



DOES SPIRITUALITY EXIST IN ACADEMIC ADVISING? LET'S CHAT ABOUT IT

Academic Advising Coffee Talks

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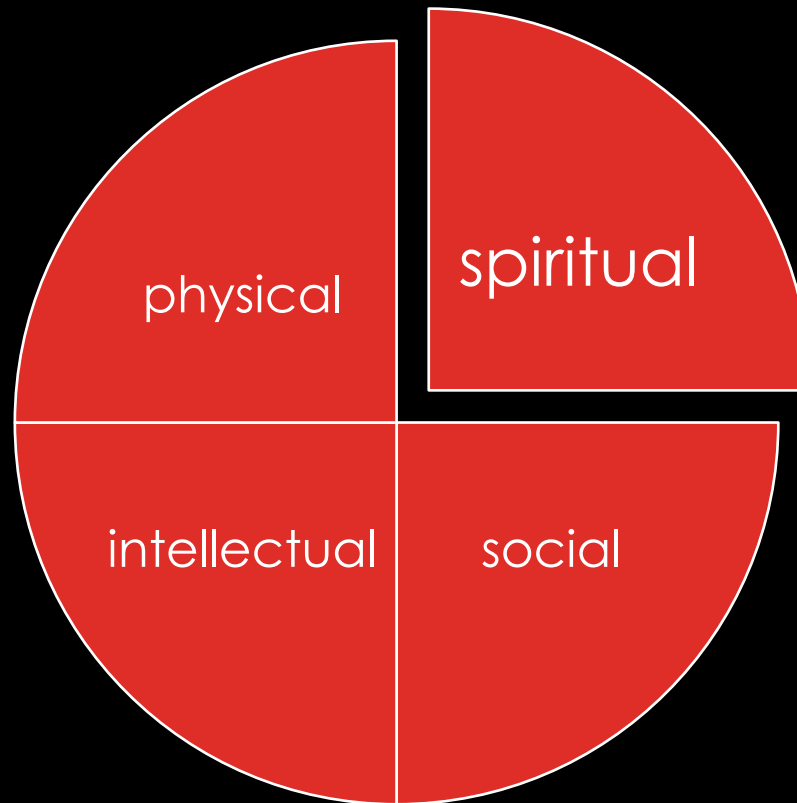
PROGRAM GOALS

- Discuss holistic student development with a spotlight on the spiritual development of students
- Explore connections between spirituality and advising
- Situate NACADA & CAS statement of spirituality into advising practices at UC Davis
- Discuss best practices in light of the conversation
- Learn from a student experience

WHY SPIRITUALITY?

- Educational journey is about more than our mental and intellectual capabilities
- Desire and soul's commitment to dare greatly .
- Source for transformation and healing.
- Education is spiritual journey in which takes faith, hope, courage, vulnerability.
- Delivery on a promise to myself and our students.

HOLISTIC DEVELOPMENT



WHAT IS SPIRITUALITY?

A longing for ways of speaking on the human experience of depth, meaning, mystery, moral purpose, transcendence, wholeness, intuition, vulnerability, tenderness, courage, the capacity to love, and the apprehension of spirit as the animating essence at the core of life” (Parks 2000, p. 16)—works in tandem with the spiritual quest to answer life’s big questions.

According to Parks (2000), the “big questions” are:

1. Who am I?
2. What are my most deeply felt values?
3. What is my mission or purpose in life?
4. What sort of world do I want to create?
5. How will my life make a difference in the world? (Parks, p. 137)

MOVEMENT OF SPIRITUALITY IN HIGHER EDUCATION

Research Study

- Higher Education Research Institute (HERI) at UCLA lead by Astin and Astin Study (2004)
- 112000 freshmen, 236 colleges/universities
- 160 questions as part of a Freshman Survey

Findings

- Student want and expect their college experience to help on their spiritual journey.
- 48% stated it was essential or very important that colleges encourage their personal expression of spirituality.
- The results were overwhelmingly in favor of spirituality as a core component in higher education

NACADA: STATEMENT OF CORE VALUES OF ACADEMIC ADVISING

6. Advisors are responsible for their professional practices and for themselves personally. **Advisors participate in professional development opportunities, establish appropriate relationships and boundaries with advisees, and create environments that promote physical, emotional, and spiritual health.** Advisors maintain a healthy balance in their lives and articulate personal and professional needs when appropriate. They consider continued professional growth and development to be the responsibility of both themselves and their institutions.

Statement of Core Values of Academic Advising

COUNCIL FOR THE ADVANCEMENT OF STANDARDS IN HIGHER EDUCATION (CAS)

Learning Assistance Programs: CAS Standards and Guidelines

Domain: intrapersonal development

- Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and **spiritual awareness**

ACADEMIC ADVISING PROGRAM CAS STANDARDS AND GUIDELINES

- Spiritual awareness Identifies campus and community spiritual and religious resources, including course offerings; Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors

SPEARMAN DISSERTATION (2009): SPIRITUALITY IN ACADEMIC ADVISING

Research Questions

- 1.) What are the students' perceptions of spirituality in academic advising compared to the academic advisors?
- 2.) How do academic advisors incorporate spirituality in their academic advising?
- 3.) What is the perceived impact of spirituality for academic advisors?

Study

- 469 respondents out of 4,787 senior students
- Student survey 10 items and 2 open ended questions
- 42 out of 59 advisors
- 24 of the 42 indicated they incorporated spirituality into or discussed the impact of spirituality in advising.
- 18 of the 24 were interviewed

SPEARMAN'S DISSERTATION CONTINUED

5 Impacts for Advisors

- Personal/Job Satisfaction
- Sense of spiritual awareness
- Authentic/trustworthy relationship
- Personal growth
- Sense of confidence

6 Themes

- Building Relationships
- Provide encouragement and support to achieve life's purpose
- Guided discovery
- Respect students' individuality
- Safe and open environment
- Holistic development

YOU IN SPIRITU (YOU)ALITY

- Students need..., authentic professional human beings who are worthy of emulation. They need models who exhibit professional behavior, a sense of commitment and purposefulness, and a sense of autonomy and integrity in a world that generates enormous stress. Students cannot be told how to do this; authenticity cannot be transmitted through lectures” (Rogers, 1981, p. 70).



STUDENT EXPERIENCE

Meet Steve....



IT'S ALL SPIRITUAL

- Hope
- Dreams
- Challenges
- Disappointments
- Fears
- Vulnerability
- Success
- Unknown



VIDEO

- [Michael Jr: Know Your Why](#)
- <https://www.youtube.com/watch?v=DZb6ynggru5A>

BEST PRACTICES

- Understand your own spiritual values
- Determine how you want to live your values at UC Davis
- Encourage conversations about religion or spirituality
- Know your why
- Identify systems and practices that conflict with your values
- Share your stories
- Connect with others about your spiritual practice

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THANK YOU