

Abstract

Transpersonal Psychology (TP) focuses on understanding “any experience that is transegoic” (Braud & Anderson, 1998, p. 99). It recognizes that humans have a capacity for growth and transformation that goes beyond the individual ego and includes a sense of interconnectedness with all living beings. In this way, transpersonal research concerns the issues that are not just one’s personal problems but also stem from larger societal structures and systems which the dialogues of Equity, Inclusion, Diversity, and Accessibility (EIDA) fall under. By addressing equity issues, promoting inclusion, supporting diversity, and increasing accessibility in educational settings, institutions can nurture an environment that values the mental health and well-being of all individuals. This holistic approach recognizes the unique needs and experiences of diverse populations and promotes an inclusive and equitable educational experience.

This phenomenological study investigated TP educators’ personal experiences of interpreting and integrating EIDA values into their curriculum and teaching in Global Doctor of Philosophy in TP program. Transcripts were generated by semi-structured interviews via Zoom. Data were analyzed based on the interpretative phenomenological analysis that explored each individual participant’s experience of the EIDA integration. Three major themes of the topic were identified across interviews. The findings revealed that educators had various interpretations of the EIDA values and how these values were related to their own teaching practices and relationships. In addition, the results of this study can be a helpful guide for academic programs when there is a need to integrate the EIDA values into their curriculum and teaching.