

2021

An Examination of the Absence of a Comprehensive Smokefree Law in Georgia on College and University Campuses

Nakki Price
Walden University

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>



Part of the [Public Health Education and Promotion Commons](#), and the [Public Policy Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

College of Social and Behavioral Sciences

This is to certify that the doctoral dissertation by

Nakkí Angela Price

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Dana-Marie Thomas, Committee Chairperson,
Public Policy and Administration Faculty

Dr. Gregory Campbell, Committee Member,
Public Policy and Administration Faculty

Dr. Melanie Smith, University Reviewer,
Public Policy and Administration Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2021

Abstract

An Examination of the Absence of a Comprehensive Smokefree Law in Georgia on

College and University Campuses

by

Nakkí Angela Price

MPhil, Walden University, 2020

MPH, University of South Florida, 2003

BS, University of Delaware, 2001

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy and Administration

Walden University

February 2021

Abstract

Cigarette smoking is the number one preventable cause of death and disability in the United States. Although there are policies that govern the use of tobacco products, there are jurisdictions that do not employ these policies. Comprehensive smokefree laws govern private-sector entities and prohibit smoking in public places, specifically restaurants, bars, and workplaces. While states have the authority to implement these laws, some include exceptions that limit the intention of the law. Colleges and universities are specific communities for learning and serve as housing for students and an employer for the greater community. There is a gap in the literature about the ability of these institutions to create healthy, sustainable, and just environments for its students in the absence of a comprehensive smokefree law in Georgia. The gap was examined through the theoretical framework of Benet's polarities of democracy through in-depth interviews of 10 college and university administrators in the state of Georgia. Findings suggest that portions of the polarities of democracy are present in a rather exclusive policymaking process on these campuses. The absence of a comprehensive smokefree law appears to be independent of the policymaking process. The results have a positive implication for social change, as it provides context for why comprehensive smokefree laws are important for the ability of these institutions to provide healthy, sustainable, and just communities for their students, faculty, staff, and the community it serves.

An Examination of the Absence of a Comprehensive Smokefree Law in Georgia on

College and University Campuses

by

Nakkí Angela Price

MPhil, Walden University, 2020

MPH, University of South Florida, 2003

BS, University of Delaware, 2001

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy and Administration

Walden University

February 2021

Dedication

This work is dedicated to my grandparents, Nathaniel Martin and Jessie Ruth Price, although they never lived to see the conclusion of my formal academic pursuits, because of them, I had a strong foundation and the audacity to exceed my own expectations. To my mother, Robin D. Price, who loved me enough to let go, your work ethic is what has kept me from giving up on something that I've wholeheartedly desired. Thank you for believing in me, and being there, even when you didn't know that I needed you. I love you! To my daughter, Jessie Ernestine Delayne – "Ernie", may you always be and love who you are. You are the part of myself that I was never brave enough to be – the BEST part. I truly believe that a person can do whatever their heart desires, no matter how long it takes, as long as they have determination. No matter what happens in life, Mommy will always be a source of love, protection, encouragement, and comfort. Thank you for the unconditional love that only a child can give. Lastly, to my brother, LaRohn G. Cooper, you were always my silent cheerleader. Thank you for living your truth with authenticity. I know that you'd be proud of your Big Sis. I miss you.

Acknowledgments

I extend my gratitude to Dr. James Castleberry for ensuring that I was able to finish what I had started in 2006. Thank you to my Chair, Dr. Dana-Marie Thomas for being who I needed in order to complete my degree program. I could never fully appreciate the process without your honesty, mentorship, and firmness. I am eternally grateful for your engagement, care, and guidance through this process, I've gained an addition to my inner circle. Your belief in me was the fuel that I needed to accomplish this significant milestone in my life. Thank you for helping me find my True North. Thank you, Dr. Gregory Campbell for welcoming me into the fold and being the voice of encouragement and reason when I needed a 30,000-foot view. Your approach to mentoring students is a model for those who have the bravery to trust the process. Your engagement was above and beyond what I could have ever expected from a second committee member. Thank you, Dr. William Benet for allowing me to examine my research problem through the lens of your theory. I am humbled and honored to have had this once-in-a-lifetime opportunity. Your contributions to the literature are shaping tomorrow's world leaders. Thank you, Dr. Melanie Smith for the balance that you brought to my committee as URR.

To those in my personal life who kept me going when I was resigned: Hope L. Ivory, my Soror, my friend, my confidant – these words could never express my gratefulness. Thank you for seeing and articulating what IS. Your candor and encouragement was on time, every time. My Board of Directors, thank you for the Love and Sisterhood. There aren't enough words to express my gratitude – happy tears, always.

Table of Contents

List of Figures	v
Chapter 1: Introduction to the Study	1
Introduction	1
Background	4
Problem Statement	6
Purpose of the Study	9
Research Question	9
Framework for the Study	10
Nature of the Study	11
Definitions	12
Assumptions	13
Scope and Delimitations	15
Limitations	16
Significance	17
Summary	17
Chapter 2: Literature Review	20
Introduction	20
Literature Search Strategy	23
Theoretical Foundation	24
Introduction to Polarities of Democracy	25
Conceptual Framework	26

Polarity Management	26
Theoretical Framework	28
Polarities of Democracy	28
Polarities of Democracy in Action	29
Literature Review Related to Tobacco Control	41
History of Tobacco Control Policy	41
Comprehensive Smoke-free Laws	44
Tobacco Use on College and University Campuses	44
Comprehensive Smoke Free Law in Georgia and Campus Tobacco- Related Policies	46
Conclusion	48
Chapter 3: Research Method	50
Introduction	50
Research Design and Rationale	50
Research Question	50
Central Concepts of the Study	50
Role of the Researcher	52
Methodology	53
Participants, Recruitment and Data Collection	53
Instrumentation	55
Data Analysis	56
Trustworthiness	56

Credibility	57
Transferability	57
Dependability	58
Confirmability	58
Summary	58
Chapter 4: Results	60
Introduction	60
Setting of the Study	60
Demographics	62
Data Collection	66
Number of Participants	66
Location, Frequency, and Duration of Data Collection	67
How the Data were Recorded	67
Variations in Data Collection and Unusual Circumstances	68
Data Analysis	68
Process for Coding and Identification of Themes	68
Themes that Emerged from these Data	70
Discrepant Cases	73
Evidence of Trustworthiness	74
Credibility	74
Transferability	75
Dependability	75

Confirmability	76
Results	77
Answering the Research Question	77
Supporting Data	77
Discrepant Cases.....	81
Summary	82
Chapter 5: Discussion, Conclusions, and Recommendations	84
Introduction.....	84
Interpretation of the Findings.....	84
Extension of Knowledge in Tobacco Control.....	84
Interpretation of the Findings within the Context of POD	86
Limitations of the Study.....	90
Recommendations.....	91
Implications.....	91
Implications for Positive Social Change, Theory, and Practice.....	91
Conclusion	93
References.....	96
Appendix A: Invitation to Study Participation	105
Appendix B: Demographic Questions	106
Appendix C: Interview Protocol	108

List of Figures

Figure 1	64
Figure 2	64
Figure 3	65
Figure 4	65
Figure 5	72
Figure 6	81
Figure 7	88

Chapter 1: Introduction to the Study

Introduction

Cigarette smoking contributes to the top causes of preventable disability and premature death in the United States. Every year, approximately 500,000 people die prematurely as a result of a smoking-related disease and health care costs for smokers are over \$170 billion, annually (Department of Health and Human Services [DHHS], 2020). Although national smoking rates have steadily declined over the years, health disparities prohibit rates from declining in the most vulnerable populations (DHHS, 2020). As of 2017, the prevalence of smoking among young adults (aged 18-24 years old) is 10.4%, a significant reduction since one of the first formal surveys in 1965, where smoking prevalence was approximately 55% among this age group (DHHS, 2020).

Since 1965, when the first Surgeon General's Report on Smoking and Health was published by the United States Department of Health, Education, and Welfare – the precursor to the DHHS, tobacco has become a staple among those health indicators that are used to determine quality of life, health status, and public health priorities for the nation (U.S. Department of Health, Education, and Welfare [U.S. HEW], 1964). This report provided scientific evidence for the first time that smoking cigarettes had adverse health outcomes for both smokers and non-smokers. Since then, the Office of the U.S. Surgeon General has generated over 30 scientific reports on tobacco and each has driven the agenda for tobacco control efforts in the United States (Centers for Disease Control and Prevention [CDC], 2020).

Today, there are many tobacco control interventions that include policymaking. There are national policies, such as the age of possession and use, and there are state and territorial policies that address tobacco taxes and clean air. Further, there are local policies that govern private spaces like schools, hospitals, and houses of worship. In consideration of the need for public policies to address tobacco use, some states have implemented comprehensive smokefree laws, which prohibit smoking in the private sector. This primarily includes restaurants, bars, and non-hospitality places of work (American Nonsmokers' Rights Foundation [ANRF], 2020; Tynan et al., 2016). As of April 30, 2020, there were 27 states, the District of Columbia, and four United States Territories that had a comprehensive smokefree law (ANRF, 2020). Comprehensive smokefree laws are necessary to protect the public's health, especially those that are most vulnerable (e.g., children, disabled, and elderly) and those who simply choose not to use tobacco products (American Nonsmokers' Rights Foundation, 2020).

Colleges and universities are a microcosm of people who live, study, and work together in a rather insulated community environment. Regardless of designation (public, private, not-for-profit, for-profit), these organizations are places of employment that may not have coverage by a smokefree or tobacco-free policy. In the state of Georgia, the absence of a comprehensive smokefree law leaves these institutions to make their own policy decisions related to tobacco control on their campuses. According the Georgia Student Finance Commission (GSFA), the body that funds state scholarships, funded through the Georgia Lottery, there are 72 recognized colleges and universities in the state of Georgia. These institutions are comprised of the University System of Georgia (26),

the Technical College System of Georgia (22), and the Georgia Independent College Association of Georgia (24) (GSFA, 2020). Note that these 72 institutions are not the only colleges and universities in Georgia, as this list primarily excludes for-profit institutions. In 2014, the Board of Regents for the University System of Georgia (USG) adopted a tobacco-free policy for all of its campuses (USG, 2020). There is no evidence to suggest that the institutions in the Technical College System of Georgia or the Georgia Independent College Association have enacted such policies for their system; however, some institutions under those organizations have enacted smokefree and tobacco-free policies on their campuses, independently (GSFA, 2020).

There is a gap in the literature regarding whether or not comprehensive smokefree laws influence the ability for colleges and universities to provide sustainable, healthy, and just environments for their students. There is no evidence to suggest that there is a relationship between state tobacco control policy, or the lack thereof, or how colleges and universities decide upon tobacco control policies for their campuses in the state of Georgia. The rationale for research through this dissertation was to provide the results of a qualitative study regarding whether or not the lack of a comprehensive smokefree law in the state of Georgia contributes to or presents barriers to the ability for colleges and universities to provide sustainable, healthy, and just environments for their students.

This chapter will discuss the background for examining comprehensive smokefree laws and the relationship to college and university campuses. The problem will be formally discussed, as well as the purpose of the research, introduction of the research

question, it's theoretical basis, and its significance to public policy and positive social change.

Background

In the state of Georgia, the prevalence for tobacco use among young adults (those aged 18-24 years) is 11.9% according to the 2018 Behavioral Risk Factor Surveillance System (2020). As young adults complete high school and make decisions about their future, colleges and universities play a role in the young adult experience. Sutfin et al. (2015) discussed that young adults face various transitions and stress, which leaves them influenced by things that are not necessarily healthy, like using tobacco. Because of their vulnerable state and willingness to try new things, young adults are an ideal audience for activities that promote tobacco use, especially with novel products like e-cigarettes (Sutfin et al., 2015, p. e83). Tobacco use by college and university students has many impacts on the individuals, other members of the college and university community, and the community that is served and serves the institution. In the absence of tobacco control policies for college and university campuses, inconsideration of an effective tobacco-related policy on campuses is a detriment to the public's health.

Tobacco control policies in the college and university environment vary due to the diversity of tobacco products that students may use. Wang et al. (2018) conducted an analysis of smokefree and tobacco-free policies in colleges and universities in the United States by reviewing policies collected by the American Nonsmokers' Rights Foundation. Wang et al. maintained that although over 2,400 U.S. college and university campuses were smokefree, it was not an assurance that those policies were comprehensive enough

to capture novel products such as e-cigarettes and hookah (p. 686). In another study, Bayly et al. (2020) found that among a sample of 605 colleges and universities, 122 had tobacco-free policies (which goes a step beyond being smokefree) that were adopted and included provisions on e-cigarettes and hookah (p. 27). As the tobacco market evolves, policies that address smoking or tobacco use on campus must also be agile enough to encompass new products.

There are several studies in the literature that discuss tobacco use among college and university students, as well as their attitudes towards policies that limit or prohibit the use of tobacco on college and university campuses (see Bayly et al., 2020; Lupton & Townsend, 2015; Suftin et al., 2015; Wang et al., 2018). In their systematic review and meta-analysis regarding university smokefree policies, Lupton and Townsend (2015) discussed that more than 80% of students from 10 universities in the United States reported that they had regular exposure to secondhand smoke. The exposure occurred on campuses where there were indoor smoking restrictions and were often around entryways of campus buildings (p. 238). Ickes et al. (2017) examined the perceptions of students regarding secondhand smoke exposure after a smokefree policy had been enacted for 3 years at one university. They found that 61% of students that participated in their survey reported that the smokefree policy implementation led to their experience of less secondhand smoke exposure (Ickes et al., p. 21). In addition, 40% of the students felt that the policy encouraged cessation of tobacco products. According to the authors, the university reported that tobacco cessation and treatment services provided by the school had increased in use by four times its average, due to the implementation of the tobacco-

related policies on their campus (Ickes et al., p. 22). These studies provide adequate foundation for why more research is needed regarding tobacco control policies on college and university campuses. This study addressed one aspect of tobacco control policies and their influence on university and college campuses, through the perspective of its impact on positive social change.

Problem Statement

Currently, a problem exists regarding the lack of a comprehensive smokefree law in the state of Georgia. Comprehensive smokefree laws protect the public from the harms of tobacco smoke through prohibiting smoking in restaurants, bars, and workplaces, in the private sector (Tynan et al., 2016). Although the state of Georgia passed a smokefree law in 2005, it has many exceptions such as exclusions for certain bars, restaurants, and motels as well as the allowance of smoking areas which makes the concept of comprehensive smokefree null (Georgia Smokefree Air Act, 2005). Because cigarette smoking is responsible for approximately 500,000 deaths in the United States and over \$170 billion in health care costs annually, it is the number one cause of preventable premature death in the United States (DHHS, 2014, 2020). According to the Centers for Disease Control and Prevention (2020), 27 states, the District of Columbia, and four United States Territories have comprehensive smokefree laws that protect public- and private-sector spaces. Georgia is not one of these states.

Colleges and Universities, regardless of if they are public or private, for-profit or not-for-profit, are places of employment for many; however, in the state of Georgia, there is no state law against smoking or tobacco use on any college or university campus

(Centers for Disease Control and Prevention, 2020). In 2014, the Board of Regents of the University System of Georgia, which includes 26 state institutions, adopted a policy to make all University System of Georgia (USG) college and universities tobacco-free (University System of Georgia, 2020). In section 6.10.3 of the USG Board of Regents Policy Manual (2020), exceptions may occur at the discretion of the President of each institution. In addition, on its website, the USG explicitly states, “A tobacco-free policy does not prohibit tobacco use; it merely establishes where use can occur” (USG, 2020). This declaration of tobacco-free policy for colleges and universities within the USG system appears to be flexible, based on the policy language and its clarification by the USG.

The Georgia Department of Public Health provides guidance, a model policy, and resources for colleges and universities that want to enact smokefree and tobacco-free policies on their campuses. As of 2014, there were 46 institutions that are tobacco-free (Georgia Department of Health, 2020). Blake et al. (2020) found that only 16.7% of accredited, degree-granting institutions in the United States have 100% smokefree and tobacco-free policies. In the state of Georgia, they found that only 11.9% of the accredited, degree-granting institutions had these same policies (p. 293). According to Wang et al. (2018), there are over 2,400 colleges and universities in the United States that have some sort of tobacco-free policy, which is a step beyond smokefree. Bayly et al. (2020) found that among a sample of 605 postsecondary educational institutions which included colleges and universities across the United States, that were 2+ year, degree conferring and nondegree conferring institutions, 237 had some sort of tobacco-free

policy that also included e-cigarettes (p. 28). Neither Blake et al., Wang et al., nor Bayly et al. made any correlations about the presence of a comprehensive smokefree law in the states from which their samples were collected. These studies revealed a clear in the literature as it relates to the lack of knowledge about comprehensive tobacco-free laws and whether it has an influence on colleges and universities and influence on their ability to create healthy, sustainable, and just environments for their students through tobacco control policies on their campuses.

The American College Health Association's National College Health Assessment (ACHA-NCHA) found that 30.3% of undergraduate students used some sort of tobacco product (including e-cigarettes) daily or almost daily within the previous three months of the survey (American College Health Association [ACHA], 2020). The survey goes deeper to ask specifically what products those students used. Of the students who self-reported tobacco use, 37.4% reported using cigarettes and 78.4% reported using e-cigarettes (ACHA, 2020). These data support the literature regarding polytobacco use among college students (Butler et al., 2016), which increases the urgency to address tobacco use among college and university students. The importance of recognizing the gap in the literature regarding state comprehensive smoke free laws and its influence on college and university campuses, while using a public policy approach to investigate the issue of tobacco-related policies is instrumental to ensure that all students, regardless of postsecondary educational pathway, are afforded the same opportunities for a healthy, sustainable, and just academic environment. Further, there are social change implications

for health, sustainability, and justice for the communities in which these colleges and universities reside.

This study also is aligned with the goals of the national framework of *Healthy People 2020*, developed by the *Healthy People 2020* Federal Interagency Workgroup which addresses those public health issues that lead to premature death and disability in the United States across all stages of life (Healthy People 2020, 2020). Tobacco use has remained a leading health indicator since the inception of *Healthy People* prior to 2010 and will remain for the next decade due to its continuous burden on the public. Federal public health organizations use these leading health indicators to develop their overarching goals, public health interventions, and policy recommendations to states toward addressing the most pressing health issues in the United States.

Purpose of the Study

The purpose of this qualitative study was to explore the lack of a comprehensive smokefree law in Georgia and whether it facilitates the development of or presents barriers to healthy, sustainable, and just environments for students attending colleges and universities in Georgia. This study has implications for providing insight regarding how the lack of a comprehensive smokefree law in Georgia has influence on positive social change within the microcosm of college and university campuses in the state.

Research Question

In what ways does the lack of a comprehensive smokefree law in Georgia facilitate the development of or present barriers to colleges and universities in Georgia with creating healthy, sustainable, and just environments for their students?

Framework for the Study

This qualitative study used the conceptual framework of polarity management as developed by Johnson (1992). Polarity management hinges upon the concept that dissonance can be resolved by managing trade-offs between “unsolvable” issues without a “right” or “wrong” solution. The management of these trade-offs are considered to be an ideal state of equilibrium that effectively addresses the dissonance. The theoretical framework for this study is polarities of democracy as described by Benet (2006, 2013). The polarities of democracy (POD) model was developed by Benet as a theoretical framework to help build healthy, sustainable, and just communities and it builds upon Johnson’s (1992) polarity management theory. It consists of 10 elements that are arranged in five polarity pairs and posits that the balancing of these polarity pairs contribute to the development of positive and lasting social change (Benet, 2013). The theory will be introduced in the review of the literature; however, this qualitative study focused on the polarity pairs of freedom & authority and human rights & communal obligations. Because the POD specifically identifies social and philosophical constructs that are embedded in the development of public policy, especially when a policy remedy appears to be a matter of civic responsibility, Benet’s work has been used extensively in principles of criminal justice, studies in racism, attempts to address workplace conflict, organizational change, and the exploration of various perspectives of the democratic process in the United States and abroad (Benet, 2013). Although there are well-known theoretical frameworks that would suit this study, such as Kingdon’s (2011) concepts of

agenda setting, policy streams, and policy windows; Benet's POD is a novel and appropriate lens to view policy problems in matters of health and social justice.

Nature of the Study

The nature of the study was a general qualitative design using in-depth interviews in the phenomenological tradition. I used interviews to gain detailed information about the beliefs, attitudes, and values about the well-being of students, attitudes about tobacco-control on their campuses in the absence of a state law, and their connection with their surrounding community revealed philosophical beliefs by those institutions about the topic (see Queiros et al., 2017). Identification of reoccurring themes that arose during the interview process uncovered information about the impact of the lack of a comprehensive smokefree law on their campus community. This method was appropriate because it allowed direct questioning to answer the research question (Queiros et al., 2017). By conducting interviews with school administrators, I had an opportunity to explore the gap in the literature as it relates to colleges and universities in Georgia and the lack of a comprehensive smokefree law on creating healthy, sustainable, and just environments for their students. Interviews were conducted with a sample of administrators of colleges and universities in the state of Georgia. Interview questions were developed to address the research question within the context of POD and subsequently validated by Benet. The primary data collection technique was face-to-face interviews; however, due to the burden of COVID-19 on the public, face-to-face contact was replaced with email and phone to establish contact and scheduling. Video conferencing via Zoom was used for actual data collection.

Definitions

There is a nomenclature specific to tobacco control for which definitions are provided.

Cigarette: This term refers to tobacco that is wrapped (in paper or another substance that is not tobacco) and uses a certain type of tobacco, packaging, and labeling that would identify it as a cigarette or roll-your-own tobacco. (15 U.S.C. §1332, 2017: Public Law 111-31[H.R. 1256], 2009).

Comprehensive Smokefree Law: This term refers to laws that prohibit smoking in workplaces, restaurants, and bars. The law specifically covers private-sector entities (Tynan et al., 2016).

Electronic Cigarette (e-cigarette): This term refers to a category of devices called electronic nicotine delivery systems (ENDS) which are noncombustible in nature and use nicotine containing liquids that have flavorings and other additives, that when used in the device and inhaled in the same manner of cigarette smoking, they produce a vapor or aerosol while delivering nicotine to the user (U.S. Food and Drug Administration, 2020).

Hookah: The term refers to a device that passes tobacco smoke through water prior to inhalation. These products are also known as waterpipes. Tobacco is placed in a compartment of the device with warm coals that burn the tobacco to produce smoke. When inhaled through a hose, the smoke goes into the device (or pipe), through the water and is subsequently inhaled (Cobb et al., 2010).

Novel Tobacco Product: Otherwise known as Novel Non-Cigarette Tobacco Products, these are products include categories of nicotine delivery products that do not

include inhalation or combustion. Examples include tobacco sticks, strips, dissolvable orbs, which often resemble products that typically would not contain nicotine (Tobacco Control Legal Consortium, 2011).

Secondhand Smoke: This term refers to the smoke that is emitted from a burning cigarette and is exhaled by a smoker (National Cancer Institute, 2020).

Smokefree: Otherwise known as 100% smokefree, this term refers to the prohibition of smoking in any private or public area (American Nonsmokers' Rights Foundation, 2018).

Thirdhand Smoke: This term describes residue left behind from smoking. This includes smells of tobacco smoke on clothing, in cars, in homes, and residual film left on surfaces by nicotine and other constituents of cigarette smoke (Hays, 2017).

Tobacco Control: This term refers to the public health discipline of reducing the public health burden of tobacco use around the world through health education, policy making, and the administration of science-based cessation methods (Union for International Cancer Control, 2020).

Tobacco-free: Otherwise known as 100% Tobacco Free, this term refers to the prohibition of tobacco and/or nicotine use of any form, except those that have been approved by the FDA for tobacco cessation purposes (American Cancer Society, 2020).

Young Adults: This term refers to those adults that are aged 18 to 24 years of age (U.S. Department of Health and Human Services, 2016).

Assumptions

The assumptions for this study addressed ontology, axiology, and methodology.

Ontology refers to the basic understanding of reality within the context of the research (Creswell & Poth, 2018). For the purposes of this study, there was an assumption based on the review of literature that tobacco use and exposure to tobacco smoke is harmful to the human body, that individuals that are 21 years of age have the legal right to use tobacco, that the state of Georgia does not have a comprehensive smokefree law, and that colleges and universities and the systems for which they are affiliated have the independent authority to develop campus policies that govern tobacco use in the absence of a state-wide policy.

Axiology refers to the philosophical principles and values that ground the research (Creswell & Poth, 2018). For this study, the conceptual and theoretical frameworks of Johnson (1992) and Benet (2006, 2012, 2013), respectively, as well as the focus on two specific polarity pairs from Benet's polarities of democracy theory provided insight to those principles that have the capacity and feasibility to make a difference on whether or not the absence of a comprehensive smokefree law in Georgia can contribute to or detract from the ability of colleges and universities in the state to create healthy, sustainable, and just environments for their students.

Methodology refers to the way in which research is conducted (Creswell & Poth, 2018). Based on the assumptions provided, this study was qualitative in nature, using the phenomenological tradition, and used an in-depth interview format to gain information from administrators of colleges and universities in Georgia regarding the lack of a comprehensive smokefree law in Georgia and their ability to create a healthy, sustainable, and just environment for their students within this context. With this method, the

assumptions were made that interviews will take place with those who have the authority to make decisions regarding tobacco control policy on their campuses, and that they have provided truthful responses regarding their experiences and if there are benefits and/or detriments of the lack of a state law, thus providing data that may be drawn upon to answer the research question.

Scope and Delimitations

The scope of this study only addressed the lack of a comprehensive smokefree law in the state of Georgia and included interviews from administrators of a sample of colleges and universities in the state of Georgia that are within systems such as the University System of Georgia and those that are independent entities. The importance of having a diversity of institution types within a state without a comprehensive smokefree law lends itself to be replicated in a state within a different geographic, political, and socioeconomic context and producing a different result. This recognition that Georgia has its own context renders the study to not be generalizable.

The state of Georgia is geographically located in the middle of a group of states known in tobacco control as “Tobacco Nation”, although it is not designated a Tobacco Nation state. These states, together, have a smoking prevalence of 21%, which is higher than the national average of 15% (Truth Initiative, 2019). Although Georgia is excluded from this group, the demographics and socioeconomic status are very similar and only small differences separate Georgia from the rest. The importance of investigating how the lack of a comprehensive smokefree law may or may not encroach upon the mission of postsecondary institutions within the context of polarities of democracy, may have

implications for those states surrounding Georgia – all of which also do not have a comprehensive smokefree law (Truth Initiative, 2019).

Although Benet's (2006, 2012, 2013) polarities of democracy has five polarity pairs, two were examined in this study as they have been concepts that have plagued the tobacco control discipline. The United States is nowhere near 80% or more of the population protected by smokefree and tobacco-free laws, thus continuing to be a financial burden to the health care system, workforce, and many families of lower socioeconomic status (CDC, 2020). The chosen polarity pairs were useful in determining what is more important to postsecondary institutions – individual rights or preservation of the community construct.

This study is not generalizable; however, the methods may be transferred to another geographical area to test the conceptual and theoretical frameworks and their role in tobacco control policies on college and university campuses.

Limitations

A clear limitation is that this study was conducted in a specific geographic area, which is not a nationally representative sample; therefore, the data and conclusions are relevant to those colleges and universities in the sample. Using a qualitative approach does not afford the ability to make causal inferences about the data. In addition, in-depth interviews took a great deal of time with initial data collection and any follow up activities required to make the data useful for analysis (Queiros et al., 2017). Because of unexpected interrupted operations at all universities and colleges in the state of Georgia due to COVID-19, a public health emergency with geographical limitations on travel and

face-to-face interactions, the scheduling of interviews was at the mercy of the participants' schedules and their capability to participate in a video conference.

Significance

This study provided data that will hopefully create a vehicle for an opportunity to decrease the prevalence of tobacco use among students, faculty, and staff who attend and work in colleges and universities in Georgia; increase the potential for appropriate and successful cessation strategies among those students, faculty, and staff that use tobacco; and denormalize tobacco use among the college and university community in the State of Georgia, regardless of the absence of a comprehensive smokefree policy. There was also an opportunity to create a direct affect for those who do not use tobacco by reducing exposure to secondhand smoke and thirdhand smoke for all students, faculty, and staff due to the use of tobacco products on school property; reduce tobacco-related waste on school grounds such as cigarette butts and wrappers; and serve as an impetus for policy change for colleges and universities in Georgia. The positive social change resulting from examining the lack of a comprehensive smokefree law in Georgia on college and university campuses in Georgia, is the potential to directly create an environment with access to smokefree air for the faculty, staff, and students of these institutions, as well as the communities served by students, thus making a larger contribution to a healthier state of Georgia that is healthy, sustainable, and just.

Summary

Tobacco use is the number one cause of disability and premature death in the United States, as approximately half of a million people die annually as a result. Of those

who affected due to reduced health status or loss of their lives, not all of them use tobacco. Because of this, states have implemented laws to protect the public from the harms of tobacco smoking – both active and passive. Although these laws are passed, states neither pass these laws nor interpret and implement them uniformly, which has an impact on the health and quality of life for all citizens.

Colleges and universities are microcosms of individuals from diverse backgrounds; however, they have a very similar purpose – to improve their lives through engaging in scholarly pursuits or to support this activity through the many career and job opportunities that these institutions provide. As college and universities are places where people live, work, and play; they are primed for the potential benefits of the implementation of tobacco control policies.

I examined the lack of a comprehensive smokefree law in Georgia and whether it contributes to or presents barriers to the ability of colleges and universities to provide healthy, sustainable, and just environments for their campus community, particularly their students. This was executed using a qualitative method, using in-depth interviews with the administrators of a sample of institutions in the state of Georgia. The theoretical framework formed the context for the interviews is Benet's (2006, 2012, 2013) polarities of democracy, particularly through the lens of two polarity pairs: freedom and authority and human rights and communal obligations.

Chapter 2 of this dissertation will discuss the review of the literature regarding the major concepts of the conceptual and theoretical frameworks, the history of tobacco

control policy, and the relationships between state tobacco control policy and its impact on the ability for postsecondary institutions in Georgia.

Chapter 2: Literature Review

Introduction

Currently, a problem exists regarding the lack of a comprehensive smoke-free law in the state of Georgia. Comprehensive smoke-free laws protect the public from the harms of tobacco smoke through prohibiting smoking in restaurants, bars, and workplaces in the private-sector (Tynan et al., 2016). Although the state of Georgia passed a smoke-free law in 2005, it has many exceptions such as exclusions for certain bars, restaurants, and motels as well as the allowance of smoking areas which makes the concept of comprehensive smoke-free null (Georgia Smokefree Air Act, 2005). Because cigarette smoking is responsible for approximately 500,000 deaths in the United States and over \$170 billion in health care costs annually, it is the number one cause of preventable premature death in the United States (DHHS, 2014; 2020). According to the Centers for Disease Control and Prevention (2020), 27 states, the District of Columbia, and four United States Territories have comprehensive smoke-free laws that protect public- and private-sector spaces. Georgia is not one of these states.

Colleges and Universities, regardless of if they are public or private, for-profit, or not-for-profit, are places of employment for many; however, in the state of Georgia, there is no state law against smoking or tobacco use on any college or university campus (CDC, 2020). In 2014, the Board of Regents of the University System of Georgia, which includes 26 state institutions, adopted a policy to make all USG college and universities tobacco-free (USG, 2020). In section 6.10.3 of the USG Board of Regents Policy Manual (2020), exceptions may occur at the discretion of the president of each institution. In

addition, on its website, the USG states, “A tobacco-free policy does not prohibit tobacco use; it merely establishes where use can occur” (2020). This declaration of tobacco-free policy for colleges and universities within the USG system appears to be flexible, based on the policy language and its interpretation by the USG.

The Georgia Department of Public Health provides guidance, a model policy, and resources for colleges and universities that want to enact smokefree and tobacco-free policies on their campuses. As of 2014, there were 46 institutions that are tobacco-free (Georgia Department of Health, 2020). According to Wang et al. (2018), there are over 2,400 colleges and universities in the United States that have some sort of tobacco-free policy, which is a step beyond smoke-free. Bayly et al. (2020) found that among a sample of 605 postsecondary educational institutions which included colleges and universities across the United States, that were 2+ years, degree conferring and nondegree conferring institutions, 237 had some sort of tobacco-free policy that also included e-cigarettes (p. 28). Neither Wang, et al. nor Bayly et al. made any correlations about the presence of a comprehensive smoke-free law in the states from which their samples were collected. These studies revealed a clear gap in the literature as it relates to the lack of knowledge about the absence of a comprehensive tobacco-free law and whether it has an influence on colleges and universities and their ability to create healthy, sustainable, and just environments for their students.

The purpose of this qualitative study was to explore the impact of the lack of a comprehensive smoke-free law in Georgia and whether it facilitates the development of or present barriers to colleges and universities in Georgia with creating healthy,

sustainable, and just environments for their students. The literature regarding any influences of state tobacco control policy for this category of educational institutions is sparse. Due to the lack of literature on this specific topic, an inference can be made that this relationship between policies has not been examined.

The importance of this study is that these data and accompanying analysis has provided information that will

- hopefully create a vehicle for an opportunity to decrease the prevalence of tobacco use among students, faculty, and staff who attend and work in these institutions.
- increase the potential for appropriate and successful cessation strategies among those students, faculty, and staff that use tobacco.
- denormalize tobacco use among the college and university community in the State of Georgia.

There is also an opportunity to create a tangential impact for those who do not use tobacco by

- reducing exposure to secondhand and thirdhand smoke for all students, faculty, and staff due to the use of tobacco products on school property.
- reduce tobacco-related waste on school grounds such as cigarette butts and wrappers.
- serve as an impetus for policy change for colleges and universities in the state of Georgia.

This study adds to the literature about tobacco control policy on college and university campuses, while aiming for a cleaner and healthier learning environment on those college and university campuses and creates the potential to impact long-term positive health outcomes for the surrounding communities for those states without comprehensive smoke-free policies.

In this chapter, the conceptual and theoretical frameworks for researching this topic is introduced, Johnson's (1992) polarity management and Benet's polarity of democracy (2006, 2012, 2013), respectively. There is a review of the current literature relative to the tobacco control movement, comprehensive smoke-free laws, tobacco use by college and university students, and the relationship between comprehensive smoke-free laws and college and university campuses. There is also a synthesis of previous literature regarding the importance of tobacco control for all colleges and universities, and a discussion regarding the absence of literature regarding the relationship between comprehensive smoke free policies in a state, and their college and university campuses.

Literature Search Strategy

To complete a comprehensive review of the literature, I used academic databases (SocIndex, SAGE Journals, and ProQuest) to retrieve relevant peer-reviewed articles that were published between 2015 and 2020. I also obtained a book and the dissertation written by the conceptual and theoretical theorists, respectively. To obtain these articles, as well as others, keywords searched were: *comprehensive smoke-free AND colleges AND OR universities, smoke-free college AND OR universities, tobacco-free college AND OR university campuses, tobacco use AND young adults, tobacco policies on*

college AND OR university campuses, and e-cigarettes AND/OR young adults. Other terms related to the review of the literature included: passive smoking, tobacco pollution, tobacco laws, and smoke-free laws (with and without the hyphen).

While conducting the search, the identified search terms were used in various combinations and articles were sorted by relevance and year of publication. After several searches and even a cursory search of the Centers for Disease Control and Prevention's (CDC) library for balance, there was a determination that further information was not available.

The review of the literature also included publications that are outside of the 5-year scope. Seminal works regarding the conceptual and theoretical frameworks, as well as data for evidence of the development of tobacco-related public policies was required to further solidify the foundation for why the research question is important.

Theoretical Foundation

In research that involves the examination of policy problems, popular theories of public policy are often used such as Kingdon's (2011) concepts of agenda setting, policy streams, and policy windows; however, I used conceptual and theoretical frameworks that have been used in public policy, but not specifically to address public health policy problems. Based on a search of published dissertations in the ProQuest database, Johnson's (1992) theory on polarity management and Benet's (2006, 2012, 2013) polarities of democracy have never been used to examine tobacco control policies. Topics such as criminal justice, humanitarian aid, and the United States military have been examined using these frameworks (Hayes, 2019; McMillan, 2020; Svobodova, 2019).

These theories view the construct of policy through the lens of balancing opposing philosophical concepts in order to make policies and create practices that have the capacity to lead to long-lasting and sustainable social change.

Introduction to Polarities of Democracy

The theoretical framework that will be the basis for this study is the polarities of democracy as conceived by Benet (2006, 2012, 2013). The polarities of democracy (POD) model was developed by Benet as a theoretical framework to help build healthy, sustainable, and just communities and it builds upon Johnson's (1992) polarity management theory. It consists of 10 elements that are arranged in five polarity pairs and posits that the leveraging of these polarity pairs contribute to the development of positive and lasting social change (Benet, 2013). The theory is introduced as a whole; however, this study highlights the role of the polarity pairs of freedom & authority and human rights & communal obligations regarding health policy on college and university campuses. Because the POD specifically identifies social and philosophical constructs that are embedded in the development of public policy, especially when a policy remedy appears to be a matter of civic responsibility, Benet's (2013) work has been used extensively in principles of criminal justice, studies in racism/discrimination, attempts to address workplace conflict, organizational change; and the exploration of various perspectives of the democratic process in the United States and abroad.

Conceptual Framework

Polarity Management

This qualitative study used the conceptual framework of polarity management as developed Johnson (1992). Polarity management hinges upon the concept that dissonance can be resolved by managing trade-offs between “unsolvable” issues without a “right” or “wrong” solution.

Tobacco control policies have been enacted in various forms since the very first Surgeon General’s Report on Smoking and Health, published in 1964 (U.S. Department of Health and Human Services, 1964). This landmark report, is the first time that scientific evidence regarding the harms of tobacco use was published by a federal public health authority to the citizens of the United States and it is the impetus for some of the first federal laws regarding tobacco product safety (DHHS, 1964).

Johnson’s (1992) concept of polarity management addresses the dilemma that faced public health at the time; is it appropriate to stop the public from using a legal product that is inherently dangerous when used as intended or is it appropriate to allow adults to make their own choice about using a legally available product that they know is harmful? Given the nature of such question, it demonstrates Johnson’s theory that some questions simply do not have a right or wrong answer on the individual level, but must be addressed in such a way that maximizes the positives and minimizes the negatives that are realized when addressing the questions on behalf of the greater good.

In managing polarities, first, one must accept that the examined philosophical constructs are interdependent, which contributes to the problem. Secondly, one must

accept that neither construct is absolutely right nor wrong and that either are acceptable just as they are, or in concert with a trade-off made by one of the constructs. The term *trade-offs* is a proxy to illustrate the principle that one construct's positive attributes must be increased while the result is a natural decrease of the opposite construct's positive attributes. Johnson (1992) refers to these opposing constructs as "poles", as in polar opposites. The goal really is not to "solve" the problem, but simply manage the poles in order to create an acceptable equilibrium to address the problem (Johnson, 1992).

Using the lens of polarity management to view a health policy issue such as tobacco control was suitable since tobacco is indeed legal for adult use and has been scientifically proven to be detrimental to the public's health, even for those who choose not to use tobacco products (see DHHS, 2006). Within the context of tobacco-related policies and regulation, therein lies the conundrum: to preserve individual liberties or to exercise the right to choose for the greater good. According to Johnson (1992), there is not an either/or option; however, there is a balancing of both principles that maximizes the benefit of both options. It is important to emphasize that achieving leverage is not equivalent to solving a problem (p.22).

Johnson's (1992) conceptual framework has been used on a variety of topics such as leading through organizational change, social capital in minority groups, and public participation in government (Applebaum et al., 2015; Clarke, 2019; Strouble, 2015). For this study, it was the underpinning of the theoretical framework. Polarity management, as operationalized by Johnson (1992), is the root for which Benet (2006) planted, nurtured, and continues to grow the theoretical platform of the polarities of democracy.

Theoretical Framework

Polarities of Democracy

Developed by Benet (2006), the polarities of democracy theoretical framework was conceived upon the notion that the management and leveraging of specific concepts is critical to achieve a realistic democratic environment, specifically in the workplace. Benet (2012, 2013) expanded upon his theory to stretch its applicability to other disciplines that use some form of democratic construct, as defined by his polarity pairs, as a way to create healthy, sustainable, and just environments.

Benet's (2006) seminal work on the polarities of democracy was developed as another characterization of polarity management as defined by Johnson (1992) within the context of organizational management through the lens of democratic concepts in the workplace (Benet, 2006, p.5). His thesis included theoretical frameworks that defined and supported the philosophy of democracy through exploring its definition and applicability with real-time examples from the world political stage (p. 8). Benet made a comparison of how one would conceptualize democracy and subsequently mobilize and apply democratic concepts in a nongovernmental environment, which appeared to be against the original conceptualization – democracy defined only within the context of government principles. (p. 12). Benet made a connection through his study of organizational behavior that workplace democracy is indeed parallel to democracy within the context of government and that the same ills of an imperfect democracy also are displayed in how individuals behave and are treated in the workplace (pp.17-19).

Benet's (2006, 2012, 2013) polarity of democracy theory is a framework that consists of 10 elements that are arranged in five polarity pairs and posits that the leveraging of these polarity pairs contribute to the development of positive and lasting social change that creates healthy, sustainable, and just communities. Benet further asserts that these elements are necessary for workplace democracy and that there are parallels in many disciplines for where these principles demonstrate justice for all (Benet 2006, 2012, 2013). The polarity pairs are as follows:

- Freedom and Authority
- Justice and Due Process
- Diversity and Equality
- Human Rights and Communal Obligations
- Participation and Representation

Polarities of Democracy in Action

In health policy, there are examples of how public policies are created to benefit the greater good, and actually end up igniting and exacerbating health disparities. For example, the National Academies of Science, Engineering, and Medicine (2017) discussed how systems and structures are created and maintained to keep segments of the population at a disadvantage and the existence of these systems are confirmed through data collection that builds evidence that people of color, especially African Americans, have been and remain disadvantaged due to these structures (pp. 104-105). In addition, *Healthy People 2020*, Leading Health Indicators, that have been used to create public policies, reveal that non-Hispanic, African Americans experience disparities at a

disproportionate rate higher than their Non-Hispanic, white counterparts as it relates to social determinants of health. These “social determinants” are the contributors to a person’s ability to live a healthy life with the resources that are needed and without barriers. Social determinants include educational status, income, housing, and measurements of poverty (Healthy People 2020, 2020). Both studies support the concept that health and justice elude non-Hispanic African Americans, regardless of socioeconomic status, due to these systematic barriers. These notions link back to Benet’s (2006) thesis that maximizing the positives and minimizing the negatives of certain democratic principles has a direct impact on one’s health status and livelihood. In this example, the linkage resonates with Benet’s polarity pair of diversity and equality.

In consideration of various areas of health policy, any of Benet’s (2006, 2012, 2013) polarity pairs could be used as a theoretical backdrop. For the purpose of this qualitative study, the main focus was on two of Benet’s (2006) POD whereas two polarity pairs are examined closely – freedom and authority and human rights and communal obligations. These pairs, specifically, were used within the context of answering the research problem, because tobacco use, although legal for adults, has impact that reaches beyond the individual. The choice of one person can affect the greater community in ways that were discussed previously. The following discussion regarding the chosen polarity pairs will provide specific context to the choice of their pairs and their implications for social change.

The Polarities of Freedom and Authority

Freedom. Benet (2006) declared that the polarity pair of freedom and authority are the most sophisticated. The sophistication has very much to do with the concept of power, with whom it resides and how it is used (p.77). In defining freedom for the purposes of POD, Benet (2003) references the Collins English Dictionary (Butterfield, 2003) which states, in short, that freedom is “personal liberty”, “liberation...as from confinement or bondage”, the quality or state of being free”, “liberty to order one’s own actions” (p. 78). This definition of freedom is not unfamiliar to those who perceive themselves to be in a state of personal liberty. Benet (2006) confirmed his understanding of freedom within the context of democracy through citing R. Freeman Butts (1980) who further defined freedom as a fundamental right to live in dignity and without constraint or deliberate interference by others. These definitions and understandings of freedom will be used for the purposes of this qualitative study.

On the surface, freedom appears to be rather basic to understand; however, within the context of POD, Benet (2006) introduced the problems associated with freedom, mainly how individual freedom is in diametric opposition to what one would understand to be known as communal freedom. To make his point, Benet (2006) referred to McGregor’s (1960) theory of organizational management whereas, theory x required that employees needed to be controlled under strict authoritarian principles in order to be productive and theory y supported the notion that employee freedom and autonomy over their work made them happier and more productive. Benet (2006) gave credence to this

theory, as it supported his thoughts about freedom and it could have easily fit any organization during the time of his thesis and it still applies today.

The concept of freedom and one's ability to manage their own destiny, conceptually, is one critical component of democracy. On the other hand, there are downsides to freedom that Benet (2006) identified that must be considered in the context of his theory. The notion that freedom inherently comes with responsibility is not cliché. Benet (2006) cited other theorists that identified the pitfalls of freedom, including McGregor (1960), mentioned previously. Primarily, Benet (2006) discussed that the main pitfall of freedom is the risk of a type of anarchy that encourages non-productivity in the absence of structure and discipline. In other words, freedom can lead to an attitude of laissez-faire which is detrimental to productivity (p. 83). Later, Benet (2006) described a peculiar consequence of freedom, characterized by Fromm (1960) – a subconscious fear of individuality, which leads to conformity of the masses (p. 85). Benet's (2006; 2012; 2013) characterization of freedom through positive and negative aspects has not been discussed or connected with public health conundrums such as the freedom to use tobacco, as evidenced through the lack of literature on the topic explained in this way.

Authority. The other half of the freedom and authority polarity pair is broken down to its definition by Benet (2006), using again, the Collins English Dictionary (Butterfield, 2003). Authority is defined as, "the power to control others", "power that is a right or has been delegated", "authority" and "law" (Benet, 2006, p. 87). These definitions are not unfamiliar and are seen and exercised in many aspects of life. While solidifying the definition of authority for the purposes of POD, Benet (2006) drew upon

researchers such as Karasek & Theorell (1990) to explain that authoritative structures bring order and create a sense of well-being, humanity, and satisfaction for individuals in the workplace (p. 88). This interpretation of the positive attributes of authority appears to be very similar to those of the polarity of freedom. Most interesting is Benet's distinctions that authority "improves workplace productivity" and "contribute to the attainment of sustainable societies by mutual commitment to the common good" (Benet, 2006, p.88). If authority can contribute such to the greater good, why is there a need to consider the concept of freedom as an opposite construct?

Benet (2006) provided very clear reasons for why authority should be leveraged carefully with freedom, through his discussion of the negative aspects of authority. First, there is a joining of authority within the notion of hierarchy that sets the stage for how the negative aspects of authority were characterized (Benet, 2006, p. 89). Secondly, Benet (2006) used early organizational management theories that illustrated that authority is required for "order, structure, and effectiveness" (p.89); however, these attempts at "order, structure, and effectiveness" were met with resistance, which led to decreased productivity, low morale, and workplace stress which had mental and physical ramifications (p.90). Benet (2006) further delved into the pitfalls of the abuse of authority by making the connection that these abuses led to ultimately the absence of freedom in the workplace, poor working conditions, inequitable treatment of employees, and a distrust in governance structures, which often reflected in choices and behaviors that a person may have outside of the workplace (pp. 92-93).

The Interdependence of Freedom and Authority. As discussed in Benet's (2006) seminal work on POD, the concepts of freedom and authority are a polarity pair that must be managed in order to address some policy problems whereas solutions are sustainable and just. As both are pillars of the basic humanity, as well as any notion of democratic principle as explained by Benet (2006), they coincide with other areas of our lives – such as the workplace, which Benet has extensively studied.

As freedom and authority are used to seek balance to address issues of public health policy, especially those that have implications for the entire population, one has to consider if balance is achievable without encroaching on one's freedom to govern themselves lawfully and the authority of governance structures such as city councils and state legislatures to impose upon personal freedoms for the benefit of the greater good. Benet (2006) noted that many take an all-or-nothing approach and assume that if freedom exists, authority must be lacking and vice versa. He also made the critical observation that the use of these polarities against one another is a recipe for "oppression", which is unproductive (p. 128). As discussed by Johnson (1992) and Benet (2019), the intention is to leverage polarity concepts in order to manage conflict in those areas where there simply is not a right or wrong answer, further, to maximize the positive aspects of each polarity in order to reach a state of equilibrium. This state of equilibrium is the conclusion of justice where conflict previously existed.

To explain the interdependence of freedom and authority at the most basic level, Benet (2006) uses Shapiro's (1999) interpretation of their relationship through an explanation of libertarian thought. The main idea that is most relevant to this study to

examine freedom and authority within the context of a public health policy problem, is Shapiro's (1999) distinction that the extent to which a person uses their freedom to choose their destiny or act, is based on any parameters that power structures or authority may set before them (Benet, 2006, p. 127).

In examining the concept of comprehensive smoke-free law and its relationship to the ability of colleges and universities to create healthy, sustainable, and just environments for their students; the polarity pair of freedom and authority is a natural polarity pair to apply. As individuals of legal age (21 years old) have the freedom to choose to use tobacco products, they do not always have authority to use these products at any time and in any place. This is illustrated through smoke-free and tobacco-free policies that have been promulgated and enacted in a variety of public spaces and venues. In a state that has a comprehensive smoke-free law, it is unlawful to smoke (or actively use a tobacco product that emits smoke, aerosol, or vapor) in any restaurant, bar, or private-sector workplace (Tynan et al., 2016). However, a state with the absence of such law may allow smoking or tobacco use at any time and in any public place, or they may not have sweeping restrictions that prohibit these actions, but allow them in certain areas – for example, bars where the patronage is of legal age. Because there is a gap in the literature regarding the relationship between the lack of a comprehensive smoke-free law in the state of Georgia and its relationship to whether or not college and university campuses are able to create sustainable, healthy, and just environments for their students, the POD polarity pair of freedom and authority was a lens to examine the research question.

The Polarities of Human Rights and Communal Obligations

Human Rights. Basic human rights were formalized and specifically named in foundational documents, such as the United States Bill of Rights, that has shaped the way that individuals interact with each other and with governance structures. In his discussion of human rights, Benet (2006) also made it clear that the polarity pair of human rights and communal obligations are intertwined with other polarity pairs. One can neither focus on the entire group of pairs nor one set of pairs without this acknowledgement; however, these concepts are not the basis for which the POD were developed (pp. 210-211).

While defining human rights for the purpose of his thesis, Benet (2006) referred to several historical documents that plainly name the rights that all humans should have – including the previously mentioned U.S. Bill of Rights. His conclusion from a thorough review was that those specific rights, humans should be afforded equally, and transcend areas of life beyond the workplace (p. 212). Benet (2006) went further to explain that human rights are related to one’s ability to reach “self-actualization”, which is recognized in the motivational theory of Maslow’s hierarchy of needs (McLeod, 2018) and/or a level of “self-governance” that creates the optics that individuals have an inherent right to create their own destiny and police themselves (Benet, 2006, p. 213).

Benet (2006) further discussed that the inherent rights of humans are only secure to the extent that it is allowed by a “force” that has the power/authority to take away those rights. In an organization, it could be another individual – supervisor, or the organization itself due to the principles that govern the operation of that organization. At

the same time, Benet (2006) said that those in authority or power to remove human rights also have a responsibility or obligation to support human rights (p. 213).

This notion of human rights and the reflex of the community to make recognition of this has been studied by recent scholars of POD. Strouble (2015) examined how racism and African Americans in low income, homogenous communities viewed themselves as it relates to basic human rights and their perception of their own social capital. Although Strouble (2015) did not specifically examine the polarity pair of human rights and communal obligations, this polarity pair is implied through his discussion of how community members used their perceptions and exerted a sense of human agency in order to identify and use their social capital in order to propel positive changes within their communities. Strouble (2015) used the polarities as it relates to supporting his stance that consideration of Benet's (2006) POD is critical in understanding the concept of racism and its subtypes and its impact on the ability of disenfranchised communities to meet their fullest potential without systematic barriers. One can make an assertion from Benet's (2006) definition and Strouble's (2015) application of POD that basic human rights and the obligation of society to champion basic human rights is foundational in the journey to create a healthy, sustainable, and just society.

In consideration of tobacco control in general, adults of legal age have the right to choose to use tobacco products of any type. On the other hand, adults who are of legal age and choose not to use tobacco products have the right to exist without exposure to secondhand smoke. Then there is the consideration of those who do not have the autonomy to choose every aspect of self-governance, such as children. Their

parents/guardians decide on their behalf whether or not they are exposed to byproducts of tobacco use through their choice to use the products themselves or have their children in an environment where exposure is eminent. Herein lies the obligation to create social change impact that not only honor one's personal choices, but also to protect those who are unable to make an appropriate choice for themselves.

Communal Obligations. In his discussion of communal obligations, Benet (2006) divides his discussion into segments relating to organizational obligations (to its employees and the community) and individual obligations (to each other, the organization, and the community) (pp. 221-222). For the purpose of this qualitative study, the concept of communal obligations was used in the manner as interpreted and simplified above – individual and organizational obligations to the community.

As it relates to organizational obligations to its employees and the community in which the organization resides, Benet (2006) discussed that these obligations are directly impacted by the organization's view of the rights of their employees as well as the rights of the community (p. 221). It is fair to generalize that organizations that are places of higher education (colleges and universities) are obligated to provide their staff, students, and faculty with at least a safe place to work and study. As an employer, colleges and universities provide wages as well as certain benefits to staff and faculty (e.g., health care and educational discounts) (Benet 2006). For students, these institutions provide training and education in order to prepare them for the professions or passions that they choose. For the community surrounding the seemingly insulated capsule of a college or university, these institutions provide sources of employment, education, and an economic

boost due to the diverse interactions of the campus community with the community at large. Within these obligations of the institutions, they are expected to provide safety, sustainability, and justice when benefitting their constituents.

Individuals also have obligations to the community in order to create and maintain healthy, sustainable, and just environments for all. According to Mishra (2019), in order for the community to benefit, individuals are obligated to champion for the common good of other individuals; further, he described that these obligations are indeed moral and to some extent legal (p.64). This is in agreement with Benet's (2006) analysis of Saul (1995), who also said that there is an individual responsibility to champion the common good, which is what communal obligation truly embodies. One can assert that these thoughts on individual obligation to the greater good, is the backbone for what is recognized as a sense of community and belonging.

The Interdependence of Human Rights and Communal Obligation. Mishra (2019) asserted that individual obligation to the community is indicative of the strength of individual human rights and that the way that individuals relate to one another is indicative of their sense of community (p.64). At the most basic level, in the United States, the *Bill of Rights* provides individuals with the right of freedom and semi-self-governance; however, there are creatively worded clauses in the Preamble which infer that individuals have a duty to commune.

In consideration of comprehensive smoke-free laws, the general public is protected from exposure to smoke, aerosols, and vapors from tobacco products in private-sector bars, restaurants, and workplaces (Tynan et al., 2016). Public-sector workplaces

are addressed elsewhere in state and federal laws regarding tobacco use. Because any place could conceivably be a place of employment, the law has the capacity to prohibit smoking in virtually any public space. It is obvious that the evidentiary science on the effect of tobacco smoke, aerosols, and vapors is enough to compel over half of the United States to adopt such law as an attempt to protect the public. Essentially, the state had a communal obligation to reduce or eliminate the human rights of those who choose to smoke in order to protect the greater good of the community. For the University System of Georgia, in 2014, they felt the need to do the same by making their campuses tobacco-free (USG, 2014). This qualitative research looks to delve into the choices of colleges and universities to create smoke-free or tobacco-free campuses within the context of whether or not the state's choice regarding a comprehensive smoke-free law has any bearing on their opportunity to create a healthy, sustainable, and just environment for their students, faculty, and staff on those campuses.

While the example of tobacco control appears to eliminate the polarity of human rights for those who use tobacco, it also appears to increase the human rights of those who do not use tobacco. The notion of fairness comes to mind, and in matters of health policy, there are many examples of how individual liberties have been sacrificed for the greater good (e.g., compulsory vaccination, legal age limits on certain activities – driving, alcohol consumption, tobacco use). Regardless, these examples demonstrate Johnson's (1992) original premise that some problems, regardless of complexity, simply do not have a right or wrong answer and they must be managed and the guiding principles leveraged in order to reach a place of mutual agreement.

In this qualitative study, the polarities of democracy as developed by Benet (2006) was used to examine a matter of health policy. Although, POD has been used in several public policy arenas, it has never been used to study a conundrum in the health policy space. The review of the literature on the history of tobacco control and more specifically its impact on college and university students within the context of comprehensive smoke-free laws, provides a salient explanation for why POD should be considered more in the health policy arena.

Literature Review Related to Tobacco Control

History of Tobacco Control Policy

In 1964, the U.S. Department of Health, Education, and Welfare (U.S. HEW) published the first Surgeon General's Report on the topic of smoking and health. Prior to this, there were not many authoritative studies about the impact of smoking on the human body. In 1959, the federal government commissioned studies on cigarette smoking, particularly as it related to heart disease and lung cancer – at the time, those were two areas that sparked curiosity about the impact of cigarette smoking on overall health (U.S. HEW, 1964). In 1955, just before these studies began, 68% of men and approximately 32% of women aged 18 and over were classified as regular smokers. This was approximately 70 million people in the United States (U.S. HEW, 1965, p.26). The main findings as a result of these commissioned studies were;

“Cigarette smoking is associated with a 70 percent increase in the age- specific death rates of males, and to a lesser extent with increased death rates of females. The total number of excess deaths causally related to cigarette smoking in the

U.S. population cannot be accurately estimated. In view of the continuing and mounting evidence from many sources, it is the judgment of the Committee that cigarette smoking contributes substantially to mortality from certain specific diseases and to the overall death rate” (p., 31).

Cigarettes made regular appearances in movies, in magazines, on television shows, and in commercials – the act of smoking was considered glamorous and critical to pop culture. Prior to this, there were even medical claims that smoking could provide cures and substitute for medications, and they were a staple in military life, as a pack of cigarettes was issued as a part of the uniform of the armed forces (Cummings & Proctor, 2014). In 1988, the Master Settlement Agreement (MSA) between 46 state attorneys generals, five U.S. Territories, and the District of Columbia and top tobacco manufacturers was the result of many public hearings and court cases regarding blatant deception by the tobacco industry regarding the intentional addictive and harmful nature of their products (Healton, 2018). The MSA ensured that states would be compensated for years to come for financial losses due to caring for those who were ill and/or died as a result of tobacco use as well as for efforts to educate the public about the dangers of tobacco use – payments are still being made today (Healton, 2018,).

The MSA may effectively be credited for the beginnings of the modern tobacco control movement, particularly as it relates to health policy. Tobacco control is no longer about scare tactics, but more about providing opportunities for evidence-based prevention and intervention strategies. In 1986, the Surgeon General’s Report on The Health Consequences of Involuntary Exposure to Tobacco Smoke was published. This report

provided clear scientific evidence that secondhand smoke or involuntary smoking (exposure to tobacco smoke without actually smoking) is also harmful to the extent of premature death for non-smokers and that no amount of cigarette smoke is safe for anyone (DHHS, 1986; 2006). With this report from the “nation’s doctor”, as well as a follow-up report twenty years later, more efforts to reduce exposure to secondhand smoke increased among the public and tobacco control advocates that had sprouted over the years.

The Surgeon General’s Reports (SGRs) of 1986 and 2006 included guidance for tobacco control efforts to reduce exposure to secondhand smoke – especially those that are most vulnerable, like the elderly and children. Much of this guidance included policy strategies from very simple, such as prohibition of smoking in certain places to very complex – prohibition of tobacco use in public workplaces, elimination of smoking areas, and federal bans of tobacco use on domestic and international flights originating from the United States (U.S. DHHS, 1986; 2006). As more laws are created to protect the general public from any health consequences as a result of tobacco smoke exposure, more municipalities have moved to sweeping policy actions to include novel tobacco products such as e-cigarettes, hookah, heat-not-burn products and others. In addition, as of 2020, 27 states, the District of Columbia, and four United States Territories have comprehensive smoke-free laws that protect public- and private-sector spaces (CDC, 2020).

Comprehensive Smoke-free Laws

Comprehensive smoke-free laws protect the public from the harms of tobacco smoke through prohibiting smoking in restaurants, bars, and workplaces in the private-sector (Tynan et al, 2016). Because cigarette smoking is responsible for approximately 500,000 deaths in the United States and over \$170 billion in health care costs annually, it is the number one cause of preventable, premature death in the United States (DHHS, 2014; 2020). Comprehensive Smoke-free laws are just one way that states and U.S. territories try to protect the public from the harms of tobacco use – particularly those who choose not to use tobacco.

Since all 50 states and all seven territories do not have a comprehensive smoke-free laws, for the tobacco control movement, there is much work still to be done. However, comprehensive smoke-free laws have served as an impetus for more specific tobacco control policies such as age restrictions, point-of-sale policies, and retail-licensing policies. Although one would think that intuitively, schools, places of worship, and even long-term care facilities would be included in any commonsense tobacco control policy, they are not and these entities often have to enact their own separate and more prescriptive policies (DHHS, 2014; 2020).

Tobacco Use on College and University Campuses

Tobacco use among young adults, including those that attend college and universities is a phenomenon that should not be ignored. Butler et al. (2016) used data from the 2008 Behavioral Risk Factor Surveillance System (BRFSS) to determine that cigarette smoking was highest among those age 18-24. At that time, approximately 14%

of college students were current smokers and 16% had smoke cigarettes at least once in their lifetime (Butler et al., 2016). By 2012, the prevalence of smoking for the same age group nearly doubled, as it was slightly under 32% (DHHS, 2014). In 2017, the national prevalence of cigarette smoking for young adults was about 10.4% (Wang et al., 2017). This is a remarkable reduction from 2012 and is primarily attributed to the proliferation of novel tobacco products such as e-cigarettes and hookah as well as other alternative tobacco products like little cigars, as cigar smoking among this group was 19% (Wang et al., 2017). The American College Health Association's National College Health Assessment (ACHA-NCHA) found in their fall 2019 survey that 30.3% of undergraduate students used some sort of tobacco product (including e-cigarettes) daily or almost daily within the previous three months of the survey (ACHA, 2020). The survey goes deeper to ask specifically what products those students used. Of the students who self-reported tobacco use, 37.4% reported using cigarettes and 78.4% reported using e-cigarettes (ACHA, 2020). These data support the literature regarding polytobacco use among college students (Butler et al., 2016), which increases the urgency to address tobacco use among college and university students. The stark difference between smoking prevalence overall for young adults and the prevalence for college students, specifically, is an area for future exploration.

According to Wang et al. (2018), there are over 2,400 colleges and universities in the United States that have some sort of tobacco-free policy, which is a step beyond smoke-free. Bayly et al. (2020) found that among a sample of 605 postsecondary educational institutions which included colleges and universities across the United States,

that were 2+ year, degree conferring and non-degree conferring institutions, 237 had some sort of tobacco-free policy that also included e-cigarettes (p. 28). Neither Wang, et al. nor Bayly et al. made any correlations about the presence of a comprehensive smoke-free law in the states from which their samples were collected. Ickes et al., (2020) examined the effect of tobacco control policies on college campuses and their relationship to student use of tobacco. Their study found that not only did students have knowledge about the tobacco-related policies on their campuses, but that knowledge of the policies influenced whether or not they used tobacco products on campus (p. 3). Ickes et al. (2020) also made the distinction that those campus policies that were explicit and clearly communicated tobacco-related prohibitions by naming types of tobacco products, were less confusing to the students and also reduced the likelihood of use of novel tobacco products like e-cigarettes, which sometimes are not recognized as tobacco products by college students (p. 5). Further, Ickes et al. (2020) confirmed previous research by Record et al. (2017) that clear communication and messaging contributes to the likelihood of increased compliance to tobacco-related campus policies.

Comprehensive Smoke Free Law in Georgia and Campus Tobacco-Related Policies

The state of Georgia does not have a comprehensive smoke-free law. As discussed, comprehensive smoke-free laws protect the public from the harms of tobacco smoke through prohibiting smoking in restaurants, bars, and workplaces in the private-sector (Tynan et al, 2016). Although the state of Georgia passed a Smoke-Free law in 2005, it has many exceptions such as exclusions for certain bars, restaurants, and motels

as well as the allowance of smoking areas which makes the concept of comprehensive smoke-free null (Georgia Smokefree Air Act, 2005).

Colleges and Universities, regardless if they are public or private, for-profit or not-for-profit, are places of employment for many; however, in the state of Georgia, there is no state law against smoking or tobacco use on any college or university campus (CDC, 2020). However, in 2014, the Board of Regents of the University System of Georgia, which includes 26 state institutions, adopted a policy to make all University System of Georgia (USG) college and universities tobacco-free (USG, 2020). In section 6.10.3 of the USG Board of Regents Policy Manual (2020), exceptions may occur at the discretion of the President of each institution. In addition, on its website, the USG explicitly states, “A tobacco-free policy does not prohibit tobacco use; it merely establishes where use can occur” (USG, 2020). This declaration of tobacco-free policy for colleges and universities within the USG system appears to be flexible, based on the policy language and its interpretation by the USG. The Georgia Department of Public Health (GADOH) provides guidance, a model policy, and resources for colleges and universities that want to enact smoke and tobacco-free policies on their campuses. As of 2014, there were 46 institutions of higher education in Georgia that are tobacco-free (GADOH, 2020).

Smoke-free and tobacco-free policies are not one in the same. Smoke-free simply means just that – no use of combustible tobacco products. Tobacco-free is a step further, as it includes those tobacco products that are non-combustible (ANRF, 2020). In recent years, with the proliferation of products such as e-cigarettes, the definitions of tobacco

products have required modification in order to promulgate regulations to include those items that are made or derived from tobacco and/or contain nicotine and emit vapor, aerosols, or can be consumed or absorbed in some way. There is a diversity of products that exist making this necessary, including nicotine sticks (that look like toothpicks), strips (that look like breath freshening strips), and gels (that look like hand sanitizer) (Public Health Law Center, 2020).

Conclusion

In the absence of a comprehensive smoke-free law, some organizations and businesses have no compulsory reason to have smoke-free and tobacco-free policies. At bare minimum, a comprehensive smoke-free law makes smoking illegal in places where people live, work, and play – regardless of to whom the property belongs. In addition, it serves as a vehicle to allow private entities to enact even more strict policies that eliminate the use of tobacco altogether. Given that tobacco use contributes to the top causes of premature death in the United States, is it really a matter of personal rights or one of communal obligation, when considering policies that protect the health of the public – including those who cannot represent or make choices for themselves? Is this a conundrum of freedom to be and do as we please or one of the authorities to prohibit that freedom for the sake of sustainable, healthy and just environments? This qualitative study addressed whether or not the lack of a comprehensive smoke-free law has an influence on the ability for colleges and universities in the state of Georgia to contribute to or detract from the creation of healthy, sustainable, and just environments for their students.

Chapter three will discuss the research design and methodology, data collection and trustworthiness of the study. The appendix includes a copy of the data collection instrument, validated by the theorist for Polarities of Democracy. This section of the dissertation will discuss the technical aspects of how the study will be executed.

Chapter 3: Research Method

Introduction

The purpose of this qualitative study was to explore the lack of a comprehensive smokefree law in Georgia and whether it facilitates the development of or present barriers to colleges and universities in the state of Georgia to create healthy, sustainable, and just environments for their students. This study has implications for providing insight to how the lack of a comprehensive smokefree law in Georgia has influence on positive social change within the microcosm of college and university campuses in the state of Georgia. In the following section I discuss the research design and rationale, the role of the researcher, the methodology, and any issues of trustworthiness for this study.

Research Design and Rationale

Research Question

In what ways does the lack of a comprehensive smoke-free law in Georgia facilitate the development of or present barriers to colleges and universities in the state Georgia with creating healthy, sustainable, and just environments for their students?

Central Concepts of the Study

The nature of the study was a general qualitative design using a phenomenology tradition. Using in-depth interviews to gain detailed information about the beliefs, attitudes, and values about the institutions, well-being of students, attitudes about tobacco-control on their campuses in the absence of a state law, and their connection with

their surrounding community revealed philosophical beliefs by those institutions about tobacco control policies (see Creswell & Poth, 2018; Queiros et al., 2017;).

Identification of reoccurring themes that arose during the interview process uncovered information about influence of the lack of a comprehensive smoke-free law in the state of Georgia on their campus community. This method was appropriate because it allowed direct questioning and the identification of themes from those with similar contexts in order to answer the research question (see Creswell & Poth, 2018; Queiros et al., 2017). Conducting interviews with school administrators allowed me to explore the gap in the literature as it relates to colleges and universities in the state of Georgia and any relationships between the lack of a comprehensive smoke-free law on creating healthy, sustainable, and just environments for their students. These in-depth interviews were conducted with a sample 10 of administrators of colleges and universities in the state of Georgia.

An interview protocol, which was appropriate for this type of study (see Creswell & Poth, 2018) was developed to collect data about the school, the role of the administrator, and their perceptions regarding the research question within the context of POD. The interview protocol and questions were validated by Benet to ensure that it captured the data required to answer the questions while in the context of the examined polarity pairs since he is the originator and subject matter expert of the POD.

The primary data collection technique was videoconferencing via the Zoom video conferencing program. These data were immediately memberchecked and recorded with the original interview and subsequently transcribed via Sonix.ai, a program that uses

artificial intelligence to transcribe recorded information. These data were checked for accuracy and then coded by emerging themes and any obvious linkages to the theoretical framework (see Creswell & Poth, 2018, p. 184).

Role of the Researcher

For this study, my role as the researcher was that of interviewer or collector of data. According to Sutton and Austin (2015), qualitative researchers capture the experiences, thoughts, and feelings of their study participants. For this study, data were captured from university and college administrators about tobacco control policies on their campus. There existed no personal or professional relationships with any of the participants. Since I had no prior knowledge of the participants, there was the luxury of an unbiased approach to data collection (see Sutton & Austin, 2015).

Incentives were not offered to participants in the study; however, an executive summary of the completed study will be provided to the participants as a resource, should they choose to address any specific tobacco-related policymaking on their campuses. To avoid bias or ethical issues due to professional expertise in tobacco control, I recorded, transcribed, and interpreted all perspectives at face value. Regardless of preconceived notions, there was no manipulation of data and reporting of findings are accurate. As some sensitive topics may have arisen during data collection, I ensured that data are protected to ensure that the study contains the highest level of integrity. Sutton and Austin (2015) discussed that confidentiality is of utmost importance and research participants were assured that data will not be shared or analyzed by any professional or personal acquaintances of the researcher.

Methodology

Participants, Recruitment and Data Collection

This qualitative study (IRB# 11-09-20-0113441) included administrators from colleges and universities in the state of Georgia, particularly those who would have authority for campus policymaking as it relates to tobacco control. Johnson et al. (2020) discussed that to demonstrate the scholarly value of qualitative research, the sample from which data is to be collected has to be planned carefully in order to ensure proper context and that the data are rich in content (p. 141). The population chosen for this study was most knowledgeable about current tobacco-related policies on campus as well as the absence of any and the reasons for their existence or lack thereof. These individuals also had insight to the policies of other schools through professional relationships and university systems policies such as those of the USG. These administrators had insight to their campus community culture and their thoughts on tobacco-related policies. These individuals were also poised to make direct observations about tobacco-related behaviors such as smoking and vaping on their campuses in real time.

I used a snowball method to recruit administrators from other colleges and universities, particularly those that are colleagues and acquaintances of previous participants. This method is considered an intentional or a “purposive” sampling method because the data are collected from the source that would be the most likely to provide clear data to answer the research question (Johnson et al., 2020). Choosing well-connected administrators increased the likelihood of access to other data-rich participants due to professional affiliation. The selection criteria for participation were mid- and

senior-level college and university administrators who have the authority to make campus policy that impacts the campus community and code of conduct. There are three large college and university systems in Georgia with unique governance structures with professional organizations that facilitate professional and personal relationships of college and university administrators that exist on the state, regional, and national levels (USG, 2020).

For a study such as this, the goal was to interview enough participants to collect data that had the capacity to answer the research question through strategic questions that aimed at the positive and negative aspects of the polarity pairs examined and provided context to policymaking on college and university campuses. Although sample size cannot be exactly predicted, the researcher must ensure that enough are recruited whereas there are virtually no new themes that emerge as a result of questioning (Johnson et al., 2020). I made an educated guess that at least 15 administrators from unique institutions of various demographics (e.g., nonprofit, private, for-profit, public, and technical) would be sufficient; however, the sample size was 10, as similar themes emerged rather quickly and the participant pool was diverse.

The study participants were contacted via e-mail and telephone, provided a written invitation to participate via e-mail, which gave a summary about the study. An electronic consent form was also provided with instructions on how to consent for participation, should they volunteer. Once consent was obtained electronically, by a response to their invitation, an appointment was made to conduct the interview. Immediately after the interview, the data were memberchecked and the participants were

debriefed in order to maintain the integrity of the study. The interviews were transcribed using Sonix.ai, an artificial intelligence transcription service and the transcriptions were subsequently reviewed simultaneously with the recordings as a technique to confirm accuracy. The data are stored in a secure folder in an encrypted, password protected file in a cloud-based storage system. This process was done carefully and with planning to secure data that was appropriate and usable (see Creswell & Poth, 2018).

All data are confidential in nature and codes were provided to each participant for the purpose of data collection and organization prior to their interview. The codes given to the participants have no relationship to their identity, their institution, and their profession. Only I have access to raw and evaluated data. These data reside on an encrypted cloud storage system, and will remain for a minimum of 5 years.

Instrumentation

A survey instrument of 23 open-ended questions was developed in consultation with the originator and expert theorist of the polarities of democracy theory, Dr. William Benet, Senior Contributing Faculty with the School of Public Policy and Administration at Walden University. Dr. Benet is the subject matter expert of the POD and validated the instrument to ensure that it would capture the data needed to answer the research question and that the questions follow the theoretical framework of maximizing the positives of each polarity pair. The interview questions were carefully developed and arranged in a specific order to maximize the interpretation of the two polarity pairs that were examined; and, provided insight that led to the intersection of tobacco control policies on

college and university campuses and certain concepts of the POD theory. Refer to Appendix E.

Data Analysis

For this study, the interviews were recorded and transcribed via Sonix.ai transcription service and coded according to emerging themes regarding the concepts of the theoretical framework, tobacco control related policies on their campuses, and the ability of the institution to provide healthy, sustainable, and just environments for its students as conceptualized by the theoretical framework. Given the small sample size, hand-coding was feasible; however, consideration of qualitative data analysis tools such as NVivo by QSR International was viable option that provides data storage, assists with coding, and is able to transcribe interviews for a fee (Creswell & Poth, 2018). For the purpose of this study, Sonix.ai transcription services and Quirkos qualitative data analysis software were used because these options were not complicated to use, inexpensive, and they provided visual depictions of qualitative themes which were useful for interpreting the results of the study (Hayes, personal communication, June 18, 2020). This option provided robust data visualization that NVivo by QSR International does not provide and it was a very intuitive tool.

Trustworthiness

Qualitative research has a great deal more scrutiny than quantitative approaches because there are not data that can point to causal inferences. Trustworthiness in qualitative data refers to whether or not the findings of the study can indeed be trusted and if the study itself is credible, transferrable, dependable and reliable (Korstjens &

Moser, 2018). The research approach as well as the role of the researcher – simply one to collect data was intended to build integrity into the research process for this qualitative study.

Credibility

Credibility (or internal validity) of a study is the notion that the results are realistic and are accurate depictions of the participants (Korstjens & Moser 2018). The use of a carefully developed and validated survey tool, along with the usual and customary procedures for ethical research (informed consent, confidentiality, etc.) ensured that this qualitative research is indeed credible. A confirmation of credibility was realized once saturation was reached through the identification of several iterations of the same themes while conducting the survey and analyzing the responses.

Transferability

Transferability (or external validity) refers to whether or not the study may be duplicated. To ensure that this qualitative study may be transferrable, the description of the study participants were clear and the methodology was described plainly– in depth interviews with college and university administrators who have authority to conduct policy making on their campuses, that will be recorded, transcribed, and analyzed. According to Korstjens and Moser (2018), the reader of the study actually determines transferability, as they know whether or not the study could be replicated in their environment.

Dependability

Dependability refers to whether or not results are derived using accepted and standard methods for data collection in order to produce results that can be trusted. For this qualitative study, the respondents were provided a unique identifier that is unrelated to their institution or any personal characteristic. The interviews were recorded via the Zoom platform with a second recording method of the voice memo feature of the Apple iPhone 12 Pro Max in case there was a failure with Zoom. Analysis was conducted using software designed to analyze qualitative data to ensure that the data were dependable based on the use of proper analysis techniques.

Confirmability

Confirmability is the concept of the accurate interpretation of data. For this qualitative study, after data were transcribed, a verbal summary was provided to ensure that the data were accurate. The respondents had the opportunity to make changes to their statements or ask any clarifying questions that may have arisen as a result of the verbal review of the discussion. Korstjens and Moser (2018) discussed that techniques such as asking follow-up questions, asking the same question in a different way and having the respondents review their responses are appropriate methods for ensuring confirmability in a qualitative study.

Summary

The purpose of this qualitative study was to gain insight to whether or not the lack of a comprehensive smoke free law in the state of Georgia detracts from or contributes to the ability of colleges and universities to provide a healthy, sustainable, and just

community for their students. By providing the qualitative approach of in-depth interviews of administrators at these institutions, information was gained in order to answer the research question within the context of the polarities of democracy theoretical framework. This study contributes to the gap in the literature regarding the influence that the lack of comprehensive smokefree laws have on tobacco control policies and policymaking activities at institutions of higher learning in the State of Georgia.

Chapter 4 of this dissertation will discuss the actual results, including the demographics of the sample e.g., gender, years of service in higher education and race/ethnic association. There also will be an analysis that provides insight to whether or not the research question was addressed within the context of the theoretical framework.

Chapter 4: Results

Introduction

Data collection for a study is one of the most critical aspects of research. These data provide insight to the research question, as developed, in response to a gap in the literature, and there is the promise of a contribution to the body of literature about the relationship between comprehensive smokefree laws and tobacco control policies on college and university campuses.

The purpose of this study was to provide insight to how the lack of a comprehensive smokefree law in Georgia has influence on positive social change within the microcosm of college and university campuses in the state of Georgia. The research question for this study was: In what ways does the lack of a comprehensive smoke-free law in Georgia facilitate the development of or present barriers to colleges and universities in the state Georgia with creating healthy, sustainable, and just environments for their students? In this chapter I discuss the setting of the study, the demographics of the sample population, how data were collected, data analysis procedures, trustworthiness, and the results of the study.

Setting of the Study

This study was conducted exclusively via videoconferencing using the Zoom videoconferencing platform. Although the desire to have in-person data collection was preferable, the restrictions placed on face-to-face interaction because of the risks associated with SARS COV-2 or COVID-19 – a global pandemic, made data collection in that way impossible. Since March 2020, COVID-19 has had a far-reaching impact on

daily living around the world and country borders were literally closed and people were restricted to their homes. Those that have the privilege were working at home; therefore, communication was limited to telephone or videoconferencing for basic communication. For this study videoconferencing was used and there was an option for the participants to choose whether they wanted to use their cameras. Although inferences can be made about the meaning of words through nonverbal communication, for the purpose of this study, the focus was on the responses to the questions and not the nonverbal cues that accompany verbal conversation.

The necessity for the public to limit their in-person interactions with people outside of their households due to COVID-19 may have some unintended consequences on the data collection process. For example, if an administrator has not been on campus or has not interacted with staff and students for several months on a face-to-face basis, their answers to the interview questions may raise questions regarding truthfulness of their responses. Any untruths may easily be considered as unintentional omissions due to the circumstances. In addition, participant responses may be what they know to be a policy on campus and not necessarily their personal observations. For example, if the institution has a tobacco-free policy because they are affiliated with the USG, it cannot be assumed that they have not observed the act of tobacco use on campus at any time. The expectation was that the participants provide responses based on their experience, observations, and knowledge of the policymaking process on their campuses and if and how they employ any tobacco control related policies on their campuses.

The COVID-19 pandemic has provided multiple opportunities to study concepts of leadership, education, and policymaking from various industries, including higher education. Gigliotti (2020) discussed that the abrupt interruption of daily operations from in-person to virtual has been a gargantuan task for organizations that are multidimensional like colleges and universities; however, they were some of the early adopters of completely virtual instruction and learning models and were able to adapt quickly to the unexpected, forced changes (p. 19).

The role of the participants within their organizations had a definitive impact on how they responded to the interview questions. Their personal experiences and knowledge, coupled with any policy changes that were made in their organizations through the lens of COVID-19, by nature, may have some influence on the responses of the participants. Since any direct impacts of the COVID-19 pandemic on this study have not been exclusively investigated, it is unknown if there were unexpected influences that may have affected the participants and their responses. There are no known influences on the interpretation of the study results. These data were interpreted literally and at face value, as the participants were not provided any information regarding the meaning of any specific terms or theoretical concepts prior to their interview.

Demographics

This study included 1-hour interviews of 10 participants, who either had a job title that is indicative of having a leadership role that implied that they had authority over policymaking in their institution (e.g., vice president, dean, or provost). Within this sample of college and university administrators in the state of Georgia, 30% self-

identified as women. (Figure 1) The responses to the question of sex were dichotomous – man or woman. There were no participants that identified as nonbinary or other, though those options were provided. Thirty percent of the sample self-identified as being Caucasian or White, while the rest identified as African-American or Black, and there were no participants who identified as being of Hispanic heritage. (Figure 2) The sample consisted of 70% articulating that a Master’s degree was their highest level of education attained. The mean age for this sample was 43.9 years old at the conclusion of data collection – two participants voluntarily remarked that they had birthdays that were within several weeks after the date of their interview. (Figure 3)

The mean number of years in the profession of higher education administration for this sample was 13 years and the median was 9 years. There were three participants that had 15 or more years in their profession, with the highest being 35 years. (Figure 4) This sample included two individuals who self-identified as being previous smokers or having used a tobacco product at some time in their lives – this information was provided as a result of our conversation during the formal data collection process. There was only one question regarding tobacco use and it related to current smoking status and all participants responded negatively. According to CDC (2020), a current tobacco user or smoker is a person that has used a tobacco product or smoked a cigarette within the previous 30 days. There was not clarity provided or requested regarding the meaning of any demographic question. The questions were only asked as a mechanism to characterize the sample.

Figure 1

Gender

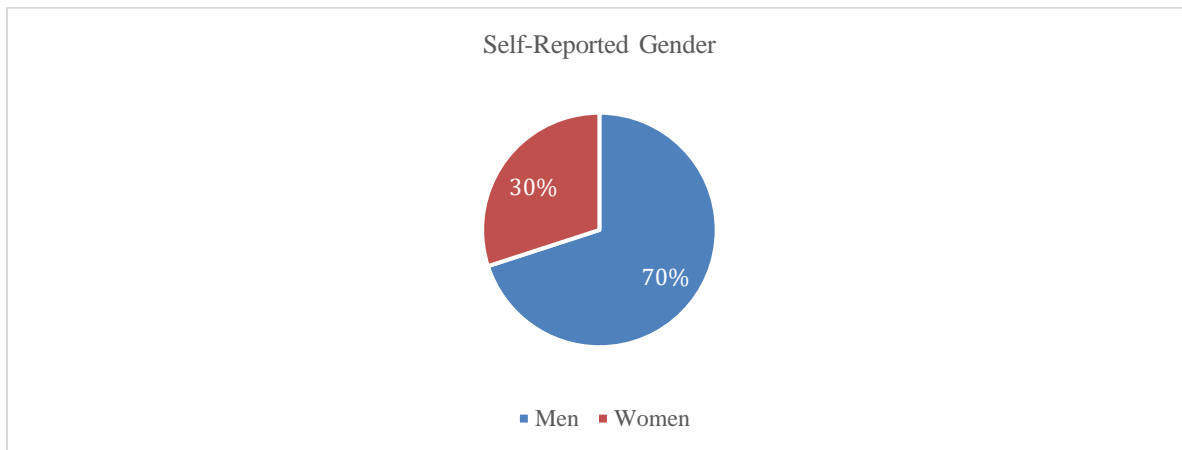


Figure 2

Ethnicity

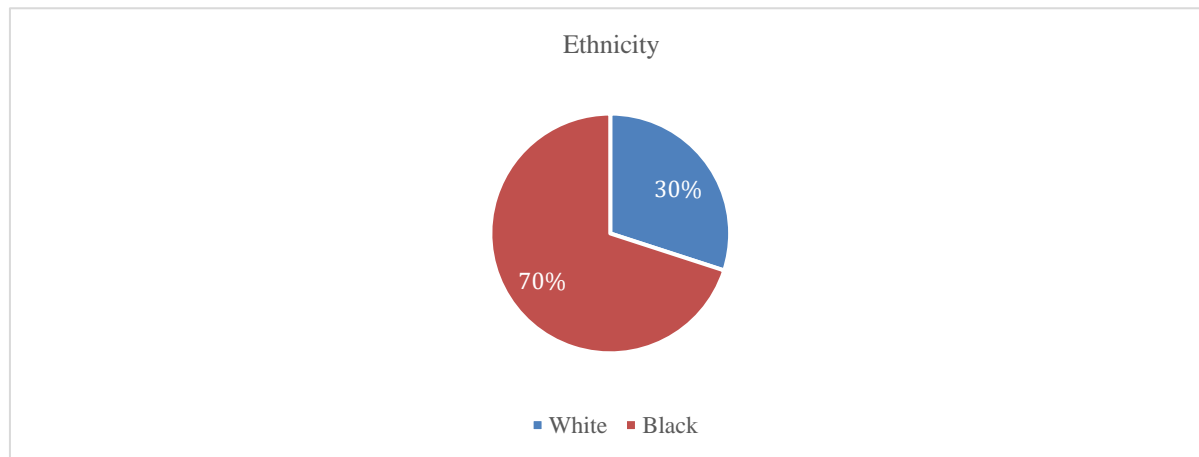
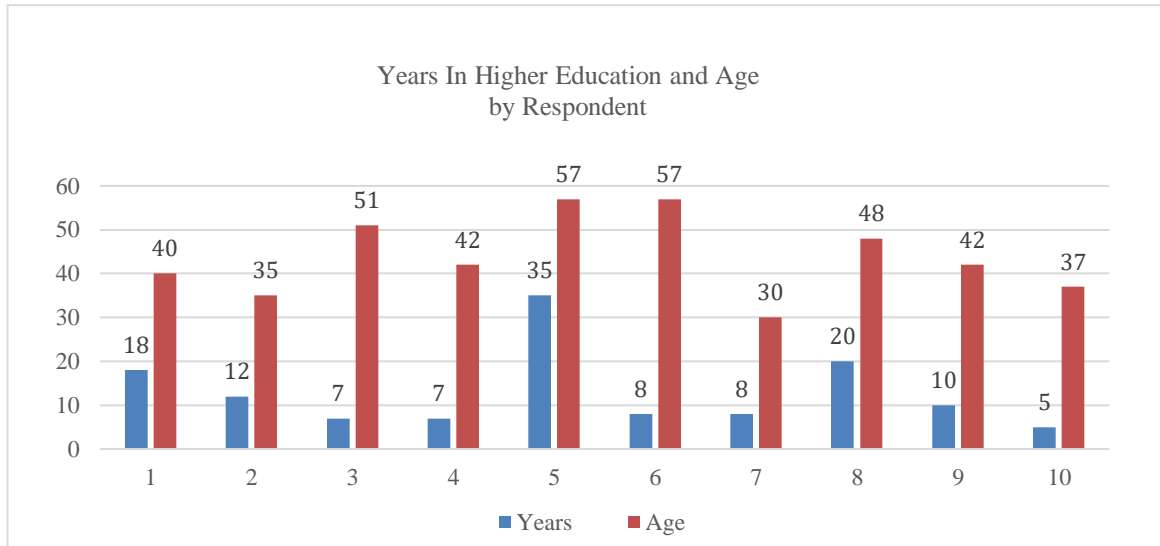
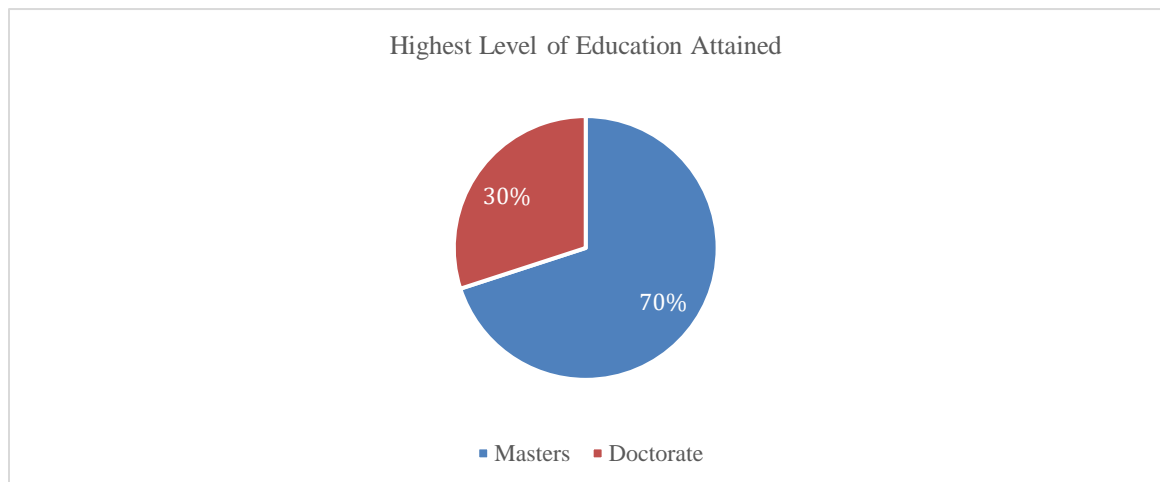


Figure 3*Experience and Age***Figure 4***Education*

The participants came from a variety of types of institutions of higher learning – for-profit, not-for-profit, private, and public schools. Nine participants noted at some point during their interview that their institutions had more than one campus. There was not a formal question regarding the type of institution, as to eliminate any pressure for a participant to provide answers that were untrue in order to demonstrate their compliance to policies set forth by the various consortia for which these institutions belong.

Since the sample was garnered using the purposive sampling technique of snowballing, the participants were primarily obtained through referrals from other participants or associates of the participants who had knowledge of the study. It is unclear whether this sample is representative of all administrators of higher learning in Georgia, especially as it relates to race/ethnicity; however, the sample may be more accurate as it relates to the representation of gender. Numerous peer-reviewed publications cite the disparities regarding gender and people of color and the lack thereof in leadership across many professions. Higher education is not an exception.

Data Collection

Number of Participants

This study included 10 participants who identified themselves as administrators at a college or university in the state of Georgia. As mentioned previously, this sample was collected through purposive sampling, in which they were referred by another participant or an associate who had knowledge of the study. As discussed in Chapter 3, the sample size could not be predicted with this type of qualitative study, as data saturation is not discovered until data collection begins (see Criswell & Poth, 2018).

Location, Frequency, and Duration of Data Collection

Data collection for this study was conducted via Zoom, a videoconferencing platform. The data collection included a brief demographic questionnaire comprised of six questions and a formal interview, guided by a 23-question instrument that was validated by Benet, the originator of the polarities of democracy theory. Each interview was conducted once for each participant and the interviews lasted approximately one hour, which included immediate memberchecking to ensure the data collected were accurate and captured the sentiment and intention of the participant. The interviews took place in November and December, 2020 and were scheduled according to the availability of the participants.

How the Data were Recorded

To conduct interviews, I invited the participants to participate in the study via email which included a formal letter of invitation (Appendix A) and a letter of consent. Participants were asked to respond to the email, after reviewing the letter and the consent form, with “I Consent.”, if they were consenting to participate. After receipt of consent, 1-hour interviews were scheduled with the participants, based on their availability and subsequently the participants were provided a unique invitation for a Zoom meeting that corresponded to the agreed upon date and time. All participants had a unique meeting code and password that was generated randomly by Zoom to avoid any revelation of the identity of the participants, should there be a breach of the secure meeting due to an unanticipated “Zoom Bomb” – interference by an unknown person who gains access during a Zoom meeting. This scenario is likely when using the same meeting credentials

for various purposes. The use of unique credentials also ensured that each participant had their own credentials to avoid confusion and inadvertent double-booking of interviews.

Each interview was recorded via the Zoom platform and the audio memo feature of an Apple iPhone 12 Pro Max simultaneously. I chose this method as a mechanism to create a back-up recording of the interviews, in the event there was an unanticipated failure of technology such as video/audio lagging, crashing of the Zoom platform, weaknesses and slowing down of Wi-Fi bandwidth, or a complete crashing of any computing devices by an unanticipated event. Notes were taken on digital copies of the survey to ensure accurate record of the data collection and was used as the basis for immediate memberchecking after each interview.

Variations in Data Collection and Unusual Circumstances

This study had no variations in data collection methodology and were performed as planned in Chapter 3. The same procedure of data collection was used for each participant. This included a brief introduction that described that the interview questions would be asked within the context that the state of Georgia does not have a comprehensive smokefree law. There were no unusual circumstances encountered during the data collection process.

Data Analysis

Process for Coding and Identification of Themes

After data were collected, the interviews were transcribed via artificial intelligence of the Sonix.ai program. Sonix.ai transcribes MP4 audio files and provides an accuracy report after each transcription. All of the transcriptions were transcribed at

the rate of approximately 5 minutes per file and manufactured a transcript that provided a prediction of the accuracy rate of each transcript. This prediction is based on the software's ability to recognize common words in the language being used. After the transcriptions were complete, I reviewed them for accuracy through careful listening to the audio files of the interviews while reading the transcript. Any corrections or redactions needed were made during the transcript review. Use of Sonix.ai produced an accuracy rate of approximately 95%, as there were minimal revisions needed. The software also allowed for redaction of any personal identifiers such as names of individuals or institutions without sacrificing the integrity of unredacted data. The software simply skipped over redacted language while maintaining the cadence of the conversation.

The transcripts were uploaded to Quirkos, the selected qualitative data analysis software, and thoroughly reviewed for reoccurring text and phrases that were identified during the review of the transcriptions. Use of Quirkos involves highlighting of text within a transcript and dragging the text to circles that are created to represent themes. These quirks resize themselves as more text is matched to the quirks, which are labeled to represent themes. As data are reviewed, the text is dragged to a circle that represents a corresponding theme or a new circle is created to represent a different theme. The circles may also be attached to represent relationships by simply dragging them toward each other. For the purpose of this study, the names of the quirks were created through identification of those terms that appeared most frequently and based on how an interview question was answered. Any language in the transcript that appeared to be

intuitively related towards specific themes were grouped to the quirk that it belonged.

With this coding method, quirks automatically resized themselves relative to the number of times a theme or term has been identified. Larger quirks indicate the largest themes or the frequency to which some concept was discussed or named. Those themes that occurred the most were represented by colorful, large quirks. In this study, the colors assigned to each quirk was random and had no meaning.

Themes that Emerged from these Data

The themes identified in the data are based upon the frequency of their appearance in the discussion. Below is a list of reoccurring terms and their associated meanings as implied by the participants – meaning or definitions were not provided to the participants unless there was a specific request for clarity or for a specific definition for a term that was used in the interview. The only exception was for the context of the interview, which defined “comprehensive smokefree law”.

- *Healthy Environments*: This refers to any activities or policies that were implemented within the campus community to reflect an environment that is healthy (physical, emotional, mental).
- *Sustainable Environments*: This refers to any element of sustainability that was articulated by the study participants within their understanding of the meaning. For this study, the participants associated this word with the environment e.g., recycling.

- *Just Environments (or Justice)*: This refers to any activities or policies that were implemented within the campus community to reflect a diverse, fair, respectful, and equal opportunity campus community.
- *Policymaking Process (inclusive or exclusive)*: This refers to the process for which campus policies are developed and employed in the campus community. The process will either be inclusive, which uses the expertise, opinions, and guidance of internal and external stakeholders of the institution. An exclusive process indicates that all policymaking activities includes campus leadership, which primarily includes institutional administrators. The exclusive process does not include other stakeholders of the campus community e.g., students, staff, and faculty.
- *Smokefree*: Otherwise known as 100% smokefree, this term refers to the prohibition of smoking in any private or public area (ANRF, 2018; Figure 5).
- *Tobacco-free*: Otherwise known as 100% Tobacco Free, this term refers to the prohibition of tobacco and/or nicotine use of any form, except those that have been approved by the FDA for tobacco cessation purposes (American Cancer Society, 2020; Figure 5).

Figure 5

Smoke-free or Tobacco Free Campus



Although the theoretical framework used for this study was not specifically coded by the polarity pairs that undergird this study, the concepts of freedom versus authority and human rights versus communal obligations were woven into the responses of the participants through implication and inference. This observation about these data is critical, especially since there were no blatant references to the conceptual or theoretical frameworks made to the study participants. The omission of definitions and context in this regard was intentional as to not elicit false information or answers the participants assumed would be “correct”.

The balancing of freedom and authority by the institutions was evident through their responses that indicated the presence of smokefree or tobacco-free policies while still responding that they have somehow witnessed or are aware of tobacco use and/or

smoking on campus. The implication that can be made is that there is an obvious enforcement issue or although these policies exist, there is not campus culture that encourages compliance. One participant specifically stated that, “Although it [smoking] is an unhealthy habit, students have the right to smoke or use tobacco products.” Further this respondent stated that their institution has chosen not to exert any authority over that right of their students. This demonstrates that this institution prefers to maximize the positive aspects of freedom for students who use tobacco or smoke; rather than maximize the positive aspects of their authority through a smokefree/tobacco-free policy, which would maximize the positive aspects of freedom to breathe clean air for students, faculty, staff, and visitors to their campus.

Discrepant Cases

This study revealed that there were indeed discrepancies in the responses of the participants. The genesis for these discrepancies is an inference regarding the understanding of certain terms used in the interview. While only 2 participants asked for clarity on any concept (smokefree and tobacco-free), most participants demonstrated a basic understanding of either concept. It was clear that the participants understood those terms to be a limitation or prohibition of the act of using tobacco products or smoking – this is an inference based on their responses. In addition, the term sustainability was interpreted within the context of environmental sustainability and not what is meant in the theoretical framework – the ability of a policy to stand the test of time. One participant asked for clarity regarding to which extent they should respond to sustainability. A non-verbal cue was given to the participant that indicated that they

should discuss it within the context of their understanding, which resulted in a discussion of environmental sustainability. As it relates to this concept, there were clear references to recycling, and sustainability of clean water and environmentally friendly power sources.

Additionally, discrepancies regarding the source of some policies and how they are implemented and enforced was revealed. There were respondents that declared that their campuses were designated as smokefree and/or tobacco free; however, those same campuses permitted tobacco use or smoking in designated areas. In addition, most respondents stated the difficulty of enforcing such policies and; therefore, they do not provide enforcement. These same respondents discussed that the policies concerning smoking and tobacco use were generated outside of the institution and are a provision of their institutional affiliation (USG) or a corporate entity that has jurisdiction over the entity; therefore, they “comply”.

This study had one explicit discrepant case – the campus that did not limit or prohibit tobacco use and/or smoking on campus. While all campuses prohibited smoking or tobacco use inside of buildings, there was one campus that had no restrictions outside of the physical buildings of their campus. Given the literature about the burden of tobacco use, this was an unexpected case.

Evidence of Trustworthiness

Credibility

Credibility (or internal validity) of a study is the notion that the results are realistic and are accurate depictions of the participants (Korstjens & Moser 2018). The

use of a carefully developed and validated survey, along with the usual and customary procedures for ethical research (informed consent, confidentiality, etc.) has ensured that this qualitative research is indeed credible.

For this study, a validated survey was used in addition to the customary procedures associated with ethical research practices. There was no deviation from the strategies discussed in Chapter 3. For this study, saturation was reached rather quickly at 4 participants; however, a sample of 10 participants was obtained to further demonstrate the reoccurrence of particular themes, thus increasing credibility of the results.

Transferability

Transferability (or external validity) refers to whether or not the study may be duplicated. To ensure that this qualitative study is transferrable, the description of the study participants were clear and the methodology was executed as planned in Chapter 3. In-depth interviews with college and university administrators who have authority to conduct policy making on their campuses were conducted and recorded, transcribed, and analyzed. According to Korstjens and Moser (2018), the reader of the study actually determines transferability, as they know whether or not the study could be replicated in their environment. If a researcher has access to the study population, difficulty in replicating this study in another state is not anticipated.

Dependability

Dependability refers to whether or not results are derived using accepted and standard methods for data collection in order to produce results that can be trusted. For this qualitative study, the respondents were provided a unique identifier that is unrelated

to their institution, their names or any personal or professional characteristic. Analysis was conducted using qualitative data analysis software to ensure that the data are dependable based on the use of proper analysis techniques. Although these data could have been analyzed by hand, use of data analysis software provided a confirmation of any suggestions that could be made by those data.

Confirmability

Confirmability is the concept of the accurate interpretation of data. For this qualitative study, after data were collected, the respondents had an opportunity to review an interpretation of their responses, while still being recorded. The respondents were permitted to edit their comments and provide clarification if they felt that the interpretation of the discussion was incorrect. This method is different than what was proposed, as the interviews were difficult to schedule and another opportunity to meet with the participants was uncertain given their schedules and the timing of data collection – near the Thanksgiving and Christmas holiday seasons. Korstjens and Moser (2018) discuss that techniques such as asking follow-up questions, asking the same question in a different way and having the respondents review their responses are appropriate methods for ensuring confirmability in a qualitative study. Based on the method that was used to membercheck, there were intentional steps in the data collection process to ensure that the data were correct without a lapse in time, which has the capacity to impact recall of the discussion by the participant.

Results

Answering the Research Question

This study was conducted to answer the following Research Question:

In what ways does the lack of a comprehensive smokefree law in Georgia facilitate the development of or present barriers to colleges and universities in the state Georgia with creating healthy, sustainable, and just environments for their students?

Based on the themes identified through analysis of the data through the lens of the conceptual framework, the findings suggest that the lack of a comprehensive smoke-free law in the state of Georgia has potential to facilitate the development of or present barriers to colleges and universities in the state of Georgia with creating healthy, sustainable, and just environments for their students.

Supporting Data

Data collected from this study provides evidence that smokefree or tobacco-free policy efforts are driven by compliance to the tobacco-free policy of the University System of Georgia or a corporate entity that owns the institution. If the institution is a member a consortium or corporation, they are likely to adopt any policies that are promulgated, however, enforcement is not guaranteed, as these “parent” entities do not provide guidance on how overarching tobacco-related policies should be enforced. In addition, the participants discussed the difficulty with enforcing any smokefree or tobacco-free policies, as the issue was low in priority in comparison of other acts that would violate the institution’s code of conduct. This concept was articulated by every participant.

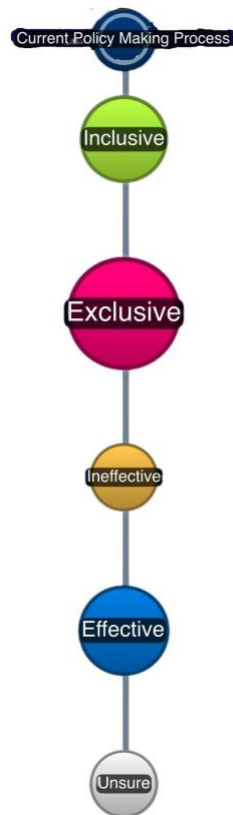
With knowledge of the type of institution, data collection was conducted under the assumption that the type of institution had no impact on the data given that the institutions discussed the presences of overarching policies, yet enforcement is non-existent or low priority. There was one respondent that discussed that their institution is “smokefree and tobacco-free because they are a scientific institution and are aware of the dangers of tobacco use and the harms of second-hand smoke exposure”. In this case, the administrator did not provide any further explanation of the existence of a policy or its genesis. Another respondent remarked, “We have these policies in place because we are a part of the University System of Georgia (USG) and we must comply with those policies.” This administrator elaborated their institution had to follow USG policy, regardless, because they are a part of that consortium. For the 1 institution that does not have a smokefree or tobacco-free policy, the administrator articulated, “Although smoking is unhealthy, we do not have the right to tell adults what to do – smokers have rights too.” A respondent from a private institution said that they use benchmarking from USG institutions (public institutions) to influence their campus policies; therefore, they are a smokefree and tobacco-free campus. The respondents neither discussed their opinion about the fact that Georgia does not have a comprehensive smokefree law nor how the absence of a comprehensive smokefree law has any impact on their campuses, even though they were given information about the lack of a comprehensive smokefree law in Georgia and provided a definition, as context, in the introductory comments before the formal interviews were conducted.

Based on the themes identified through data analysis there are several key observations:

- While there was not a proactive effort to define any terms or concepts in the formal interview, the data suggests that the terms smokefree and tobacco-free were used interchangeably by most of the respondents and appeared to have the same meaning.
- The respondents ignore their own smokefree and tobacco-free policies due to the difficulty of enforcement, regardless of origin e.g., USG or corporate entity. This was demonstrated by numerous references to having a campus that does not support tobacco use; however, when asked about enforcement, there was a revelation that these policies are not enforced routinely and that there is tobacco use on their campuses through direct observation.
- Policymaking at these institutions are primarily exclusive in nature (done at the executive level) and do not include participation from other members of the campus community e.g., students, faculty, staff and the local community. Those that promulgate the policies are also responsible for disseminating the new policies and providing education to the members of the academic community on policy change and/or implementation. (Figure 6)
- The institutions place priority on initiatives regarding health and justice for which they identify COVID-19 and civil unrest as catalysts due to the

public response to police brutality toward African-Americans – both of which have gained national attention and traction since spring 2020.

- Sustainability as it relates to the conceptual framework was not understood. When asking about sustainability, these questions also included language about health and justice. There were no respondents who answered the questions regarding sustainability in the appropriate context – it was either completely ignored or put into the context of environmental concerns. The context for the purpose of representing the theoretical framework had everything to do with the ability for a policy to stand the test of time.
- The institutions believe that policymaking is triggered by internal and external factors that have major implications for the reputation of the institution or may have implications for student enrollment. The responses suggest that any issue or event that may impact their “bottom line” has the traction to initiate policymaking on campuses. An inference can be made that tobacco use and/or smoking is not a topic that has an influence on the enrollment of students or the ability to hire faculty and staff. (Figure 7)

Figure 6*Polarities of Democracy***Discrepant Cases**

Discrepant cases are those elements of a study that are unusual or outliers. For this study, there was one outlier as it relates to the research question within the context of the theoretical framework. One participant responded that they do not have a smokefree and/or tobacco-free policy for their institution. The reason for the absence of a campus policy is that they believe that individuals, of legal age, have a right to make their own

choice as to whether they will consume tobacco products and by which means they may do so. This institution has more than one campus and because of the type of education they provide, the use of tobacco products or smoking is prohibited only within the physical building. Use of these products inside the buildings would literally be a matter of public safety because an open flame could cause combustion of chemicals that are used and stored in the buildings for their classes. The decision to not restrict or prohibit tobacco use or smoking is a way to honor and respect a person's right to make their own choice on this matter. Although the administrator of this institution did not identify as a current tobacco user or smoker, and they articulated, "cigarettes are not a part of the professional uniform," they have no intention to enact a policy in this regard. This administrator also replied affirmatively that their institution provides an environment that is safe, sustainable, and just for their students.

Summary

This chapter discussed the results of this qualitative study in order to answer the research question regarding the absence of a comprehensive smokefree law and its implications for smokefree and tobacco-free campuses and the ability for institutions of higher learning to provide environments that are healthy, sustainable and just for their students. These data have demonstrated that although these institutions may have good intentions through the implementation of policies that prohibit smoking and tobacco use; they do not actively enforce these policies due to the difficulty of doing so. One can assert that the absence of a comprehensive smokefree law may have bearing on how

campuses create policies and subsequently enforce them within the context of health, sustainability, and justice for the student body.

Chapter 5 will provide an interpretation of the findings within the context of the theoretical framework, identify limitations to this study and provide recommendations for future study as well as discuss implications for positive social change.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this qualitative study was to explore the lack of a comprehensive smokefree law in Georgia and whether it facilitates the development of or presents barriers to healthy, sustainable, and just environments for students attending colleges and universities in Georgia. This study has implications for providing insight to how the lack of a comprehensive smokefree law in Georgia has influence on positive social change within the microcosm of college and university campuses in the state.

Based on the themes identified through analysis of the data using the lens of the conceptual framework, the findings suggest that the lack of a comprehensive smoke-free law in the state of Georgia may have bearing on facilitating the development of or present barriers to colleges and universities in the state of Georgia with creating healthy, sustainable, and just environments for their students.

Interpretation of the Findings

Extension of Knowledge in Tobacco Control

The findings of this study confirms that more research is needed in the area of tobacco control policy enforcement as well as the policymaking process on college and university campuses. This confirms the gap in the literature cited by Wang, et al. (2018), relating to enforcement of tobacco control policies on college and university campuses.

Although a clear gap is still left in the literature relative to tobacco control policy enforcement on college and university campuses, the findings have the capacity to provide a glimpse into perhaps the relationship between state laws and their applicability

to institutions of higher learning in the state of Georgia and more broadly. State policies that provide regulation over certain industries, for which training is obtained at an institution of higher learning, those policies were followed and enforced by those institutions. Specifically, those policies were linked to licensing of the institution to provide training and licensing of the individuals to perform services to the public (e.g., cosmetology). Another example of how state law is interpreted and followed on college and university campuses in Georgia is HB280 otherwise known as the “campus carry law”. This law, enacted in 2017, allows licensed gun owners to carry a concealed weapon on the campuses of public colleges and universities (O.C.G.A.§16-11-127.1, 2017).

The law has some exceptions; however, it also prohibits the discretion of institutions to further regulate how and where weapons may be carried, outside of those exceptions in the law (USG, 2021). There are obvious ramifications for not following these policies, as they are state law; however, as it relates to tobacco control, a state law does not exist. Therefore, institutions of higher learning must promulgate their own policies and enforcement strategies relating to issues that are not covered by state law – such as tobacco or smoking use in public spaces.

Because a state law does not exist regarding the use of tobacco or smoking, there is an absence of expected and standard enforcement strategies. In lieu of guidance from the state, institutional consortia such as the USG and institutions that are independently owned, these colleges and universities have developed their own smokefree and/or tobacco-free policies or they have not implemented any at all. Without guidance on enforcement, it is left to the institutions to decide which enforcement strategy is most

appropriate and effective. Most notably, there appeared to be a perception by the participants that individuals who use tobacco do so out of their right to choose and for the most part, colleges and universities have not found an effective way to enforce the prohibition of the use of tobacco products on campus and; therefore, demonstrate resignation on the issue. Nevertheless, the participants still affirm their personal beliefs that their institutions provide an environment of health, sustainability, and justice for their students.

Interpretation of the Findings within the Context of POD

The findings of this study suggest that the way in which this sample of administrators from colleges and universities in Georgia employ and then selectively enforce campus policies is indicative of traditional American beliefs that characterize freedom and democracy. It is very common that American citizens have a reputation for touting and exerting their freedom of existence and choice, due to personal interpretations of the United States Constitution and Bill of Rights – foundational documents for which the United States of America are governed. Within the construct of this study, the concept of authority appears abstract and is not taken or used, in a literal sense, by those who are commissioned to govern colleges and universities, especially on issues that have ramifications for personal liberties that seem to be harmless to the populace.

In consideration of the polarities of democracy and the two polarity pairs that undergird this study, the interrelatedness of all five polarity pairs is more evident. This concept of interrelatedness between the polarity pairs is discussed in the narrative regarding the theoretical framework for this study, in Chapter 2.

For the purpose of this discussion, the polarity pairs that form the lens for which to view and interpret this study were freedom versus authority and human rights versus communal obligations. Within the context of these polarity pairs, the participants in this study demonstrated that they were willing to consider and maximize the positive aspects of personal freedom, while magnifying the negative aspects of authority through failure to take authority. One can assert that those negative aspects of authority that influenced the failure to exert authority, was considerations of worst-case scenarios involving an insurgence on campuses due to draconian enforcement of tobacco control policies. Albeit unrealistic, the challenges with enforcement were a common platform used to justify the choice to maximize the positive aspects of human rights (for tobacco users) while also maximizing the negative aspects of communal obligations (e.g., protests or legal recourse by individuals who use tobacco products), contending their human rights are being violated at an institution of higher learning. This argument may be more salient for those who attend public institutions. Very plainly, individuals who smoke or use tobacco products are given the courtesy to exercise their right to smoke or use tobacco; while, those who do not smoke or use tobacco are not provided the freedom of breathing air that is free of tobacco smoke and particulates. An assertion can be made that the institutions do not want to take their rightful authority to limit the actions of a few through an investigation of effective enforcement strategies, which is a herculean obligation to the community to employ.

Logically, the choice of these institutions is diametrically opposed to the concept of health, sustainability, and justice; however, data collected via in-depth interviews for

this study, points to the notion that the participants firmly believe that they have an environment that not only facilitates learning, but is intentionally healthy (through their health-related initiatives), sustainable (based on their interpretation of sustainability, which is incorrect for this theoretical framework), and just (due to their intentional attempts to practice diversity and inclusion on their campuses). (Figure 8) By intentionally not providing any context regarding the theoretical framework of this study, the responses by the participants appear truthful and not biased from an attempt to provide a “correct” response.

Figure 7

Polarities of Democracy



These data supports an affirmation that the administrators who consented to participate in this study, have made a choice to prioritize the freedom and human rights of a few instead of using their authority to meet their obligation to the community in the context of smoking and tobacco use on their campuses. This assertion may only be made based upon these data collected regarding very specific questions and cannot be interpreted to mean that priorities are the same regarding all campus policies. This phenomenon is best characterized as “the American way” where the interests of the community are overlooked in order to please an influential few and is called by a familiar name – democracy (Benet, personal communication, December 22, 2020).

Limitations of the Study

A clear limitation is that this study was conducted in one state, which is not nationally representative; therefore, these data and any inferences or conclusions are relevant to those administrators of colleges and universities represented in the sample. Use of a qualitative approach does not afford the ability to determine causal relationships; however, the findings are suggestive. The technique of in-depth interviews took a great deal of time to complete the necessary steps to ensure that these data are accurate. There was a need for careful data collection, transcription, and confirmation of accuracy without any introduction of bias by the researcher.

Due to modified schedules and instruction at all universities and colleges in the state of Georgia because of COVID-19, face-to-face interaction was not an option and videoconferencing was used to conduct the interviews. This method was left to the mercy of the fidelity of internet functionalities for the researcher and the participants. There was only one occurrence that required the participant to disconnect and reconnect due to a poor connection. This did not have any impact on the data collection process.

Given the purposive nature of data collection and the use of referrals for participation in the study, the demographics of the participants is not a representation of the entire population of administrators for institutions of higher learning in Georgia or even the United States as it relates to race/ethnicity. The consideration of the participants' highest level of education attained may also be incongruent to characteristics of a more representative sample of administrators. These limitations have no bearing on the value

and accuracy of the data obtained from the participants. This is confirmed by the identification of reoccurring themes very early in the data collection process.

Recommendations

Recommendations for future research are based on what was discovered in the literature review, in tandem with data collected in this study. As discussed, studies regarding enforcement of tobacco control policies on college and university campuses are needed, as this is an area that makes employment of tobacco control policies in these environments challenging. Another area for consideration is whether there are differences in perspective about tobacco control policies and the execution of the policymaking process between the types of institutions (public, private, for-profit, not-for-profit). Lastly, any research efforts that garnered the opinion of students, faculty, and staff as it relates to the employment and enforcement of tobacco control policies on college and university campuses may provide insights that can assist the institutions with the development of effective enforcement strategies and educational opportunities for students, staff, and faculty that facilitates denormalizing tobacco use amongst the campus community. Replication of this study in a state with a comprehensive smokefree law may also provide different results.

Implications

Implications for Positive Social Change, Theory, and Practice

The impact of this study on positive social change, is that it reveals the deficiencies in the policymaking process for a sample of institutions of higher learning in Georgia. Given that the study comprised of a diverse sample of institution types, the

participants shared the common theme of exclusive policymaking practices and there was no distinction, by any participant, of how this approach could negatively impact their ability to enforce certain policies in the campus community. The participants in this study primarily agreed that this mechanism for policymaking is effective for them; however, the data infers that it is not effective as it relates to enforcement of tobacco control policies. Bringing these concepts to light is an opportunity for colleges and universities to develop campus policies more effectively through the consideration of health, sustainability, and justice, while being inclusive. In an ideal case, this would lead to reduced issues with compliance and enforcement, translating in to an environment where students thrive by self-policing to establish healthy and just campuses with the intention of sustainability.

In addition, this study provided insight about how administrators of colleges and universities perceive their ability to provide healthy, sustainable, and just environments for its students as it relates to tobacco control policies. Within the theoretical framework of the polarities of democracy, the concepts of health, sustainability, and justice are examined through the lens of ten polarity pairs, which serves as a basis for addressing complex societal issues by taking Johnson's (1992) theory of polarity management one step further.

The theoretical implication is that this study is the first time that Benet's (2006, 2013) polarities of democracy theoretical framework has been used to examine a public health policy research question. The results from this study will make a positive contribution to social change, by providing context and an explanation for why

comprehensive smokefree laws are important. Since comprehensive smokefree laws encompass bars, restaurants, and private sector workplaces (ANRF, 2020; Tynan, et al., 2016), a state law takes away the need for colleges and universities to develop their own policies and provides an opportunity for collaboration to create standard enforcement mechanisms across the system. In addition, this study has provided information about the policymaking process and subsequent employment and enforcement of campus policies and how they contribute to or detract from the ability for institutions of higher learning to provide healthy, sustainable, and just environments for their students, faculty, staff, and the community it serves. This theoretical framework can translate to other public health policy issues without the need to manipulate any construct of the theory to answer a specific health policy research question.

This unique opportunity to examine policy making and its impact on a specific population through this lens, serves as a model for larger studies involving health policy within the theoretical framework of the polarities of democracy. The social change implication of this study for the practice of public policy is the benefit of having a model that can be translated to different and larger populations; thus, creating a paradigm for health policymaking that is translatable and includes the consideration of health, sustainability, and justice as core principles.

Conclusion

The policymaking process, regardless of discipline is not a process that is standardized. There are many theoretical and practical lenses for which one may examine public policy issues; however, living in a nation that stands on the principle of

democracy, freedom, and justice for everyone, it is evident that these principles are not employed equally for all citizens. There are numerous examples of modern breaches of personal freedoms and misappropriation of justice that are in the public sphere. In addition, the impact of a pandemic has magnified the extent to which health disparities exist for certain segments of the population and that there is not an element of justice or fairness in health care, particularly with novel approaches. This has left a disproportionate number of deaths associated with decision-making and policies that lack the consideration of health, sustainability, and justice for all.

This examination of the perceptions regarding tobacco control policies on college and university campuses in Georgia has addressed a gap in the literature relating to tobacco control policies on college and university campuses within the context of the absence of a comprehensive smokefree law in the state of Georgia. Although another state may have different results, this study provides one example that demonstrates the importance of thoughtfulness in public policymaking whereas the benefits of policymaking can be realized by everyone, regardless of station in life or personal choices. In order for there to be thoughtful policymaking that provides communal benefits, there is a need for those who develop and employ policy to be inclusive by ensuring that stakeholders are involved in the policymaking process and that they must consider the balance of those themes that linger in the background: freedom, authority, human rights, communal obligations, amongst others. The theoretical framework of polarities of democracy has been an evident theme in this study. To understand and recognize how Benet's (2012) polarity pairs impact public policymaking, regardless of

discipline, is to be a scholar of public policy that employs advanced critical thinking and transcends the basic concepts of democracy to an extraordinary level of conceptual thinking and practice.

References

- 15 U.S.C. § 1332. (2017). Cigarette Labeling and Advertising.
<https://law.justia.com/codes/us/2017/title-15/chapter-36/sec.-1332/>
- American Cancer Society. (2020). *Why Become 100% Smoke- and Tobacco-Free?. Tobacco-Free Generation Campus Initiative (TFGCI)*.
<https://www.tobaccofreecampus.org/why-become-smoke-and-tobacco-free>
- American College Health Association. (2020). National College Health Assessment II: Undergraduate Student Reference Group Data Report, Fall 2019. Silver Spring, MD: American College Health Association.
- American Nonsmokers' Rights Foundation. (2018). *100% Smokefree Definitions*.
<https://no-smoke.org/100-smokefree-definitions/>
- American Nonsmokers' Rights Foundation. (2020a). *Smokefree and Tobacco-Free U.S. and Tribal Colleges and Universities*. <https://no-smoke.org/wp-content/uploads/pdf/smokefreecollegesuniversities.pdf>
- American Nonsmokers' Rights Foundation. (2020b). *Smokefree vs Tobacco-Free Policies*. <https://no-smoke.org/at-risk-places/colleges/>
- Appelbaum, S. H., Degbe, M. C., MacDonald, O., & Thai-Son, N. Q. (2015). Organizational outcomes of leadership style and resistance to change (part one). *Industrial and Commercial Training*, 47(2), 73-80.
<http://dx.doi.org.ezp.waldenulibrary.org/10.1108/ICT-07-2013-0044>

Bayly, J., Trad, C., Saint-Fort, L., Andrews, M., Patel, M., Haynie, D., Simons-Morton, B., & Choi, K. (2020). Adoption of electronic-cigarette-free, hookah-free and American College Health Association recommended tobacco-free policies among a national sample of postsecondary educational institutions. *Journal of American College Health, 68*(1) 26-31.

<https://dx.doi.org/10.1080%2F07448481.2018.1527772>

Benet, W. J. (2006). *The polarity management model of workplace democracy* (Order No. NR15724) [Doctoral dissertation, Ontario Institute for Studies in Education of the University of Toronto, Canada]. ProQuest Dissertations & Theses.

Benet, W. (2013). Managing the polarities of democracy: A theoretical framework for positive social change. *Journal of Social Change, 5*(1), 26-39.

<http://dx.doi.org/10.5590/JOSC.2013.05.1.03>

Butler, K., Ickes, M., Rayens, M., Wiggins, A., & Hahn, E. (2016). Polytabacco Use Among College Students. *Nicotine & Tobacco Research, 18*(2), 163-169.

<https://doi.org/10.1093/ntr/ntv056>

Centers for Disease Control and Prevention. (2020a). *Office on Smoking and Health STATE System Highlights – Georgia*.

<https://nccd.cdc.gov/STATESystem/rdDownload/rdExport-61492513-f16d-40cb-86a6-45d95e2957c2/AllHighlightsPDF.pdf>

Centers for Disease Control and Prevention. (2020b). *Office on Smoking and Health STATE System Highlights – STATE System Smokefree Indoor Area Fact Sheet*.

<https://www.cdc.gov/statesystem/factsheets/sfia/SmokeFreeIndoorAir.html>

- Clarke, R. T. (2019). *Decentralization policy and citizen participation in government: The case of Liberia* (Order No. 13858105) [Doctoral dissertation, Walden University]. ProQuest Dissertations & Theses Global Full Text database, UMI Publishing.
- Cobb, C., Ward, K. D., Maziak, W., Shihadeh, A. L., & Eissenberg, T. (2010). Waterpipe tobacco smoking: an emerging health crisis in the United States. *American Journal of Health Behavior*, *34*(3), 275–285. <https://doi.org/10.5993/ajhb.34.3.3>
- Cummings, K. and Proctor, R. (2014). The changing public image of smoking in the United States: 1964-2014. *Cancer Epidemiology Biomarkers Prevention*, *23*(1), 32-36. <https://10.1158/1055-9965.EPI-13-0798>
- Georgia Smokefree Air Act. O.C.G.A. §§ 31-12A-1 through 31-12A-13 (2005). [https://georgialibraries.org/librarylaws/Georgia%20Smokefree%20Air%20Act%20\(O.C.G.A.%20%C2%A7%C2%A7%2031-12A-1%20through%2031-12A-13\).pdf](https://georgialibraries.org/librarylaws/Georgia%20Smokefree%20Air%20Act%20(O.C.G.A.%20%C2%A7%C2%A7%2031-12A-1%20through%2031-12A-13).pdf)
- Gigliotti, R. (2020). Sudden shifts to fully online: Perceptions of campus preparedness and implications for leading through disruption. *Journal of Literacy and Technology*, *Fall*. 18-36.
- Hayes, N. B. (2019). *The effects of a multicultural overseas community on military adolescents* (Publication No. 6836) [Doctoral dissertation, Walden University]. ProQuest Dissertations and Theses.
- Hays, J. (2017, July 13). *What is thirdhand smoke, and why is it a concern?* *Mayo Clinic Healthy Lifestyle: Adult Health*. <https://www.mayoclinic.org/healthy-lifestyle/adult-health/expert-answers/third-hand-smoke/faq-20057791>

Healthy People 2020. (2020). *Leading health indicators development and framework*.

<https://www.healthypeople.gov/2020/leading-health-indicators/Leading-Health-Indicators-Development-and-Framework>

Healton, C. (2018). The tobacco master settlement agreement — strategic lessons for addressing public health problems. *New England Journal of Medicine*, 379(11), 997-1. <https://dx.doi.org.ezp.waldenulibrary.org/10.1056/NEJMp1802633>

Ickes, M., Wiggins, A., Rayens, M., and Hahn, E. (2020). Student tobacco use behaviors on college campuses by strength of tobacco campus policies. *American Journal of Health Promotion*. <https://10.1177/0890117120904015>

Johnson, B. (1992). *Polarity management identifying and managing unsolvable problems*. HRD Press, Inc.

Johnson, J., Adkins, D., and Chauvin, S. (2020). A review of the quality indicators of rigor in qualitative research. *American Journal of Pharmaceutical Education*, 84(1), 138-146. <https://10.5688/ajpe7120>

Kingdon, J. (2013). *Agendas, alternatives, and public policies* (2nd ed.). Longman Pearson.

McMillan, J. A. (2020). *Epidemiology and criminology: Managing youth firearm homicide violence*. (Publication No. 7941) [Doctoral Dissertation, Walden University]. ProQuest Dissertations & Theses.

Mishra, A. (2019). State-centric approach to human rights: Exploring human obligations. *Revue Québécoise De Droit International*, , 49-66. <https://doi.org/10.7202/1068731ar>

National Academies of Sciences, Engineering, and Medicine. (2017). *Communities in action: Pathways to health equity*. Washington, DC: The National Academies Press. <https://10.17226/24624>

National Cancer Institute. (2020). Secondhand Smoke. NCI Dictionary of Cancer Terms. <https://www.cancer.gov/publications/dictionaries/cancer-terms/def/secondhand-smoke>

Public Health Law Center at Mitchell Hamline School of Law. (2020). Other Tobacco Products. <https://publichealthlawcenter.org/topics/commercial-tobacco-control/product-regulation/other-tobacco-products>

Public Law 111-31 [H.R. 1256]. (2019). Family Smoking Prevention and Tobacco Control Act. <https://www.govinfo.gov/content/pkg/PLAW-111publ31/pdf/PLAW-111publ31.pdf>

Queiros, A., Faria, D., Almeida, F. (2017). Strengths and limitations of qualitative and quantitative research methods. *European Journal of Education Studies*. Vol. 3, Issue 9. pp. 369-386. <https://10.5281/zenodo.887089>

Record, R., Harrington, N., Helme, D., and Savage, M. (2017). Using the theory of planned group behavior to guide focus group development of messages aimed at increasing compliance with a tobacco-free policy. *American Journal of Health Promotion*. Vol. 32. Issue 1. pp. 143-152.

<https://doi.org/10.1177/0890117116687467>

- Saul, J. R. (1995). *The unconscious civilization*. Concord, Canada: House of Anansi Press Limited.
- Shapiro, I. (1999). *Democratic justice*. New Haven: Yale University Press.
- Strouble, B. W., Jr. (2015). *Racism vs. social capital: A case study of two majority black communities*. (Publication No. 1353) [Doctoral dissertation, Walden University]. ProQuest Dissertations and Theses.
- Sutfin, E., Reboussin, B., Debrinski, B., Wagoner, K., Spangler, J., & Wolfson, M. (2015). The impact of trying electronic cigarettes on cigarette smoking by college students: A prospective analysis. *American Journal of Public Health*. 105(8). pp. e83-e89. <https://doi.org/10.2105/ajph.2015.302707>
- Sutton, J. & Austin, Z. (2015). Qualitative research: Data collection, analysis, and management. *The Canadian journal of hospital pharmacy*, 68(3), 226–231. <https://doi.org/10.4212/cjhp.v68i3.1456>
- Svobodova, V. (2019). *Redefining protection intervention in humanitarian aid through external factors: A case study of Niger*. (Publication No. 6683) [Doctoral dissertation, Walden University] ProQuest Dissertations and Theses.
- Tobacco Control Legal Consortium. (2011). Novel non-cigarette tobacco products: An overview of regulatory options. <https://www.publichealthlawcenter.org/sites/default/files/resources/tclc-fs-novelotps-2011.pdf>
- Tynan, M., Holmes, C., Promoff, G., Hallett, C., Hopkins, M., Frick, B. (2016). State and local comprehensive smoke-free laws for worksites, restaurants, and bars – United

States, 2015. *Morbidity and Mortality Weekly Report*. 65(24). pp. 623-626.

<http://dx.doi.org/10.15585/mmwr.mm6524a4>

Union for International Cancer Control. (2020, February 6). *Tobacco Control*. UICC *Thematic Areas of Work*. <https://www.uicc.org/what-we-do/thematic-areas-work/tobacco-control>

University System of Georgia. (2014). USG Tobacco Free.

<https://www.usg.edu/tobaccofree/>.

University System of Georgia. (2021). House Bill 280. <https://www.usg.edu/hb280>.

University System of Georgia. (2020). Board of Regents Policy Manual: 6.10 Tobacco and Smoke-Free Campuses. <https://www.usg.edu/policymanual/section6/C2663>.

U.S. Department of Health, Education and Welfare. (1964). *Smoking and Health: A Report of the United States Surgeon General*.

U.S. Department of Health and Human Services. (2006). *The Health Consequences of Involuntary Exposure to Tobacco Smoke*. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health.

U.S. Department of Health and Human Services. (2014). *The Health Consequences of Smoking – 50 Years of Progress*. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health.

- U.S. Department of Health and Human Services. (2014). *Best Practices for Comprehensive Tobacco Control Programs—2014*. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health.
- U.S. Department of Health and Human Services. (2016). *E-Cigarette Use Among Youth and Young Adults*. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health.
- U.S. Department of Health and Human Services. (2020). *Smoking Cessation. A Report of the Surgeon General*. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health.
- U.S. Food and Drug Administration. (2020). *Vaporizers, E-Cigarettes, and other Electronic Nicotine Delivery Systems (ENDS)*. Center for Tobacco Products. <https://www.fda.gov/tobacco-products/products-ingredients-components/vaporizers-e-cigarettes-and-other-electronic-nicotine-delivery-systems-ends>
- Wang, T., Tynan, M., Hallett, C., Walpert, L., Hopkins, M., Konter, D., & King, B. (2018). Smoke-free and tobacco-free policies in colleges and universities – United States and

Territories, 2017. *Morbidity and Mortality Weekly Report*. 67(24). pp. 686-689.

<http://dx.doi.org/10.15585/mmwr.mm6724a4>

Wang, T., Asman, K., Gentzke, A., Cullen, K., Holder-Hays, E., Reyes-Guzman, C.,

Jamal, A., Neff, L., & King, B. (2017). Tobacco Product Use Among Adults –

United States, 2017. *Morbidity and Mortality Weekly Report*. 67(44) pp. 1225-

1232. <http://dx.doi.org/10.15585/mmwr.mm6744a2>

Appendix A: Invitation to Study Participation

Dear College or University Administrator,

I am conducting interviews as part of a research study to increase my understanding of how the impact of the absence of a comprehensive smokefree law has on colleges and universities in the state of Georgia. I am a doctoral candidate at Walden University in the School of Public Policy and Administration.

As a College or University Administrator, you are in an ideal position to provide valuable first-hand information from your own perspective regarding the topic of interest. I am inviting you to voluntarily participate in this study by participating in an interview. The interview takes around 60 minutes and will be performed via mobile telephone or video/audioconferencing means such as Zoom, WebEx, Google Meets or similar.

I am simply trying to capture your thoughts and perspectives about the impact of the absence of a comprehensive smokefree law has on colleges and universities in the state of Georgia. Your responses to the questions will be kept confidential. Each interview will be assigned a number code to help ensure that personal identifiers are not revealed during the analysis and write up of findings.

There is no compensation for participating in this study. However, your participation will be a valuable addition to my research and the findings could lead to greater understanding of College and University Administrator thoughts, opinions, and experiences on the impact of the absence of a comprehensive smokefree law has on colleges and universities in the state of Georgia. If you have any questions, please do not hesitate to ask.

Thank you in advance for your consideration to participate in this study. If you choose to participate in this study, please review the enclosed Informed Consent form and then contact me at or at

Sincerely,

Nakki Price
Doctoral Candidate

Walden University
School of Public Policy and Administration

Appendix B: Demographic Questions

INSTRUCTIONS

The demographic information provided by research participants is a very important part of the questionnaire. Sometimes demographic data can help to illuminate study findings and results.

PLEASE REMEMBER responses to the questions below are strictly on a voluntary basis AND as a reminder will be kept confidential.

1. How many total years of Higher Education Administration experience do you have?

2. What is your gender?
 - Man
 - Woman
 - Non-Binary
 - Other

3. What is your current age? _____

4. What racial or ethnic group do you belong to?
 - African American
 - White, non-Hispanic
 - Hispanic, non-white
 - American Indian
 - Asian American
 - Other (please specify) _____

5. What is the highest level of formal education you have completed?
 - High School or GED
 - Some college but have not earned a bachelors (4-year) degree
 - Bachelors (4-year) degree
 - Master's Degree or more but have not earned a Ph.D. degree
 - Ph.D. or terminal degree (J.D., M.D., etc.)

6. Do you use tobacco products? If so, what type?
 - Yes
 - No
 - Type of Tobacco
 - Combustible Cigarettes
 - Electronic Cigarettes (includes JUUL and other electronic products)
 - Small or Large Cigars

- Premium Cigars (more than \$10 per cigar)
- Pipe
- Roll Your Own
- Smokeless Tobacco (chew, snuff, etc.)
- Hookah
- Alternative Nicotine Device (strips, orbs, sticks, inhalers, etc.)

Appendix C: Interview Protocol

The Absence of a Comprehensive Smoke-Free Law in Georgia on College and University Campuses

Date:

Time:

Place:

Interviewer:

Respondent Code:

Description of Project: This interview is to collect data on your institution within the context of the absence of a comprehensive smokefree law in the state of Georgia. A comprehensive smokefree law is one that prohibits smoking in restaurants, bars, and private-sector workplaces. All responses to these questions are confidential and you have been provided an identification code that has no linkage to any individual or professional characteristics, including the name of your campus and your specific occupation.

Questions:

1. Does your campus have a smoke free policy?
 - a. Why?
 - b. Why not?

2. Does your campus have a tobacco free policy?
 - a. Why?
 - b. Why not?

3. (If the response is no to 1, 2, or both) Has your campus ever considered a smoke free policy?
 - a. Why?
 - b. Why not?

4. (If the response is no to 1, 2, or both) Has your campus ever considered a tobacco free policy?
 - a. Why?
 - b. Why not?

5. Do you feel that the institution provides an environment that is healthy, sustainable, and just for your students?

- a. Why?
 - b. Why not?
6. What are some examples for how the institution provides an environment of health, sustainability, and justice for its students?
7. What is the policy, procedure, or general practice for policymaking at the institution?
8. Is this method of policymaking effective, if so, how; if not, why not?
9. What would be some internal or external triggers for campus policymaking?
10. Who is involved in campus policymaking activities and what are their roles?
11. How often are campus policies evaluated for timeliness and effectiveness?
12. Provide an example of an issue that prompted policymaking on campus?
13. How are campus policies enforced?
14. Are campus policies applied and enforced on all aspects of campus (e.g., sports venues, residence halls, classrooms)?
15. Are campus policies applied and enforced equally (e.g., students, faculty, staff, visitors)?
16. Have proposed policymaking attempts failed?
 - a. Why
 - b. Why Not
17. What types of policies have been promulgated and implemented successfully on campus?
18. What do you think makes campus policymaking effective?
19. In your opinion, what makes campus policymaking ineffective?
20. What are some necessary components of sustainable and just campus policies?
21. How does the institution ensure that campus policies are healthy, sustainable, and just?

22. Is there any information that you would like to share about how policies are created and enforced at your institution?
23. Is there any information that you would like to share about tobacco use at your institution?