to contact to participate in this study?

Thank you for your time.

20. May I contact you by e-mail, phone, or through electronic means if I have any follow-up questions?

Interview 2 Protocol

[Start with informal conversation.] I am going to turn on the tape recorder and start take general notes. You may recall from our last interview that my notes help me to understand and remember what we have discussed during the interview. I also want to remind you that you can ask me to stop recording, taking notes, or skip any question. Do you have any questions before we begin?

1. Have any questions or thoughts come up since our last interview?

I want to follow up on a few ideas from our last interview to help me understand your answers.

2. Hypothetically, if we could remove the requirement of professional development from the promotion process, would you still participate in professional development? And why?

3. Once you are no longer seeking promotion, at what level do you intend to participate in professional development? Less, more, same? Can you tell me why?

Thank you for your time today. Is there anything else that you would like to share? May I contact you by e-mail, phone, or through electronic means if I have any more questions?

APPENDIX C

Informed Consent

Study: The Impact of Trust and Organizational Commitment on Professional Development Intention Among Community College Faculty: A Grounded Theory Approach

Principal Investigator: Malene Arnaud

marnaud2@xula.edu

(504)610-8595

1. Purpose of the Study: The purpose of this research is to investigate the reasons why community college faculty members do not participate in professional development activities and to develop a theoretical explanation of this phenomenon.
2. Procedures: You will be asked to participate in an individual, face-to-face interview with the researcher. Any follow-up questions will occur by phone, e-mail, or electronic platforms. The researcher will record the interview on an electronic device. The researcher will utilize professional services to transcribe the interview. Participants will have an opportunity to review transcripts for accuracy.
3. Duration/Time: Initial interviews should take 30–45 minutes. Any follow up from participants will occur by e-mail, phone, or electronic platforms. The total time of participation should not exceed 75 minutes.
4. Statement of Confidentiality: The researcher will password protect all interviews on an electronic recording device. The researcher will keep the recordings for one year after the completion of the research project. The researcher will store notes from the interview sessions in a locked file cabinet for one year after completion of the research project. The researcher will be the only individual who will have access to the recordings. In the event of a publication or presentation resulting from the research, no identifiable information about you or your institution will be shared.
5. Right to Ask Questions: If you have any questions or concerns, you may contact Dr. Sloane Signal, dissertation chair at (504)520-7909 or by e-mail ssignal@xula.edu. If you have questions regarding your rights as a human participating in research, you may contact Dr. Charles Gramlich, chair of the Xavier University IRB, at cgramlic@xula.edu or at (504)520-7937.
6. Voluntary Participation: Your decision to be in this research is voluntary. You can stop at any time. You do not have to answer any questions you do not want to answer. Refusal to take part in or withdrawing from this study will involve no penalty.

You must be 18 years of age or older to consent to take part in this research study. If you agree to take part in this research study and the information outlined above, please sign your name and indicate the date below. You will be given a copy of this form for your records.

Participant Signature

Date

Person Obtaining Consent

Date