

Spirituality and Higher Education: Sustaining Authenticity, Wholeness and Self-Renewal

**Discussion held at the 2008 National Conference on Students
in Transition**

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This discussion session is based on a workshop held at the AAHE 1998 National Conference on Higher Education and is an outgrowth of a project funded by the John E. Fetzer Institute on Sustaining Authenticity, Wholeness, and Self-Renewal in Higher Education. Since that AAHE workshop was held in 1998, the National Resource Center for The First-Year Experience and Students in Transition has held a similar session at each conference it has sponsored. The guiding questions for dialogue on this critical topic are borrowed heavily from the AAHE workshop and the project by the Fetzer Institute.

Two major sets of questions will guide our discussions:

First, to what extent are faculty and staff aware of the congruities and incongruities in their work lives? Are they aware of the beliefs and values that structure their relationships with colleagues? What is the personal meaning of their scholarly work or of its impact on the world? How do they view the efficacy of their teaching and mentoring? Can faculty and staff identify specific incidents in which the institution required or expected them to act in a way that was not consistent with their most deeply felt values and beliefs?

Second, what are some of the institutional sources that fuel incongruence or encourage inauthenticity? To what extent do faculty and staff resonate with explicit policies and implicit values of their department? What departmental or institutional expectations do faculty perceive as unfair, counterproductive, or educationally unsound? What kinds of collegial behavior or administrative policies and actions are likely to generate values conflicts or inauthentic behavior?

Small Group Discussion Topics

1. In your institutional life and work, can you think of specific times or situations in which you have experienced a clash between your personal values and institutional values and practices? Give specific examples of times or occasions in which you felt compelled to compromise your values and beliefs.
2. What kind of collegial behavior or administrative policies generate value conflicts for you or create inauthentic behavior?
3. In what ways are the beliefs and values of your department or institution congruent or incongruent with your own?
4. Are there times when your interactions with students have offered opportunities to discuss issues of spirituality, authenticity, and wholeness? How have you reacted to the opportunity?

5. Does your institution provide safe structures or opportunities for the sharing of values? Would the process used for this session facilitate such sharing on your home campus?

Resources

Spirituality in Higher Education Electronic Newsletter,
contact spiritualitynewsletter@gseis.ucla.edu

Alexander W. Astin and Helen S. Astin with the assistance of Anthony L. Antonio, John Astin, and Christine M. Cress (1999) *Meaning and Spirituality in the Lives of College Faculty: A Study of Values, Authenticity, and Stress*. Los Angeles: Higher Education Research Institute.