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Postsecondary Faculty Perceptions of Social and Emotional Learning Professional Development on Instructional Practice

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Walden University

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Walden University

College of Education and Human Sciences

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Kurt V. Spady

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Walden University
2022

Abstract

Postsecondary Faculty Perceptions of Social and Emotional Learning Professional

Development on Instructional Practice

by

Kurt V. Spady

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education – Learning Instruction and Innovation

Walden University

November 2022

Abstract

Mental health distress for students is prevalent on postsecondary campuses, which negatively affects students' psychological well-being and academic success. The purpose of this basic qualitative study was to examine the influence that social and emotional learning (SEL) professional development focused on respect had on the instructional practice of full-time faculty at a community college in Western Canada. Mezirow's theory of transformative learning was the conceptual framework that grounded this study. The research question explored faculty perceptions of the influence of Respect-focused training on their instructional practice. This study used purposeful sampling of 12 full-time faculty members who had taken the Respect training in a previous semester. Data were collected using semi-structured interviews. Data analysis occurred by organizing, preparing, reviewing, and coding the data to generate a description of themes. Participants perceived the training as necessary and valuable for faculty to receive. Findings of this study indicated transformative learning did not occur, as faculty could not articulate how the training translated into behavior change or integration into their instructional practice. Participants indicated that the training did not include the following important components of the transformative learning framework: the ability to communicate and share with others, follow-up training, and a supportive learning community. These components are needed for transformative learning to occur. Faculty and administrators may use this study's findings to promote positive social change by implementing select SEL interventions to increase the possibility of transformative learning and positive behavior change at the postsecondary education institutional level.

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Dedication

I dedicate this study to my twins, Jackson and Ava. I hope you both keep learning every day.

Acknowledgments

I would first and foremost like to acknowledge my wife, Janelle Spady. Thank you for your love and support in this and every adventure. I would also like to thank Dr. Gee, who stuck with me and helped me to navigate this journey to completion. We went through a lot together, even a global pandemic! We did it, and I could not have done it without you. Thank you, Dr. Tyrrell, for your expertise and supportive approach. It was much needed, perfectly timed, and much appreciated. And thank you to Walden University for helping me to contribute to positive social change. It has meant the world to me.

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Chapter 1: Introduction to the Study

Twenty-five years of research exists surrounding social and emotional learning (SEL) as being beneficial for human development in the K-12 primary and secondary school systems, but it appears that a research gap exists for SEL at the postsecondary education level (Biber, 2020; Millett & Kevelson, 2020; Trentini, 2018). SEL is a framework where overall human development has been recognized as a part of education regarding knowledge, skills, and attitudes that help to develop healthy identities, manage emotions, and achieve personal and collective goals (CASEL, 2021a; Osher et al., 2016; Paolini, 2020; West et al., 2020). SEL contains competence areas, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The concept of respect is an aspect included in the responsible decision-making component of the SEL framework. The study examined the perceptions of postsecondary faculty who have experienced an SEL professional development activity focused on respect and the subsequent impact on their instructional practice.

The need to integrate SEL into postsecondary can be justified by looking at the prevalence of mental health and wellness challenges that exist for students at postsecondary institutions (Crowe, 2020; de Moissac et al., 2020; Khouri et al., 2019; Linden & Stuart, 2020; Porter, 2018; Robinson et al., 2016). Also, there are negative social behaviors that exist in postsecondary learning environments that could benefit from the integration of SEL into the educational environments (Bondestam & Lundqvist, 2020; Harrison et al., 2021; Lee et al., 2018; Nunes & Torga, 2020; Schentag, 2021; Sibanda, 2021; Snyder-Yuly et al., 2021).

SEL is a broad topic, but for the purpose of the study, the respect aspect of the responsible decision-making component of SEL as defined by CASEL (2021a) was the focus of the study. Respect, as it is defined in the SEL framework and for this study, is “the ability to make respectful choices about behavior and interactions with others based on ethical standards, safety concerns, social norms, evaluating the consequences of actions, and the wellbeing of oneself and others” (CASEL, 2021b). Participants in this study had all previously attended an SEL professional development initiative focused on respect. Their perceptions of this training and its impact on their instructional practice were the focus of the study. This chapter will include background information on the study, the problem statement, the purpose of the study, research questions, the conceptual framework, the nature of the study, definitions, assumptions, scope and delimitations, limitations, significance, and a summary.

Background

The case for an SEL focus in postsecondary education is that mental health distress for students is prevalent on postsecondary campuses, negatively affecting students’ psychological well-being and academic success (Porter, 2018; Robinson et al., 2016). Prior research has found that students experience situations ranging from anxiety and depression to crisis incidents regarding educational and mental health needs. Porter (2018) and Robinson et al. (2016) found a lack of student support and faculty training to address this issue. The Porter and Robinson et al. research also showed that it is possible that these negative social behaviors and consequences could be mitigated using an SEL framework and approach within postsecondary education.

SEL programs have been shown to increase student psychological well-being and academic success in K-12 and postsecondary institutions (Schonert-Reichl et al., 2017; Stocker & Gallagher, 2019). While the research for K-12 is robust, the amount of research conducted at the postsecondary level is sparse (Stocker & Gallagher, 2019). Students' social and emotional well-being may be enhanced by incorporating SEL competencies into the course curriculum and pedagogy. Research by Stocker and Gallagher (2019) has shown that students began to view stressors as positive challenges rather than threats after SEL had been incorporated into their class. However, there is a lack of overall focus on SEL within the postsecondary level curriculum (Schonert-Reichl et al., 2017).

For educators to incorporate SEL into their pedagogy and curriculum, it is vital for them to understand SEL (Trentini, 2018). In a study by Trentini, findings showed educators who engaged in SEL learning activities had a positive orientation towards themselves and their students. Additional findings also included engagement in SEL learning activities also resulted in the environment being described as healthy by students and educators. Such findings have resulted in the recommendation that institutions make a concerted effort to dedicate resources toward SEL in its application and implementation to see the positive benefits (Trentini, 2018). As a part of an SEL focus, informal learning surrounding student and teacher interactions is essential for student learning and a positive and healthy learning environment (Leite, 2018). This includes respectful communication and a respectful learning environment which relates to this study's focus

on respect as an aspect of the responsible decision-making component of the SEL framework.

The study was needed because SEL has shown efficacy in K-12 learning environments (CASEL, 2021a; Osher et al., 2016; Paolini, 2020; West et al., 2020) and yet limited research was found on SEL implementation at the postsecondary level. Results of studies indicated SEL could potentially benefit students at the postsecondary level and suggested that more research is required in this area (Biber, 2020; Millett & Kevelson, 2020; Trentini, 2018). There is a prevalence of negative social behaviors and consequences in postsecondary education (Bondestam & Lundqvist, 2020; Harrison et al., 2021; Lee et al., 2018; Nunes & Torga, 2020; Schentag, 2021; Sibanda, 2021; Snyder-Yuly et al., 2021). SEL has the potential to mitigate these negative behaviors and consequences. It has also been shown that understanding SEL is needed by those attempting to implement it (Leite, 2018; Smith et al., 2016). There is a gap in the literature related to understanding the influence SEL professional development has on postsecondary faculty's instructional practice, and there are opportunities for instructors to implement SEL methodologies in the classroom. The study of faculty professional development in the specific aspect of respect as part of the component of responsible decision-making as per the CASEL (2021a) framework could help fill this gap in the research and lead to positive social change by providing information that could assist in reducing negative social behaviors in postsecondary institutions. This study explored the perception and the influence that Respect SEL training had on the faculty implementing or potentially implementing the training in the classroom.

Problem Statement

The problem that was addressed in this study is that there is little understanding regarding the influence SEL professional development has on the instructional practice of postsecondary faculty. SEL extends beyond academics and does fit with the purpose of a higher-education institution, which is to create well-rounded citizens of the broader community (Conley, 2015). The need for SEL in postsecondary education is likely higher than ever (Jones et al., 2019). Psychological distress is more prevalent for postsecondary students than for the general population (Robinson et al., 2016). Research by Robinson et al. (2016) showed postsecondary students identified concerns that included anxiety, depression, relationship concerns, and addiction and substance abuse. Millett and Kevelson (2020) confirm earlier work by Conley (2015) that the SEL framework is essential for student success in college. If implemented consistently, Biber (2020) indicated that social and emotional interventions could benefit students and classrooms. Although there is a growing prevalence of mental health promotion and prevention initiatives at the postsecondary level, of which many of these programs have social and emotional outcomes (Conley, 2015), there is a lack of emphasis placed on SEL competencies at the postsecondary level of education (Biber, 2020; Millett & Kevelson, 2020; Trentini, 2018). Thus, further research is required for SEL at the college level (Biber, 2020), including the instructional practice of faculty and the integration of SEL into their instructional practice.

SEL programs are more effective if the people delivering them understand what is included in these concepts (Schonert-Reichl, 2017). The ability of adults to implement

SEL initiatives becomes compromised if those individuals lack SEL skills (Schonert-Reichl, 2017). The Centre for Innovation in Campus Mental Health, as cited in Porter (2018), indicated that mental health professional development is being implemented in ways that address institutional structure, supportive and inclusive campus climate, mental health awareness, community response to student concerns, self-management, coping skills, and crisis management. Although implemented, these professional development initiatives are not being evaluated at the postsecondary level. Although SEL has been around for many years, there is limited research regarding SEL in postsecondary education. The innovation this study examined was the application of SEL as an approach for postsecondary faculty to improve their instructional practices.

Purpose of the Study

The purpose of this basic qualitative study was to examine the influence the SEL professional development focused on respect has on the instructional practice of postsecondary faculty. To accomplish this purpose, I explored faculty perceptions of how participation in an SEL Respect-focused professional development at a postsecondary institution in Western Canada influenced their instructional practices.

Research Questions

The following research question and sub-questions were used to guide the study:

1. What are postsecondary faculty perceptions of the influence of SEL Respect-focused professional development on their instructional practice?
 - a. What are the perceptions of postsecondary faculty regarding SEL Respect-focused training?

- b. What are the perceptions of postsecondary faculty regarding the influence of the SEL Respect-focused training on their instructional practice?
- c. What are the perceptions of postsecondary faculty in relation to challenges and problems faced related to implementing the training into their instructional practice?

Conceptual Framework

The conceptual framework for this study was Mezirow's (1997) theory of transformative learning. Transformative learning occurs when individuals critically reflect on their frame of reference when they face something that challenges their existing beliefs, which leads to a perspective transformation (Mezirow, 1997). Transformative learning requires that learners recognize their frame of reference and use critical and creative thinking to redefine problems from different perspectives (Mezirow, 1997). The promotion of discovery learning can be facilitated by reframing questions in other ways or relating them to the learners' level of understanding and can challenge the learner to identify existing assumptions (Mezirow, 1997). This theory informed my research by providing a framework as to how an SEL intervention may provide the opportunity for faculty members to challenge their existing perceptions of SEL interventions. Specifically, this was related to Respect training, an aspect of the responsible decision-making component of SEL at a postsecondary institution, and had participants reflect on how their perceptions related to how the intervention impacted their instructional

practice. Mezirow's theory of transformative learning was the framework used to answer the research questions in the study.

Nature of the Study

Through the use of a basic qualitative study, the perceptions of faculty members related to an SEL intervention and its impact on their instructional practice were explored. This basic qualitative study consisted of in-depth interviews with faculty who have participated in the Respect in the workplace faculty intervention provided by The Respect Group. A basic qualitative study was chosen, as Patton (2015) defined this in terms of a typology of research purpose where gathering participants' perspectives and experiences provides a greater understanding of the research problem. In addition, the boundaries between the phenomenon of SEL professional development impact on the instructional practices of a faculty member and the context within which it will be implemented or applied are unclear, as I did not study the outcomes of the intervention itself on instructional practice but only the perceptions of the impact of the intervention.

Definitions

The following definitions are provided to facilitate clear communication and functional defined terms related to the context of the study. These terms are related to SEL and the study's methodology, as these terms could have various definitions.

Postsecondary education: This will include all classifications of higher education that exist past the secondary level, including comprehensive academic and research universities, comprehensive community colleges, independent academic institutions,

polytechnic institutions, specialized arts and cultural institutions, and undergraduate universities (Government of Alberta, 2021).

Purposeful sampling: This approach to determine the sample population for the study is defined by Patton (2015) as choosing participants who will provide information-rich interviews and whose answers will lend to answering the research questions.

Relationship skills: A component of the SEL framework, relationship skills include developing and maintaining healthy and productive relationships with different individuals and groups (CASEL, 2021a). These relationship skills include clear communication, active listening, and the ability to cooperate with others. These relationship skills also include resisting inappropriate social pressures, the ability to negotiate conflict, and the ability to seek and offer help when appropriate.

Respect: Respect is an aspect within the component of responsible decision-making, where what is measured is “the ability to make respectful choices about behavior and interactions with others based on ethical standards, safety concerns, social norms, evaluating the consequences of actions, and the wellbeing of oneself and others” (CASEL, 2021b).

Responsible decision making: A component of the SEL framework, responsible decision-making is the ability to make constructive and respectful choices concerning personal behavior and social interactions (CASEL, 2021a). These responsible decisions would also consider ethical standards, social norms, safety, and consequences related to various courses of action related to wellbeing.

Self-awareness: A component of the SEL framework, self-awareness is a person's ability to recognize and understand their thoughts and emotions and how that understanding impacts their behavior (CASEL, 2021a). This self-awareness also involves accurately assessing their thoughts and emotions and the intended consequences of their thoughts and actions to a point where they have a well-developed sense of confidence and optimism about their ability to be self-aware.

Self-management: A component of the SEL framework, self-management is a person's ability to control their emotions, thoughts, behaviors, and actions effectively (CASEL, 2021a). This self-management would include managing stress, impulse, motivation, and goal setting.

Semi-structured interview: This is the approach that the interview questions took, defined by Patton (2015) as a standard open-ended interview. This approach was used to minimize the variation of questions and determine the questions' wording in advance.

Social and emotional learning: Social and emotion learning is a framework where overall human development has been recognized as a part of education regarding knowledge, skills, and attitudes that help to develop healthy identities, manage emotions, and achieve personal and collective goals (CASEL, 2021a; Osher et al., 2016; Paolini, 2020; West et al., 2020).

Social awareness: A component of the SEL framework, social awareness is a person's ability to practice empathy and adjust their perspective to understand that others come from different backgrounds and cultures and understand various social and ethical

norms (CASEL, 2021a). This social awareness also includes recognizing family, community, and educational resources and supports that exist for them.

Assumptions

Assumptions are norms and understandings taken for granted by individuals in a particular setting or set of circumstances (Patton, 2015). Norms and understandings are deeply rooted in a person's knowledge, so people often do not think about what they do or why they do what they do (Patton, 2015). For this study, I made several assumptions based on the norms and my understanding of normative situations and aspects of the proposed research. It was assumed that participants were truthful in their answers and gave answers in good faith. I assumed that participants provided complete answers to my questions, although partial responses could also be assumed, given what people remember about their experience. Another assumption was that participants understood what was being studied, as they had experienced the Respect training. It can be reasonably assumed that they have a definition of respect. It was also assumed that appropriate qualitative data was retrieved from the interviews through coding to develop findings.

Scope and Delimitations

Boundaries are inherently arbitrary, so it was essential to define the study's immediate scope to show the distinction of those boundaries (Patton, 2015). A delimitation of the study was that only full-time faculty members who had taken the training in a prior term were interviewed. This choice eliminates part-time or contracted faculty from the research and those who have taken the training in the same semester as

the interviews. This choice was made because this chosen population would have had the most opportunity, incentive, and support to take the training and implement changes. If the training had an influence, it would be with this group.

Limitations

A challenge might have been difficulty recruiting participants for the study, although this did not occur. This limitation may be due to the institution's small size or faculty reluctance to participate. All of the faculty at the institution were provided the opportunity to take the training. Faculty could choose not to participate if they felt their responses would not be confidential. To ensure and reassure the participants that their participation and information would be held in confidence, a consent form was provided indicating that their participation would remain confidential and that they could withdraw from the study at any time. Faculty could have chosen not to participate due to other factors, such as a busy schedule. To mitigate this limitation, communications and reminders were sent to prospective participants to request participation in the study, which helped to address the challenge of recruiting participants. The data are self-reported, which was also a limitation of the study.

Significance

SEL is a new and innovative approach to postsecondary education, including respect in schools and the workplace. This study used postsecondary faculty perceptions to explore these innovative approaches. The results of the study make an original contribution to the gap that exists related to faculty perceptions of SEL Respect-focused professional development as related to their instructional practice. The findings of this

research may help inform the professional practice of faculty and administration in postsecondary learning environments by obtaining information that may lead to insight into how to better communicate and implement SEL programs into the postsecondary learning environment, leading to opportunities for positive social change. The results of this study could be used to implement SEL component training into postsecondary institutions more effectively. SEL overall has been shown to have positive influences on learning environments and teachers at the K-12 education level, and it could lead to similar improvements in postsecondary through the incorporation of SEL components from the CASEL (2021a) framework.

Summary

I sought to understand the perception of faculty towards an SEL Respect-focused professional development training opportunity and the influence this training had on their instructional practice. As most SEL research was conducted in the K-12 education system, a gap exists to better understand SEL in the postsecondary educational environment. The results of this study will serve several stakeholders, including faculty, students, administrators, and the broader community, as a contribution toward positive social change in postsecondary.

This chapter included background information on SEL and the problem and purpose of the study. Research questions were stated, the conceptual framework was identified, and the nature of the study and definitions were listed. Finally, the assumptions, scope and delimitations, limitations, and significance of the study were articulated.

Chapter 2 includes a literature search strategy and an outline of the conceptual framework. A comprehensive literature review is also included covering the topics of SEL, implications, and application of SEL frameworks, mental health on postsecondary campuses, social behavior in postsecondary education environments, faculty professional development, faculty professional development, potential challenges of SEL implementation, and respect as an aspect of SEL.

Chapter 2: Literature Review

The problem this study addressed was that there is little understanding regarding SEL professional development's influence on postsecondary faculty instructional practice. This qualitative study aimed to examine the influence of SEL professional development on the instructional practice of postsecondary faculty. The current literature established that this is a relevant problem, as there lacks an SEL focus in postsecondary educational institutions, and societal issues continue to arise in postsecondary environments where SEL concepts and frameworks would be beneficial (Conley, 2015; Johnson, 2020). Also, there is a lack of emphasis placed on SEL competencies at the postsecondary education level (Biber, 2020; Millett & Kevelson, 2020; Trentini, 2018). A review of the recent research resulted in no studies that directly examined faculty perceptions of SEL at the postsecondary level.

This chapter will review the current literature relevant to this study for areas of SEL implementation and application of SEL frameworks, faculty professional development, faculty professional development related to SEL implementation and application of SEL frameworks, respect as an SEL component, mental health on college campuses, and social behavior in postsecondary learning environments. This study used Mezirow's (1997) transformative learning theory as the theoretical framework that grounded the study.

Literature Search Strategy

The databases used for the literature review were the Walden Library database, EBSCOhost, ProQuest, and Google Scholar. The keywords and phrases searched

included: *sel*, *sel college*, *sel university*, *sel postsecondary*, *social and emotional learning*, *social and emotional learning college*, *social and emotional learning university*, *social and emotional learning higher education*, *transformative learning*, *sel transformative learning*, *bullying and harassment in postsecondary*, *bullying and harassment in college*, *bullying, and harassment in University*, *mental health on college campuses*, *mental health college*, *mental health university*, *mental health postsecondary*, *faculty professional development*, and *instructor professional development*. Additional filters included searching articles published in the last 5 years that were empirical studies published in peer-reviewed journals. Another strategy was to find current research that cited older articles to find common themes and to determine the current state of literature that applied to this study.

Conceptual Framework

The conceptual framework for this study was Mezirow's (1997) theory of transformative learning. This framework focuses on adult learning and is used primarily with people who are educating adults (Mezirow & Taylor, 2009). Mezirow and Taylor (2009) discussed this framework as an adult-learning theory because adults typically have a well-defined value system and life experiences. This value system and life experience allow learners to draw from these foundations to engage in the self-reflection and dialogue required for transformative learning.

Transformative learning occurs when individuals critically reflect on their frame of reference when they face something that challenges their existing beliefs, which leads to a perspective transformation (Mezirow, 1997). An individual's frame of reference is

the lens through which a person sees the world and how they interpret things in the world. This frame of reference may include or be dependent on a variety of aspects such as rules, criteria, codes, language, schemata, cultural canon, ideology, standards, paradigms, personality traits, dispositions, genealogy, power allocation, worldviews, religious doctrine, aesthetic values, social movements, psychological schema or scripts, learning styles, and preference (Mezirow & Taylor, 2009). These aspects can lead to what Mezirow and Taylor (2009) defined as problematic beliefs, which are beliefs that a person could hold that are inherently negative towards another person or group, such as beliefs and feelings about democracy, citizenship, justice, and love.

Transformative learning aims to create knowledge that transforms problematic beliefs formed from a learner's frame of reference to have these beliefs be more inclusive, discriminating, reflective, open, and flexible to change. This transformative learning requires that learners recognized their frame of reference and use critical and creative thinking to redefine problems from different perspectives (Mezirow, 1997).

People can presuppose that their existing frame of reference is the same as others when, in fact, it is likely different, and others see and experience the world differently. Transformational learning allows learners to be self-reflective about this reality (Mezirow, 2003). For example, as instructors are exposed to different perspectives of respect as an SEL practice, they may be resistant to change or seeing things in a new way, as they have behaved in a certain way for most of their life. If what is constituted as respectful behavior is in contrast to their prior view of what constitutes respectful behavior, this may cause resistance. The transformative learning process could help

individuals adjust their behavior to develop positive social change better. Mezirow (1997) linked an individual's world view to what he called their *habits of mind*, which are an individual's thought patterns that determine reasoning through thought behavior patterns. These are hard to change as they have been developed within a person throughout their lifetime. As learners experience transformative learning, their habits of mind are more likely to change as learners adjust their frame of reference through critical reflection and dialogue, and habits of mind change over time (Mezirow, 1997).

Transformative learning is an adult form of metacognitive reasoning which supports the process for assessing thinking and making decisions (Mezirow, 2003).

Transformative learning also embraces the difference between instrumental and communicative learning, where instrumental learning is the controlling or management of something that is tested and validated empirically. Communicative learning is understanding what others mean when communicating with another individual (Mezirow & Taylor, 2009). Mezirow and Taylor (2009) discussed that to engage in the process of justifying contested beliefs related to communicative learning, an individual participates in the discourse, and "to do this freely and fully, a participant must have a minimum level of personal security, health, education, as well as the following:

- Accurate and complete information
- Freedom from coercion, self-deception, and distortion
- Openness to alternative points of view, as well as empathy and concern for how others think and feel
- An ability to weigh the evidence and assess arguments in an objective manner

- Awareness of the context of ideas and taken-for-granted assumptions
- An equal opportunity to participate in various roles of discourse and a willingness to seek understanding” (Mezirow & Taylor, 2009, p. 20).

It is recognized that all of these conditions are unlikely to be met when people are going through the transformative learning framework. Transformative learning theory also factors in epistemic assumptions regarding what is known and what can be known. It is a reconstructive theory where there needs to be assumptions made about the role of evidence, authority, and interpretation in forming solutions to problems.

In transformative learning, the “learning occurred in one of four ways: by elaborating on existing meaning schemes, learning new meaning schemes, transforming meaning schemes, and transforming meaning perspectives” (Mezirow & Taylor, 2009, p. 22). Elaborating on existing meaning schemes would include a person using what they know and their current frame of reference, behavior, and thought patterns and expanding on them, incorporating their transformative learning experience into their existing world view. Learning new meaning schemes would involve a learner taking on completely new thought and behavior patterns based on their transformative learning experience.

Transforming meaning schemes would take their existing thought patterns and change them through critical reflection and the transformative learning process. Transforming meaning perspectives involves a learner looking at their meaning schemes through a new lens or frame of reference.

Mezirow and Taylor (2009) indicated that knowledge of transformative learning could guide adult educators to think critically about assumptions supporting a learner’s

perspectives. These transformative learning experiences could help learners develop critically reflective judgments in the discourse regarding their beliefs, values, feeling, and self-concepts. As cited in Mezirow and Taylor, Taylor discussed the fostering of transformative learning as teaching for change. This process involves the most significant learning in adulthood through communicative learning. The learner identifies problematic ideas, beliefs, values, and feelings, which they subsequently test their justification through rational discourse. Learners then strive for decisions through consensus building. The core elements that form a transformative learning approach are individual experience, promoting critical reflection, dialogue, holistic orientation, awareness of context, and authentic relationships (Mezirow & Taylor, 2009).

Transformative learning contains 10 steps, where steps may not occur in order or may not happen at all (Mezirow & Taylor, 2009). These 10 steps are:

1. A disorienting dilemma – Learners experience something that contrasts with their assumptions about life and their worldview that comes from their frame of reference developed over their lifetime. This disorienting dilemma can come from a crisis or a significant shift in how the learner sees the world.
2. Self-examination with feelings of fear, anger, guilt, or shame – Because the disorienting dilemma is in contrast to what a learner has known to be accurate or consistent with their frame of reference, the learner starts to question their belief systems or habits of mind, resulting in feelings of fear, anger, guilt, or shame. The resulting feelings depended on how the disorienting dilemma contrasted with their frame of reference.

3. A critical assessment of assumptions – Learners begin to critically assess the premises they had about their worldview, which happens when they start to question their experience with the disorienting dilemma.
4. Recognition that one's discontent and the process of transformation are shared – The learner is shown that others see the world differently and that they are not alone in their challenges to make changes in their behavior and thought patterns.
5. Exploring options for new roles, relationships, and actions – Learners start to see how their new behavior and thought patterns could lead them to new roles, relationships, and activities resulting from their learning.
6. Planning a course of action – From seeing new roles, relationships, and activities, the learner can design a course of action to take these new roles, relationships, and activities to fruition with the new learning from the transformative learning process.
7. Acquiring knowledge and skills for implementing one's plans – Once learners have a course of action, they can begin to develop knowledge and skills that are relevant and applicable for the implementation of their new learning in an existing or new environment.
8. Provisional trying of new roles – Learners will begin to enact their new roles and behavior patterns they acquired due to the transformative learning process.

9. Building competence and self-confidence in new roles and relationships – As learners continue to engage in new behaviors and thought patterns are reinforced, they will continue to build competence and self-confidence.
10. A reintegration into one's life based on conditions dictated by one's perspective – Learners will continue to integrate and reintegrate their new behaviors and thought behavior patterns into their life so that their attitude has changed and will be part of their frame of reference and habits of mind moving forward in their life.

For this study, the influence of an online professional development program for faculty members focusing on the respect component of SEL was studied related to how the intervention impacted the faculty members' professional practice. Respect is an aspect of SEL and is valuable for positive social change in learning environments and communities.

Mezirow and Taylor (2009) provided several examples and case studies where transformative learning has been applied to adult learners, including having tradespeople start to think like teachers, challenged groups to think differently about privilege, race, and racism, and helped medical students develop empathy and understanding for palliative care patients. Slider (2015) used the transformational learning framework to study working adults earning advanced degrees from postsecondary institutions, specifically teachers of grades 7-12 who were pursuing advanced degrees and their barriers to completing these degrees. Nielsen (2018) used the transformational learning framework to study college instructor engagement and perceptions of professional

development in remote environments. Berghout (2019) used the framework to research undergraduate nursing educators' perceptions of their preparation for teaching interprofessional collaboration. Ellis (2019) used the framework to study elementary teachers and their perceived professional learning needs for the inclusive classroom. Walters (2018) used the Mezirow framework to research the primary educator's knowledge, beliefs, and planned and implemented digital citizenship practices. Rymarczyk (2019) used the Mezirow framework to study college teachers' perceptions of technology professional development. These studies showed where the transformative learning framework had been applied to research similar to that of the situation being examined in this study, of adult learners and the influence that a learning intervention had on them.

My study benefitted from using the transformative learning theory framework as the faculty members whose experiences are being studied are adult learners in a postsecondary learning environment. This study provided information regarding how learners' frames of reference were challenged and if the SEL intervention focused on Respect impacted their instructional practice. The SEL intervention was a professional development program specific to the concept of respect as it occurs at a postsecondary institution. Mezirow's (1997) theory of transformative learning was the framework that was used to address the research questions in the study. The framework allows for the examination of the transformative process to determine if it has occurred and what factors lead to any transformation of the learner's frame of reference.

Literature Review

The problem that was addressed in this study was that there is little understanding regarding the influence SEL professional development has on the instructional practice of postsecondary faculty. A substantial amount of research exists related to SEL in the K-12 education system. While these prior research studies provide valuable evidence that the model has efficacy for learners and how teachers perceive it, more information is needed regarding the influence of SEL professional development at the postsecondary level.

This literature review will summarize SEL with an overview of the framework, including a section on the implementation and application of SEL, followed by a summary of mental health on postsecondary campuses, including negative social behaviors in postsecondary educational environments. Research on faculty professional development and faculty professional development related to SEL were synthesized. Finally, potential challenges of the implementation of an SEL framework based on current research were shown, and respect, one aspect of SEL, was highlighted.

SEL Overview

Definitions for SEL and the components involved vary. The term SEL was introduced in 1997 in the book *Promoting Social and Emotional Learning: Guidelines for Educators* (Elias, 1997, as cited in Osher et al., 2016). SEL components include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Osher et al., 2016; Paolini, 2020).

SEL has been around for 25 years and has a body of literature that shows the efficacy of the model having positive results in the primary and secondary school

systems, where overall human development has been recognized as a part of education regarding knowledge, skills, and attitudes that help to develop healthy identities, manage emotions, and achieve personal and collective goals (CASEL, 2021a; Osher et al., 2016; Paolini, 2020; West et al., 2020). Various SEL structures have been proposed over the years, such as those written about by Paolini (2020) and West et al. (2020). West et al. listed four SEL constructs: self-management, growth mindset, self-efficacy, and social awareness. Paolini provided an SEL framework where the components are skills, context, development, and outcomes. Jones et al. (2017), as cited in Paolini, stated there are three domains SEL competencies can be divided into, which include cognitive regulation (attention control / cognitive flexibility), emotional processes (emotional knowledge and regulation), and social/interpersonal skills (conflict resolution and pro-social behaviors).

My study used the SEL framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) which is an organization that defined SEL with the components of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2021a). These components are defined as follows:

Self-awareness is a person's ability to recognize and understand their thoughts and emotions and how that understanding impacts their behavior (CASEL, 2021a). This self-awareness also involves accurately assessing their thoughts and emotions and the intended consequences of their thoughts and actions to a point where they have a well-developed sense of confidence and optimism about their ability to be self-aware. Aspects of the self-awareness component of the framework include integrating personal and

social identities, identifying personal, cultural, and linguistic assets, and identifying one's emotions. Other aspects involve demonstrating honesty and integrity, linking feelings, values, and thoughts, and examining prejudices and biases. Experiencing self-efficacy, having a growth mindset, and developing interests and a sense of purpose are also aspects of this SEL component. In addition to self-awareness, another SEL component is self-management.

Self-management is a person's ability to effectively control their emotions, thoughts, behaviors, and actions (CASEL, 2021a). This self-management would include managing stress, impulse, motivation, and goal setting. Aspects of this SEL component include a person managing their emotions, utilizing stress-management strategies, and practicing self-discipline and self-motivation. In addition, setting personal and collective goals, using planning and organizational skills, showing courage to take the initiative, and demonstrating collective and individual agency are also aspects of this SEL component. In addition to self-management, another SEL component is social awareness.

Social awareness is a person's ability to practice empathy and adjust their perspective to understand that others come from different backgrounds and cultures and understand various social and ethical norms (CASEL, 2021a). This social awareness also includes recognizing family, community, and educational resources and supports that exist for them. Aspects of this SEL component include taking others' perspectives, recognizing strengths in others, demonstrating empathy and compassion, as well as showing concern for the feelings of others. Understanding and expressing gratitude, identifying social norms, recognizing situational demand and opportunities, and

understanding the influences that organizations and systems have on behavior are also aspects of this SEL component. In addition to social awareness, another SEL component is relationship skills.

CASEL provided a definition of relationship skills related to SEL that is “Relationship skills include the ability of a person to develop and maintain healthy and productive relationships with different individuals and groups” (CASEL, 2021b). These relationship skills include clear communication, active listening, and the ability to cooperate with others. These relationship skills also include resisting inappropriate social pressures, the ability to negotiate conflict, and the ability to seek and offer help when appropriate. Aspects of this SEL component include effective communication, developing positive relationships, demonstrating cultural competency, and practicing teamwork and collaborative problem-solving. Resolving conflict, resisting negative social pressure, demonstrating leadership, and seeking and offering help and support to others are aspects of this SEL component. In addition to relationship skills, another SEL component is responsible decision-making.

Responsible decision-making is the ability to make constructive and respectful choices concerning personal behavior and social interactions (CASEL, 2021a). “These responsible decisions would also be based on consideration of ethical standards and social norms, safety, and the consequences of various courses of action related to oneself and others' wellbeing” (CASEL, 2021b). Aspects of this SEL component include showing curiosity, open-mindedness, identification of solutions for personal and social problems, learning to make a reasoned judgment from information analysis, data, and

facts, as well as anticipating and evaluating consequences (CASEL, 2021b). Recognizing how critical thinking skills are helpful, reflecting on the role to promote personal, family, and community well-being, and evaluating personal, interpersonal, community, and institutional impacts are also aspects of this SEL component.

The study involved respect, which is an aspect of the responsible decision-making component of the SEL framework by CASEL (2021a). The study addressed the gap in the literature for SEL studies within postsecondary education that focus on the perception of faculty towards the training and the integration of SEL concepts into their practice. Several ways to categorize SEL skills and components can be qualified or quantified from the literature review. The study used the CASEL (2021a) definition and component structure of SEL with respect being an aspect of the responsible decision-making component. As part of this component, learners are taught what constitutes respectful choices regarding their behavior and social interactions.

Implementation and Application of SEL Frameworks

My study's problem and purpose were chosen because there is a gap in SEL research literature being implemented in postsecondary institutions. A recent literature review only found two relevant studies which were Pagnoccolo and Bertone (2021) and Stocker and Gallagher (2019). Existing research showed how SEL is being implemented and applied in secondary school environments, which would be the closest to postsecondary demographics and learning environments that the study could use as a basis for the structure of the research questions and literature review. The implementation and application of SEL frameworks and the analysis of these frameworks have mostly

occurred at the primary and secondary education levels. Studies and research on the implementation and application of these frameworks at the primary and secondary education level show positive results for both students and educators related to the components of the CASEL SEL framework (CASEL, 2021a; Durlak et al., 2011; Paolini, 2020; Taylor et al., 2017, Williamson, 2021; Zolkoski et al., 2021).

Two studies were found that research SEL implementation and application at the postsecondary level, which also indicated positive results and a case for the implementation and application of SEL and cited this as a further research need (Pagnoccolo & Bertone, 2021; Stocker & Gallagher, 2019). Stocker and Gallagher (2019) found that levels of anxiety, post-SEL, were statistically significant in that there were observed changes to lower stress levels for those students who participated in an SEL program at the postsecondary level. SEL can benefit postsecondary learning as students were observed to view stressors as positive challenges rather than threats. Opportunities for instructors to implement SEL methodologies in the classroom at the postsecondary level benefit students in the postsecondary learning environment in both traditional academic programming and trade apprenticeship training in terms of fostering an SEL development mindset among learners (Pagnoccolo & Bertone, 2021; Stocker & Gallagher, 2019). The Stocker and Gallagher study was among the first to be implemented in a postsecondary learning environment.

Another study examined participants at the postsecondary level was focused on trades and apprenticeship training. Pagnoccolo and Bertone (2021) cited Paolini's (2020) work on training experiences and workplace relationships that apprentices were

experiencing. The study found that interpersonal attributes are not assessed in apprenticeship programs, yet they are noted as essential skills for employment and workplace training (Pagnoccolo & Bertone, 2021). This study shows the gap in SEL-related competencies and their lack of inclusion in focus and lack of integration into curriculum past the secondary education level. Apprenticeship training is classified as postsecondary education. All the research for SEL and the implementation and application of the framework pointed to the need for training, a type of peer learning community, and ongoing financial and human resource support from the organization that would be intending on applying and implementing an SEL framework into teaching practice and organizational culture (CASEL, 2021a; Durlak et al., 2011; Pagnoccolo & Bertone, 2021; Paolini, 2020; Stocker & Gallagher, 2019; Taylor et al., 2017, Williamson, 2021; Zolkoski et al., 2021).

Most of the research on SEL implementation and application was completed in K-12 learning environments, providing the study with the best evidence surrounding the frameworks and their implementation and application within the closest academic level to postsecondary. The seminal studies are from Durlak et al. (2011) and Taylor et al. (2017), with more contemporary studies that expand on that work. The effects of SEL programming can happen across areas including social and emotional skills, attitudes toward self and others, positive social behavior, conduct problems, emotional distress, and academic performance (Durlak et al., 2011; Taylor et al., 2017). Research has shown that student populations from K-12, including learners ages 5-18, can benefit from SEL,

including students without any identified adjustment or learning problems, as well as those that do or may in the future (Durlak et al., 2011; Taylor et al., 2017).

Studies have found with statistical significance that students who were part of an ethnic minority or with a low socioeconomic status benefited more from SEL intervention (Durlak et al., 2011; Taylor et al., 2017). These same students and statistical results showed lower dropout rates, fewer behavioral issues, lower teen pregnancy levels, fewer mental health struggles, more resilience, more capability to overcome adversity, and higher perseverance toward goal achievement (Durlak et al., 2011; Taylor et al., 2017). Research results showed an 11%-point gain in academic achievement for students with critical SEL skills (Durlak et al., 2011). Implementing SEL programming in classrooms can also show student improvement in social-emotional skills, attitudes, and indicators of well-being and has benefits from an inclusion and accessibility standpoint (Durlak et al., 2011; Taylor et al., 2017).

Recent studies have also shown the benefits of SEL in a K-12 learning environment. Research showed that implementing and applying SEL skill-related programming in schools resulted in students' academic and workplace success (Paolini, 2020). Prosocial behaviors also emerged from students involved in SEL, such as courage, gratitude, forgiveness, and compassion, based on questionnaire results from pre-and-post-SEL program participation (Zolkoski et al., 2021). Research was also conducted to see if these positive benefits from implementing and applying SEL were constrained to just general education or applied to physical education. It was found that of the three SEL

models analyzed; researchers were able to show SEL outcomes in physical education (Dyson et al., 2021).

SEL implementation and application have also been researched through the lens of psychological, economic, and statistical infrastructures. A SEL application and implementation movement in education show the political, commercial, and sociological appetite for developing and measuring SEL competencies through education (Williamson, 2021). SEL is a loosely connected network that includes the areas of psychological, behavioral, economic, entrepreneurial, global policy advisors, media advocacy, philanthropy, think tanks, educational technology research and development, investment calculations, and venture capital in a political economy that is prioritizing psychological intervention as a means to economic ends (Williamson, 2021). This research showed that the consequences of SEL implementation and application are far-reaching, which was important to consider for the study as it will inform the consideration of the industry that a faculty member comes from or is training students for in terms of their perception and impact that SEL professional development has on their practice.

Although there are many SEL frameworks, the framework used for the study was the CASEL (2021a) SEL framework which includes the components of self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. These components have become a focus in educational policy, teacher training and development, and advocacy. The studies in this section show positive results for learning environments, students, and teachers that have implemented SEL aspects into their

educational setting and an appetite to continue developing SEL frameworks and conduct research on their efficacy. However, they do not show these aspects are a factor in the postsecondary educational environment. The study examined the respect aspect of the responsible decision-making component within the CASEL framework to determine the influence a professional development initiative had on postsecondary faculty and their instructional practice. This study helped fill the literature gap for SEL in postsecondary environments and expand the existing literature for SEL.

Mental Health on Postsecondary Campuses

Mental health and wellness-related challenges for students at postsecondary institutions are present and continue to rise (Crowe, 2020; de Moissac et al., 2020; Khouri et al., 2019; Linden & Stuart, 2020; Porter, 2018; Robinson et al., 2016). A substantial prevalence of adverse mental health issues can be found in postsecondary institutions (Linden & Stuart, 2020). For example, 50.2% of the students involved in mental health-related student crisis incidents at a Canadian community college had documentation at student accessibility services confirming that they had a mental health disability (Porter, 2018). It was also found that the incidents comprised 78.1% of students had suicidal ideation, 10.3% had been threatening others, 9% exhibited self-injuring behavior, 5.8% attempted suicide, and 5.8% exhibited psychotic bizarre behaviors, 3.2% assaulted others, and 1.3% had homicidal ideation. The majority of triggering events were unknown at 42.8%, 13.8% cited academic stress, 13.5% were romantic partner conflict, 7.1% roommate or friend conflict, 6.8% death or suicide of a loved one, 6.1% family conflict, 4.2% mental illness, 2.9% sexual assault, 1.6% college adjustment, 0.6%

health-related and 0.6% financial stress. This is troubling, given that postsecondary students experiencing high-stress levels have adverse effects on their academic success (Linden & Stuart, 2020). However, an exception to the prevalence of adverse mental health issues appears to be with international students, who are more likely than domestic students to report excellent mental health, score high on the mental health scale, and report having higher life satisfaction, higher self-esteem, and more positive body images than domestic students (de Moissac et al., 2020).

Researchers have provided recommendations to help address mental health issues at the postsecondary level (Crowe, 2020; Khouri et al., 2019; Linden & Stuart, 2020; Porter, 2018; Schonert-Reichl, 20). de Moissac et al. (2020) recommend that culturally adapted supports that consider ethnolinguistic differences, religious practice, and mental health literacy will better meet students' mental health needs on campus. Crowe (2020) presented an organizational improvement plan that attempted to address the gap between the institutional capacity for student mental health and wellness initiatives and their demand for support. The recommendations included institutions considering factors such as the institution's existing culture, ethical considerations, staff training, the physical environment such as the campus's geography, and reducing barriers to access. Linden and Stuart (2020) recommend that increased mental health promotion and mental illness prevention activities are sensitive to diverse cultures, ethnicities, religions, and sexualities. Porter (2018) reinforced the importance of creating and maintaining an inclusive postsecondary environment and recommended postsecondary institutions take the potential of academic issues and relationship conflicts seriously. Collaboration with

other services was recommended to address student distress and discomfort in accessing and utilizing available services (Robinson et al., 2016).

Recommendations provided were for inclusivity on campuses related to SEL that would implement an education and training strategy to promote faculty, staff, and student knowledge regarding the awareness and skills required to deal with student mental health issues, appropriate ways to respond, and available supports (Robinson et al., 2016). This education and training would align with the CASEL (2021a) category of SEL responsible for decision-making. To achieve this, an organizational improvement plan could be created that attempted to address the gap between the institutional capacity for student mental health and wellness initiatives and their demand for support (Crowe, 2020). This type of training should consider factors such as the institution's existing culture, ethical considerations, staff training, the physical environment such as the campus's geography, and reducing barriers to access (Crowe, 2020). There is a need for information, workshops, lectures, and conferences to expose faculty to knowledge about the student population with a learning disability. These interventions should include relevant legislation, best practices in the classroom, best practices for learning design, the characteristics of learning disabilities, and their social and emotional implications for students in a learning environment. Faculty professional development focused on these areas would benefit adults with learning disabilities, one of the fastest-growing student population groups attending postsecondary institutions (Khouri et al., 2019).

There is a need for change to better support mental health. Institutions must be open to this change and consider realistic solutions, and a forward-looking vision is

required to carry this forward (Crowe, 2020). Research has shown that there is often very little focus on SEL approaches that could address mental health issues within program curriculums for postsecondary institutions (Schonert-Reichl et al., 2017). For example, there is a lack of focus on SEL within the curriculum of teacher certification and preparation programs in colleges of education in the United States, with just 1% of programs containing at least one course that included self-awareness, 2.3% having at least one course on social awareness, and 6% had at least one class for self-management. The authors of this study recommended advancing SEL policies, further research into SEL and teacher education, and integrating SEL into the fabric of education. The instructor's role as a mental health support is not to go beyond the scope of their expertise and employment concerning supporting student mental health and well-being. Still, based on the nature of their position, they can be a frontline professional who can leverage their roles to improve psychological and learning outcomes for students (DiPlacito-DeRango, 2021)

As shown in the CASEL (2021a) research, SEL can help mitigate the adverse risks associated with various mental health concerns (Domitrovich et al., 2017; Oberle et al., 2016; Osher et al., 2016; Smith et al., 2017; Taylor et al., 2017). The studies in this section showed that mental health on college campuses is an ongoing issue that has had negative ramifications on the institutions, learners, faculty, staff, and surrounding communities of people where these problems are presenting themselves. However, these studies did not examine postsecondary faculty perceptions of SEL interventions on faculty instructional practice, and this is the gap that the study will address. Mental health

issues can also impact the social behavior that is happening on a postsecondary campus; in the next section, I discuss the need for SEL based on the existence of adverse social action that has been shown to exist at institutions.

Social Behavior in Postsecondary Educational Environments

As part of the CASEL (2021a) SEL framework's responsible decision-making component, the case for training in the aspect of respect can be shown through the findings of several research studies conducted on the prevalence of disrespectful behavior on the part of faculty members in postsecondary educational environments and showing the needs for education and intervention to reduce or eliminate this behavior in the postsecondary school system. The lens of disrespectful behavior for this literature review is behavior that could be considered bullying or harassment. CASEL defines disrespectful behavior as behavior in which the individual demonstrating the behavior knows or ought to know that the behavior is unwanted. Social behavior at postsecondary institutions was also included in the literature review as SEL has also been shown through the CASEL research to impact social behavior positively. CASEL defines disrespectful behavior as behavior that the individual demonstrating the action knows or ought to know that the behavior is unwanted. For this literature review, studies were analyzed that contained information about the prevalence of negative social behaviors at postsecondary institutions. The research reviewed indicated that negative social behaviors that are prevalent on postsecondary campuses include but are not limited to abusive behaviors such as bullying, cyberbullying, harassment, sexual harassment, assault, sexual assault, violence, sexual violence, and hostile sexism (Bondestam & Lundqvist, 2020; Harrison et

al., 2021; Lee et al., 2018; Nunes & Torga, 2020; Schentag, 2021; Sibanda, 2021; Snyder-Yuly et al., 2021).

Sexual harassment is an epidemic throughout the global higher education systems (Bondestam & Lundqvist, 2020). It has been reported by all groups, including students, doctoral students, faculty, and staff. Sexual harassment has severe consequences for victims, including physical, psychological, and professional, which can exist both in the short and long term. More than half of the students and faculty who experienced sexual harassment did not report the incidents to authorities. Bondestam and Lundqvist (2020) indicated that sexual harassment in higher education could lead to depression, anxiety, posttraumatic stress disorder, physical pain, increased substance abuse, impaired career opportunities, reduced job motivation, increased absenteeism, decreased job satisfaction, reduced self-confidence, self-image, and engagement and productivity. Bystander stress can also cause conflicts in a work team. This research relates to my study because sexual harassment is disrespectful behavior based on the definition of respect as defined by the responsible decision-making component of SEL.

Sexual harassment can be a precursor to sexual violence, such as rape (Schentag, 2021). Sexual violence prevention research has been conducted to study the effects of a sexual violence prevention program to help men realize lower-level forms of rape culture and sexual assault. This research is connected to the study in that Schentag (2021) evaluated a program aimed at reducing the negative impacts of disrespectful (and illegal in this case) behavior, which could potentially be mitigated or eliminated through SEL programming in postsecondary institutions.

Bullying involves a power imbalance between social groups, perpetrators bully for personal or social gain, and common tactics are used in bullying (Harrison et al., 2021). The authors also found that the inaction and justification of bystanders maintain bullying. The Harrison et al. (2021) study was one of the first to investigate perceptions and experiences of bullying in the United Kingdom at the postsecondary level and determined that bullying relates to systematic inequalities where marginalized groups are particularly vulnerable to victimization. Some bullying in higher education that had concentrated on faculty that bullied students found that faculty were responsible for changing the classroom environment to make it more comfortable for the students and student learning (Snyder-Yuly et al., 2021). Research has also been conducted on cyberbullying and students bullying faculty members and shows that this behavior exists in postsecondary institutional learning environments (Snyder-Yuly et al., 2021). This research relates to this study because bullying is considered disrespectful behavior as defined by the respect aspect of the responsible decision-making component of SEL (Harrison et al., 2021; Snyder-Yuly et al., 2021).

Cyberbullying is bullying behavior that occurs in an online environment (Sibanda, 2021). Sibanda (2021) conducted research specific to cyberbullying behavior at a postsecondary institution in Zimbabwe. The author concluded that cyberbullying exists and is very prevalent in Zimbabwe's higher education institutions and that the effects of this behavior are far-reaching. The author recommended that postsecondary institutions create policies and procedures for handling such action and suggested that further research be done to determine if there are specific types of institutions where this

behavior is more prevalent, such as vocational training centers, teachers, colleges, polytechnics, and universities. Cyberbullying exists and is an increasing problem at postsecondary institutions, particularly with the growing reliance on online technologies (Byrne, 2021; Meter et al., 2021; Sibanda, 2021; Yoon & Koo, 2019).

Bullying and harassment research on graduate student programs indicated that this behavior could occur because there is an environment with intense demands and pressures for both faculty and students, including productivity, competitiveness, vanity, and certainty of impunity (Nunes & Torga, 2020). The authors cite several consequences of bullying, including physical, psychological, and professional implications, for example, anger, anxiety, low self-esteem, depression, physical health such as hair loss or weight gain, marital conflicts, loss of friends, disappointment with academia, and a willingness to drop out. The researchers suggested that further studies be conducted on bullying due to its destructive nature and recommended practical actions to prevent and combat workplace bullying (Nunes & Torga, 2020).

An example of a subject-specific training program in postsecondary and related social behaviors are restaurant industry training programs. Inappropriate abusive behavior occurred within the postsecondary environment because the restaurant industry has stereotypically been an environment that is stressful and abusive (Lee et al., 2018). Individuals hired to teach students came directly from this industry. The abuse and incivility in the sector are carried forward into the educational setting. Lee et al. (2018) mentioned if these behaviors continue in the postsecondary educational environment, it will likely deter students from entering both the program and the industry. The authors

recommended that competence be measured when hiring instructors, but academic qualifications and carrying out their responsibilities in a civil, respectful, and empathetic manner (Lee et al., 2018).

The studies analyzed in this section show that negative social behavior occurring in postsecondary learning environments is a current issue (Bondestam & Lundqvist, 2020; Harrison et al., 2021; Lee et al., 2018; Nunes & Torga, 2020; Schentag, 2021; Sibanda, 2021; Snyder-Yuly et al., 2021). The negative social actions identified in this section are related to respectful behavior as an aspect of the responsible decision-making component in the CASEL (2021a) SEL framework. A gap exists in the literature for showing how SEL-based training and professional development address these issues. The study helped to address this gap by analyzing how a professional development intervention for faculty influences their instructional practice related to respectful behaviors in the postsecondary learning environment and, more specifically, their instructional practice.

Faculty Professional Development

Faculty professional development comes in a variety of formats and contexts and is conducted for various purposes. This section contains a review of research that shows examples of faculty professional development through the lens of transformative learning, which is the conceptual framework for the study. Current literature will also be analyzed regarding faculty professional development at the postsecondary education level. In this study, I examined faculty professional development initiatives through the conceptual framework of Mezirow's transformative learning theory (Mezirow, 1997).

Faculty professional development was included in the literature review as it is a component of the study. Research by King (2004) and Whitelaw et al. (2004) examined professional development from a transformative learning theory lens, the same as the study, and similar themes around the consideration of sample size, institutional roles, culture, reflection, and dialog, both internally and with other participants were crucial considerations for professional development initiatives to consider their effects and impacts on faculty perceptions and instructional practice (Cordie, 2020; King, 2004; Whitelaw et al., 2004). Additionally, current research also showed themes such as faculty's incentive or lack thereof to attend professional development, self-identities of the participants, ability to discuss and reflect, resources available, peer learning groups, institutional policies around professional development, and the role of policy and institutional culture exist, which will be discussed in detail in this section (Brown, 2016; Eddy et al., 2019; Limeri et al., 2020; Rhode et al., 2017).

Prior research showed that adult learners could undergo dramatic changes in their professional perspectives as they progress through professional development courses foundational to their current or future profession (King, 2004). Where transformative learning occurs, individuals have cited experiences including developing a more open-minded attitude toward others and themselves, creating a stronger orientation toward their lives and work, and a better understanding of the adult learners they teach (King, 2004). Several participants indicated that they felt more open-minded, looked at things from multiple perspectives, reassessed social expectations and roles, and looked beyond stereotypes (King, 2004). King recommended that further research be conducted into how

professors should build transformative learning opportunities for educators. King's recommendations also included further research to consider the role that institutions play that provide professional development to faculty and to what degree both faculty and the institutions have a place in the transformative learning process. In research where the majority of participants did not report a significant or potentially transformative change in their beliefs and instructional practice related to pedagogy and instructional technology, critical themes in the data included alignment/misalignment of expectations with the experience, change in attitudes toward technology-enhanced instruction, and pedagogical style change (Whitelaw et al., 2004). The King and Whitelaw et al. studies had small sample sizes, 58 and 16, respectively, and the research was conducted in specialized postsecondary education environments. Although this was a limitation, both authors cited that their research formed a foundation for further research around transformative learning in the context of professional development for educators at the postsecondary level.

In more contemporary research surrounding transformative learning and faculty professional development, it was found that dialogue, discussion, and collaboration were found helpful for postsecondary faculty involved in professional development (Cordie, 2020). Contact with others with varying perspectives, training, best practices, and support for dialog and critical reflection as part of the professional development were also found to be effective (Cordie, 2020). Transformative learning can be encouraged through discussion, sharing different perspectives, and reflections on implementing best practices that lead to positive results. The author recommended further research on how informal

dialog happens during faculty professional development initiatives. This research relates to my study because transformative learning is the conceptual framework being used and will build the research for faculty professional development at the postsecondary level. The Cordie (2020) study looked at the impact of professional development in SEL at the postsecondary level, including dramatic changes in professional perspectives.

Faculty professional development is essential for postsecondary education learning environments as classroom faculty are a link to improved learning outcomes for students, thus understanding their role and impact in the learning environment is critical (Brown, 2016; Eddy et al., 2019; Limeri et al., 2020; Rhode et al., 2017). Most college faculty are not trained to teach, and few have had exposure to training in teaching pedagogies or teaching practices that would enhance student learning. Findings from these studies also show several reasons faculty members in postsecondary institutions may not participate in professional development activities. The culture of academic freedom present at the college level is such that it results in faculty using their judgment on what to teach and how to teach it, which can drive their decisions on what professional development opportunities to engage in, if any at all. Professional development may not be incentivized or compensated for, so faculty may choose to engage in activities that provide more significant rewards. This lack of compensation and incentivization for partaking in professional development is typical for many postsecondary institutions. In addition to these extrinsic factors, individual and intrinsic factors are related to professional development participation.

A faculty member's degree of readiness to engage in professional development is also a factor in faculty at postsecondary institutions' participation rates (Brown, 2016; Eddy et al., 2019; Limeri et al., 2020; Rhode et al., 2017). A one-size-fits-all approach to faculty professional development may not be practical as faculty members come with different efficacy, experience, and self-awareness. To increase the interest and participation of faculty in professional development initiatives, addressing teaching mindset issues, attribution retraining, and teaching anxiety could incentivize an increase in faculty professional development involvement. Also, providing well-designed and practical professional development opportunities is secondary to motivating faculty to attend the professional development. Even a well-designed professional development session does not ensure faculty attendance and participation.

As postsecondary faculty learners build on their concept of self, their disciplinary identity, and past experiences when engaging in professional training and development, it was recommended that steps be taken to increase professional development attendance and participation (Eddy et al., 2019; Limeri et al., 2020). Integrating psychological principles and findings from research on how to increase student motivation and performance into professional development for postsecondary faculty may increase motivation, attendance, and participation. The Eddy et al. (2019) study findings indicated the need to understand further how college faculty learn and improve their teaching practice. This research helped to inform the interview questions of my study to determine faculty's perception of the training and their interest in participating in it.

The research studies in this section show efficacy in professional faculty development at the postsecondary level of education and that transformative learning can occur during this training (Brown, 2016; Cordie, 2020; Eddy et al., 2019; King, 2004; Limeri et al., 2020; Rhode et al., 2017; Whitelaw et al., 2004). Although faculty professional development and SEL have independently been shown to correlate to positive student experiences positively, faculty professional development in SEL has not been explored. My study filled that gap by using Mezirows transformative learning theory to examine the impact that professional development has had on faculty related to a specific aspect of SEL in their instructional practice.

Faculty Professional Development and SEL

Research related to faculty professional development initiatives involving SEL at the postsecondary level of education is limited. A review of the recent literature found one study that looked at the instructor perceptions of SEL professional development at the postsecondary level. However, research of SEL professional development for K-12 instructors provided insight into the benefits of SEL professional development for the student learning experience (Borner, 2019; Fowler, 2020; Hook, 2020). This K-12 research helped to inform my study by showing a foundational body of literature on SEL professional development for instructors and will help guide the development of interview questions for the study participants.

The largest gap in a current literature review was instructor professional development related to SEL initiatives at the postsecondary level, with only a single study found. Because of the lack of research for postsecondary instructors, a literature review

of K-12 educators focusing on secondary school education was conducted. Instructor professional development at the K-12 level has positive outcomes in the classroom and is viewed positively by educators going through these programs (Borner, 2019; Fowler, 2020; Hook, 2020). The single study that was found examined the perceptions of postsecondary faculty going through training related to SEL, and faculty viewed the process as a positive movement toward better educational results (Trentini, 2018). Postsecondary educators who had a positive orientation toward themselves and their students described healthy learning environments. Findings from the study support a continued need to develop policy support that helps educators to build healthy learning environments through SEL (Trentini, 2018)

Professional development in secondary level learning environments is the closest model that can be analyzed where several current research studies exist to help inform the study. Some recommendations for successful and sustained SEL professional development initiatives at the secondary education level that have been studied include:

- Having a school-wide SEL professional learning community containing peer supports be implemented for teachers at the secondary education level.
- The vision for SEL is integrated into a school-wide plan.
- Trusting teacher-student partnerships are built through individualized care and support.
- SEL is accomplished through guidance in planning, self-advocacy, and emotional regulation.

- Relationship building enabled teachers to access students' individual support needs.
- The flexibility of the SEL program enabled the teachers to meet individual support needs.
- The opportunity to address challenges in specific program components was an issue, such as finding time to meet with individual students and finding flexibility in the curriculum.
- The opportunity to address the challenge of strain on teachers through adjustments to group composition, such as navigating personality conflicts or larger student group training for the implementation of the program, take place
- The structuring of groups is flexible.
- The creation of a professional learning community (Fowler, 2020; Hook, 2020).

Understanding the aspects of successful professional development at the secondary education level specific to vision, community, relationships, flexibility, partnerships, and planning, as well as challenges, in the closest educational setting that the study can use as a basis for further study (Fowler, 2020; Hook, 2020).

Some impacts of secondary level teacher professional development related to SEL based on the Borner (2019) research are as follows:

- 73% of teachers surveyed indicated that SEL contributes to a positive learning environment.

- 73% of students exhibited positive social skills toward one another and responded positively to teacher expectations.
- 81% of respondents indicated that they felt that student achievement was influenced by the student-teacher relationships developed due to the SEL framework implementation.
- 33% of respondents believed that coping skills positively impacted a student's academic achievement through SEL lessons.
- 79% of respondents stated that they felt SEL has opened up the opportunity for classroom discussion.
- Most participants in the study believed teachers were responding to student needs differently.
- Most teachers also believed that students were thinking more before they acted, resulting in lower in-school and out-of-school suspensions.
- Most teachers took time out of their day to focus on student feelings and enable students to manage those feelings positively.

These data show the positive influence of professional development on the perception of secondary teachers experiencing SEL. Due to the lack of research on SEL professional development at the postsecondary level, this study at the secondary level provides insight into the perceptions and impact of SEL professional development that was considered in the development of interview questions for faculty members at the postsecondary level for the study.

The three studies of secondary learning environments related to SEL integration into the school curriculum found that educators found it positive when presented with professional development opportunities related to SEL and that there needed to be resources dedicated to training instructors and supporting the program or initiative (Borner, 2019; Fowler, 2020; Hook, 2020). It was also found that time and student dynamics come into play regarding an SEL initiative's success (Borner, 2019; Fowler, 2020; Hook, 2020). Providing teachers with professional development is essential for successfully implementing SEL initiatives (Zolkoski et al., 2021).

The research in this section showed that a gap exists and that the research is limited for SEL professional development opportunities for instructors at the postsecondary level. There is an opportunity for institutions to engage in SEL initiatives at the postsecondary level; however, Trentini's (2018) study found that for these initiatives to be successful, support was required, including financing, resources, people, and policy. These considerations are reinforced by the current research presented in this literature review from secondary educational institutions that provide opportunities for SEL program development in school and provide professional development opportunities to educators showing efficacy for SEL in the secondary education system, which is the closest model to postsecondary that can be analyzed (Borner, 2019; Fowler, 2020; Hook, 2020).

The research in this section informed my study as it shows SEL programs create positive outcomes from the perception of instructors who have undergone professional development in SEL and SEL programs. Yet, a gap exists in this area at the

postsecondary level. My study helped to meet that gap by examining faculty perceptions of SEL-related professional development initiatives and the impact of this professional development on their instructional practice. Although the efficacy of SEL and SEL professional development was shown in the research findings in this section, it also was necessary for the study to consider potential limitations and challenges related to SEL adoption and implementation at the postsecondary level.

Potential Challenges of SEL Implementation

Despite 25 years of research on its efficiency in education, SEL is not without its criticisms and potential implementation and application challenges. There are over 100 SEL frameworks where some of the metrics are difficult to measure, and terminology is different in different jurisdictions where SEL programs are being applied (Shriver & Weissberg, 2020). There is also a lack of SEL program research at the postsecondary level, with Stocker and Gallagher (2019) citing that they were likely the first to implement and study an SEL program at the postsecondary level. Class size, culture, resources, and financing all play a role in whether an SEL program can be successfully implemented or not (Fowler, 2020).

Blythe, as mentioned in Shriver and Weissberg (2020), showed there are some universal basic principles, including any SEL framework should highlight both interpersonal and intrapersonal skills and attitudes, be developmentally appropriate, culturally sensitive, empirically grounded, and offer evidence-based practitioner resources and support to implement and evaluate the programming. SEL could be shown to be overhyped in that it is more difficult to measure the success or direct correlation of

SEL initiatives than it is to propose SEL as a solution to various problems, from disciplinary issues to racism or low achievement (Shriver & Weissberg, 2020). Starr (2019), as cited in Shriver and Weissberg, stated that to date, much of SEL work had been done by white researchers even though much of the resulting programming has been directed at black and brown students in urban areas. There are challenges with any SEL implementation, but there are specific hurdles related to SEL program implementation at the postsecondary level.

One challenge identified by Stocker and Gallagher (2019) was the limitation in their SEL framework implementation because they were one of the first SEL programs implemented into a college program, which means there is a lack of reference points comparable research to use as a benchmark. The authors noted natural attrition of enrollment as not all students would participate in the completion of a course, also stating that the factors that may prevent a student from completing, such as financial difficulties or a significant life event, may likely be events that would be helped through the application of an SEL program. Most instructors are not clinicians. They have many demands on their time, and resources related to SEL initiatives are in decline in many postsecondary institutions (Stocker & Gallagher, 2019).

The research in this section highlights some of the challenges associated with implementing an SEL program in a postsecondary learning environment. Fowler (2020) also cited in their grades 9-12 study that class size had an impact on their SEL program, which would also be a different environment for postsecondary institutions, and it appears that class size and SEL at postsecondary educational institutions is an area that

has not been researched. This research helped to inform the interview questions for my study and consider some of the challenges associated with SEL implementation.

Respect as an Aspect of SEL

As defined by CASEL, respect is an aspect within the component of responsible decision-making, where what is measured is “the ability to make respectful choices about behavior and interactions with others based on ethical standards, safety concerns, social norms, evaluating the consequences of actions, and the wellbeing of oneself and others” (CASEL, 2021b). A gap exists in the literature on how respect, as an aspect of the responsible decision-making component of the SEL framework, is being applied at the postsecondary level. Studies were examined from the K-12 school system, where this training and application are more prevalent. These K-12 research studies allowed for developing a baseline of research that shows how the respect aspect of SEL is being included as part of the responsible decision-making component of the CASEL (2021a) SEL framework.

SEL is a broad area, and for the study, respect was chosen as the aspect of the responsible decision-making component that is defined by the CASEL (2021a) framework. What is focused on with the respect aspect of the responsible decision-making component of the framework is “the ability to make respectful choices about behavior and interactions with others based on ethical standards, safety concerns, social norms, evaluating the consequences of actions, and the well-being of oneself and others” (CASEL, 2021b). Research showed that those trained in SEL areas, such as respect, are likely to integrate SEL learning into their instructional practice (Leite, 2018; Smith et al.,

2016). Informal learning opportunities, positive interactions, self-respect, respectful facilitation, and respectful interactions as critical components around respect are essential to positive social change movements within the integration of SEL into postsecondary faculty's instructional practice (Leite, 2018; Smith et al., 2016).

Leite (2018) found that informal learning (which is not directly related to the formal curriculum delivery) surrounding student and primary school teacher interactions were essential for learner development and thus recommended that awareness be raised regarding this finding. Links between SEL components, such as respect toward others, and the determination that educators should develop informal learning practices with their students, are crucial interactions that should take place in the learning process (Leite, 2018). Even though this study involved primary school teachers, the recommendation that educators should develop SEL components, including teacher efficacy, emotional support for students, informal learning and positive interactions in their classroom, and professional development, helped to guide the development of some of my interview questions.

Smith et al. (2016) prepared a report that presented 32 standards and 58 indicators of SEL in six domains shown to be foundational in SEL practice. In all these domains, staff who demonstrated respectful behavior were most successful in implementing SEL initiatives. Respectful facilitating, respecting youth autonomy, helping others to be respectful, respectful disagreement, self-respect, respecting others, respectful communication, and making respectful choices were all cited in the report as positive behaviors that help facilitate SEL in a learning environment.

The studies in this section show that respect, as an aspect of the responsible decision-making component of the CASEL (2021) SEL framework, is beneficial to the positive forward motion of social change (Leite, 2018; Smith et al., 2016). People trained in the areas of SEL are most likely to have success in facilitating the model and teaching others (Leite, 2018; Smith et al., 2016). The study explored this component of SEL as a postsecondary faculty professional development initiative.

Summary and Conclusions

The purpose of this literature review was to provide current research as a background to the study of postsecondary faculty perceptions of SEL professional development and its influence on instructional practice. An overview of SEL was presented, followed by analyzing the implementation and application of SEL frameworks and reviewing the literature on mental health on postsecondary campuses and negative social behaviors occurring in postsecondary learning environments. A literature review related to faculty professional development and faculty professional development related to SEL was conducted, followed by examining the literature surrounding SEL implementation's potential challenges. Finally, to complete the literature review in this chapter, respect as an aspect of the responsible decision-making component of the CASEL (2021a) SEL framework was explored.

SEL has numerous studies that prove its efficacy in the K-12 learning environment (CASEL, 2021a; Durlak et al., 2011; Paolini, 2020; Taylor et al., 2017, Williamson, 2021; Zolkoski et al., 2021). Research showed that SEL positively impacts individuals, including self-awareness, self-management, responsible decision-making,

relationship skills, and social awareness. Research also showed that it is beneficial for positive mental health, as well as positive social behaviors. As adverse mental health and negative social behavior continue to exist and become more prevalent, SEL could be considered within the postsecondary learning environment to help address these issues. Faculty professional development is one vehicle by which postsecondary instructors can be trained to incorporate SEL into their instructional practice; however, limited research has been done related to SEL program implementation into postsecondary classrooms.

However, although 25 years of research exists for SEL in K-12 learning environments, there is a literature gap on how SEL influences faculty instructional practice at the postsecondary level (Pagnoccolo & Bertone, 2021; Stocker & Gallagher, 2019). My study was an opportunity to fill that knowledge gap. The study aimed to discover faculty perceptions of SEL professional development training and how it influences their instructional practice. Chapter 3 will provide an overview of the research design and rationale, the role of the researcher, methodology, instrumentation, data analysis plan, and issues of trustworthiness, and conclude with a summary of the research design.

Chapter 3: Research Method

With this qualitative study, I aimed to examine the influence of SEL professional development on the instructional practice of postsecondary faculty. To accomplish this purpose, I explored faculty perceptions of how participation in an SEL professional development initiative at a postsecondary institution in Western Canada transformed their instructional practice. The study was a basic qualitative study. A basic qualitative study is appropriate, as Patton (2015) defined this in terms of a typology of research purpose where gathering participants' perspectives and experiences provide a greater understanding of the research problem. Thus, the proposed research methodology enabled the researcher to develop a deeper understanding, which was important to the purpose of my study.

In the following sections of this chapter, I discuss the research design and rationale for the study and the researcher's role in this study. In addition, the chosen research methodology, including data collection and analysis, issues of trustworthiness, ethical procedures, and a summary of the research method section, will also be covered.

Research Design and Rationale

The following central research questions and sub-questions framed the study:

1. What are postsecondary faculty perceptions of the influence of SEL Respect-focused professional development on their instructional practice?
 - a. What are the perceptions of postsecondary faculty regarding SEL Respect-focused training?

- b. What are the perceptions of postsecondary faculty regarding the influence of the SEL Respect-focused training on their instructional practice?
- c. What are the perceptions of postsecondary faculty in relation to challenges and problems faced related to implementing the training into their instructional practice?

Phenomenon of Study

The phenomenon addressed is postsecondary faculty perceptions of SEL professional development, its influence on their instructional practice, and challenges of any resulting impacts on their instructional practice. There is a lack of emphasis placed on SEL competencies at the postsecondary education level (Biber, 2020; Millett & Kevelson, 2020; Trentini, 2018). The purpose of this qualitative study was to examine the influence of SEL learning professional development on the instructional practice of postsecondary faculty.

Research Design

For the research tradition, I chose a basic qualitative study over other qualitative research designs. I selected a basic qualitative design because I am interested in the individuals' perceptions and how they experienced the SEL training and how they did or did not incorporate it into their teaching practice and whether this was a conscious process (Patton, 2015). I deemed other qualitative methods less appropriate to address my research questions. The other qualitative traditions of narrative, ethnography, grounded theory, and case study did not fit the research.

The narrative tradition was not chosen because it looks at how a narrative relates to a culture, which was not relevant to the research question (Patton, 2015). Ethnography was not chosen as the culture of the group of people does not apply to the research question and would not have been an appropriate approach. Grounded theory is based on observation, and as the research question focuses on the participant's perception, it would not have been a relevant tradition to use. Finally, the case study approach was not chosen as it stands on its own as a story about a person or event. The study was interested in the perceptions and impact of a phenomenon. Thus, based on the study's research questions, I selected a basic qualitative methodology to examine the influence of SEL professional development on the instructional practice of postsecondary faculty.

Role of the Researcher

I conducted interviews with study participants to collect and analyze the data. In my role as researcher, I did not interview anyone that I had a direct relationship that would constitute a conflict of interest, including anyone that has a reporting relationship to me, a contractual relationship with me, or a relationship that might create a bias with the research results.

Researcher Bias

I took steps to minimize researcher bias within this study. Since 2017 I have been an instructor at the institution where the research took place and I knew some of the people I interviewed. Therefore, I did not have any direct power relationship over any faculty members that I interviewed. To limit bias, I used member checking to verify my data was valid; thus, I had participants review a summary of the interview transcripts

from the interview I conducted with them. I also did not communicate to the participants that I had taken the training or my thoughts on the training before or during the interview process. To incorporate reflexivity into the study, I also took notes while conducting the research (Creswell & Creswell, 2018). The data were collected and interpreted by only one person. Therefore, I acknowledge that I may have had biases related to my gender, culture, ethnicity, and life experiences.

Methodology

The methodology for this study was a basic qualitative study that aligned with the research problem and purpose. I looked to explain a phenomenon through the study participants' perceptions (Patton, 2015). This section includes the logic behind participant selection, sampling strategy, participant identification, contact and recruitment selection criteria, saturation, and sample size information. There are also sections that include instrumentation information, recruitment procedures, participation, data collection, data analysis plan, trustworthiness, and ethical guidelines followed in the study.

Participant Selection Logic

The study occurred at a community college in Canada, where the Respect training program has been offered to faculty, staff, and students at the institution. The study's inclusion criteria were full-time faculty members who had taken the Respect training in a previous semester. This sample of participants ensured that those who had gone through the training:

- Had done so and had at least some time to implement the training into their instructional practice.

- Were full-time faculty members, as they would have the most vested interest in the training and the integration of the training with the institution's culture and the future direction of the college.

Sampling Strategy

The sampling strategy was a purposeful sampling strategy that included group characteristics sampling through homogeneous sampling to achieve saturation or redundancy (Patton, 2015). This occurred for the study by sampling full-time faculty members at a community college in Western Canada, who had taken the Respect training in a previous semester.

Participant Identification, Contact, and Recruitment Selection Criteria

Participants were identified by requesting volunteers through a faculty listserv, which I had access to through the faculty association. The email inviting faculty to participate in the study was sent to all faculty members at the institution. Faculty members contacted me by email to express their interest in participating. I did not have at least 12 participants after 5 business days. I sent out a reminder email to all faculty members at the institution inviting faculty to participate in the study. Then, I sent the email again 5 business days later and 5 days after that, which resulted in three reminder emails in addition to the original invitation. Twelve faculty responded, meeting the goal criteria of the number of needed participants. If the signed consent form was not received back within 5 business days, a reminder email was sent to those participants.

Saturation and Sample Size

It was necessary for the study to be balanced and thorough to ensure that saturation has been reached, meaning that there are no gaps in information. Alternative points of view had to be considered in terms of individuals that might have distinct perspectives (Rubin & Rubin, 2012). The study included faculty from various disciplines, demographics, and years of instructional experience in the interviews to as to reach proper saturation.

The sample size was 12 faculty members who had completed the Respect training program. Saturation was reached when participants were no longer providing new information. Although the programs they taught differed, there were enough similarities in the training and the educational institutional environment that data saturation was reached with this sample size.

Whitelaw et al. (2004) conducted a qualitative study that considered transformative learning with faculty related to a professional development initiative and reached saturation with 16 participants. Trentini (2018) conducted a qualitative study looking at prosocial concepts in a community college learning environment with college instructors as the population and reached saturation with 12 participants. Guest et al. (2006) studied data saturation and variability over the course of thematic analysis and found saturation could be achieved with as little as six interviews. Still, the majority of qualitative studies have reached saturation by 12 interviews. For this research, interviewing 12 participants ensured data saturation and accounts for any variability in the study.

Instrumentation

For the study, semi-structured interviews were conducted to collect the data using researcher-produced questions (Creswell & Creswell, 2018; Patton, 2015). Research questions were developed with the assistance of dissertation committee members and research from Borner (2019), Couture (2021), Fowler (2020), and Hook (2020). The data source was interviews conducted with faculty members of the institution who have completed the Respect training. This approach to data collection lent to the study by understanding the influence of this SEL training on individual faculty members' perspectives on the training and their implementation of related SEL aspects or components into their instructional practice.

I conducted qualitative semi-structured interviews as defined by Rubin and Rubin (2012). An interviewing style that incorporated responsive interviewing was used. As a result, participants were more comfortable participating and answering questions, using a friendly and supportive tone when conducting the interview, and having questions that allowed for flexibility in answers (Rubin & Rubin, 2012). The interview included 18 questions and the associated prompts (see Appendix A)

Procedures for Recruitment, Participation, and Data Collection

I received permission to conduct this research from the Walden University Institutional Review Board (IRB) and the institution where I conducted the research. Once completed, I recruited research participants based on the inclusion criteria for the study through purposeful sampling. Individuals were selected as they had experienced the phenomenon being studied (Creswell & Creswell, 2018). Participants were contacted by

email through the institution's faculty association's distribution listserv. I kept a list of interested faculty and sent out a total of three reminder emails every 5 business days until the required number of participants was reached. Potential participants who expressed interest to me via email were emailed the consent form and asked to reply with "I consent" and then were contacted to schedule an interview. Follow-up emails were sent to those who do not return the consent form within 48 hours; if consent was not received, I sent out an additional reminder email. Participants who returned the consent form or replied via email to participate in the study were contacted via email to schedule their interview.

Interviews were conducted in an encrypted virtual meeting using Google Meet video conferencing software. During the online interviews, a Google Slide presentation with each question on a slide showed the participant the question to aid the participant in answering the questions. The audio was transcribed using a transcription service, and files are stored on my personal secure Google Drive account as well as a USB drive as a backup in a fireproof safe in my home.

I met with the institution's vice president academic and the vice president of human resources to discuss my research at the campus. The vice president academic was supportive of me reaching out to faculty and connected me with the institution's associate vice president of applied research. I met with the associate vice president of applied research and discussed what documentation would be required once Walden approved the study. The associate vice president of applied research confirmed that I had received IRB approval from Walden and gave approval for the study to take place with the institution's

faculty as participants. The Human Resources department provided a list of full-time faculty members at the institution. I invited faculty members that were on that list via email. Faculty who were interested in participating in the study replied in an email and self-identified that they had completed the training in a prior semester.

Data Analysis Plan

The data analysis plan followed Creswell and Creswell's (2018) recommendations: organizing and preparing the data, reviewing the data collected and then coding the data, followed by generating a description of themes. The data analysis for the study was completed by recording encrypted private interviews conducted via Google Meet. I asked participants for permission to record the interviews. If permission was granted, the audio was recorded onto a password-protected computer and transcribed using a transcription service to a Microsoft Word document. Files were securely stored on my password-protected Google Drive account and backed up on a USB file securely stored in a fireproof combination safe at my home. Transcripts were reviewed following each interview, and the coding procedure then began.

I used thematic coding as described by Braun and Clarke (2006), as this is a basic qualitative study. I coded the interview transcripts manually to reveal themes in the data (Patton, 2015). Notes and transcripts were read through, and I developed topics and code abbreviations (Patton, 2015). I created a table of first-cut coding abbreviations and topic meanings, then highlighted codes directly on the transcript. The codes were applied during subsequent readings of the transcripts and highlighted in the document.

In the coding and classification process, convergence and divergence, internal homogeneity, and external heterogeneity were considered (Patton, 2015). This was done by looking for recurring patterns in the data, creating classifications that do not overlap, and allowing for all of the data to be assigned to a category. This helped to ensure that the category system and set of category codes are complete.

Issues of Trustworthiness

It was important that the study included aspects of trustworthiness, including balance, fairness, and neutrality (Patton, 2015). Validity and reliability were also important in the research (Creswell & Creswell, 2018). Following the processes and procedures outlined in this document, based on the Research Ethics Planning Worksheet from Walden University, helped ensure that the study was valid, reliable, and trustworthy. The research methods resulted in data saturation and incorporated reflexivity into the process. I also used member checking, where participants received a written summary of the interview transcript to review for accuracy.

Credibility, transferability, dependability, and confirmability are all issues of trustworthiness that were addressed in the process of conducting this research (Lincoln & Guba, 1985). As Patton (2015) described, to enhance the credibility of a study, several different elements should be considered, including systematic, in-depth fieldwork that yields high-quality data, systematic and conscientious analysis of data with attention to issues of credibility, the credibility of the inquirer, which depends on training, experience, track record, status, and presentation of self and the reader's and user's philosophical belief in the value of the qualitative inquiry. Lincoln and Guba (1985)

indicated that transferability means that findings could apply to similar contexts and that conditions would be similar enough to make findings applicable. Similar professional development and educational environments exist to make the study transferable.

Dependability means that factors of instability are addressed and that the study was documenting naturally occurring phenomena (Lincoln & Guba, 1985). Instability was addressed through the qualitative research best practices, and the phenomena were naturally occurring through faculty members taking this professional development training. Finally, confirmability was achieved by authenticating findings, data, and interpretation, addressing sources of bias, and describing the role of the researcher, which is done in this chapter as well (Lincoln & Guba, 1985).

Ethical Procedures

I addressed ethical issues related to the study by following the ethical issues checklist described by Patton (2015) and subsequent procedures that included several areas of the proposed research. Being honest, clear, and transparent about the purpose of the study happened throughout the process, from initial communication with potential participants, during the interviews, and post-interview through the member checking process. Communicating to the interviewee what the benefits were for them, why they should participate, and making sure their time is honored in a meaningful way was addressed by following qualitative interviewing best practices outlined by Rubin and Rubin (2012). Making clear the promises of what will happen and what will not happen during the process of the study took place at the initial interviewee contact, as well as during the interview process so that participants understood what they were participating

in, that it was voluntary, and that they could choose not to participate at any time without consequence or penalty. The checklist also indicated that the researcher will do no harm and conduct a risk assessment that makes sure participants are not under undue psychological stress, do not have any legal liabilities, that the potential to be ostracized for participating does not exist and that there are no repercussions. It was communicated before, during, and after the interview process that participation was voluntary and confidential; informed consent was obtained, and the participant's data was stored securely. Data access and ownership was communicated to participants in that the data would be owned and held by me in a secure location for five years. Walden has an IRB that would have been contacted should an emergent ethical issue had arisen. The professional, ethical standards and the law in the jurisdiction of the study was followed. This information was included in the participant's consent form.

As Rubin and Rubin (2012) described, there are ethical responsibilities concerning the conversational partner during the participant interviews. Showing respect by being straightforward and honest with interviewees, for example, not making false claims or giving assurances that cannot be met, making sure to remind participants that they are part of a research study, and being attentive to what and who is being recorded if participants want certain things left out, or if other people come into the room. Staying on time and honoring the participant's time and effort were also crucial as ethical considerations for this qualitative study. I did not promise anything that I could not deliver to participants. I ensured to communicate if there would be any changes to the interview time, place, or procedure and made sure participants were aware of these things

well in advance. Also, I made sure not to pressure participants and let them know they are free to participate or not participate, answer questions, or not participate in anything they are not comfortable with. Participants were also allowed to withdraw from the study at any time. This study followed the process outline, including obtaining the informed consent of the participants (Rubin & Rubin, 2012). Participants received, and were asked to sign, an informed consent form and also had the opportunity to withdraw from the study at any time without consequence or penalty.

Summary

This chapter provided an overview of the proposed basic qualitative study that was used to answer the research questions. This included the research design and rationale, the role of the researcher, the methodology, instrumentation, data analysis plan, and issues of trustworthiness. The next chapter will focus on the setting, demographics, data collection, analysis, evidence of trustworthiness, and results of the study.

Chapter 4: Results

The purpose of this basic qualitative study was to examine the influence the SEL professional development focused on respect had on the instructional practice of postsecondary faculty. By examining instructors' perceptions of the training and its impact on instructional practice, the information from this study will serve other postsecondary institutions in successfully implementing similar SEL-focused training opportunities. To ground this study and derive meaning from the perceptions and experiences of faculty related to the instructional impact of the training, the conceptual framework for this study was Mezirow's (1997) theory of transformative learning. The participants for this study were from a community college in Western Canada who had taken an online training course focusing on respect.

This study had one research question and three sub-questions that guided the research:

RQ: What are postsecondary faculty perceptions of the influence of SEL Respect-focused professional development on their instructional practice?

SQ1: What are the perceptions of postsecondary faculty regarding SEL Respect-focused training?

SQ2: What are the perceptions of postsecondary faculty regarding the influence of the SEL Respect-focused training on their instructional practice?

SQ3: What are the perceptions of postsecondary faculty in relation to challenges and problems faced related to implementing the training into their instructional practice?

This chapter also includes the study's setting, participants' demographics, data collection process, data analysis process, evidence of the study's trustworthiness, the results of the data analysis, and a summary of the answers to the research questions.

Setting

The Walden IRB approved my study (approval number #51297991), permitting me to begin my research. The participants took the training starting in the fall of 2018 and completed it as late as the spring semester of 2021. The recruitment of volunteer participants in the study was achieved through an open invitation to individuals who met the study's inclusion criteria, which were being a full-time faculty member of the institution and someone who had completed the Respect training in a prior semester. Due to the COVID-19 pandemic, interviews were conducted virtually using Google Meet software, and the audio was recorded and transcribed. The average length of the interviews was approximately 30 minutes, and I conducted interviews from my password-protected laptop either at my private office at work or my home office space. I was not in control of where participants were physically located when the interviews were conducted, but all of the interviews ran without interruption. After the final 12th participant was interviewed, member checking was used by emailing a summary of the interview transcript to each participant to ensure the accuracy of the data. I was not aware of any personal or organizational conditions that would have influenced participants or their experience during the study that affected the interpretation of the study results.

Demographics

Full-time faculty members who participated in this study had taken the Respect training course offered by the institution in a previous semester. Participants came from each of the main subject areas taught at the institution, with two individuals from business, one from trades and manufacturing, three from communications, and six from agriculture. Eight male and four female faculty members were interviewed for the study. All participants were from an institution located in western Canada.

Data Collection

Twelve participants were recruited by invitation through a full-time faculty listserv provided by the faculty association and confirmed by human resources. Interviews were conducted as outlined in Chapter 3. Interested individuals responding to the email invitation were given a consent form, and the interview date and time were scheduled if they agreed to participate. There were no variations in data collection from the plan presented in Chapter 3, and no unusual circumstances were encountered in the data collection process.

The original invitation email was sent out on December 1, 2021, resulting in eight volunteers; interviews began on December 2, 2021. The first reminder email was sent out on December 9, 2021, resulting in three additional participants. A final reminder email was sent out on December 16, resulting in one other participant for a total of 12. Interviews were approximately 30 minutes long, with the last interview being conducted on December 22, 2021. Member checking was performed. Starting on January 24, 2022, each participant received an email with a summary of their interview, and they were

asked to confirm accuracy. The last confirmation was received on February 1, 2022. Two participants requested minor changes in wording, which I adjusted to include in their responses.

Data Analysis

The artificial intelligence speech-to-text transcription service Otter.ai (2022) transcribed the interviews. The transcripts were then reviewed manually by me to ensure the accuracy of the transcription, and I retained the data on my encrypted Google Drive account. I manually coded all interviews using the thematic coding process outlined by Braun and Clarke (2006). Braun and Clarke described the process of thematic analysis of the manual coding of qualitative data in six phases: familiarizing yourself with your data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

Phase One – Familiarizing Yourself With Your Data

To become familiar with the data, I read them several times and took field notes to actively look for meaning and patterns. The interview transcripts were individual, so I read them through individually. I also created a document that included each participant's answer sorted by question. This sorting method helped me see the data through the lens of each participant, as well as how all of the participants answered each question.

Phase Two – Generating Initial Codes

After familiarizing myself with the data by reading it through several times and making field notes on common words, phrases, concepts, and response patterns, I began to generate initial codes as per Braun and Clarke's (2006) thematic coding technique. I

generated 23 codes initially, and 22 codes were finalized (see Appendix B). I included examples of how I developed the codes, which included finding commonalities and themes in the data. For example, the code *Behavior and Standards* was used wherever a participant mentioned the Respect training as being related to a particular behavior or standard, whether in general or in the classroom. For example, P3 said of the Respect training, “I think it is necessary because it actually sets a standard or is and should be would be a better way to put it. To establish a standard of what respect in the workplace should be.” So, this quotation was coded as *Behavior and Standards*. Other examples are the statement of P1 when asked about the purpose of the training, “[the training] is meant to try to address some negative experiences,” which was coded as *Purpose*. When asked about delivery preference, P2 stated, “I would recommend [the training] be in person with a group,” which was coded as *Delivery*. P3’s statement when asked about supports, “There is no support, none,” was coded as *Support*. P6’s statement, “Training like this does help with the classroom dynamics,” was coded as *Respect in the Classroom*.

I scrutinized the codes before developing themes to ensure they were representative of the data. I adjusted the definition of the *Communication* code as it represented specific communication from the institution to participants in the study. The *Negative* code was removed as what was coded fit better into other categories. For example, if they said something negative about communication, instead of coding it *Negative*, I coded that data as *Communication*.

The *Purpose of the Training* code was revised to *Purpose Interpretation*, as that code better represents the data from the participant interviews. The code of *Which*

Department Should Deliver the Training was changed and shortened to *Training Delivery* because a number of the participants indicated a preference for which department should be responsible for the delivery of the Respect training.

Phase Three – Searching for Themes

Phase 3 in the Braun and Clarke (2006) thematic analysis process was to search for themes. This process involved looking at the coded data and seeing themes that would help answer the SQs and, finally, the RQ. An example of this process is that SQ1 asked about the participant's perceptions of the training. The two themes that inform that SQ were *Purpose of the Training* and *Respect Examples/Definition*. The *Purpose of the Training* theme was where the coded data revealed how participants perceived the purpose of the Respect training. The theme *Respect Examples/Definition* was where participants defined respect and provided examples of observed behavior that related to the concept of respect, as well as behavioral examples that the participants explicitly associated with the Respect training.

Reviewing each code and its data allowed me to begin generating themes that the codes could fit into; six themes were developed from this process and are included in the coding definitions table (see Appendix B). The six themes were: *Purpose of the Training*, *Respect Examples and Definitions*, *Results of the Training*, *Instructional Practice*, *Barriers and Challenges*, and *Delivery of the Training*. These themes answer each of the three SQs and, in turn, the RQ.

Phase Four – Reviewing Themes

To complete Phase 4 in the Braun and Clarke (2006) thematic analysis process, I created a thematic map based on the coded extracts and the entire data set. The thematic map (see Appendix C) was created with RQ1 at the top, the start of the map at the first level, and flowing down from there. RQ1 formed the foundation of the study and produced subsequent questions which form the next level of the map, which are SQ1, SQ2, and SQ3. The third level of the map contains the six themes that came out of the data set, and then from there, the individual codes stem from those themes.

Phase Five – Defining and Naming Themes

Defining and refining the themes involved coming to a definition for each of them to show how the themes answer the SQs and, ultimately, the RQ. The six themes and their definitions are:

Purpose of the Training: This theme helped answer SQ1 as participants responded to questions that revealed their perception of the training related to their own experience with the training.

Respect Examples / Definition: This theme helped answer SQ1 as participants responded to questions related to their definition of respect and observations pertaining to respectful behavior, which showed how they perceived respect as a content item of the training.

Results of the Training: This theme helped answer SQ2 as participants responded to questions that detailed what the participant perceived as outcomes related to the Respect training.

Instructional Practice: This theme helped answer SQ2 as participants responded to questions that detailed how respect related to the participant's instructional practice and how they perceived the need for this training related to a faculty member's instructional practice.

Barriers and Challenges: This theme helped answer SQ3 as participants responded to questions that highlighted any barriers or challenges to implementing the training into their instructional practice.

Delivery of the Training: This theme helped answer SQ3 as participants responded to questions related to the training delivery and what positive and negative aspects of the training they perceived had an impact on the success or effectiveness of the Respect training.

Phase Six – Producing the Report

Phase 6 represents the results section of Chapter 4.

Discrepant Case

One discrepant case that appeared in the analysis related to how the training impacted or was perceived to impact the participant's instructional practice. P11 indicated that they viewed the training as separate from their classroom instructional practice and had more to do with working with other faculty and staff at the institution. The participant cited more robust and comprehensive training they had previously taken related to their instructional practice. The participant thought they relied on that previous training compared to what the Respect training had offered, which, although they did not discount, believed was more valuable to them from an instructional practice perspective.

Evidence of Trustworthiness

The study needed to include aspects of trustworthiness, including balance, fairness, and neutrality (Patton, 2015). Validity and reliability were also crucial in the research (Creswell & Creswell, 2018). Following the processes and procedures outlined in this document, based on the Research Ethics Planning Worksheet from Walden University, helped ensure that the study was valid, reliable, and trustworthy. The research methods resulted in data saturation, and I incorporated reflexivity into the process by taking field notes to start developing themes for coding. In my field notes, I noted the average length of the interviews and consistent words or phrases that appeared to ensure accuracy and consistency when coding. I also used member checking, where participants received a written summary of the interview transcript to review for accuracy. Credibility, transferability, dependability, and confirmability are trustworthiness issues addressed in the research process (Lincoln & Guba, 1985).

Credibility

As Patton (2015) described, several elements should be considered to enhance a study's credibility. These elements included systematic, in-depth fieldwork that yields high-quality data and systematic and conscientious analysis of data with attention to credibility issues. The credibility of the inquirer should also be considered, which depends on training, experience, track record, status, and presentation of self and the reader's and user's philosophical belief in the value of the qualitative inquiry. Because I also participated in the Respect training in 2018, I made sure that I did not disclose my experience or my opinions to the interview participants. As a Ph.D. student and colleague

of the participants I was interviewing, I did not give my opinion about the training to maintain objectivity and not impart my bias into the interviews. I practiced the interview questions before interviewing any participants to get a good idea of the time it would take for each participant, so I was comfortable asking each question. As a new researcher and student, these things helped ensure the credibility of the interviews and the study.

Credibility was established by ensuring data saturation from semi-structured interviews and member checking. Twelve interviews ensured data saturation from the purposeful sampling as consistent themes, ideas, words, and phrases were being recorded by multiple participants; by the 12th interview, there were no new concepts, opinions, or terminology being mentioned in the interviews. Member checking involved sending each participant a summary of their interview. Only two participants requested minor changes to their summary, which did not change the general nature of their answers.

Transferability

Lincoln and Guba (1985) indicated transferability means that findings could apply to similar contexts and that conditions would be similar enough to make findings applicable. Similar professional development and educational environments exist to make the study transferable. Transferability was addressed as this same training is provided at several other postsecondary institutions; therefore, there may be benefits from the findings from this study as they might apply to those institutions already implementing or planning to implement the training. Benefits could include the training delivery, addressing potential challenges and barriers to training delivery, and implementing the training at the institution overall or in the classroom. Acknowledging the findings related

to the perceptions that faculty may have towards the training could assist in delivering and implementing similar SEL-themed training and professional development initiatives at postsecondary institutions. This study detailed the conditions and issues related to this SEL-based training and may make it applicable to similar environments or similar SEL-based training. Other SEL-based training would likely need to have similar considerations as the results of this study show and would be able to be transferred to a similar initiative.

Dependability

Dependability means that instability factors are addressed, and the study documented naturally occurring phenomena (Lincoln & Guba, 1985). Dependability was established for this study by documenting the interviews with verbatim transcripts and interview summaries authenticated through member checking. I kept field notes while analyzing the data and analyzed the data line by line for all 12 participant transcripts.

Confirmability

Confirmability was achieved by authenticating findings, data, and interpretation, addressing sources of bias, and describing the role of the researcher (Lincoln & Guba, 1985). Confirmability was established by incorporating reflexivity into the process by taking field notes during the interview process to ensure that I approached each interview, in the same way, to avoid any bias or prejudice. Member checking was also used where a summary of each interview was sent to participants to confirm accuracy. Two participants requested minor changes to their summary that did not change their statements' overall intent or meaning.

Results

I conducted this basic qualitative study to understand the perception of faculty towards an SEL professional development training opportunity in Respect and the impact or lack of impact that this training had on their instructional practice. The source of data included semi-structured interviews of full-time faculty members at a community college in Canada where participants in a previous semester took the Respect training. By examining instructors' perceptions of the training and its impact on instructional practice, the information from this study will serve other postsecondary institutions in the quest to successfully implement similar SEL-focused training opportunities.

The main research question formed the basis of the study and is as follows:

RQ: What are postsecondary faculty perceptions of the influence of SEL Respect-focused professional development on their instructional practice?

This question generated three sub-questions that helped create the study's interview questions. The data from the interviews resulted in the themes defined below each sub-question.

The headings organize each of the three SQs related to two themes for each SQ in this section. SQ1 asks participants questions about their perception of Respect-focused training and is answered by themes *Purpose of the Training* and *Respect Examples / Definition*. SQ2 asks participants questions about how Respect-focused training influenced their instructional practice and is covered by themes *Results of the Training* and *Instructional Practice*. SQ3 asks participants questions about their perception of the

challenges and barriers to implementing the training into their instructional practice and is answered by themes *Barriers and Challenges* and *Delivery of the Training*.

Theme 1: Purpose of the Training

Purpose of the Training: This theme helped answer SQ1 as participants responded to questions that revealed their perception of the training related to their own experience with the training. Data were collected that gave examples where participants articulated what they felt was the purpose of this training. The following codes were assigned to the data; *Behavior and Standards*, *Common Sense*, *Purpose Interpretation*, and defined these articulations of purpose.

Behavior and Standards

I used the code of *Behavior and Standards* for eight of the 12 participants who felt respect related to addressing behavior and setting standards related to respectful conduct through the training or classroom management. When asked what they perceived to be the purpose of the Respect training was, P1, P4, P5, P10, P11, and P12 used varying language to state that their perception of the purpose of the training was to set, raise, or establish norms and behaviors related to respectful conduct. Examples of this were when P1 stated, “the idea is to raise the general level of behavior and standards.” Similarly, P4 said, “the purpose is to make employees in the organization aware of bullying, abuse, harassment, and discrimination, what it is ... and how you help others.” Regarding updating behavior and standards related to respect, P5 stated, “You know [today] it can be disrespectful not to know and use the proper pronoun, for example, and I think the purpose of the Respect training is to update us on that.” This data helps answer SQ1 in

that the participant's perception regarding this training for half of the faculty interviewed is related to the theme of addressing behavior and setting standards.

When asked about examples of what the participants did to foster a culture of respect in the classroom, P3 indicated that they set those standards of behavior on the first day of class. When P3 was asked if they felt the training was necessary for faculty, they stated yes, “to establish a standard of what respect in the workplace should be.”

Regarding the training itself, P6 suggested that the training was effective as it gave examples of expected behaviors and standards of respectful behavior. P12 made a statement that included elements of setting, raising, and establishing behavior and standards, stating that the training was necessary as it showed the expected behavior of people, saying,

This [training] ...and behavior [is what] we are expecting from people. This is a behavior, especially from faculty, right? We are dealing with young adults who are still maturing and don't always have their own emotional ways of maturity or managing their behaviors.

The examples in this section show that most of the faculty perceived that one of the purposes of the training was to set, raise, establish, and update behavior and standards at the institution. *Common Sense* is the next code that helps answer SQ1 related to faculty perceptions regarding the Respect-focused training.

Common Sense

I used the *Common Sense* code for four participants who said that respect should be common sense. Using the term “common sense” would imply that respectful behavior

is a concept that should be commonly known. P1, P3, P8, and P10 used the exact term “common sense,” implying that respectful behavior should be common sense, but unfortunately, it is not. P8 and P10 used the term common sense when asked if they felt the training was necessary. P10 explained, “we [the faculty] always think it's common sense, but it's not common.” When asked about effective portions of the training, P1 mentioned, “a large portion of what was in the training was a refresher and common sense.” I included this data in my analysis as a third of the participants used the term “common sense.” These samples from the data showed that a third of the participants believe that respectful behavior should be common, but because that is not the case, the purpose of this training, from the perception of these faculty, is to refresh, inform, or articulate what constitutes respectful conduct at the institution.

Purpose Interpretation

I used the code *Purpose Interpretation* for all participants as each provided their interpretation of what they felt was the purpose of the training for the institution. Four participants saw this as “checking a box,” “optics” was also used by one participant, and “ass-covering” was another term that one participant used, indicating that the perception was that the institution was not intrinsically motivated to create outcomes from the training but that it was extrinsically motivated to appear to be doing a positive thing.

P7, P8, P9, and P10 used the term check box or checking a box when asked about the purpose of the training. When asked about challenges or problems they had seen implementing the Respect training, P7 stated, “I think that if you make [the Respect training] mandatory, and people feel like they're checking a box, I don't believe that they

will be as internally committed as they could be.” When asked if the concept of respect should be part of faculty training, P8 stated, “I’m sure there are people who probably [completed the Respect training] as just a task to check off. So [the Respect training is] almost a headache, and maybe they’re deriving very little from it, for some people.” A third of the participants expressed that they felt that optics or the simple act of offering and having faculty complete this training was the purpose of the institution offering the Respect training.

P1, P3, and P11 indicated they saw the purpose of the Respect training as a reaction to a negative event at the institution. P1, when asked what they thought was the purpose of the training, stated, “I think in each case, [the Respect training] is meant to try to address some negative experiences which have occurred.” P3, when asked what they thought was the purpose of the training, said, “I believe it was reactionary.” These examples show that these faculty perceive that one or more events occurred that prompted the college to implement this Respect training.

P2, P4, P5, P6, and P12 saw the purpose of the training as raising the level of behavior, setting expectations, updating people on a changing world and new behavioral expectations, and creating an environment of mutual respect. When asked what they felt the purpose of the training was, P12 stated, “[the purpose of the Respect training was] as a benchmark for behavioral expectation, it’s necessary because we have this benchmark, and if somebody behaves this way, we can say, well, this is the way we expect you to behave.” However, P12 also mentioned that it was “likely a bit of ass-covering as well.” P12 had a mixed view in terms of their perception of the training. In contrast, other

participants perceived the training as having either a positive intrinsic purpose or an extrinsically motivated initiative.

In conclusion, this theme relates to the research question regarding faculty perceptions of how Respect-focused training influenced their instructional practice. Eight of the 12 participants stated that part of the purpose of this training was either reactionary or a surface-level checklist task rather than a proactive step toward integrating respectful conduct into the institution. Five of the participants viewed the purpose of the training as more to re-enforce, define, set expectations, and explore new practices related to respectful behavior at the institution. The next theme I will consider is *Respect Definition* and *Observed Behavior*.

Theme 2: Respect Examples / Definition

Respect Examples / Definition: This theme helped answer SQ1 as participants responded with their definition of respect and observations pertaining to respectful behavior, which showed how they perceived respect as a content item of the training. I collected data from each participant, asking them to define respect and give examples related to that definition. This definition of respect and the examples of behavior provided by the participants were related to the codes *Respect Definition*, and *Observed Behavior*.

Respect Definition

All participants were asked for their definition of respect, so I used the code of *Respect Definition* for everyone. Each participant had a different definition of respect, but some common characteristics arose. P1 and P8 responded that their definition of respect

was treating others how you want to be treated, or the golden rule. P1 stated, “respect is essentially treating others, in the same manner you would like to be treated. The golden rule, so to speak.” P2, P5, and P9 stated that respect is defined as fair or equal treatment, adhering to collective rules of behavior accepted as respectful behavior. P2 said, “I would define respect as a mutual honesty that everybody would be treated as an equal.” P3, P6, P7, P10, P11, and P12 gave a definition that focused on being understanding and considerate of other people's opinions and viewpoints, having consideration for others, and being tolerant. P6 stated, “I would define respect as consideration and appreciation for another person ... [including] a person's time, a person's knowledge or expertise, or a person's well-being.” P11 stated,

I would define respect as people understanding that sometimes [individual] goals, beliefs, values, and objectives do align, but oftentimes they will not ... if they don't align [individuals should be] understanding and validating the values, beliefs, goals, and objectives of others, even if they don't share them.

One definition that did not have a common theme but was unique was P4, who responded that respect would be the absence of disrespectful behavior such as harassment and bullying. These common responses showed how participating faculty perceive respect as a concept, which helps answer SQ1 asking what perception is held by faculty related to how the Respect training impacted their instructional practice.

Observed Behavior

I used the code *Observed Behavior* for seven participants as they gave examples of behavior related to the Respect training before and after completing the training. The

samples from the interview data revealed the observed behaviors from students, employees, and members of the institution's leadership. Some examples were related to interacting with other employees at the institution. P2 gave an example of an interaction with a colleague where they assessed their behavior towards him “I wasn't put off by [them placing a hand on my back] ... but from seeing their reaction and the way that they rethought the process, and because of their training, and it helped me understand [how they were rethinking the action they took]”. P11 stated, “people can say things and be incredibly hurtful, and deliberately behind the scenes try to sabotage other people. Sometimes it's other faculty, sometimes other programs, sometimes it's other individuals that they like or don't like.” Based on the statements in this section, faculty participants viewed observed behaviors through the lens of respect by referencing the behavior as related to the concept or idea of what respect constitutes.

Some participants stated examples of student behaviors; when asked about any barriers or challenges to implementing the training into their instructional practice, P5 stated, “I've seen [minor] breaches of respect.” P8 gave the following example,

So [I have students] in one class who maybe are not terribly respectful of others, when others are speaking, or others are presenting. I do not believe it's malicious like they're trying to be disrespectful, I think it's partially just they get chatting, and they are not [being respectful]. I think it's an awareness [that they need to have].

Based on these examples, students have displayed disrespectful behavior in the classroom, although faculty perceived this occurrence rarely happened.

Three participants gave examples of observed behavior by leadership at the institutional level. P1 gave an example of behavior they observed in which important information was not being provided to them in a timely manner, leading the faculty member to feel disrespected. P9 mentioned, “I don't think I have heard of too many cases at our college where faculty do not respect one another, or [where faculty] don't respect the leadership group.” P3, when asked how respect could be better emphasized at the institution, responded, “does administration respect the thoughts or opinions of faculty? When there is no attempt made, then that is a lack of respect.” From these sample data, it appears that the institution leaders’ behavior impacts the faculty regarding whether they feel respected or not at work. These examples of observed behavior help answer SQ1 related to faculty perception of respect as a concept and how it might link to their instructional practice. The next theme will review the codes of *Awareness*, *Follow-up*, *Self-reflection*, *Uncertainty*, and *Usefulness*.

Theme 3: Results of the Training

Results of the Training: This theme helped answer SQ2, which asks faculty about the perceived impact the training had on their instructional practice. Participants responded to questions that detailed what the participant perceived as outcomes related to taking the Respect training. Data were collected that showed what participants felt were some of the training outcomes. These outcomes were defined by the codes of awareness, follow-up, self-reflection, uncertainty, and usefulness.

Awareness

I used the *Awareness* code for nine participants who indicated that the training helped them with awareness of the subject matter or was a refresher or reminder of the subject matter to keep them aware. The difference was between people thinking that the Respect training brought new attention to the subject matter and people who thought it reminded them or others of what they already should know. Participants who used the terms, reminder or refresher of what respect should be included P1, P3, P4, P8, and P10.

P1 stated,

It's always good to be reminded of a few things. A large portion of what was in the training was a refresher and common sense. It allowed me to reflect on one or two things I could potentially improve on.

Participants stated the training brought an awareness, was a refresher, and was a reminder to them about respectful behavior.

P2, P5, and P7 discussed the Respect training as bringing an awareness of new ideas around what respect should be. For example, P2 discussed the training as helping to uncover new areas of respect that are not being used in order to treat people so that people are treated in the same way. P5 stated that they see respect as being a fluid concept that is still under definition, giving the relatively recent example of using people's preferred pronouns as a respectful practice. Similarly, P7 discussed understanding that they have their own biases and that the training helped them to think about keeping those in check and looking at respect from new points of view and through the perspective of others. These examples showed that for most of the faculty, the

Respect training brought an awareness, a refresher, or a reminder of the concept of respect.

Follow-Up

I used the code *Follow-up* for 11 participants related to the degree of follow-up provided or needed related to the Respect training. Eleven out of the 12 participants cited no follow-up from the training. This data was interesting as it was not a question asked in the interview; they all just brought it up as something that did not happen and should have happened. The participants said that follow-up would have been favorable to either reinforce or measure outcomes. All participants said that having no follow-up to the training was negative. P12 stated, “So maybe that's a problem, we just do it, and then nothing more is done with it.” P10 said, “Again, there was no real follow-up [to the Respect training], you're done; check that box, thank you very much, I'll do it again in two years, or whatever. I can't even remember now.” These examples show that because there was no follow-up to the Respect training, this factored negatively toward the ability of the training to impact instructional practice or their perceptions towards the training itself. A lack of follow-up meant different things for different faculty. Still, none of the participants suggested that a lack of support lent to the positive implementation of the training in their instructional practice.

Self-Reflection

I used the code of *Self-reflection* for six participants as they indicated the training provided them an opportunity to reflect on their own beliefs and actions. Seven participants said that the training allowed them to reflect; some mentioned reflecting on

their behavior, actions, and opinions on what constituted respectful behavior. When asked how the training influenced what they do in the classroom, P2 stated that they reflected on their behavior in the classroom as well as were cognizant of how students are interacting and demonstrating respectful behavior. P5 and P7 also mentioned the training was effective as it caused them to reflect on areas they could improve on related to how the training influenced their actions in the classroom, and P8 mentioned upon reflection that many of the concepts were a refresher for them.

P11 self-reflected on the training when asked how they use the information from the training program stating, “[using these respect principles] doesn't mean people have to be the best friends. It doesn't mean they have to in any way, shape, or form agree, but it does mean people are allowed to have their opinions.” This statement from P11 was representative of the types of self-reflection participants engaged in when asked about the Respect training. There was clear evidence that this was an outcome related to the training results. Another example of this is when asked how they use the information from the training, P3 stated that they related it to how they behave at the workplace and home, both personally and professionally, and they saw how respectful behavior impacts everyone in the workplace.

These examples are representative of the self-reflection that took place for half of the participants. This faculty self-reflection helps to answer SQ2 in that the training results show that self-reflection took place for half of the faculty participants. Although faculty did not specifically link this to their instructional practice, it may indirectly impact their instructional practice.

Uncertainty

I used the *Uncertainty* code for 11 participants, where participants commented about being unsure about aspects of the training experience. Many of the participants were uncertain about the specific contents of the training due to how long ago some of them took it, and P8, P9, and P10 mentioned a lack of follow-up to the training. P8 suggested that having the training in person might make it more memorable as they did not remember the specifics of the training and were unsure if they still had access to the materials. P9 stated that they did not remember anything from the training to know if they were implementing it and that what they remember was wanting to get through it as quickly as possible. Also, relating to the amount of time that had passed since they took the training, P10 stated, “it's been two years, so I'm trying to remember what exactly was in there,” and P10 also indicated that they reviewed the website to jog their memory but could not say for sure if they were using the information from the Respect training, but that they might be. These statements around the uncertainty of the content of the training are a result of the training and help to answer SQ2 in terms of how the faculty members perceived the impact of the training on their instructional practice. Twenty-five percent of the participants were unsure what content was contained in the training and if they were using it in their instructional practice.

Participants who were unsure when asked whether campus culture had changed or not due to the training were P1, P4, P6, and P12. When asked if they felt campus culture had changed, P1 stated that it was a difficult question for them to assess, but if the culture had changed due to the training, it would have been “in relatively modest fashion.” P4

indicated they did not feel they had not been at the institution long enough and thought they were not “embedded enough in the network” to be sure if there was a culture change. P6 and P12 stated that if the culture has changed, they are not sure it has anything to do with the training results. This uncertainty around change related to the Respect training helps to answer SQ2 in that the results of the training are that 25% of the participants are unsure what impact the training has had on cultural change at the institution.

When asked how they used the training in their instructional practice, P1, P2, P3, P4, P5, P6, P7, and P9 mentioned they were unsure how they were using it. The majority of participants' perceptions indicated their uncertainty about the use of the Respect training for their instructional practice. These examples of uncertainty help to answer SQ2 in that the impact on the instructional practice of this training for faculty is unclear.

Usefulness

I used the code of *Usefulness*, where participants indicated their thoughts on the usefulness of this training. P1, P2, P4, P5, P6, P7, P8, P10, and P11 said that the Respect training was positive and valuable for faculty members. P4 stated, “I think any workplace involving adults would require some of this ... we are educating tomorrow's leaders in the industry.” P5 had a similar statement, “We have many students, some of us hundreds ..., and for us to be effective at our jobs, we don't want to come across as being disrespectful.” P7 indicated that the training was useful but that they felt its delivery was not particularly effective. Nine of the 12 participants perceived the training as useful. Data analysis related to whether the training was useful to help answer SQ2 as it is a

result of the Respect training and assisted in determining the impact of the training on an individual faculty member and their instructional practice.

P8, P9, and P12 indicated that the training was not useful. P12 spoke to the training as being related to an individual's emotional maturity, and if emotional maturity is missing in an individual, no amount of training will change an individual's behavior. P8 had a similar statement, "I think this has more to do with individual personalities than necessarily policy or training." P8 and P9 cited a lack of disrespectful behavior they have encountered as a faculty member and that they perceive that issue as not very prevalent in their instructional practice.

These examples relate to the theme *Results of the Training* and help answer SQ2 regarding faculty's perception of how the Respect training influenced their instructional practice. The majority of faculty perceive the training as useful. However, some statements questioned the efficacy of the training on behavior change that is so ingrained into individuals by the time they get to the postsecondary level that such a short duration of the training, online and individually, would lead to substantive change. The next theme will review the *Necessity* and *Respect in the Classroom* codes.

Theme 4: Instructional Practice

Instructional Practice: This theme helped answer SQ2 as participants responded to questions that detailed how respect related to the participant's instructional practice and how they perceived the need for this training related to a faculty member's instructional practice. Data were collected that showed to what degree the participants felt the training impacted their instructional practices, if at all. I used two codes within the *Instructional*

Practices theme, *Necessity* and *Respect in the Classroom*. By *Necessity*, I meant whether the participants saw the training as necessary for faculty or not. I used *Respect in the Classroom* to represent examples where faculty already foster a culture of respect in their instructional practice.

Necessity

I used the code *Necessity* for all participants, where they commented on whether or not the training was necessary and to what degree. P1 and P9 said that the training was not necessary. P1 did not agree that all faculty absolutely needed this training but agreed that the training would have a place and that training faculty is generally a good idea. P9 built on the training not being necessary and stated, “if we train our faculty to work together as a team, and to build a rapport, and have good communication skills ... respect will follow.” P9 did not see the need for a course on respect. P8 answered “both yes and no” to the question about the training being necessary for faculty, explaining that it is a positive initiative to be a part of, but there would be people just rushing through the training to complete it and, thus would not get a lot out of it. Two faculty did not see the training as necessary and one faculty member saw that it could be necessary or not depending on the delivery of the training. This data helps to answer SQ2 as it relates to faculty perception around how necessary they perceive training in respect to be.

Participants P2, P3, P4, P5, P6, P7, P10, P11, and P12 indicated that this training was necessary for faculty. When asked if they thought the training was necessary for faculty, P2 replied, “everybody [has a different view of respect] based on their upbringing, different things, their culture that they've grown up with, so I definitely think

everybody should have some type of training with it.” P3 built on this idea that captures the essence of faculty participant answers and stated, “I think it is necessary because it actually sets a standard ... to establish a standard of what respect in the workplace should be.” These results show that most faculty members view the training as necessary for faculty to some degree, whether setting behavior standards or exploring respectful behavior as classrooms become more diversified and global aspects of education become more important and prevalent in postsecondary education.

Respect in the Classroom

This code was used where participants indicated what action they took to foster a culture of respect in their classroom. All participants had the code of *Respect in the Classroom*, as all participants were asked how they fostered a culture of respect in the classroom. P1, P8, P9, and P12 talked about their behavior as helping to foster respect in the classroom; for example, P12 stated, “There is no shaming, there is no judgment, there is always curiosity, there is boundary setting, a lot of how I set the culture of respect is through my interactions with students.” Setting norms and expectations was a common response from P3, P4, P5, P6, and P11, with P11 stating that they set expectations throughout the semester around respecting other individuals, no crude jokes, etc. to set the norms for good behavior and a good learning environment in their classroom. P2 and P7 talked about activities that they do to foster a culture of respect. P2 had a game where people could look at how they communicated with each other. P7 talked about using situations from different parts of the world where students come from, not just from the local environment. The statements in this section show that although the participants did

not specifically relate their classroom examples to the training, it shows that all of the faculty took steps to foster a culture of respect in their classroom. The next theme will examine *Challenge*, *Communication*, and *Time Commitment* codes.

Theme 5: Barriers and Challenges

Barriers and Challenges: This theme helped answer SQ3 as participants responded to questions that highlighted any barriers or challenges to implementing the training into their instructional practice. I collected data on how faculty viewed existing obstacles and challenges to implementing the training into their instructional practice. The Challenge, Communication, and Time Commitment codes describe this theme of *Barriers and Challenges*.

Challenges

I used the code *Challenge* for nine participants, where they commented on challenges related to the Respect training delivery and implementation into their instructional practice. Participants brought up student-centered challenges. Some participants raised more significant organizational system issues, such as having the initiative written into the institutional plan. Regarding the student-instructor relationship, P2 stated a challenge implementing the content in the Respect training “in a student instructor setting oftentimes students might not be comfortable with presenting any issues that they are having.” A student-centered challenge was characterized by P4, who talked about students lacking experience in workplace settings where they might get exposed to different types of behavior or Respect training opportunities. Another student-centered challenge was detailed by P8, who spoke about the number of diverse students

and backgrounds you need to work with and get buy-in from as a challenge. P12 mentioned a lack of student maturity as a challenge to implementing the training. P6 stated,

I find I've had students who have said very insensitive things and offended other students in my classroom as a result of discussion. And sometimes I feel ill-equipped to respond to those situations and maybe training about like, how to bring up those topics and how to foster good discussion around them.

These examples show some of the challenges of the dynamics in the classroom related to the concepts contained in the Respect training.

To build on the idea of the training approach, both P8 and P12 stated that it is not realistic to suggest that there would be meaningful behavior change from such a short duration of training. P9 said, "I think the problem is, no one has retained the information for one thing. So, it's pretty hard to implement something you don't remember."

Challenges related to broader institutional systems included what P10 mentioned in that this respect, training is not included in the institution's formal strategic plan and, as such, would likely not be a priority. P11 mentioned a challenge was that some faculty would treat the Respect training as optional. P6 said that because the concepts included in the Respect training are not included in the learning outcomes of courses that it is difficult to work them into classes stating,

Maybe during curriculum meetings [we could be] having discussions about how could we maybe build some of those concepts into learning outcomes for specific

courses, so [then you have] a reason to really dedicate extended amount of time to learning about respect and training the students in that area.

These examples help to answer SQ3 as participants detailed some of the challenges and barriers they perceive to exist from individual faculty challenges, students, and institutional mechanisms that may act as barriers to successful implementation.

Communication

I used the code of *Communication* for eight participants who cited communication from the institution as a challenge to implementing the information contained in the training session. P1 mentioned a need for the institution to improve its overall communication but stated they did not feel the training itself would solve those communication issues. P2 did cite specific institutional communications issues related to the availability of student and instructor resources on campus, stating, “knowing what's available constantly, and what maybe isn't available anymore, I think communication is the key.” P4, P6, and P12 indicated communication was lacking around the overall purpose of the training, how to get it into the classroom and learning outcomes, and integrating it into the curriculum.

P7, P9, and P11 all had a similar theme in that conversation and good communication skills are the key to developing respectful practices. P7 stated,

I also think that effective communication is key to being successful in the classroom, and I feel that good instruction often stems from the ability to form trusting relationships. If somebody is not equipped with those people skills, or the

ability to modify their behavior for different populations, I think that it will negatively impact their effectiveness as an instructor.

P11 said calling out disrespectful behavior when observed would be an excellent way to communicate the re-enforcement of the ideas contained in the Respect training. As most faculty cited communication as a key idea for the success of this training, it is an area that helps answer SQ3 to identify where challenges and barriers could exist.

Time Commitment

I used the code *Time Commitment* for eight participants who commented on time related to the training and implementation. P1, P8, P9, P10, and P12 cited the time window they were given to take the training was when they were busy and had little time to complete it. P12 stated, “Fatigue, faculty fatigue, I think affects us a great deal. We all have so much on our plate.” P4 and P5 discussed the online individual delivery option taking less time than completing the training in person with a group. P6 participant spoke about the amount of time required to implement the training material from the Respect training into their instructional practice stating “it's hard to build the time for teaching materials and training materials in instructional practice, that are not explicitly included in the learning outcomes.” These examples from the majority of the participants assist in answering SQ3. Faculty time commitment is a barrier or challenge to successfully implementing the Respect training. The next theme I reviewed includes the *Delivery, Flexibility, Institutional Issue, Learning Community, Mandated, Support, and Training Delivery* codes.

Theme 6: Delivery of the Training

Delivery of the Training: This theme helped answer SQ3 as participants responded to questions related to the training delivery and what positive and negative aspects of the training they perceived had an impact on the success or effectiveness of the Respect training. Data were collected on participants' responses to questions related to the training delivery. These responses are related to delivery codes, flexibility, institutional issues, learning community, mandated, and support.

Delivery

I used the *Delivery* code for all 12 participants as they were asked about their preference for the training and what they would suggest the delivery model would be in the future. The faculty were also asked whether they would prefer this type of training delivery online, in-person, or as part of a group, or what other components to the training delivery they would suggest. All participants were clear they would like to see the training delivery as being in-person as part of a group and that this was a superior training modality due to the richness of the face-to-face experience, storytelling, and having more of a group experience. P3, P6, P7, and P12 all suggested that the training should be delivered in person as part of a group training session. P4, P5, P10, and P11 suggested a hybrid approach with an online component individually and then a group follow-up. When asked what they preferred, P1, P3, P4, P5, and P8 said they were comfortable with the individual online approach to the training due to convenience and scheduling; however, all suggested a group approach if the training is offered again. P3 suggested a third party should facilitate any group training. These examples show a preference for

group learning in this Respect training and that convenience and scheduling need to be considered.

Flexibility

I used the *Flexibility* code for P1, P4, and P5, regarding their responses to questions related to the training delivery and whether it be delivered online or in-person, synchronous or asynchronous. P1 highlighted flexibility in the date choice. P4 discussed the flexibility of a virtual online group due to varying schedules and the difficulty in getting everyone together for an in-person session. P5 cited the convenience of online being quick and easy. The flexibility of the training could be a barrier or challenge to the successful delivery of the Respect training, helping to answer SQ3, which asks what challenges and barriers are perceived to exist for faculty to implement this training in their classroom. Faculty need to get the training in both an efficient and effective manner.

Institutional Issue

I used the code of *Institutional Issue* for all participants, where they addressed whether respect is an institutional issue and to what degree. Eleven of the 12 participants mentioned the subject matter of Respect training should be approached at an institutional level. When asked if they felt campus culture had changed as a result of the training, P1 stated, "I've never felt that [respect] was a huge issue from a campus standpoint, and so I wasn't sure that having this training was really going to address an issue that needed to be addressed." P3 mentioned that they had observed behavior changes across campus after the training was implemented. When asked if the concept of respect should be part of faculty training and professional development, P2 stated,

I think especially with not just an instructor-student capacity, but as professionals together as instructors, ... I think it definitely goes beyond just what's in the classroom, but just the way that you present yourself and the way you work among your colleagues. I definitely think [Respect training] should be something that is incorporated into PD.

The training was mentioned as something good to have at the institution. The faculty highlighted that this training helps align people's expectations and lets people know the concepts contained in the training and the value of respectful behavior. P7 stated, "exposing some staff members to a more of a wider array of student populations, and learning how to engage with them respectfully, would probably be a good thing." P6 stated that they would like to see more training opportunities at the college around specific areas of respect.

A lack of modeling respectful behavior and a lack of or inconsistent communication related to the training from the institution's leadership were mentioned by P3, P9, P10, and P12. The statements and patterns in this section show that respect is an institutional issue, at least to a certain extent.

Learning Community

I used the code of *Learning Community* for 11 participants regarding aspects of the training related to groups of people learning together. When asked about their preferences for training delivery and recommendations for training delivery, P1, P7, P8, P9, P10, and P12 all mentioned that part of the training should be to get together as a group and communicate with one another to share stories and experiences. P12 stated,

“We can bring our [experiences of what] respect is in the group, right? Respect for other people's opinions, respect for what it means to be someone that is part of a community that is treating one another with dignity.” The majority of participants were clear that some type of discussion and group experience would be beneficial to the delivery of the training, helping to answer SQ3, as the majority of participants saw this as a challenge in terms of the efficacy of their experience with the Respect training delivery.

Another theme that came from P2 and P3 when asked about barriers and challenges to the training P2 stated, “I think people don't really feel part of the community, they don't feel part of the entire campus,” and P3 said that collaboration would be a preferable approach to this training but that it takes a lot of work to coordinate everyone to provide a collaborative approach. When asked about the purpose of the Respect training, P5 mentioned that a group of dedicated faculty would want to know that type of information to serve students better. P11 stated, “I think it's important that we realize that we are a part of a larger team.” Regarding students in the classroom, P1 mentioned they try to create a learning community, and P6 stated that “[this training] can do a lot to improve the atmosphere and the learning environment and the social dynamics between faculty and students or instructor and students.” These examples show that community is important when looking at the answer to SQ3 in terms of barriers and challenges that could prevent the successful implementation of this training. For example, the lack of a learning community could be a barrier to successfully implementing Respect training into a faculty member's instructional practice.

Mandated

I used the code *Mandated* for all participants, where they discussed whether the training should be mandatory and to what degree. Nine of the 12 participants had feedback about whether the Respect training should be mandatory. P5 and P11 noted that mandatory training with optional follow-up would be their suggestion and mentioned that some faculty would likely not participate unless forced to do so. P1, P6, P7, P8, P9, P10, and P12 indicated they thought the Respect training should be optional. The patterns of the responses in this section show that the majority of faculty feel that this training should be optional. The sentiment of the participating faculty to have the training be optional was summarized well by P7. This participant made the point that the training was thrust upon people in a perfunctory manner and that this had people viewing the training as a dogmatic task that one must complete. P7 continued, “extensive conversation is probably key to having successful communication and changes in mindsets.” Having in-person conversations as part of the Respect training was the consensus among those that indicated that the Respect training should be optional and that people should buy into it rather than be forced into participating.

Support

I used the *Support* code for 10 participants as they were asked to comment on the support and resources they were given before, during, and after the training. P1, P3, P6, P8, P9, P10, and P12 participants indicated no follow-up or support for the training. P5 and P11 stated that no support was needed to complete the training and that the training itself was sufficient in their minds. P4 mentioned receiving emails from the human

resources department, which was a means of support, and that there was a lack of support in terms of information from the faculty union. P6 said that support for implementing the training would have been beneficial. The responses in this section indicate that there was no support or follow-up to the Respect training that was provided.

Training Delivery

I used the code *Training Delivery* for participants who commented on which department in the institution should be delivering this training. Suggestions included through human resources or the professional development area of the faculty association. There also appears to be some uncertainty for participants around the current status of the training and where it sits within the organization. P3 stated, “[the Respect training] is not so much PD, but I do believe that our onboarding processes are somewhat weak, to begin with, but I do believe this would be a wonderful element to add.” P5 stated, “I was basically told by them at my orientation that [the Respect training] was something that I was required to do it.” This shows a difference in faculty understanding around the training status, if it is required, and who and when it is required to be done. For example, P4 stated, “I thought that [the training] was something that you have to complete. I'm not sure if I can distinguish between what the faculty require versus what's required to be an employee at the college.” Faculty perceptions from this section help to answer SQ3 in that challenges of the training delivery included making purposeful and clear decisions on which department is offering the training, the purpose and nature of the training, and whether it is an employment requirement or a more holistic approach to training and development.

Regarding who presented the training, P7 stated, “I don't think it should be online. I don't think it should be delivered through HR. I don't think it should be something that is thrust upon people.” P7 summarized their thoughts about whether the training should be optional. P7 talked about how the administration thrust the training upon people in a perfunctory manner, leaving people with a dogmatic view of completing the task, and that “extensive conversation is probably key to most successful communication and changes in mindsets.” There was a consensus among those who indicated the Respect training should be optional and that people should buy into it rather than be forced into participating.

P11 talked about why the training should be mandated through human resources stating that some people would only participate if the training was mandatory. However, P12 indicated that even though faculty are required to take that training, behavior change cannot be mandated. These examples help to answer SQ3 in that they articulate some of the challenges and barriers to successfully implementing the Respect-focused training so that it positively impacts faculty members as employees of the institution and their instructional practice.

Summary

The RQ is answered because faculty generally perceive Respect-focused training as a positive initiative, but most could not articulate precisely how it impacted their instructional practice. Most faculty cited challenges and barriers to successfully implementing this training from a communications, efficacy, and support lens. For SQ1, faculty view the purpose of the Respect training as being to refresh, inform, and articulate

what constitutes respectful behavior at the institution. Faculty also saw the purpose of this training as being reactionary to an event and as a surface-level initiative instead of a step towards a holistic integration of respect into the institution. For SQ2, most faculty see the training as useful but questioned the efficacy of the training delivery to create meaningful behavior change. Also, answering SQ2, all participants gave examples of how they try to develop a culture of respect in their classroom. However, participants were uncertain how the training related directly to their instructional practice and cited a lack of follow-up, uncertainty around content, and current status and availability of training materials as reasons for the lack of direct impact on their instructional practice. For SQ3, participants cited barriers and challenges to implementing the training in their instructional practice related to the lack of integration of these concepts into course learning outcomes. For SQ3 faculty also cited the nature of the student and faculty relationship, the fact that the Respect training is not included in the institutional plan, and a lack of follow-up, available supports, learning community, time and schedule restraints, and the delivery of the training as challenges for the successful implementation of this training initiative and integration of the concepts into their instructional practice. Chapter 5 includes a summary of the key findings and interpretation of these results related to the literature review and the conceptual framework. I will also suggest additional research and potential implications for positive social change.

Chapter 5: Discussion, Conclusions, and Recommendations

This basic qualitative study aimed to examine the influence of the SEL professional development focused on Respect on the instructional practice of postsecondary faculty. To accomplish this, I explored faculty perceptions of how participation in an SEL Respect-focused professional development at a postsecondary institution in Western Canada influenced their instructional practices. I collected data from interviews. This chapter includes significant findings of my study as it relates to the literature on SEL initiatives, faculty perceptions of these initiatives, and their impact on faculty instructional practice.

This chapter contains a discussion on the answers to the following research questions:

RQ: What are postsecondary faculty perceptions of the influence of SEL Respect-focused professional development on their instructional practice?

SQ1: What are the perceptions of postsecondary faculty regarding SEL Respect-focused training?

SQ2: What are the perceptions of postsecondary faculty regarding the influence of the SEL Respect-focused training on their instructional practice?

SQ3: What are the perceptions of postsecondary faculty in relation to challenges and problems faced in implementing the training into their instructional practice?

Six themes were developed from the data analysis that included *Purpose of the Training*, *Respect Examples / Definition*, *Results of the Training*, *Instructional Practice*, *Barriers and Challenges*, and *Delivery of the Training*. The first theme to emerge from

the data analysis was how faculty perceived the purpose of the Respect-focused training. The perception of faculty was that the training was intended to re-enforce, define, set expectations, and explore new practices related to respectful behavior at the institution. At the same time, faculty also perceived the training as either reactionary or a surface-level checklist task rather than a proactive step toward integrating respectful conduct into the institution.

Respect examples and definitions of respect were also explored in my study. It was found that each of the participants had a different definition of respect. Still, the majority of definitions focused on being understanding and considerate of other people's opinions and viewpoints, having consideration for others, and being tolerant. Observed behavior examples related to disrespectful behavior were given related to students, other staff members, and the institution's leadership group, although they did not appear to be a common occurrence. Results from the data analysis showed that awareness, follow-up, self-reflection, uncertainty, and usefulness were all codes gleaned from the data related to SQ2, where faculty perceptions of respect-focused training were discussed. Also related to perceptions of the impact on instructional practice, most faculty perceived the training as necessary, and all attempted to foster a culture of respect in their classroom to some degree.

Barriers and challenges to training delivery were found to be related to communication, time commitment, how the training was delivered, and the amount of support given by the institution. Most faculty felt that the training should be optional, delivered in-person, and have follow-up aspects to the training as a more holistic attempt to support SEL-type

training, as opposed to the training being superficial. Limitations of my study are also discussed, as well as the recommendations for further research, implications of the study, and a conclusion.

Interpretation of the Findings

For the faculty participants, the following six themes emerged from the data.

Purpose of the Training

The findings of my study indicated that most of the faculty perceived that one of the purposes of the training was to set, raise, establish, and update behavior and standards at the institution related to respect. This finding from my study agrees with the findings from the literature, as these definitions of respect represent the CASEL (2021a) definition of respect as outlined in Chapter 2. Therefore, the participants' perceptions related to the training's purpose aligned with respectful behavior and conduct as per the definition of the SEL framework used for my study, which was the SEL framework defined in Chapter 2 (CASEL, 2021a).

Related to the perception of the purpose of the training, a third of participants used the term common sense related to the behavior and conduct articulated in the training. This finding relates to the conceptual framework of my study, transformative learning theory; as stated by Mezirow (2003), people can presuppose that their existing frame of reference is the same as others when, in fact, it is likely different, and others see and experience the world differently. A third of my participants indicated that they felt the training content was common sense, presupposing that the existing frame of reference for respect and respectful behavior would be the same. However, these same participants

indicated that common sense is not that common or that it was unfortunate the training was needed as the content of the training should be common sense. This idea that individuals come with a worldview that they feel is common to most people aligns with transformative learning theory (Mezirow, 1997). A number of the study participants felt that their perception of respect and respectful behavior was also, or would be, the common perception of others.

My study results showed that participants reflected on the purpose of the training from their frame of reference and that most participants used this frame of reference to conclude that the training was either reactionary or a surface-level checklist task. Most participants did not feel that the Respect training was a proactive step toward integrating respectful conduct into the institution. This finding did not appear in the literature review for implementing SEL training at postsecondary or K-12 levels. Results of the studies from the literature review related to the implementation of SEL initiatives indicated positive responses from participants and did not identify aspects that appeared in my study, such as the training being reactionary or a checklist item, as being a barrier to implementation (Pagnoccolo & Bertone, 2021; Stocker & Gallagher, 2019).

Five of the participants viewed the purpose of the training as an initiative to reinforce, define, set expectations, and explore new practices related to respectful behavior at the institution. This perception of the purpose of the training agrees with my study's conceptual framework in that transformative learning is experienced when knowledge is created that transforms problematic beliefs formed from a learner's frame of reference to make these beliefs more inclusive, discriminating, reflective, open, and flexible to change

(Mezirow, 1997). This transformative learning experience requires that learners recognize their frame of reference and use critical and creative thinking to redefine problems from different perspectives (Mezirow, 1997).

Respect Examples/Definition

Participants cited various examples of disrespectful behavior at their institution by students, faculty, and individuals in leadership positions. However, most examples were described as not severe and rarely occurring. My study's finding of not severe and rarely occurring disrespectful behaviors differs from what was found in the literature review. The literature review indicated that negative social behaviors are prevalent on postsecondary campuses (Bondestam & Lundqvist, 2020; Harrison et al., 2021; Lee et al., 2018; Nunes & Torga, 2020; Schentag, 2021; Sibanda, 2021; Snyder-Yuly et al., 2021). These negative social behaviors included but were not limited to behaviors such as bullying, cyberbullying, harassment, sexual harassment, assault, sexual assault, violence, sexual violence, and hostile sexism. This differentiation between what was found in my study, that negative social behaviors were rarely occurring and not severe, and the literature review's opposite findings that negative social behaviors are severe and prevalent at postsecondary institutions could be because of the small population of the institution, that faculty are not aware of more severe behaviors that do exist on campus, or that potentially some of the incidents that the participants were thinking of were, in fact, more serious than they perceived.

The findings of my study showed that everyone had a slightly varying definition of respect but that each definition closely resembled the components of the Responsible

Decision-making SEL components defined in Chapter 2. Although participant definitions of respect differed slightly, the essence of the definitions aligned with the CASEL framework used for my study and indicated a common understanding of respect among participants that aligns with the framework definition from the literature review.

Results of the Training

A critical interpretation of the Respect-focused training can be analyzed through the lens of the conceptual framework for my study, Mezirow's (1997) theory of transformative learning. Transformative learning occurs when individuals critically reflect on their frame of reference when facing something that challenges their existing beliefs, leading to a perspective transformation (Mezirow, 1997). Findings from my study indicated participants engaged in some self-reflection, and many mentioned the training was a good refresher for them on the content, but transformative learning did not occur. The conceptual framework of transformative learning allows learners to be self-reflective about their perception of reality, and most participants stated that they did engage in self-reflection or viewed the training as refresher material that they already knew (Mezirow, 2003). One key piece missing from the participants' perception of the training is that because adults typically have a well-defined value system as well as life experiences, this allows learners to draw from these foundations to engage in self-reflection, and there is dialogue required for transformative learning, which did not occur as part of the training.

Participants cited that dialogue and sharing stories with others would have enhanced the training offering. My study results agreed with the literature review findings and that all of the recommendations for successful professional development

initiatives were absent from this training initiative, as outlined in Chapter 2 by Fowler (2020) and Hook (2020). Specifically mentioned by participants in my study were the absence of the training being integrated into the institutional plan, a lack of post-training support, flexibility of the program delivery, and the creation of a professional development community. The literature review also identified opportunities for instructors to implement SEL methodologies in the classroom at the postsecondary level that would benefit students in the learning environment in both traditional academic programming and trade apprenticeship training in terms of fostering an SEL development mindset among learners (Pagnoccolo & Bertone, 2021; Stocker & Gallagher, 2019).

My study found that although all participants could give examples of things they do in their classrooms to foster a culture of respect, the majority could not specifically indicate aspects they changed because of the Respect-focused training. My study results aligned with the literature review in that participants were unable to gain the maximum benefit from the training because the initiative was missing all of the pieces correlated with successful training and implementation of SEL professional development delivery as per the literature review. Both Fowler (2020) and Hook (2020) conducted studies related to successful and sustained SEL professional development initiatives at the secondary education level and found the initiatives needed to have:

- A school-wide SEL professional learning community containing peer supports that should be implemented for secondary education teachers.
- The vision for SEL is integrated into a school-wide plan.

- Trusting teacher-student partnerships that are built through individualized care and support.
- SEL is accomplished through guidance in planning, self-advocacy, and emotional regulation.
- Relationship building enabled teachers to access students' individual support needs.
- The flexibility of the SEL program needs enabled for teachers to meet individual support needs.
- The opportunity to address challenges in specific program components, such as finding time to meet with individual students and finding flexibility in the curriculum.
- The opportunity to address the challenge of strain on teachers through adjustments to group composition, such as navigating personality conflicts or larger student gr training for the implementation of the program, take place
- That structuring of groups is flexible.
- The creation of a professional learning community

None of these SEL implementation strategies were included in the SEL professional development training initiative.

Participants noted the lack of support for implementing the training into their instructional practice and a lack of follow-up on the course concepts as being opposed to the successful delivery of this training. My study also found that most faculty participants viewed the Respect-focused training as useful and positive. This finding aligns with what

was found in the single postsecondary study that examined the perceptions of postsecondary faculty going through SEL training, where participants found the SEL training useful and viewed the process as positive (Trentini, 2018). My study findings also align with the findings of the Borner (2019) study of SEL being implemented in secondary schools, where most teachers surveyed saw SEL implementation as positive for the learning environment, meeting student needs, opening up classroom discussions, and building teacher and student relationships. My study findings indicated that the majority of participant responses align with the research in that they found the Respect training initiative as positive, but the absence of the infrastructure listed above by Fowler (2020) and Hook (2020) resulted in this training having a low level of impact in terms of transformative learning and influence over their instructional practice.

Instructional Practice

My results showed that most participants felt that Respect-focused training was necessary or absolutely necessary for a faculty member to do their work at the institution. This finding supports the literature review results about the positive effects of SEL programming on emotional skills, attitudes toward self and others, positive social behavior, conduct problems, emotional distress, and academic performance (Durlak et al., 2011; Taylor et al., 2017). Participants in my study cited the training as necessary for all these reasons, including working with other faculty members, diverse student populations, new progressive conduct expectations with all members of the institution, dealing with disrespectful behavior, and behavior and classroom management.

When asked what they do to foster a culture of respect in their classroom, all participants indicated that they attempted to incorporate a respectful culture into their instructional practice. However, the majority of participants were either unsure or were clear that they did not adopt or change their instructional practice due to the Respect-focused training. This finding from my study indicates that transformative learning did not occur for these faculty as they could not articulate that they changed their behavior related to respect in the classroom due to this training. The literature review indicated that SEL professional development for K-12 instructors had benefits for the student learning experience (Borner, 2019; Fowler, 2020; Hook, 2020). According to transformative learning theory (Mezirow, 1997), if participants experienced transformative learning as a result of participating in the SEL training, their replies to the interview questions would include mentions of impactful changes to their instructional practice. Thus, my study extended current research on SEL implementation in postsecondary institutional environments.

Barriers and Challenges

The literature review found that a one-size-fits-all approach to faculty professional development may not be practical as faculty members come with different efficacy, experience, and self-awareness (Brown, 2016; Eddy et al., 2019; Limeri et al., 2020; Rhode et al., 2017). This finding agrees with my study's findings that most faculty perceived diversity in the individual backgrounds and experiences of the individuals taking part in the training as influential on their perceived definition of what respect is

and what constitutes respectful behaviors. One participant stated that they did not believe that a one-size-fits-all approach was an effective way to develop beliefs and values.

The literature review found that for transformative learning to occur in faculty professional development, participants having contact with individuals with varying perspectives, training, best practices, and support for dialog and critical reflection was effective (Cordie, 2020). This finding in the literature review aligns with the results from my study in that participants cited the lack of opportunity to discuss ideas from the training with others, additional support, and training as barriers to the successful implementation of this training and, subsequently, their instructional practice.

The majority of participants cited the mandatory aspect of the Respect training as a barrier or challenge to the efficacy of the training as many participants thought it was being thrust upon them and that this was also a barrier to full participation and adoption for many as they saw it as another task they had to accomplish during a busy time. Findings from the literature review align with this in that faculty participation in professional development can be positively impacted by addressing teaching mindset issues, attribution retraining, and teaching anxiety and providing well-designed and practical professional development opportunities (Brown, 2016; Eddy et al., 2019; Limeri et al., 2020; Rhode et al., 2017). A well-designed professional development session does not ensure faculty attendance and participation. These areas were not addressed as per the data collected from faculty participants. The institution required the training as mandatory training.

From the literature review, one challenge that Stocker and Gallagher (2019) identified in their SEL framework implementation was because they were one of the first SEL programs implemented in a college program, which means there is a lack of reference points for comparative research to use as a benchmark. My study extends knowledge of implementing SEL at the postsecondary level. Based on my study findings, most participants perceived that additional training and professional development are likely to increase in SEL areas for those involved with postsecondary education.

Delivery of the Training

My study showed that most participants saw this Respect-focused training as both positive and necessary for faculty members. These findings from my study agree with what was found in the literature review related to the single study that examined the perceptions of postsecondary faculty going through training related to SEL, where faculty viewed the experience as a positive move towards better educational results (Trentini, 2018). This finding of the implementation of information from SEL training being a positive move towards better academic results also aligns with what was found in the literature review, which was that the implementation of SEL-related education could help mitigate the adverse risks associated with various mental health concerns that are prevalent in postsecondary classrooms (Domitrovich et al., 2017; Oberle et al., 2016; Osher et al., 2016; Smith et al., 2017; Taylor et al., 2017). Some examples of prevalent mental health concerns are bullying and drug abuse (Oberle et al., 2016; Oscher et al., 2016), suicidal ideation, threatening others, and homicidal ideation (Oberle et al., 2016),

violence and disruptive behavior (Domitrovich et al., 2017), as well as emotional stress and conduct problems (Taylor et al., 2017).

From the literature where faculty participants were interviewed about their experience with SEL program delivery at the postsecondary level, several participants indicated they felt more open-minded, looked at things from multiple perspectives, reassessed social expectations and roles, and looked beyond stereotypes (King, 2004). These findings align with the conclusions of my study, as most participants cited that they experienced a similar outcome from the training.

The literature review in Chapter 2 indicated that professional development in secondary level learning environments is the closest model to postsecondary education that can be analyzed, and recommendations for successful and sustained SEL professional development initiatives at the secondary education level were included (Fowler, 2020; Hook, 2020). The findings from my study align with the literature review in that what the participants cited as missing from the training delivery was what was cited in Chapter 2 as best practices for delivering SEL training to K-12 teachers (Fowler, 2020; Hook, 2020).

Cordie's (2020) study of faculty involved in professional development showed that dialogue, discussion, and collaboration were helpful for transformative learning for faculty engaged in professional development at the postsecondary level. Contact with others with varying perspectives, training, best practices, and support for dialog and critical reflection was also effective as part of the professional development (Cordie, 2020). My study's findings aligned with Cordie's because most participants stated that

including discussion and sharing different perspectives and a reflection with others on implementing best practices were missing in the delivery of the Respect-focused training. Participants highlighted that the absence of being able to share and discuss with others negatively impacted the efficacy of the training.

Conceptual Framework

The conceptual framework for my study was Mezirow's theory of transformative learning. This framework focuses on adult learning and is used primarily with people who are educating adults, so it was an appropriate conceptual framework to use for my study (Mezirow & Taylor, 2009). Transformative learning occurs when individuals critically reflect on their frame of reference when facing something that challenges their existing beliefs, leading to a perspective transformation (Mezirow, 1997).

Several participants mentioned the training would not be enough to change a person's problematic behaviors. This finding relates to Mezirow and Taylor's (2009) theory of transformative learning in that the aspects of an individual's frame of reference can create problematic beliefs, which are beliefs that a person could hold that are inherently negative towards another person or group, such as beliefs and feelings about democracy, citizenship, justice, and love. Mezirow and Taylor discussed that to engage in the process of justifying contested beliefs related to communicative learning; an individual participates in the discourse. A number of the areas that are required for communicative learning to happen, as articulated in Chapter 2, were missing from the Respect training initiative. The main component missing from the opportunity to experience transformative learning from the perspective of the Respect training

participants is that they were unable to participate in discourse related to the subject matter as they completed the training individually and online with no opportunity to interact with others. A number of the participants cited this missing group discussion as an area that could be improved related to the training delivery. According to transformative learning theory, having discourse with others around the subject matter would create the opportunity for transformative learning and positive behavior changes (Mezirow & Taylor, 2009).

Limitations of the Study

Limitations of my study presented in Chapter 1 were the small size of the institution, the faculty being reluctant to participate, and the self-reported data. The process for recruitment of participants, including the consent form and reminder emails, allowed me to recruit the minimum of 12 participants I needed for my study. Member checking was used to confirm participant interview data; however, the fact that it is self-reported is still a limitation. The time since the training was taken appeared to be a limiting factor because, as there was no follow-up, participants were unsure of what specific aspects of the training they were using, if any.

Recommendations

I have three recommendations for further research. My first recommendation would be that research is extended to include student perceptions on SEL Respect-focused training that could also help analyze the efficacy of this particular training specifically and SEL training in general on the postsecondary student populations. The second recommendation would be to extend the study to postsecondary institutional

administrators and human resources departments to see their perception of the training and their experiences with the efficacy of the training to the student classroom experience. Both of these recommendations relate to what was suggested in current research from Pagnoccolo and Bertone (2021), who studied SEL in the apprenticeship experience, and that SEL areas of training are important to student success but that further research should be conducted to explore this phenomenon. These recommendations relate to my study findings in that colleges often focus on job training and apprenticeships. Another student and administration perspective study would help bridge this knowledge gap and implement successful SEL training initiatives in postsecondary learning environments.

A third recommendation would be to have a follow-up evaluation for the SEL training, as most participants in my study suggested a follow-up on the training. Schonert-Reichl et al. (2017) recommended that best practices for implementing SEL education in postsecondary institutions be studied and listed Canada as one of the countries that should be conducting this research. My study found that follow-up training may be effective. I would recommend a formative evaluation to learn if the training met the intended outcomes in terms of content and a summative evaluation to investigate the training's effectiveness. This study could be conducted as a mixed methods study to capture qualitative and quantitative aspects of the training's effectiveness.

Studying the efficacy of training follow-up would also help to strengthen the case for follow-up training sessions and discussions on SEL-related training initiatives. Additional expertise in implementing SEL initiatives would help overcome challenges

and barriers associated with training delivery, as participants mentioned that there should be more of this type of SEL training. I would also suggest that other areas of SEL could be studied to see if transformative learning theory has the same type of applicability that it did in my study related to Respect-focused training. The training would be categorized in the Responsible Decision-Making area of SEL; other components of that framework could be studied to see if there are more commonalities to SEL's success in K-12 education and what would be required to get those benefits in the postsecondary education system.

Implications

My study may contribute to positive social change for postsecondary institutions by helping to engage faculty in training and professional development of SEL initiatives that could effectively impact a faculty member and their integration of SEL concepts into their classroom and instructional practice. As stated by Stocker and Gallagher (2019), instructors are not clinicians, but faculty can help provide students with SEL activities that can lead to productive academic responses to setbacks, increase wellbeing, and increase success in college. My study helps to bridge the gap in the research that exists for faculty perceptions of how SEL-related training is integrated into the classroom and a faculty member's instructional practice, which could have positive social change implications by providing information that could assist in reducing negative social behaviors in post-secondary institutions. Results of my study could be used to assist in redesigning SEL professional development for faculty at the postsecondary level that includes the components of transformative learning, as well as elements of successful

SEL professional development delivery for secondary teachers, in an effort to influence the instructional practice of faculty.

Negative behaviors exist in the postsecondary education system, and SEL-related training and implementation in the classroom can help, as shown by the data in my study and that which was analyzed in the literature in chapter 2 (Pagnoccolo & Bertone, 2021; Stocker & Gallagher, 2019). Implementing SEL training for faculty utilizing the transformative learning framework would likely have positive outcomes. It would potentially help to assist postsecondary institutions and individuals involved in providing faculty with SEL-related training. This implication is supported by the research conducted by King (2004) that faculty understanding of ethical responsibilities and their understanding of their educational philosophy through SEL training helped them to plan learning experiences carefully.

However, implementing SEL initiatives would likely be effective if aligned with the transformative learning framework, allowing all of the framework's components to lend to positive behavior change. Whitelaw et al. (2004) studied this phenomenon. They indicated that the elements of the transformative learning theory are needed to facilitate behavior change, which was found in my study. This action could potentially be a net positive for postsecondary education as it would lessen the negative behavior that is occurring at institutions.

Conclusion

The results of my study suggest that Respect-focused training is viewed as an overall positive direction for faculty training and professional development and an

institutional initiative by faculty. The results also indicated that the training delivery in my study was insufficient to create an environment where transformative learning could take place and had a marginal impact on faculty instructional practice. Various studies showed SEL's efficacy in the K-12 learning environment (CASEL, 2021a; Durlak et al., 2011; Paolini, 2020; Taylor et al., 2017, Williamson, 2021; Zolkoski et al., 2021). Research showed that SEL positively impacts individuals, including self-awareness, self-management, responsible decision-making, relationship skills, and social awareness (CASEL, 2021a; Durlak et al., 2011; Pagnoccolo & Bertone, 2021; Paolini, 2020; Stocker & Gallagher, 2019; Taylor et al., 2017, Williamson, 2021; Zolkoski et al., 2021). This research also showed that it is beneficial for positive mental health, as well as positive social behaviors. As adverse mental health and negative social behavior continue to exist and become more prevalent, SEL could be considered within the postsecondary learning environment to help address these issues (Crowe, 2020; de Moissac et al., 2020; Khouri et al., 2019; Linden & Stuart, 2020; Porter, 2018; Robinson et al., 2016). Faculty professional development is one way postsecondary instructors could be trained to incorporate SEL into their instructional practice; however, limited research has been done on SEL program implementation in postsecondary classrooms.

Although 25 years of research exist for SEL in K-12 learning environments, there is a literature gap on how SEL influences faculty instructional practice at the postsecondary level (Pagnoccolo & Bertone, 2021; Stocker & Gallagher, 2019). My study was an opportunity to assist in addressing that knowledge gap. My study aimed to

discover faculty perceptions of SEL professional development training and how it influenced their instructional practice.

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Appendix A: Interview Questions

Introduction

Thank you for agreeing to participate in this study, replying by email to the consent form, and taking the time to meet with me today. A reminder that the purpose of this study is to seek to understand the perception of faculty towards an SEL professional development training opportunity in Respect and the impact or lack of impact that this training had on their instructional practice. The interview is expected to last one hour or less, the interview is being recorded, and the audio will be transcribed to assist with data analysis. You are free to decline to answer any questions, and you may end the interview at any time. Do you have any questions before we begin?

Section 1 – Perceptions of the Respect training

- 1 - How would you define respect?
- 2 - Do you feel that this training is necessary for faculty, why or why not?
- 3 - Do you feel that this concept of respect should be part of faculty training and professional development, why or why not?
- 4 - What do you see as the purpose of the Respect training?
- 5 - What supports do you feel you received to participate and implement this training?
- 6 - What was effective about this training and why?
- 7 - Would you prefer to do this type of training online individually, or in-person as part of a group, or online with a group, and why?
- 8 - In future offerings for this training would you recommend that it be offered in-person, online, or part of a group, why or why not?

Section 2 – Impact on instructional practice

9 - How do you use the information from the training in your instructional practice?

10 - How has the Respect training influenced what you do in the classroom?

11 - Describe how you used the information from the Respect training program.

12 - What activities or actions do you take in your classroom to foster a culture of respect?

13 - How could respect be emphasized more at the institution?

14 - Do you think campus culture has changed as a result of this training, please explain why or why not?

Section 3 – Challenges with the implementation of the training

15 - What challenges and problems have you seen in implementing the information from the Respect training program?

16 - What challenges have you had implementing the Respect training into your instructional practice?

17 - What barriers would you say exist for you implementing aspects of the Respect training into your instructional practice?

18 - What would help you in addressing those barriers and challenges?

Section 4 – Closing

19 - Are there any questions you would like to return to?

20 - Are there any questions where you would like to add or change your answers?

Thank you again for your participation in this study, have a great rest of your day.

Interview Question	What are the perceptions of postsecondary faculty regarding SEL Respect-focused training?	What are the perceptions of postsecondary faculty regarding the influence of the SEL Respect-focused training on their instructional practice?	What are the perceptions of postsecondary faculty in relation to challenges and problems faced related to implementing the training into their instructional practice?
1 - How would you define respect?	X	X	
2 - Do you feel that this training is necessary for faculty, why or why not?	X	X	
3 - Do you feel that this concept of respect should be part of faculty training and professional development, why or why not?	X		
4 - What do you see as the purpose of the Respect training?	X		
5 - What supports do you feel you received to participate and implement this training?	X		
6 - What was effective about this training and why?	X		

Interview Question	What are the perceptions of postsecondary faculty regarding SEL Respect-focused training?	What are the perceptions of postsecondary faculty regarding the influence of the SEL Respect-focused training on their instructional practice?	What are the perceptions of postsecondary faculty in relation to challenges and problems faced related to implementing the training into their instructional practice?
7 - Would you prefer to do this type of training online individually, or in-person as part of a group, or online with a group, and why?	X		
8 – In future offerings for this training would you recommend that it be offered in-person, online, or part of a group, why or why not?	X		
9 - How do you use the information from the training in your instructional practice?		X	
10 - How has the Respect training influenced what you do in the classroom?	X	X	

Interview Question	What are the perceptions of postsecondary faculty regarding SEL Respect-focused training?	What are the perceptions of postsecondary faculty regarding the influence of the SEL Respect-focused training on their instructional practice?	What are the perceptions of postsecondary faculty in relation to challenges and problems faced related to implementing the training into their instructional practice?
11 - Describe how you used the information from the Respect training program.		X	
12 - What activities or actions do you take in your classroom to foster a culture of respect?		X	
13 - How could respect be emphasized more at the institution?	X		X
14 - Do you think campus culture has changed as a result of this training, please explain why or why not?	X		X
15 - What challenges and problems have you seen in implementing the information from the Respect training program?		X	X

Interview Question	What are the perceptions of postsecondary faculty regarding SEL Respect-focused training?	What are the perceptions of postsecondary faculty regarding the influence of the SEL Respect-focused training on their instructional practice?	What are the perceptions of postsecondary faculty in relation to challenges and problems faced related to implementing the training into their instructional practice?
16 - What challenges have you had implementing the Respect training into your instructional practice?		X	X
17 - What barriers would you say exist for you implementing aspects of the Respect training into your instructional practice?		X	X
18 - What would help you in addressing those barriers and challenges?			X
19 - Are there any questions you would like to return to?	X	X	X
20 - Are there any questions where you would like to add or change your answers?	X	X	X

Appendix B: Coding Definitions

Coding Definitions

Code	Definitions	Patterns	Themes
Awareness	Participants indicated the training helped them with awareness of the subject matter or a refresher or reminder of the subject matter to keep them aware.	9 of 12 participants had this code. The difference was that some people thought it brought new awareness, and others thought it reminded people of what they already should know.	Results of the Training
Behavior and Standards	Participants indicated that the Respect training addressed behavior and set standards.	8 of 12 participants had this code There is a difference between people who think that behavior is common sense and those who see the training as highlighting evolving standards (for example, pronoun usage).	Purpose of the Training

Challenge	Participants indicated challenges related to the Respect training delivery and implementation into instructional practice.	9 of 12 had this code Student-centered challenges and more significant systems issues such as having it written into the institutional plan.	Barriers and Challenges
Common sense	Participants indicated that this training was either something people had or didn't and that it was "common sense."	4 of 12 used the phrase common sense. One more had something resembling that wording, so 5 of 12 think the behavior illustrated in the training should be something that people innately know.	Purpose of the Training
Communication	Participants cited communication from the institution being a challenge to implementing the information contained in the training session	The theme of communication from the institution contributing to challenges of implementation of the training came from 7 of the 12 participants. Important communication not coming in a timely manner, inconsistent	Barriers and Challenges

		communication related to resources available or not available, current information on the status of the training and what it means, that respect is developed through good communication, and it should be talked about how to integrate it into course outcomes.	
Delivery	Whether the training should be online, in-person, part of a group, or have additional components.	Six participants said they would like to see in person as part of a group. 5 suggested a hybrid system with an online component individually, and then a group follow up. One preferred individual online but was intrigued by the in-person group option.	Delivery of Training
Flexibility	The flexibility of the training options online individually versus in-person	3 of 12 had the code. One highlighted flexibility in the date choice, one flexibility of	Delivery of Training

		online group due to schedules, 1 cited the convenience of online being quick and easy	
Follow-up	The degree of follow-up that was provided or needed.	11 of 12 cited that there was no follow-up from the training. This finding was interesting as it was not a question asked in the interview. The participants all just brought it up as something that didn't happen and should have happened either to reinforce or measure outcomes. All said no follow-up as a negative.	Results of the Training
Institutional issue	Participants addressed whether respect is an institutional issue and to what degree	11 of the 12 participants mentioned the subject matter should be approached at an institutional level, with one saying it's a personal individual	Delivery of the Training

		development thing.	
Learning Community	Aspects of the training that related to groups of people learning together	11 of the 12 participants said that the training should be a learning community and that we are part of a larger team and community.	Delivery of Training
Mandated	Whether the training should be mandatory for faculty or optional	9 of 12 had something to say as to whether training should be mandatory. 2 said mandatory training with optional follow-up the remaining 7 said it should be optional	Delivery of the Training
Necessity	Where participants indicated whether components of the training were necessary or not necessary	2 of 12 said not necessary. One said yes, and no. 9 indicated this training was necessary or absolutely necessary.	Instructional Practice
Observed behavior	Participants gave examples of behavior that related to the Respect training both before and after they took the training.	Seven participants indicated observed behavior related to respectful conduct that suggests a need for this training.	Respect Examples/ Definition

Purpose Interpretation	Participants articulated what they felt the purpose was or the reason for the institution providing the training	6 of 12 participants saw this as “checking a box,” optics was also used, and “ass-covering” was also used.	Purpose of the Training
		Three said it was a reaction to negative events at the institution	
		Three said it was to bring awareness and set expectations.	
Respect in the classroom	Participants gave examples of how they facilitated respect in the classroom	Every participant gave examples of what they do to foster a culture of respect in the classroom.	Instructional Practice
Respect Definition	Each participant was asked to give their definition of respect	Every participant defined respect. 2 approximated the golden rule, and one said the absence of disrespectful behavior. Six said understanding the differences of others, and 3 said the equal treatment of	Respect Examples/ Definition

		others is honest and fair.	
Self-reflection	Participants indicated the training provided them an opportunity to reflect on their own beliefs and actions	7 Participants said that the training provided them with the opportunity to reflect. Some mentioned their actions, some their opinions on what constituted respectful behavior.	Results of the Training
Support	Participants commented on the support and resources they were given prior, during, and after the training.	Seven participants indicated no follow-up or support for the training. 2 indicated no support was needed for them, two did not directly answer, and 1 mentioned emails from HR and a lack of information from the faculty union.	Delivery of the Training
Time commitment	Time-related to the training and implementation of the training.	8 of 12 make comments related to the time commitment of the training. Five cited it was given when they were busy and had little	Barriers and Challenges

		time to do it. Two talked about online taking less time. One discussed time to implement it when it is not included in teaching outcomes.	
Training Delivery –	Should this be delivered through HR or the Professional Development area of the faculty association	Some wanted PD, some HR. Some were not sure (get the exact numbers)	Delivery of the Training
Uncertainty	Participants are unsure about aspects of the training experience such as supports, necessity, mandatory, etc.	11 of 12 had certain questions they were uncertain about. Specific examples from the training content due to how long ago they took it, how info from the training was used, and its impact on campus culture	Results of the Training
Usefulness	Where participants indicate that there is some use for the training	8 of 12 said useful, four said not useful, looking into the difference between the usefulness of the idea, and the effectiveness of the training	Results of the Training

Appendix C: Thematic Map

