

## Utah State University's Campus Interfaith Inventory Report 2018–2019

---

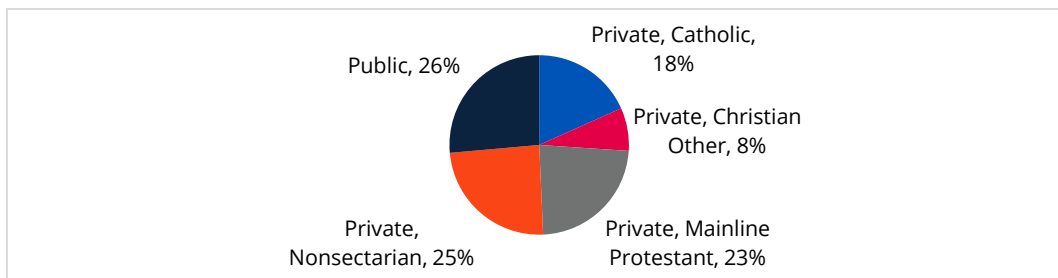
### Introduction

The Campus Interfaith Inventory is a groundbreaking project to identify both promising practices and emerging priorities in interfaith work in U.S. Higher Education. The Inventory, now in its second year, is built upon the nine Leadership Practices for Interfaith Excellence (*Liberal Education*, 2015). This report shows how your institution benchmarks next to peer institutions and the national dataset.

### Data Overview

The national data in this report represents 363 U.S. colleges and universities. These campuses represent a diversity of institution types as shown below.

#### *Participating Campuses by Institution Type*



### Reading This Report

In this report, you will see your institution's Inventory responses next to the aggregate data for similar institutions and all institutions. Note that the data is not a representative national sample; rather, it reflects the 363 self-selected participating institutions. All percentages reported in this document reflect the percentage of all campuses that participated in the Inventory. Note, however, that some questions were only asked contingent upon answers to other questions.

We intend for this report to be generative, sparking reflection and planning across campus departments. We hope that by learning how your efforts compare to other institutions, you can benchmark your institution and initiate conversations with campus stakeholders about increasing investment in this work. You will also receive a national summary report, which will include greater detail on national findings as well as specific campus examples. If you have questions about the data or how to use it for planning next steps at your institution, reach out to Becca Hartman-Pickerill at [becca@ifyc.org](mailto:becca@ifyc.org).

## LP 1 – Mission & Identity

The campus links interfaith cooperation directly and deeply to its grounding and publicly-articulated vision and values. This anchors a long-term strategic commitment and signals to campus constituents that interfaith cooperation is part of being a member of this community.

	Utah State University	Public Campuses	All Campuses
<b>In the past year, how has your institution explored the links between the priority of interfaith cooperation and your institutional mission, values, and/or identity? [Check all that apply]</b>			
An individual or group has informally explored one of these relationships	X	41%	59%
A senior governing body has explicitly discussed one of these relationships		8%	22%
A formal committee or task force has worked actively on articulating one of these relationships		20%	27%
N/A – we have not explored these relationships		33%	21%
N/A – our campus has done this work but prior to this past year		9%	10%
Other		5%	8%
<b>Has your campus formally articulated the link between interfaith cooperation and the institution's mission, values, and/or identity? [% saying yes]</b>			
<b>This link is explicitly articulated in:</b>			
Campus mission statement		2%	10%
Campus vision statement		2%	7%
Campus values statement		1%	8%
Campus statement of faith		0%	3%
Campus institutional diversity statement		2%	27%
Another formal statement		4%	49%
<b>In the past year, has your institution made other statements that explicitly link interfaith cooperation with the institution's mission? [% saying yes]</b>			
	Unsure	8%	21%



### LP 3 – Public Identity

The campus proudly shares its deeply-held commitment to interfaith cooperation by articulating it through public communications efforts, including marketing to prospective students, alumni, and trustees, as well as signature public events.

	Utah State University	Public Campuses	All Campuses
<p>How often has your President or a senior administrator used one-time public events to highlight interfaith cooperation as a campus value? Examples might include in a public lecture, a commencement speech, an op-ed, a statement in a Higher Education publication, or a feature contribution in your campus's alumni magazine. [Check one]</p> <p>Never in the past year</p> <p>At least once, publicly, in the past year</p> <p>On a routine basis, publicly (e.g., an annual public lecture series)</p>	<p>Never in the past year</p>	<p>56%</p> <p>38%</p> <p>3%</p>	<p>36%</p> <p>49%</p> <p>14%</p>
<p>In what other ways has interfaith cooperation been featured in your campus's public identity in the past year? [Check all that apply]</p> <p>On our campus website</p> <p>In our campus marketing</p> <p>We have done a major marketing campaign around interfaith cooperation</p> <p>We have done a major fundraising campaign around interfaith cooperation</p> <p>We have an annual award on campus specifically for interfaith leadership, which is publicized beyond the campus community</p> <p>Other</p>	<p>X</p> <p>X</p>	<p>5%</p> <p>9%</p> <p>4%</p> <p>1%</p> <p>5%</p> <p>24%</p>	<p>21%</p> <p>21%</p> <p>4%</p> <p>3%</p> <p>7%</p> <p>27%</p>

## LP 4 – Respect and Accommodations for Religious and Nonreligious Identity

Policies that ensure a respectful level of accommodation for religious diversity are foundational to creating a basic sense of trust across campus communities. Campuses must not only develop these policies, provide sufficient resources, and implement them with authenticity, but also take strides to ensure the full campus is aware of them.

	Utah State University	Public Campuses	All Campuses
<b>What religious dietary options does your campus have in place?</b> [Check all that apply]			
Halal Food Availability		37%	33%
Kosher Food Availability		48%	36%
Other	X	29%	31%
<b>What physical spaces does your campus have in place to accommodate various religious and non-religious traditions?</b> [Check all that apply]			
An interfaith/multifaith space on campus		53%	65%
Separate dedicated spaces for religious and/or intentionally secular groups		22%	37%
Other	X	27%	23%
<b>What policies or accommodations does your campus have in place?</b> [Check all that apply]			
Religious holiday calendar that is widely publicized across the campus		41%	44%
Religious holiday course absence policies for students	X	60%	54%
Religious holiday absence policies for faculty and staff	X	44%	45%
Housing accommodations		18%	30%
Facility use accommodations		7%	4%
Ritual washing stations		13%	15%
Ability to access campus spaces as needed for all religious and nonreligious groups, even if not formal university-affiliated groups	X	63%	60%
A process to manage bias incidents or complaints	X	89%	86%
Consistent addressing of religious considerations in all campus policies related to diversity		36%	39%
Other		11%	12%

	Utah State University	Public Campuses	All Campuses
<b>In what ways does your institution welcome and proactively celebrate the religious diversity present on campus on an ongoing basis?</b> [Check all that apply]			
Announcements celebrating religious holidays from different traditions		32%	49%
Campus-hosted holiday celebrations for different traditions		44%	57%
Use of public ceremonies or events to highlight religious diversity		36%	50%
Other		22%	22%
<b>What type of staff support for religious diversity does your campus have, either employed by the institution or by outside organizations?</b> [Check all that apply]			
Religious Life Professionals		24%	63%
Professionals for Specific Religious Communities		44%	47%
Professionals for Specific Secular Communities		9%	10%
Other Student Life Professionals	X	49%	48%
Other		7%	6%
<b>What procedures exist to support the ongoing development of these policies and accommodations?</b> [Check all that apply]			
A forum exists for policy complaints and suggestions, which explicitly calls out religious accommodations		24%	24%
All policies related to religious accommodation are communicated clearly and visibly		29%	30%
Procedures exist to review religious accommodation policies, field new requests, and ensure that policies get updated		27%	28%
A clear point-person on campus exists to navigate policy or procedural accommodations related to religious diversity		26%	44%
Other	X	14%	17%

## LP 5 – Academic Priority

Any institution that is serious about sustaining its commitment to interfaith cooperation must engage its faculty and its curriculum. Faculty members from a variety of disciplines are developing courses, course sequences, and minors in of interfaith studies. This anchors students’ experiences in academic reflection and positions the campus for leadership in the growing academic field of interfaith studies.

	Utah State University	Public Campuses	All Campuses
In the past year, has your campus hosted academic speaker(s) on interfaith topics? [% saying yes]	Yes	68%	79%
In the past year, has your campus included interfaith themes as part of <i>required</i> or <i>core</i> courses? [% saying yes]	No	22%	34%
For all first-year students		1%	6%
For all undergraduate students		5%	10%
Other		18%	6%
What types of religiously oriented courses has your campus offered in the past year? [Check all that apply]			
Religious Studies courses	X	88%	93%
Theological Studies courses		14%	43%
Interfaith or Interreligious Studies courses	X	15%	27%
Courses that are not primarily focused on interfaith, but that contain a module, unit, text, or activity explicitly focused on interfaith		43%	54%

*If “Interfaith or Interreligious Studies Courses” or “Courses that are not primarily focused on interfaith, but that contain a module, unit, text, or activity explicitly focused on interfaith” was checked...*

	Utah State University	Campuses				All Campuses			
Are there explicitly defined interfaith learning outcomes for these courses or modules/units? [% saying yes]	Yes	22%				35%			
How consistently do the following activities take place related to assessing these learning outcomes?: (1=we do not do this, 2=occasionally 3=somewhat consistently, 4= very consistently)		1	2	3	4	1	2	3	4
Collection of assessment data/information	3	3%	7%	5%	4%	3%	8%	11%	12%
Review of the data, including spending time analyzing or pulling out themes	2	3%	11%	4%	2%	4%	10%	12%	7%
Decision making to maintain or change current practices based on data analysis	2	4%	11%	2%	3%	5%	11%	11%	6%
Does your campus also offer an academic program in Interfaith or Interreligious Studies? [% saying yes]	Yes	6%				10%			
Check all that apply for your campus's offerings:									
Major		2%				2%			
Minor		3%				6%			
Concentration, certificate, or other official academic program	X	4%				4%			
Does your campus have a funded academic interfaith center on campus with curricular offerings? [% saying yes]	No	2%				4%			



## LP 6 – Staff and Faculty Competence and Capacity

Given the influence that staff and faculty have on campus climate, efforts to hire and develop individuals who have the knowledge, skill and capacity to advance positive interfaith climates are essential.

	Utah State University	Public Campuses	All Campuses
Does your campus offer interfaith or religious diversity training for staff and/or faculty? [% saying yes]	Yes	33%	32%
One-time or occasional training for staff	X	24%	26%
One-time or occasional training for faculty	X	19%	17%
Recurring training (at least annually) for staff		6%	3%
Recurring training (at least annually) for faculty		5%	2%
<b>To what degree is religious diversity or interfaith training offered compared to trainings around other forms of identity on campus? [Check one]</b>			
More frequently (more often or to wider audiences)		2%	1%
About the same (just as often or to similar audiences)		15%	14%
Less frequently (not as often or to smaller audiences)		80%	82%
<b>To what extent do staff and/or faculty plan co-curricular interfaith activities? [Check all that apply]</b>			
Plan interfaith activities on an occasional basis		62%	56%
Plan multiple interfaith activities annually	X	34%	49%
Plan activities that partner with multiple campus groups/offices		31%	48%
Organize annual signature interfaith events	X	17%	33%
Other		14%	71%
<b>Is interfaith cooperation integrated into at least one major student event? [% saying yes]</b>	No	26%	44%
First-year orientation or convocation		16%	25%
Residential life programming		6%	12%
First-year or all-school common reading		3%	6%
Baccalaureate		0%	18%
Commencement		2%	18%
Study abroad orientation		3%	7%
Campus-wide service days		6%	13%
Other		7%	13%

## LP 7 – Student Leadership

Explicitly student-led interfaith efforts infuse the campus with genuine energy and student buy-in. They also provide students with the space to develop as passionate and lifelong interfaith leaders.

	Utah State University	Public Campuses	All Campuses
<b>What structures does your campus have in place for student leaders to promote interfaith cooperation on campus? [Check all that apply]</b>			
Interfaith student group (student-organized)	X	43%	47%
Interfaith student council or committee		16%	29%
Year-long interfaith leadership program (e.g., interfaith scholars or fellows)	X	6%	15%
Internship, student staff, or work-study position	X	22%	36%
Student chaplains with interfaith responsibilities		7%	13%
Interfaith position in student government		9%	9%
Other		20%	15%
<b>What structures are in place to support those student leaders?</b>			
Structures for recruiting and training new leaders each year	X	30%	39%
An intentional, ongoing leadership development curriculum	X	17%	26%
Other		20%	16%
<b>To what extent do staff and/or faculty on campus support these student leaders? [Check all that apply]</b>			
<b>Staff and/or faculty:</b>			
Support student interfaith leaders on an occasional or as-requested basis	X	44%	42%
Support student interfaith leaders in a committed, ongoing way		43%	58%
Work collaboratively with student interfaith leaders to advance mutual goals		35%	52%
<b>In the past year, how often have students planned and led interfaith activities on campus? [Check one]</b>			
Never		11%	10%
Occasionally or ad-hoc		56%	41%
Regularly (at least three activities annually)	X	12%	17%
<b>In the past year, has your campus offered interfaith or religious diversity training for a broad base of students, beyond your interfaith student leaders? [% saying yes]</b>	Yes	24%	23%
<b>In the past year, have students initiated any changes to campus policies or programs related to religious diversity? [% saying yes]</b>	No	28%	35%

## LP 8 – Campus-Community Partnerships

Intentional service and educational partnerships with community institutions provide opportunities for students to deepen their interfaith learning through practice.

	Utah State University	Public Campuses	All Campuses
How does your campus partner with the community on interfaith efforts? [Check all that apply]			
Site visits to local religious, secular, or interfaith organizations	X	38%	66%
Hosting community organization representatives for on-campus interfaith programs (e.g., workshops, lectures)		66%	71%
Interfaith service projects that incorporate interfaith reflection	X	31%	41%
Internships at local organizations that incorporate interfaith reflection		15%	20%
Courses that include community-based interfaith experiences	X	16%	35%
Leadership programs that include community-based interfaith experiences		15%	15%
Community-based research that is interfaith focused, conducted by students, staff, or faculty	X	19%	17%
Other	X	10%	10%

*If “Interfaith service projects that incorporate interfaith reflection” is selected above..*

How frequently do service projects that incorporate interfaith reflection occur? [Check one]	Regularly		
Occasionally or ad-hoc		20%	27%
Regularly		10%	16%
[If “regularly”] These regular service projects are primarily: [Check one]			
With different partner organizations each time		1%	5%
Sustained, ongoing partnerships with the same organization(s)		3%	3%

## LP 9 – Assessment Cycle

Regular assessment of the campus climate and interfaith initiatives ensures that the campus has clear goals, and guides ongoing improvement and planning.

	Utah State University	Public Campuses	All Campuses
What types of assessment do you use to better understand interfaith engagement and worldview diversity on your campus? <sup>1</sup> [Check all that apply]			
Tracking use/participation	X	18%	16%
Satisfaction assessment		14%	11%
Student Learning assessment		6%	8%
Needs assessment		6%	4%
Campus Climate assessment	X	16%	10%
Other		16%	2%
In what areas of campus are there explicitly defined interfaith learning outcomes? [Check all that apply]			
Campus-wide interfaith learning outcomes		3%	2%
Department/divisional interfaith learning outcomes		5%	10%
Co-curricular interfaith initiatives learning outcomes		13%	15%
Curricular interfaith courses/modules learning outcomes (defined for courses/modules)		6%	15%
No explicitly defined interfaith learning outcomes		13%	9%

*If "Campus-wide interfaith learning outcomes" is selected above..*

For campus-wide interfaith learning outcomes, is there a plan in place to assess these outcomes each year? [% saying yes]		3%	2%
In regard to campus-wide interfaith learning outcomes, how would you rate the consistency of effort to do the following: (1= we do not do this, 2=occasional, 3=somewhat consistent, 4= consistent)			
Collect assessment data/information		0%   0%   2%   1%	0%   1%   1%   1%
Review the data		0%   1%   1%   0%	0%   1%   0%   1%
Use the data to inform practice		0%   0%   2%   1%	0%   1%   1%   1%

<sup>1</sup>Note that this question was new in the 2017-2018 Inventory. Therefore, the 'all campus' percentage is based on a 281 denominator.

Utah State  
University

Public Campuses

All Responding  
Campuses

*If "Department/divisional interfaith learning outcomes" is selected above..*

For departmental/divisional interfaith learning outcomes, is there a plan in place to assess these outcomes each year? [% saying yes]		4%				8%			
In regard to departmental/divisional interfaith learning outcomes, how would you rate the consistency of effort to do the following: (1= we do not do this, 2=occasional, 3=somewhat consistent, 4= consistent)		1	2	3	4	1	2	3	4
Collect assessment data/information		0%	1%	2%	2%	0%	2%	4%	3%
Review the data		0%	1%	2%	1%	0%	2%	4%	3%
Use the data to inform practice		0%	2%	1%	2%	1%	3%	3%	3%

*If "Co-curricular learning outcomes" is selected above..*

For learning outcomes related to co-curricular programs or initiatives, is there a plan in place to assess these outcomes each year? [% saying yes]		11%				12%			
In regard to learning outcomes for co-curricular programs or initiatives, how would you rate the consistency of effort to do the following: (1= we do not do this, 2=occasional, 3=somewhat consistent, 4= consistent)		1	2	3	4	1	2	3	4
Collect assessment data/information		1%	3%	5%	3%	1%	4%	6%	4%
Review the data		1%	3%	3%	5%	1%	4%	4%	5%
Use the data to inform practice		1%	2%	4%	5%	1%	3%	6%	5%

*Asked of all campuses:*

Has your campus administered a campus-wide assessment focused specifically on interfaith or religious diversity, other than the IDEALS or CRSCS surveys? [% saying yes]	Yes	7%	13%
---	-----	----	-----

## Leadership Practices Institutions are Prioritizing

In the Campus Interfaith Inventory, each institution could note which leadership practices they are planning to prioritize in the coming year. The following chart shows which leadership practices you said your institution is prioritizing, along with the percentage of campuses prioritizing each practice area. If you are looking for resources or ideas to help with implementation of these priority areas, feel free to reach out to Interfaith Youth Core for support.

	Utah State University	Public Campuses	All Campuses
LP 1 – Mission and Identity		11%	8%
LP 2 – Campus-Wide Strategy		26%	10%
LP 3 – Public Identity		29%	4%
LP 4 – Accommodation and Respect for Religious and Nonreligious Identity		23%	17%
LP 5 – Academic Priority		21%	6%
LP 6 – Staff and Faculty Competence and Capacity		33%	13%
LP 7 – Student Leadership	X	42%	20%
LP 8 – Campus-Community Partnerships	X	37%	13%
LP 9 – Assessment Cycle	X	22%	13%