Higher Education and Workplace Spirituality

A QUALITATIVE ANALYSIS OF FACULTY RESISTANCE AND SUPPORT

Presented by

Linda C. Jones, University of Arkansas

Judi Neal, Edgewalkers

Rhonda Bell Ellis, American Public University

Molly Longstreth

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UNIVERSITY OF ARKANSAS
J. WILLIAM FULBRIGHT
COLLEGE OF ARTS & SCIENCES

American Public University
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Serving Those Who Walk Between The Worlds.

Focus of Today's Research

- From a larger study comparing faith-based and secular organizations on:

  - Spirituality in the workplace
  - Organizational commitment
  - Organizational culture
  - Job satisfaction
  - Optimism

Four Qualitative Questions

- What gives you the most meaning and purpose in your work?
- When you think of those who are most committed to your university, what are three or more characteristics that they demonstrate?
- How comfortable do you feel talking about your faith or spirituality while at work at your university? Why? (Lourdes)
- **What do you think or how do you feel when others talk about or act upon their faith or spirituality at your university? Please briefly describe the situations that evoke these thoughts and/or feelings.**

How comfortable do you feel talking about your faith or spirituality while at work at your university? Why?

A REVIEW FROM LOURDES 2013

LINDA JONES
JUDI NEAL
RHONDA BELL ELLIS

Methodology

- 900 responses
- Linda and Judi coded first 200
- All other data coded by at least 2 people
- Nvivo Analysis
- 118 nodes
- Nodes of High Interest
  - Religion, faith, spirituality as appropriate or inappropriate
  - Act rather than speak
  - Work and job implications

How comfortable do you feel talking about your faith or spirituality while at work at your university? Why?

- Faith, spirituality, religion
  - Inappropriate (PI)*
  - A personal discussion not for work – (PI)
- Act Rather than Speak – (PI)
- Work and Job Implications*
  - Positive and Negative Impact

What do you think or how do you feel when others talk about or act upon their faith or spirituality at your university Please briefly describe the situations that evoke these thoughts and/or feelings.
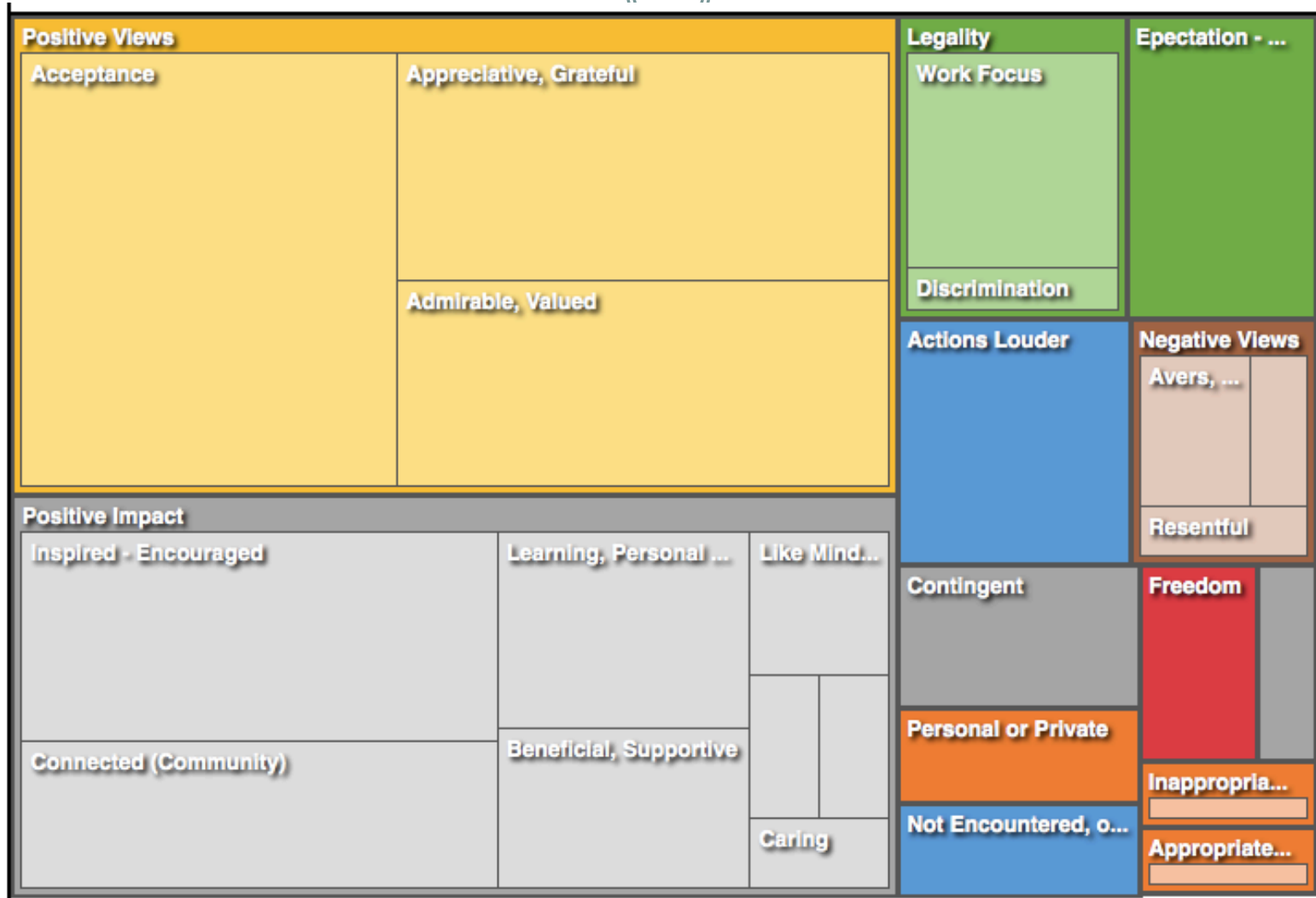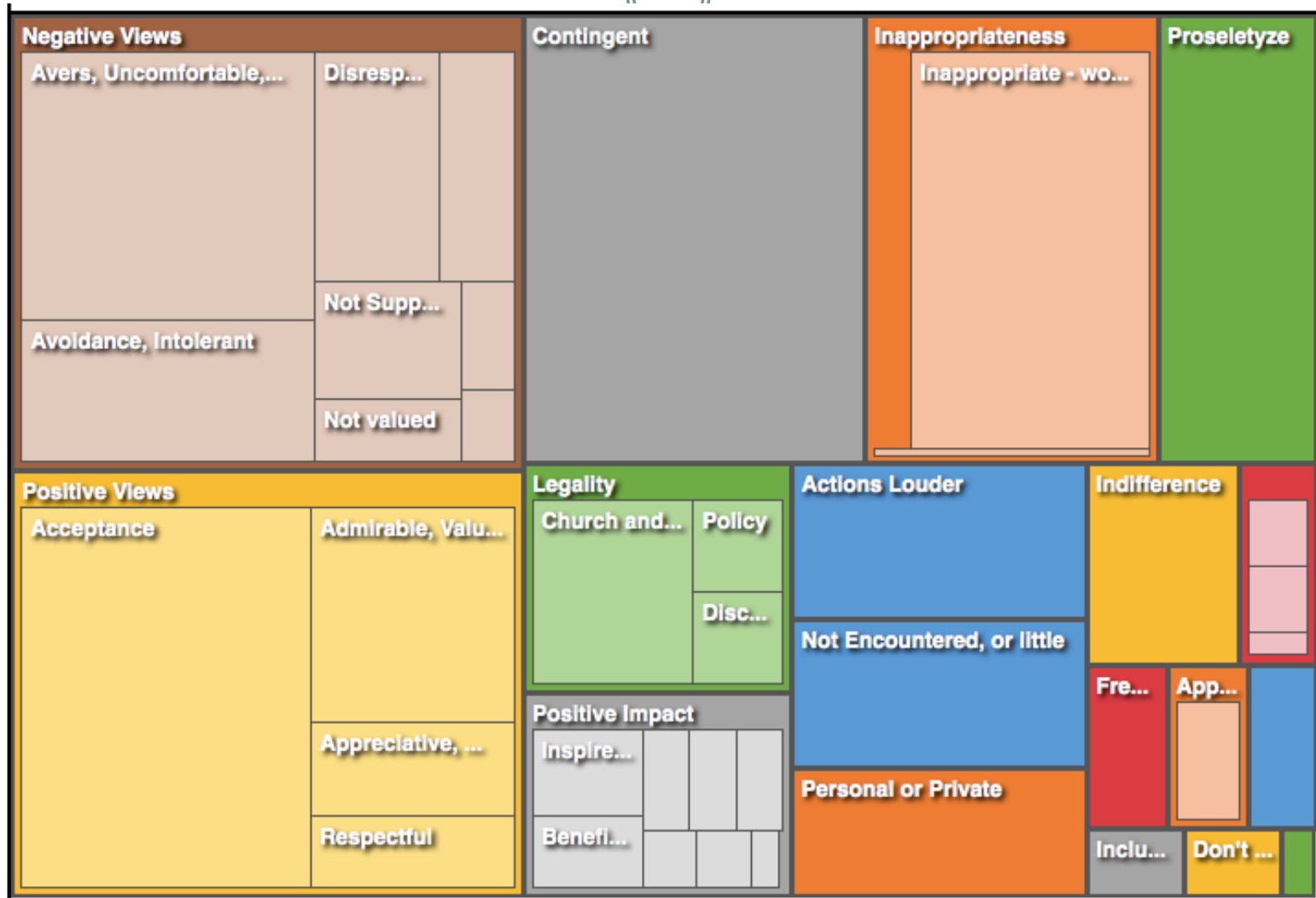
TODAY'S DISCUSSION

Methodology

- 305 faculty responses
- 4 coded first 60 responses to identify workable nodes.
- All other data coded by at least 2 people
- Nvivo Analysis
- 52 nodes
- Nodes of High Interest
  - Appropriate and Inappropriate
  - Contingent
  - Positive View and Impact
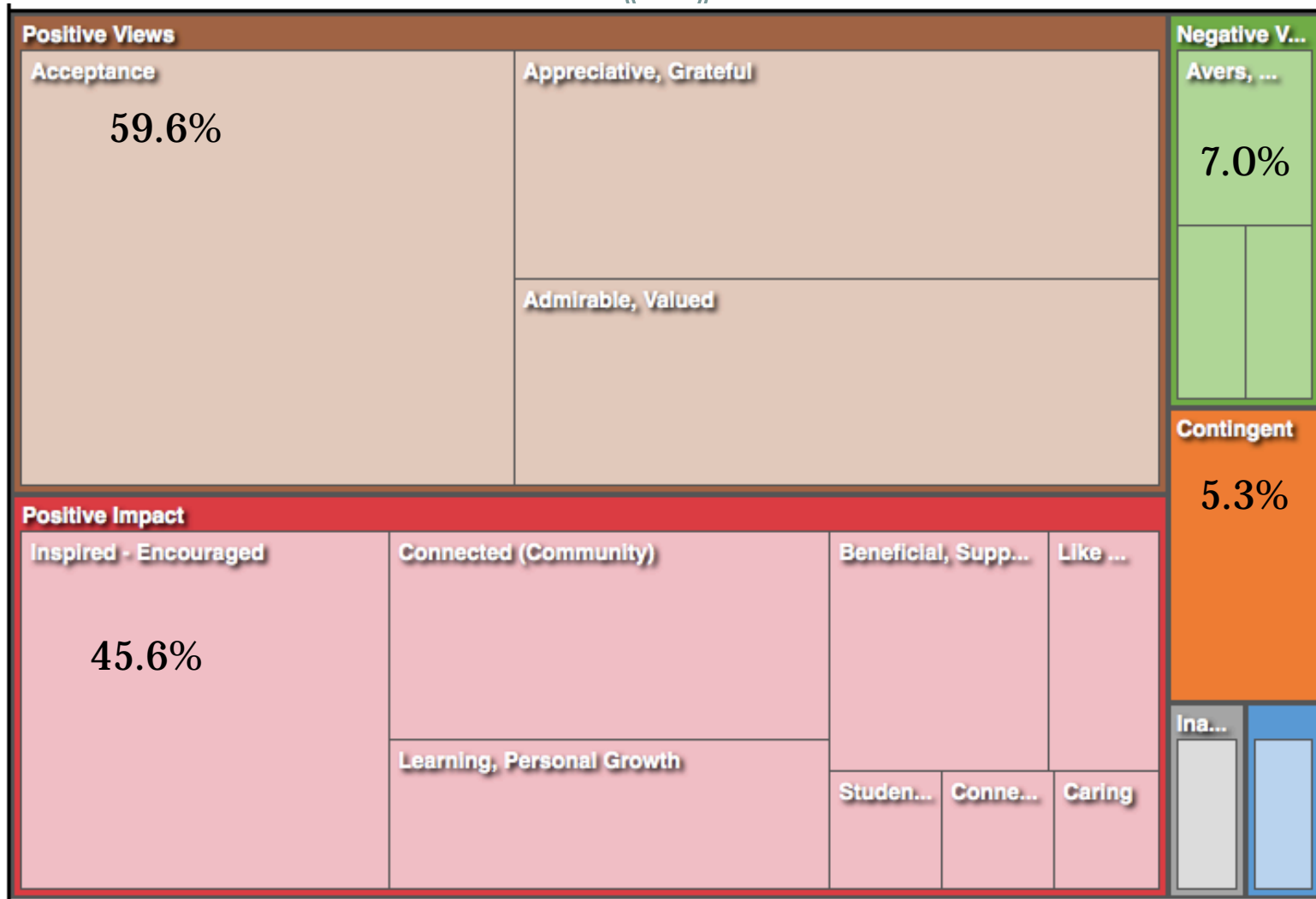 - Negative View and Impact
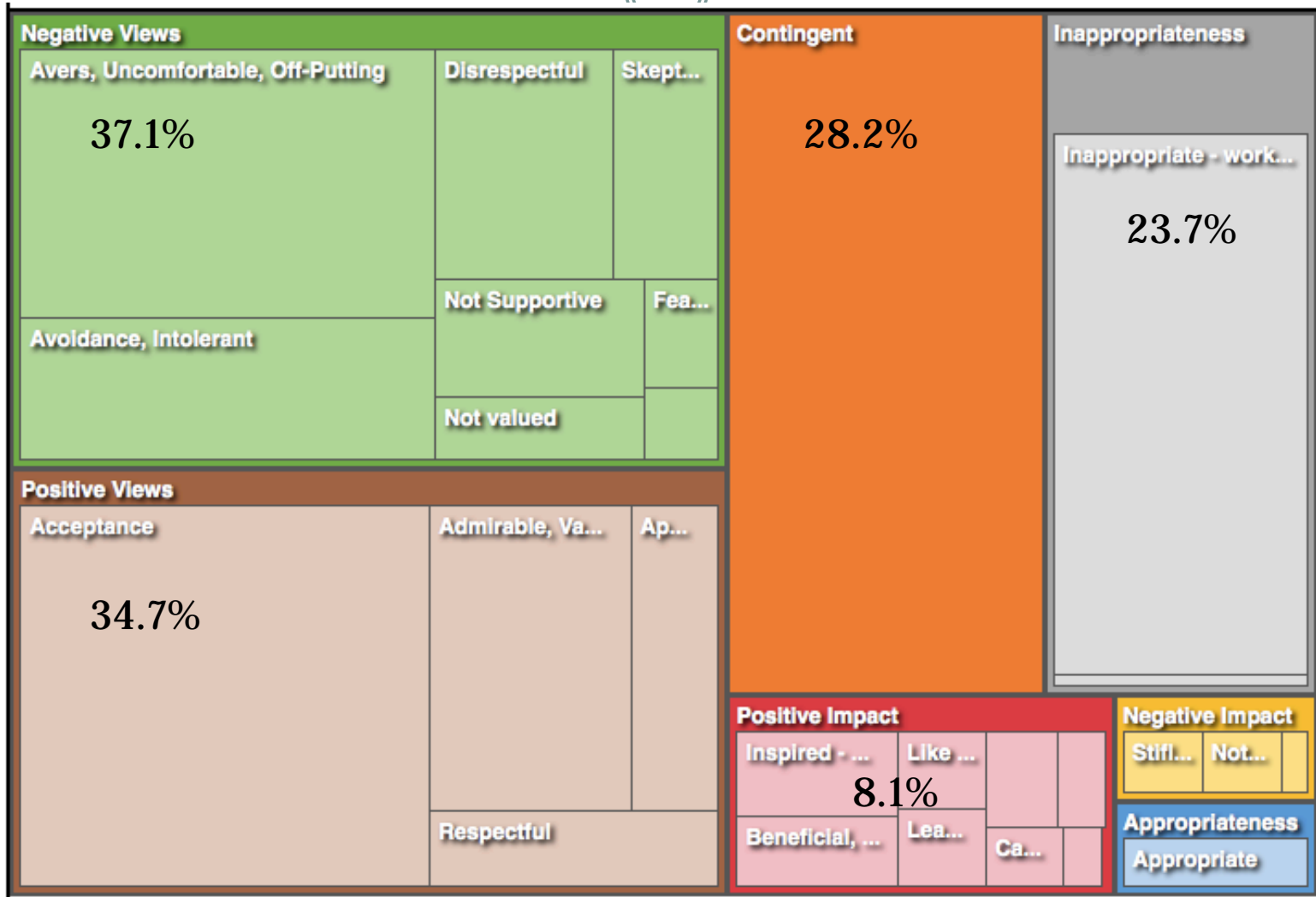
RI Faculty Hierarchy Chart

PI Faculty Hierarchy Chart

RI Faculty Hierarchy Chart

Positive Views

Acceptance — 59.6%

Appreciative, Grateful

Admirable, Valued

Positive Impact

Inspired - Encouraged — 45.6%

Connected (Community)

Learning, Personal Growth

Beneficial, Supp...

Like ...

Studen... | Conne... | Caring

Negative V...

Avers, ... — 7.0%

Contingent — 5.3%

Ina...

PI Faculty Hierarchy Chart

What do you think or how do you feel when others talk about or act upon their faith or spirituality at your university?

Appropriate – RI /PI -2.4%	Inappropriate – PI (23.7%)
- Spirituality & Whole Person - Transformative in Classroom - Authenticity	- Church & State - Proselytizing - Misunderstanding of Faith, Religion, Spirituality

What do you think or how do you feel when others talk about or act upon their faith or spirituality at your university?

- **Contingent – PI (28.2%) RI (5.3%)**
  - Judgment unacceptable
  - Diversity Important
  - No proselytization
  - Respect

What do you think or how do you feel when others talk about or act upon their faith or spirituality at your university?

- **Positive Views PI (34.7%) RI (59.6%)**
  - Accepted
  - Valued & Appreciated

- **Positive Impact PI (8.1%) RI (45.6%)**
  - Inspiring & Encouraging
  - Supportive of Others

What do you think or how do you feel when others talk about or act upon their faith or spirituality at your university?

- ## Negative Views PI (37.1%) RI (7.0%)
  - Proselytizing
  - Church & State
- ## Negative Impact PI (2.1%) RI (0%)
  - Conservative Christianity
  - Exclusive rather than inclusive
  - How to respond to students

Implications for Overcoming Resistance

Educate Faculty & Admin

- Definitions
  - Faith, Spirituality & Religion
  - Church & State
  - Transformative Teaching

Course Design

- Pedagogical Style
  - Inclusive Climate
  - No Proselytizing
  - Ground Rules
  - Promote Diversity