

Campus Interfaith Inventory Findings Through the Lens of the First Year Experience

Featuring Innovative Campus Practices



Highlights from the Campus
Interfaith Inventory Data

2016 -
2018



2018 NATIONAL INVENTORY REPORT

The Campus Interfaith Inventory (CII) is a confidential online tool that takes stock of a college or university's policies, practices, and programs to foster interfaith cooperation. Since its launch in 2016, 285 campuses have completed the Inventory. The inaugural Inventory report, "[A Snapshot of Promising Practices at U.S. Colleges and Universities](#)" (2017) featured high-level trends from the field, alongside examples of how to go deeper in and expand interfaith work across the nine [Leadership Practices for Interfaith Excellence in Higher Education](#).¹ While the 2017-2018 Inventory data does reveal growth on a majority of campuses within the last year, most notably in interfaith assessment and the curriculum, many of last year's trends still hold and "A Snapshot of Promising Practices at U.S. Colleges and Universities" remains a valuable reference.

Over half of Inventory respondents (55%) reported that they are planning to prioritize student leadership in their interfaith work this year, making it the most prioritized practice. The CII is built upon the knowledge that a focus on students' interfaith learning and leadership development is more than programming; rather, it involves every aspect of the campus, from staff training, to welcoming policies, to campus-wide events.

This report walks through a student's first year experience at fictional Interfaith University, highlighting both common practices and innovative practices that a student would experience throughout the academic year. Peppered throughout the report are IDEALS Top 10 Practices drawn from the report, "[Best Practices for Interfaith Learning and Development in the First Year of College](#)."² These practices are experiences and conditions that, according to the rigorous analysis of Interfaith Diversity Experience and Attitudes Longitudinal Survey (IDEALS), had a positive influence on students' interfaith learning and development. The last page of this report is a worksheet that invites you to sketch out the worldview identity and diversity touchpoints a student may encounter in their first year on campus. As you identify those touchpoints that you want to strengthen, revisit the examples and models provided in this report to generate new ideas.

Campuses that completed the Inventory have already received an individualized report comparing their data next to peer institutions, as well as national data. This report only scratches the surface of that data. If you have questions about the full data set from which this report is drawn, want to explore aspects of this report further, or want to request a blank individualized report, please reach out via www.ifyc.org/coaching.

¹ Patel, Eboo, Bringman Baxter, Katie, and Silverman, Noah. "Leadership Practices for Interfaith Excellence in Higher Education." *Liberal Education*, Vol. 101, No. 1/2, Winter/Spring 2015. Retrieved from: <https://www.aacu.org/liberaleducation/2015/winter-spring/patel>

² IDEALS (Interfaith Diversity Experiences and Attitudes Longitudinal Survey) is a longitudinal national survey with 122 participating colleges and universities. Rockenbach, A., Mayhew, M., Correia-Harker, B., Morin, S. and Laura Dahl & Associates (2018, September). Best Practices for Interfaith Learning and Development in the First Year of College. Retrieved from: <https://www.ifyc.org/resources/best-practices-interfaith-learning-and-development-first-year-college>

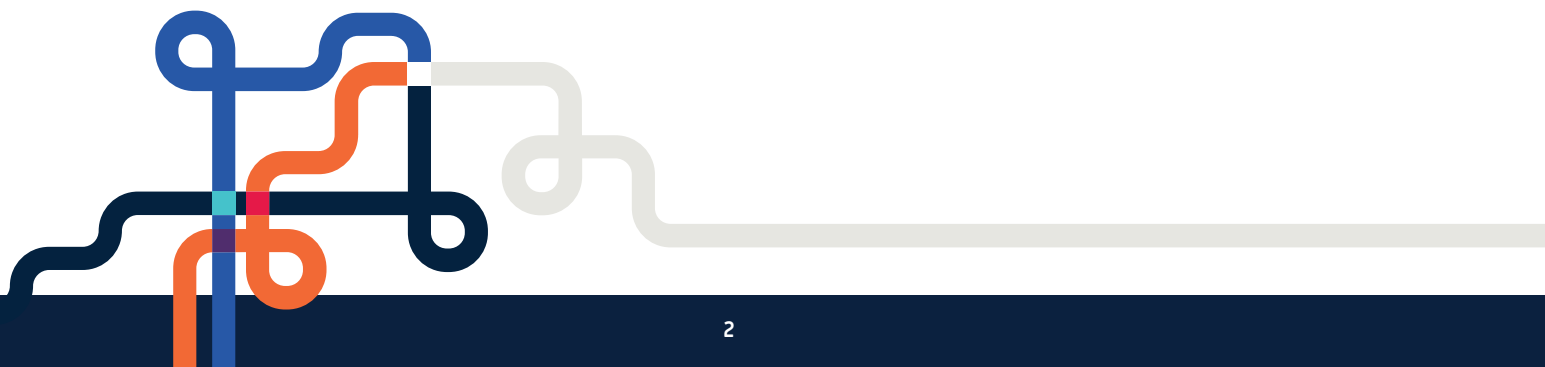
Recommended Citation

Interfaith Youth Core. (2018) *Campus Interfaith Inventory Findings Through the Lens of the First Year Experience: Featuring Innovative Campus Practices*. Chicago, IL.

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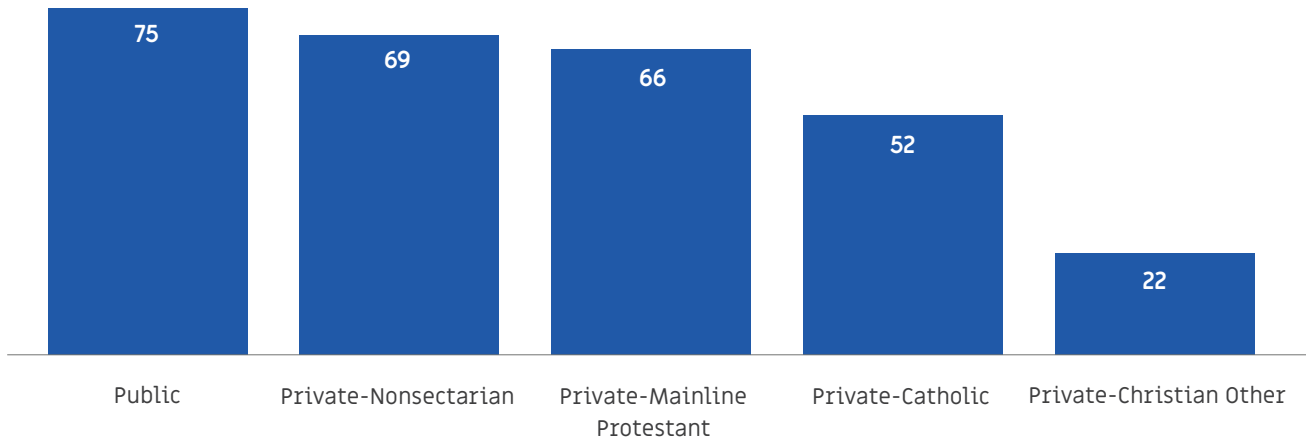




DEMOGRAPHICS OF PARTICIPATING INSTITUTIONS

These demographics represent the 285 colleges and universities that participated in the Campus Interfaith Inventory between 2016-2018. At the back of the report are the names of the 201 campuses who completed or updated their Inventory in 2017-2018. While this sample of 285 institutions does not represent the entire field, it does give us rich information about how these institutions are engaging religious and worldview diversity through the [Leadership Practices for Interfaith Excellence in Higher Education](#).

PARTICIPATING CAMPUSES BY INSTITUTION TYPE



A YEAR IN THE LIFE OF A STUDENT

Let's follow Sarita through her first year at Interfaith University, a historically Protestant institution. Religiously, Sarita identifies as a seeker.

CONSIDERING WHAT COLLEGE OR UNIVERSITY TO ATTEND

Sarita has perused the website and marketing materials for Interfaith University and noted that the images feature racially and religiously diverse students. She wonders to what degree that commitment is experienced on campus.

INVENTORY DATA

Interfaith cooperation has been featured prominently in **21%** of campuses' marketing (e.g., annual report, campus tours, recruitment events, admissions materials, alumni materials).

At **62%** of participating campuses, the President or a senior administrator used a one-time public event to highlight interfaith cooperation as a campus value (e.g., a public lecture, a commencement speech, an op-ed, a statement in a higher education publication, or a feature contribution in the alumni magazine).



INNOVATIVE PRACTICES

Loras College

Catholic • Dubuque, IA • 1.5K undergraduates

Loras College is intentionally diversifying the worldview identities represented on their campus. Building upon an existing 4-year cohort model popular on campus, two faculty members developed a cohort for interfaith leadership. The requirements include coursework in their first two years and experiential learning/internship in their latter two years. Students come to the campus early, build relationships among cohort members, and nurture bonds with their faculty leads. These faculty work closely with recruitment and admissions to do intentional recruitment; this includes traveling with current student interfaith leaders to discuss with potential students what welcome, respect, accommodation and opportunity will look like for these potential students on Loras' campus.

Norwich University

Nonsectarian • Northfield, VT • 2.8K undergraduates

In a first among military colleges, Norwich University admitted a woman in hijab and a man wearing his kippah into the Corps of Cadets. While the school did not actively advertise their decision, this action made local and national news.



PRE-DECISION TOUR

When she gets to campus for her tour, the religious and spiritual life building is part of the tour. Her guide says that it is because of their Protestant roots that they are intentionally welcoming to all religious, spiritual and philosophical identities. The tour guide points out that this is the first year there are Halal and Kosher options through dining services, brought about by students' petitions the year prior. Even though Sarita doesn't need those accommodations, she is pleased to see that Interfaith University respects religious identity and supports its expression. Sarita likes what she sees and decides to attend Interfaith University.

INVENTORY DATA

In the past year, students have initiated changes to campus policies or programs related to religious diversity on **34%** of campuses.

64% of campuses have an interfaith/multifaith space on campus designed for intentional use by multiple religious, nonreligious, and interfaith communities. **42%** say the space is centrally located and **31%** say it is in a public, prominent campus building.

INNOVATIVE PRACTICES

Cleveland State University

Public • Cleveland, OH • 17K undergraduates

Cleveland State University created a memorandum of understanding with a community cathedral that dedicated a large interfaith room for the campus and city to use. The cathedral has also opened their building for meeting spaces.

Bentley University

Nonsectarian • Waltham, MA • 4K undergraduates

At Bentley University, students taking courses in the global studies curriculum collaborated with alumni and community members on the very first stained-glass windows for their Interfaith Sacred Space.



PRE-ORIENTATION EXPERIENCE

Sarita was thrilled to be accepted into a pre-orientation program that will enable her to get to know her new local community.

INVENTORY DATA

65% of campuses partner with the community on interfaith efforts through site visits to local religious, secular, or interfaith organizations.



IDEALS TOP 10 PRACTICE*

for Interfaith Learning and Development

Having discussions with someone that make one feel like they do not know enough about their own worldview.

INNOVATIVE PRACTICES

Centenary College of Louisiana

Methodist • Shreveport, LA • 500 undergraduates

Centenary College of Louisiana has adopted clear learning outcomes for their interfaith work. They created two optional core courses for their first year students focused on interfaith engagement. The first course takes place before the semester starts as students travel to Paris and explore different beliefs and values in Shreveport and France. They gain appreciative knowledge of others' beliefs and values and work on connecting their beliefs and values to their lives. The school has created a second course, a section of the first year experience, focused on Making Change in Shreveport. Students visit religious sites and talk with religious and non-religious people about social movements in the city. Upper class students who take a one hour colloquium course can mentor students and facilitate discussions within the Making Change in Shreveport course.

¹ The Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS) is a diverse and representative study with 122 participating institutions nationwide. In this study, IFYC and research partners at North Carolina State University and The Ohio State University aim to examine how students' interfaith diversity experiences and attitudes change over time, and to pinpoint programs, activities, and other environmental factors that foster meaningful interaction with diverse others. These IDEALS Top 10 Practices are experiences and conditions that had the strongest relationships with the following outcomes: appreciate attitudes toward specific social identity groups, self-authored worldview commitment, appreciative knowledge, and pluralism orientation. Check out the IDEALS reports to explore these concepts further: <https://www.ifyc.org/assessment/research/explore>.

NEW STUDENT ORIENTATION

First year orientation is a whirlwind but her facilitators are knowledgeable, inviting and forthright about both the challenges and opportunities she will encounter in her first year. By the end of orientation Sarita feels confident that she can find the resources and support that will help her succeed academically and beyond on campus.

INVENTORY DATA

In the past year, **22%** of campuses integrated interfaith cooperation into first year orientation or convocation; **22%** of campuses also offered interfaith or religious diversity training for a broad base of students, beyond interfaith student leaders; **4%** of campuses offered interfaith or religious diversity training for Orientation Leaders.



IDEALS TOP 10 PRACTICE

for Interfaith Learning and Development

Learning about religious diversity on campus through orientation or other required events.



QUESTIONS TO CONSIDER

There is a big gap between this IDEALS Top 10 Practice, backed by empirical research, and its prevalence of practice as self reported in the Inventory. What is the cost of not addressing these barriers? What would it take for interfaith cooperation to fit into existing programs?

INNOVATIVE PRACTICES

University of Miami

Nonsectarian • Coral Gables, FL • 10.7K undergraduates

At the University of Miami a student who is employed as a First Year Fellow (academic advisor) led training for all the other First Year Fellows on religious diversity, with speakers from the Chaplain's Association, and handed out a calendar of all major religious holidays. The training for the First Year Fellows is now being replicated for residents assistants as well, so that all students engaging in a leadership role with first year students are equipped to engage religious identity positively.

North Park University

Evangelical Covenant • Chicago, IL • 2.1K undergraduates

North Park University recognized that a one-size-fits-all conversation about sexual and mental health at orientation would not set all their students up for success, as such conversations rarely take into consideration the religious values and norms of many of their Christian, Muslim, and Jewish students. The school's Title IX Coordinator therefore convened a yearlong planning group of staff, students and faculty to develop a training for the student paraprofessionals leading many of these conversations. The training will help these paraprofessionals engage students in ways that are sensitive to their diverse religious and worldview identities.



FIRST YEAR COURSE

Sarita attends a required first year course in which the class discusses pop culture representations of religious identities. She has rich conversation in her discussion group, which spills over to a lunch table conversation.

INVENTORY DATA

In the past year, **35%** of campuses included interfaith themes as part of required or core courses. More specifically, **12%** of campuses required them for all undergraduate students and **6%** for all first year students.

In the past year, **48%** of campuses offered courses that are not primarily focused on interfaith, but that contain a module, unit, text, or activity explicitly focused on interfaith (e.g. an interfaith-specific module in a general Introduction to Religion course).

INNOVATIVE PRACTICES

Chatham University

Nonsectarian • Pittsburg, PA • 2.2K undergraduates

Chatham University's English 105, a discussion based and writing-heavy required course, prepares first year students to think critically about complex equity and inclusion issues including those related to religious identity. Since the course's establishment in 2015, all sections have fostered a learning experience for first year students that focuses on identity and systems of belief.

Hamilton College

Nonsectarian • Clinton, NY • 1.8K undergraduates

Hamilton College offers a course titled, Religious Diversity in the USA. The course description reads: Religious diversity has been noted in big cities like New York and Los Angeles. But smaller cities like Utica have also diversified, seeing unprecedented population shifts in recent years. This course takes advantage of Hamilton's proximity to Utica, and explores the mosques, temples, synagogues, and churches that exist there today. We will also examine the rich religious history of Central New York, including the Great Awakenings, Utopian communities, and recent immigration patterns. This course is only open to first year students and requires 10 hours of volunteer service work.

SERVICE LEARNING & COMMUNITY ENGAGEMENT

Sarita is looking for ways to do meaningful service learning and community engagement work. She hears about some opportunities in her classes and decides to stop by the Center for Civic Engagement. The interfaith club is leading a service opportunity with interfaith dialogue and discussion built into the experience, so she signs up.

INVENTORY DATA

33% of campuses partner with the community on interfaith efforts through courses that include community-based interfaith experiences; **39%** of campuses lead interfaith service projects that incorporate interfaith reflection; and **65%** of campuses host community organization representatives for on-campus interfaith programs (e.g. workshops, lectures).



IDEALS TOP 10 PRACTICE

for Interfaith Learning and Development

Feeling challenged to rethink assumptions about another worldview after someone explains their worldview.



QUESTIONS TO CONSIDER

Learning from people's lived experiences is central to interfaith leadership and opens up conversation about intersecting or multiple identities. How are the offices, departments and individuals with experience in community engagement, religious and spiritual life, multicultural affairs and LGBTQ support, for instance, setting students up for success? How can partners with local community organizations create mutually enriching experiences?



INNOVATIVE PRACTICES

Bowdoin College

Nonsectarian • Brunswick, ME • 1.8K undergraduates

Bowdoin College's students and the Director of Religious and Spiritual Life volunteer with the local hospital as Interfaith Chaplains.

John Carroll University

Jesuit • University Heights, OH • 3K undergraduates

John Carroll University students volunteer with refugee organizations around the city. The Theology and Religious Studies 350 seminar, Interreligious Dialogue, partnered with Cleveland Catholic Charities' Migrant and Refugee Services to produce a guide for volunteers to build cultural and religious understanding of the most prevalent refugee groups arriving in Cleveland.

Drake University

Nonsectarian • Des Moines, IA • 3K undergraduates

Drake University created a two-year student-written, photo narrative on religious diversity in the city. This project, A Spectrum of Faith: Religions of the World in the Heartland of America, included numerous community-building events involving religious groups, students, and community partners. The project produced a book whose proceeds go to the local food pantry network, thus far raising over \$20,000.



INNOVATIVE PRACTICES

Utah State University

Public • Logan, UT • 27.6K undergraduates

Utah State University began offering the Interfaith Leadership Certificate program in Fall 2018. This 18-credit certificate combines classroom-based learning and community based application of the vision, knowledge and skills needed to navigate a religiously diverse world.

Barton College

Disciples of Christ • Wilson, NC • 900 undergraduates

Barton College has added interfaith student learning outcomes in several religious studies and philosophy courses and has revised the Religion and Philosophy major to include several courses with explicitly scaffolded interfaith leadership outcomes. The general education core has recently been revised and all students in the college will be required to take one of the 100-200 level religion and/or philosophy courses, all of which have interfaith leadership outcomes. They also have several professional program courses with interfaith leadership outcomes (in Business, Education, Social Work, Peacekeeping).

University of Mount Union

Methodist • Alliance, OH • 2K undergraduates

The University of Mount Union now offers Honors 110, titled, E Pluribus Unum: Exploring Religious Diversity in America. The course description reads: Freedom of religion is enshrined in the U.S. Constitution through the First Amendment, which both prohibits the establishment of religion and the infringement of its free exercise. As a result, the United States is one of the most religious and religiously diverse countries in the world. As religions other than Christianity come to make up a larger percentage of the religious pie, tensions and issues arise. How do people of different cultures and beliefs cooperate as neighbors? How do they negotiate differences in fundamental values and traditional practices? Is it possible or even desirable to strive for unity in diversity?

IN THE CLASSROOM

Sarita loves her classroom discussions of religious diversity and civic life first semester and is looking for opportunities to register for more advanced classes her second semester that fit into a major, minor, certificate or toward a professional program. She appreciates that there is an explicit religious absence policy printed at the top of her syllabi, should anyone need to miss a class or test due to religious observance.

INVENTORY DATA

24% of campuses offer courses in Interfaith or Interreligious Studies; **2%** of campuses offer a major, **5%** offer a minor and **3%** have a concentration or certificate in Interfaith or Interreligious Studies.



IDEALS TOP 10 PRACTICES

for Interfaith Learning and Development

Having faculty and staff on campus who accommodate student needs with regard to celebrating religious holidays and other important religious observances.

Having classes that are safe places to express one's worldview.

CAMPUS-WIDE CELEBRATION

Sarita notices that when a religious identity has representation in the student body, the campus celebrates related holidays in public, educational and fun ways. The campus also opens up its space to invite religious groups in the surrounding community to celebrate their holidays at the university, and students are invited to participate. Sarita has had several meaningful exchanges at such events and is learning a lot.

INVENTORY DATA

Considering the ways that institutions welcome and proactively celebrate the religious diversity present on campus on an ongoing basis, **54%** of campuses host holiday celebrations for different traditions; **48%** of campuses have announcements celebrating religious holidays from different traditions; and **45%** of campuses use public ceremonies or events to highlight religious diversity.



IDEALS TOP 10 PRACTICES

for Interfaith Learning and Development

Having discussions with someone from one's own worldview with whom one disagrees.

Having discussions with someone of another worldview that positively influence one's perceptions of that worldview.



QUESTIONS TO CONSIDER

Students are coming to campus with a wide range of knowledge about and comfort with their own and others' worldview identities. Are there opportunities to engage religious and worldview diversity on and off campus? Which students likely opt-out or assume they are not invited to participate? When students do engage, who is best positioned to support them in making meaning of those experiences?



INNOVATIVE PRACTICES

Queens University of Charlotte

Presbyterian • Charlotte, NC • 1.7K undergraduates

Queens University of Charlotte's Belk Chapel collaborated with the Hindu Center of Charlotte to host a Diwali Festival on campus. Belk Chapel hosted an Imam on campus to speak about Muslim prayer and Islam.

University of Vermont

Public • Burlington, VT • 10K undergraduates

The University of Vermont's holiday celebrations primarily happen through student organizations (e.g., the Indian Student Association's Diwali Celebration) or affiliated organizations (e.g., the Rosh Hashanah service put on by UVM Hillel). Last December the Interfaith Center held its first annual Festival of Light and Dark to highlight the varied ways individuals and traditions celebrate during the seasonal transition from fall to winter.

STUDENT SUPPORT AND EMPOWERMENT

Sarita joined the Humanist community on campus, which she learned about at the fall activities fair. She has grown a great deal in her first year and is running for the club's president. If elected, she will automatically serve as Humanist representative on the Campus Interfaith Committee. She is aware of several pressing issues the committee should take on in the coming year, including improving the campus climate for religiously conservative students and LGBTQ students, and she is ready for the challenge.

INVENTORY DATA

71% of campuses have at least one structure in place for student leaders to promote interfaith cooperation on campus. Breaking that down, 49% of campuses have an interfaith student group; 32% of campuses have an internship, student staff, or work study position; 28% of campuses have Interfaith Student Council or Committee; 11% of campuses have a yearlong interfaith leadership program; 11% of campuses have student chaplains with interfaith responsibilities; and 10% of campuses have an interfaith position in Student Government.

In the past year, 34% of campuses saw students initiate changes to campus policies or programs related to religious diversity.



IDEALS TOP 10 PRACTICES

for Interfaith Learning and Development

Having a place on campus where one can express their personal worldview.

Feeling the campus is a safe place to express one's worldview.



INNOVATIVE PRACTICES

Saint Edward's University

Jesuit • Austin, TX • 3.7K undergraduates

Saint Edward's University's Campus Ministry convened a summer working group to craft a policy for para-church and local religious community ministry on campus. They are partnering with University Advancement to secure funding for a part/full time Imam for their Muslim community.

Susquehanna University

Lutheran • Selinsgrove, PA • 2.2K undergraduates

At Susquehanna University, students put together a faculty/staff handbook on religious holidays that contained religious calendars for the next 5 years and basic information on a range of religious traditions and practices. Students have advocated for the creation of a dedicated campus interfaith space. Faculty and staff have been given two "Religious or Personal Observance" days as compensated days off.



A LOOK BACK ON THE YEAR

Sarita has her grades and she has filled out the program and climate surveys that will shape future decisions on campus. As Sarita completes her first year at Interfaith University, she is struck by how much she has learned, the ways she has grown in her own knowledge of herself and the world around her and how excited she is to return for another great year.

INVENTORY DATA

79% of campuses did some assessment to better understand interfaith engagement and worldview diversity on campus. Breaking that down, **52%** tracked participation; **39%** conducted campus climate assessment; **35%** used a satisfaction assessment; **28%** used a student learning assessment; and **17%** used a needs assessment.

INNOVATIVE PRACTICES

Mount Holyoke College

Nonsectarian • South Hadley, MA • 2.2K undergraduates

Mount Holyoke College has been collecting data related to community building outcomes for their weekly Interfaith Lunch program. Last fall they asked for participant video takeaways following each presentation, as well as written submissions. At the end of the semester they held a focus group and collected in-depth responses related to the fall programming. They used these findings to plan for future programming.

Fairfield University

Jesuit • Fairfield, CT • 5K undergraduates

Fairfield University added questions about interfaith cooperation to their Annual Quality of Life Assessment administered November through January by the Residence Life and Institutional Research departments. The questions were refined to reflect students' degree of comfort with speaking about faith and building a culture of interfaith dialogue and discussion across difference. They also added questions about campus climate for their non-Catholic students concerning how welcoming the campus is for them.



MAKING THE MOST OF THIS REPORT

The [Leadership Practices for Interfaith Excellence in Higher Education](#)³ suggest considering both breadth and depth for each practice. By breadth we mean that a large percentage of the campus community has at least minimal exposure; by depth we mean that select groups of the community have the opportunity to explore these issues in detail. As you review this report and [A Snapshot of Promising Practices at U.S. Colleges and Universities](#), we invite you to consider a year in the life of your students. If your campus completed the Campus Interfaith Inventory, bring your individualized report into this discussion as well. How are the building blocks of interfaith cooperation and leadership scaffolded across the first year experience and a student's four years on campus?

Below are a set of questions to consider as you map out your students' experiences. After walking through this exercise, go back through the report to look for examples and models that can help your campus grow.

Pick a profile: Consider several demographics of students you want to choose. You may want to complete this exercise for a worldview minority (faith traditions that have a smaller number of U.S. adherents such as Buddhism, Hinduism, Islam, Judaism, etc.) student, a student who identifies as nonreligious (groups not associated with a religious tradition such as atheists, agnostics, and secular humanists), and a worldview majority (Christian faiths such as Mainline Protestant or Roman Catholic) student. Complete this exercise for the range of students present on your campus. Consider building out your profiles to include students' racial, ethnic, national, geographic, sexual orientation, and class identities, as is appropriate for your campus context.

Sketch out collective moments: Are there times the whole first year class comes together? Are there shared experiences everyone has? As you consider those shared experiences and events throughout the year, what message do they collectively send around the institution's commitment to respecting and engaging worldview diversity?

Note focused opportunities: What are the unique organizations, experiences, leadership opportunities and courses that students can take advantage of to support their interfaith leadership skills? Where do they gain the knowledge and skills to respect and engage across worldview diversity? Where can they experience some of the Top 10 Practices named in the IDEALS ["Best Practices for Interfaith Learning and Development in the First Year of College"](#) report?

Key support figures: As you consider both the collective moments and the focused opportunities students experience across their academic year, who are the people best positioned to influence students' experiences? Are the faculty, residence assistants, first year orientation leaders, housing and dining staff and others equipped to support students in growing as interfaith leaders? If yes, great! How can those people support others who are less familiar with interfaith cooperation? If not, how can you engage those key figures in understanding the importance and developing the skills to make an impact?

Connect with IFYC for support: Interfaith Youth Core's team is here to support you. Our programming throughout the year is designed to help you strengthen interfaith cooperation on your campus. Explore our online and peer learning opportunities at: www.ifyc.org/onlinelearning or reach out for a coaching call via www.ifyc.org/coaching.

³ Patel, Eboo, Bringman Baxter, Katie, and Silverman, Noah. "Leadership Practices for Interfaith Excellence in Higher Education." *Liberal Education*, Vol. 101, No. ½, Winter/Spring 2015. Retrieved from: <https://www.aacu.org/liberaleducation/2015/winter-spring/patel>

WANT TO ADD YOUR INSTITUTION TO THE LIST?

Institutions can be included in the 2018-2019 Inventory report by submitting their Inventory by June 30, 2019. Both new and returning institutions can receive their unique campus link for 2018-2019 at www.ifyc.org/inventory/join. For returning institutions, the Inventory will already be populated with the previous year's entry, which allows the submitter to easily note any changes without needing to complete the full instrument again.

Why participate? There are three primary reasons why institutions take part in the Inventory:

- **Benchmark your campus:** You will receive a personalized report showing your institution's responses alongside averages for peer institutions and all participating institutions. This report will help you learn where your efforts stack up compared to the national picture, which can be used to determine next steps and spark conversations with campus stakeholders about continued investment in this work.
- **Get your campus listed:** Participating institutions will be added to the national listing of campuses that are committed to making interfaith cooperation a part of the college experience.
- **Access free coaching:** Participating campuses will be offered free coaching from IFYC staff to help strategize about next steps based on the Inventory data.

ADDITIONAL RESEARCH AND RESOURCES

Research

IFYC has additional, deeper research that provides data on student encounters with religious, spiritual, and worldview diversity across the spectrum of American higher education. This research includes findings from two surveys:

- [IDEALS](#) (Interfaith Diversity Experiences & Attitudes Longitudinal Survey) measures changes in students' perceptions, attitudes, and behaviors during their four years of college. IDEALS is currently being administered at approximately 122 campuses, comprising a representative sample of colleges and universities.
- The [Campus Religious and Spiritual Climate Survey](#) (CRSCS) provides a snapshot view of students' perceptions, attitudes, and behaviors related to worldview diversity. The CRSCS was developed in 2009 and administered at over 60 diverse colleges and universities.

Reports on the data from these two surveys can be found on IFYC's [Reports & Publications](#) page.

Resources

If you are looking for help with implementing your ideas on campus or building capacity to do so, visit the following pages:

- www.ifyc.org/resources – Here you will find a wide variety of content – multimedia resources, videos, how-to guides, and other downloadable PDFs – to support your interfaith work. These draw on IFYC's core methodologies and feature examples from institutions around the country. If you don't see a resource you are looking for, visit www.ifyc.org/resourcerequest to suggest a resource that would help you put these practices into action. IFYC regularly posts grants and other funding opportunities to this space, as well.
- www.ifyc.org/interfaithleadership – Dominican University and Interfaith Youth Core (IFYC) have built an eight-lesson curriculum exploring the fundamentals of Interfaith Leadership. This free curriculum includes compelling videos as well as suggested readings, questions, activities and assessments.
- www.ifyc.org/bridge – Building Regular Interfaith Dialogue through Generous Engagement (BRIDGE) is a series of downloadable modules focused on training campus professionals on interfaith cooperation. The content in these modules focuses on increasing one's confidence to engage religious and worldview diversity; theoretical grounding, self-reflection, interrogation of biases, and of course, practice. Adapt it for your needs and let us know how it goes.

PARTICIPATING INSTITUTIONS

The participating institutions in the 2017-2018 Campus Interfaith Inventory are:

Adams State University
Agnes Scott College
Allegheny College
Alma College
Augustana University
Barton College
Baruch College-CUNY
Bay Path University
Baylor University
Bellarmine University
Benedictine University
Bennett College
Bentley University
Berry College
Bethany College, KS
Bethel University, MN
Bowdoin College
Brandman University
Bridgewater State University
Brigham Young University-Idaho
Buena Vista University
Butler University
California Lutheran University
Calvin College
Canisius College
Capital University
Carlow University
Carnegie Mellon University
Carthage College
Centenary College of Louisiana
Chatham University
City University of New York, Kingsborough
Community College
Cleveland State University
Coker College
Colby College
College of Idaho

College of Our Lady of the Elms
College of Wooster
Columbus State University
Concordia College, Moorhead
Creighton University
Davidson College
Defiance College
DePauw University
Dickinson College
Doane University
Dominican University
Dominican University of California
Drake University
Drexel University
Duke University
Eastern University
Elizabethtown College
Elmhurst College
Embry-Riddle Aeronautical University
Emerson College
Emporia State University
Endicott College
Erie Community College
Fairfield University
Felician University
Florida State College at Jacksonville
Furman University
Gannon University
Gettysburg College
Gordon College
Goshen College
Goucher College
Graceland University
Grand Valley State University
Guilford College
Gwynedd-Mercy University
Hamilton College
Hampshire College
Harvard University
Hendrix College
High Point University
Hollins University



Holy Family University
Hunter College-CUNY
Huston-Tillotson University
Illinois Wesleyan University
Jefferson (Philadelphia University +
Thomas Jefferson University)
John Carroll University
Kansas State University
Keuka College
King's College
Lewis & Clark College
Lewis University
Loras College
Loyola University Maryland
Madonna University
Manchester University
Mars Hill University
Martin Methodist College
Marywood University
Massachusetts Institute of Technology
McMurry University
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