



Survey Composition

VIEWS includes three distinct components, all of which are derived from CRSCS or IDEALS. Below you will find a brief overview of each component: climate indicators, campus experiences, and outcomes.

Climate Indicators

VIEWS captures students' perceptions of the campus climate related to worldview experiences and interfaith engagement. Specifically, the survey includes a collection of items designed to capture both positive and negative aspects of climate. For positive aspects, students answer questions about perceived support for their own worldview identity and to what degree the campus is welcoming for a range of specific worldview identities. When looking at negative aspects of climate, several items collect student perceptions of coercion, divisiveness, insensitivity based on worldview identities. These climate indicators help campus educators understand student impressions of the worldview community.

Campus Experiences

In addition to understanding students' perceptions of the climate, VIEWS collects information about how students engage with religiously diverse peers and experience worldview diversity. The instrument captures this information in two ways. First, a series of items explore how students experience challenging yet stimulating interactions with diverse others as well as negative interworldview engagement. These items can help campus educators understand the quality of experiences students have engaging worldview diversity. Second, another collection of items captures what activities students are engaging in including general religious/spiritual activities, formal interfaith programs, informal engagement with diverse peers, and experiences in the classroom.

Outcomes

There are three primary outcomes scales measured in VIEWS: self-authored worldview commitment, appreciative attitudes toward others, and pluralism orientation. These three outcomes are critical components for productive interfaith engagement.

- **Self-authored Worldview Commitment** measures the degree to which students rely on an internal "script" when making meaning of beliefs, identities, and relationships (Mayhew & Bryant Rockenbach, 2013).
- **Appreciative Attitudes toward Others** measures how positively students view individuals from different worldview groups. There is a four-item scale measuring

attitudes toward each of the following groups: Atheists, Buddhists, Catholics, Evangelical Christians, Hindus, Jews, Latter-day Saints/Mormons, Muslims, politically conservative people, and politically liberal people.

- **Pluralism Orientation** reflects the extent to which students are globally oriented, have goodwill toward others with different worldviews, consider it important to understand both differences and commonalities between worldviews, and are committed to interfaith leadership and service. Further, someone with a pluralism orientation actively engages with diversity, moves beyond tolerance toward acceptance of others, and feels it is possible to have strong relationships with diverse others while being rooted in their own worldview (Eck, 1993).

References

- Eck, D.L. (1993). *Encountering God: A spiritual journey from Bozeman to Banaras*. Boston, MA: Beacon Press.
- Mayhew, M. J., & Bryant Rockenbach, A. (2013). Achievement or arrest? The influence of the collegiate religious and spiritual climate on students' worldview commitment. *Research in Higher Education, 54*(1), 63-84.