

Campus Interfaith Inventory

Welcome

Thank you for taking the time to complete this Campus Interfaith Inventory on behalf of your institution. Visit the Campus Interfaith Inventory homepage (<https://www.ifyc.org/inventory>) to read an overview and PDF of the tool, incentives for completing it and an FAQ page.

Guide

The Inventory is built upon the "[Leadership Practices for Interfaith Excellence](#)" (*Liberal Education*, 2015). The inventory contains nine main sections, one for each leadership practice, and should take approximately 20-60 minutes to complete. If you do not know the answer to a question, feel free to skip that question. Only a few questions are required, and they are indicated by a red star. You can complete the inventory all at once or in stages. **If you want to save and return to the inventory, click on "save my progress" and resume later.** To save you will be asked to create a username and password. Anyone with your institution's unique link can access the Inventory, though only one username and password is permitted per institution. Once completed, go to page 12 and hit "submit". You will be taken to a full review of your entry and must hit "submit" again. You will then receive an e-mail copy of your submission.

If your institution has previously completed the Inventory and you are updating your submission: Your responses will auto-repopulate from the previous year. Before submitting your Inventory, make sure to answer the questions in red, review and update all information, and revise or update your write-in responses to accurately reflect your current academic year.

Please complete this inventory by June 30, 2020 in order to receive an individualized bench-marking report and be included in the national report. By submitting this inventory on behalf of your institution, you grant permission for Interfaith Youth Core to use your institution's data in aggregate reporting. Your institution's data may be shared with other officials from your university, but will not be publicly disclosed without permission. If you have any questions, contact Becca Hartman-Pickerill at becca@ifyc.org

Here is a guide to allow you to skip between pages. These numbers correspond to the linked numbers at the top right of each page:

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- 5: Staff and Faculty Competence and Capacity
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Background

The purpose of this inventory is to prompt colleges and universities to reflect holistically on how they engage religious diversity on campus and to develop a picture of the field of interfaith work in higher education. Two [national reports](#) were released in November 2017 and October 2018, sharing high-level findings for the field, which we hope will allow you to learn more about other campuses' work and benchmark your institution against others. We publicize a list of participating institutions but do not share individual institutions' data.

This inventory is structured around nine key practices for interfaith excellence in higher education, which Interfaith Youth Core (IFYC) has culled from its work with college campuses for over a decade. These practices are explained in greater detail in AAC&U's *Liberal Education*. We recognize that many campuses will already have some of these practices in place, whereas others will not; this tool is intended for honest assessment of your campus' current activity in the current academic year. Now that we are in the third year of the Inventory, if someone from your institution completed the tool in the last two years it will auto-fill your previous responses; you or someone from your institution can simply make any updates to your responses on an annual basis.

As this inventory seeks to capture how religious diversity is engaged throughout the entire institution, many questions will necessitate gathering information from different stakeholders on campus. **IFYC encourages a team approach to filling out this instrument, including administrators, faculty, staff, and students.** Any knowledgeable person employed by the university can take the lead on filling out this inventory, and we hope that the primary contact person will gather information from others as needed. Please note: students or off campus affiliates cannot submit on behalf of the institution.

IFYC is invested in assisting campuses to improve their work in these nine practice areas, and provides ongoing coaching, free of charge, for any interested campuses. You will have the opportunity to request a coaching call on the final page of this inventory.

Demographics

Institution Name:

Person filling this out on behalf of the institution

- First Name:
- Last Name:
- Email:
- Title:
- Department:

Accommodation and Respect for Religious and Nonreligious Identity

Institutional commitments, such as policies and procedures, inclusive meal options, and/or multi-purpose spaces, are ways to show that religious and nonreligious identity is respected and reasonably accommodated on campus.

Note: Please respond to each question to the best of your ability. If you are absolutely uncertain about a question, feel free to leave it blank. Questions in red indicate that the question has been modified from the previous year, so any previously submitted responses will not auto-repopulate. For those updating your Inventory from last year, pay special attention to these questions as well as updating your write-in responses.

1. What religious dietary options are available on campus? [check all that apply]:

- Halal Food Availability
- Kosher Food Availability
- Other [write in]

2. What physical spaces does your campus have in place to accommodate various religious and nonreligious traditions? [check all that apply]:

- An interfaith/multifaith space on campus (a designated space for intentional use by multiple religious, nonreligious, and interfaith purposes)
 - 2a. Is this space centrally located on campus?
 - No
 - Somewhat
 - Yes
 - 2b. Is this space a public, prominent campus building?
 - No
 - Somewhat
 - Yes
- Separate dedicated spaces for religious and/or intentionally secular groups
 - 2c. Please describe which spaces your campus has: [check all that apply]
 - Dedicated space(s) for at least one Christian group
 - Dedicated space(s) for at least one Jewish group
 - Dedicated space(s) for at least one additional religious group (not Christian or Jewish)
 - Dedicated space(s) for at least one intentionally secular group
- Other [write in]

3. What policies or accommodations does your campus have in place? [check all that apply]

- Religious holiday calendar that is widely publicized across the campus
- Religious holiday course absence policies for students
- Religious holiday absence policies for faculty and staff

- Housing accommodations (e.g. accommodating religious need for single-gender residence halls, policies for mitigating roommate conflict around religion, Shabbat-friendly dorm keys, candle usage policies that accommodate diverse religious needs)
 - Please describe this policy [write in]
- Facility use accommodations e.g. single gender swim or gym hours
 - Please describe this policy [write in]
- Ritual washing stations
- Ability to access campus spaces as needed for all religious and nonreligious groups, even if not formal university-affiliated groups
- A process to manage bias incidents or complaints
- Consistent addressing of religious considerations in all campus policies related to diversity
- Other [write in]

4. In what ways does your institution welcome and proactively celebrate the religious diversity present on campus on an ongoing basis? [check all that apply]

- Announcements celebrating religious holidays from different traditions
- Campus-hosted holiday celebrations for different traditions
- Use of public ceremonies or events to highlight religious diversity
- Other [write in]

5. What type of staff support for religious diversity does your campus have, either employed by the institution or by outside organizations? [check all that apply]

5a. Religious Life Professionals

- Part-time religious life professional(s) employed by the university
 - Part-time professional(s) who focuses partly on interfaith engagement
 - Part-time professional(s) who focuses fully on interfaith engagement
- Full-time religious life professional(s) employed by the university
 - Full-time professional(s) whose job description focuses on interfaith engagement in part
 - Full-time professional(s) whose job description focuses fully on interfaith engagement

5b. Professionals for Specific Religious Communities

- Part time professional(s) who focus on specific religious communities
 - this person/people is employed by the institution; this person/people is employed by outside organizations
- Full time professional(s) who focus on specific religious communities
 - this person/people is employed by the institution; this person/people is employed by outside organizations

5c. Professionals for Specific Secular Communities

- Part time professional(s) who focus on specific secular communities
 - this person/people is employed by the institution; this person/people is employed by outside organizations
- Full time professional(s) who focus on specific secular communities

- this person/people is employed by the institution; this person/people is employed by outside organizations

5d. Other Student Life Professionals

- Full-time professional(s) whose professional duties fully focuses on interfaith engagement
- Full-time professional(s) whose professional duties partly focus on interfaith engagement
- Full-time professional(s) whose professional duties do not focus on interfaith engagement, but actively incorporates these efforts into their work

5e. Other [fill in]

6. What procedures exist to support the ongoing development of these policies and accommodations?
[check all that apply]

- Procedures exist to review religious accommodation policies, field new requests, and ensure that policies get updated
- A forum exists for policy complaints and suggestions, which explicitly calls out religious accommodations
- All policies related to religious accommodation are communicated clearly and visibly, e.g., in the student and employee handbook and on the campus website
- A clear point-person on campus exists to navigate policy or procedural accommodations related to religious diversity
- Other [write in]

Additional Information

Please feel free to share existing plans for advancing this practice on your campus: _____

Academic Priority

Interfaith cooperation can be part of the curricular experience on campus through lectures, individual courses, academic programs, and academic centers dedicated to Interfaith or Interreligious Studies.

Interfaith or Interreligious Studies is a burgeoning academic field that is distinct from Religious Studies and Theological Studies, and does not yet have agreed upon definitions or boundaries. For the purposes of this instrument, Interfaith/Interreligious Studies is defined as an interdisciplinary field that examines the multiple dimensions of how individuals and groups who orient around religion differently interact with one another, and the implications of these interactions for communities, civil society, and global politics. Professors who teach courses of this nature often employ the academic focuses of interdisciplinarity, intersectionality, and religious literacy, and also provide opportunities for direct encounter with religious diversity through experiential learning pedagogies (e.g., site visits, service learning, internships, etc.).

Note: Please respond to each question to the best of your ability. If you are absolutely uncertain about a question, feel free to leave it blank. Questions in red indicate that the question has been modified from the previous year, so any previously submitted responses will not auto-repopulate. For those updating your Inventory from last year, pay special attention to these questions as well as updating your write-in responses.

1. In the past year, has your campus hosted academic speaker(s) on interfaith topics?

- No
- Yes

2. What types of religiously oriented courses has your campus offered in the past year? [check all that apply]

- Religious Studies courses (e.g., World Religions, Comparative Religion, History of Religion)
- Theological Studies courses
- Interfaith or Interreligious Studies courses (see above definition)
- 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)

[If “Interfaith or Interreligious Studies Courses” is checked] Please share the information for at least one Interfaith or Interreligious Studies course on your campus:

- Course title: [Fill in]
- Professor: [Fill in]
- Please include a link, copy and paste, or upload your course description here: [write in]

[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” is checked] Are there explicitly defined interfaith learning outcomes for these courses or modules/units?

- No
- Yes

[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” is checked] How consistently do the following activities take place related to assessing these learning outcomes? (1=None of the time, 2=Less than half of the time 3=Half or more of the time, 4= All of the time)

- Collection of assessment data/information
- Review of the data, including spending time analyzing or pulling out themes
- Decision making to maintain or change current practices based on data analysis

[If “Interfaith or Interreligious Studies Courses” is checked] Does your campus also offer an academic program in Interfaith or Interreligious Studies?

- No
- Yes

[If yes to the previous question] Check all that apply for your campus’s offerings:

- Major
- Minor
- Concentration, certificate, or other official academic program
- None

[If “Interfaith or Interreligious Studies Courses” is checked] Does your campus have a funded academic interfaith center on campus with curricular offerings?

- No
- Yes

[If Major, Minor, and/or Concentration, certificate, or other official academic program are checked]

Please include a link or description of this academic program: [Fill in]

3. In the past year, has your campus included interfaith themes as part of required or core courses?

- No
- Yes

[If yes] Interfaith themes have been included in the past year as:

- Part of an option to fulfill core or distribution requirements
- Part of required course(s) within a major or minor
- Part of required course(s) for a large proportion of students
- Other [write in]

[If yes to “required course(s) for a large proportion of students”] This/these course(s) are required for:

- All first-year students
- All students of a different year (e.g. all second-years, all third-years)
- All undergraduate students
- Other [write in]

Additional Information

Please feel free to share existing plans for advancing this practice on your campus: _____

Staff and Faculty Competence and Capacity

Institutions can support a culture of interfaith cooperation across the campus by ensuring that staff and faculty understand interfaith issues among the student body, are competent and comfortable organizing interfaith campus programs and engaging religious diversity, and have institutional support through staff positions or development seminars dedicated to growing and sustaining their interfaith leadership.

Note: Please respond to each question to the best of your ability. If you are absolutely uncertain about a question, feel free to leave it blank. Questions in red indicate that the question has been modified from the previous year, so any previously submitted responses will not auto-repopulate. For those updating your Inventory from last year, pay special attention to these questions as well as updating your write-in responses.

1. Does your campus offer interfaith or religious diversity training for staff and/or faculty (e.g., within campus-organized professional development, new staff/faculty orientation, stand-alone trainings)?

- No
- Yes

If yes, check all that apply:

- One-time or occasional training for staff
This training is:
 - Optional
 - Required for all staff or a large division
- One-time or occasional training for faculty
This training is:
 - Optional
 - Required for all faculty or a large division
- Recurring training (at least annually) for staff
This training is:
 - Optional
 - Required for all staff or a large division
- Recurring training (at least annually) for faculty
This training is:
 - Optional
 - Required for all faculty or a large division

2. To what degree is religious diversity or interfaith training offered compared to trainings on other aspects of identity? [select one]

- Less frequently (not as often or to smaller audiences)
- About the same (just as often or to similar audiences)
- More frequently (more often or to wider audiences)

3. To what extent do staff and/or faculty plan co-curricular interfaith activities? At least one staff or faculty member [check all that apply]:

- Plans interfaith activities on an occasional basis
- Plans multiple interfaith activities annually
- Plans intentionally designed interfaith activities that involve partnership with multiple campus groups and/or offices
- Organizes annual signature interfaith events.
 - Interfaith Day of Service
 - Interfaith Week or Festival
 - Other [write in]
- Other [write in]

4. Is interfaith cooperation integrated into in at least one major student event? (By major student event, we mean events which many students are either required to participate or likely do participate in, such as orientation, commencement, common read programs, study abroad orientation, campus-wide service days, etc.)

- No
- Yes

[If yes to #4, please check all that apply]

- First-year orientation or convocation
- Residential Life programming
- First-year or all-school common reading
- Baccalaureate
- Commencement
- Study abroad orientation
- Campus-wide service days
- Other: [write in] _____

Additional Information

Please feel free to share existing plans for advancing this practice on your campus: _____

Student Leadership

Campus structures that support interfaith student leadership contribute to effective student learning, encourage program sustainability, and ensure availability of various opportunities to students interested in interfaith leadership.

Note: Please respond to each question to the best of your ability. If you are absolutely uncertain about a question, feel free to leave it blank. Questions in red indicate that the question has been modified from the previous year, so any previously submitted responses will not auto-repopulate. For those updating your Inventory from last year, pay special attention to these questions as well as updating your write-in responses.

1. What structures does your campus have in place for student leaders to promote interfaith cooperation on campus? [check all that apply]:

- Interfaith student group (student-organized)
- Interfaith Student Council or Committee (formally convened by the campus)
- Yearlong interfaith leadership program (e.g., interfaith scholars or fellows)
- Internship, student staff, or work study position
- Student chaplains with interfaith responsibilities
- Interfaith position in Student Government
- Other [write in]

[If at least one box in the previous question is checked]: What structures are in place to support those student leaders? [check all that apply]:

- Structures for recruiting and training new leaders each year
- An intentional, ongoing leadership development curriculum (e.g., regular workshops, individual coaching, explicit leadership training as part of ongoing meetings)
- Other [write in]

2. To what extent do staff and/or faculty on campus support these student leaders? At least one staff or faculty person: [check all that apply]

- Supports student interfaith leaders on an occasional or as-requested basis
- Supports student interfaith leaders in a committed, ongoing way
- Works collaboratively with student interfaith leaders to advance mutual goals

3. In the past year, how often have students planned and led interfaith activities on campus?

- Never
- Occasionally or ad-hoc
- Regularly (at least 3 activities annually)

[If one of the second two options on the previous question is checked] Approximately how many students have been engaged in the past year through these student-led activities?

- 1-49

- 50-99
- 100+

[If “occasionally” or “regularly” are checked] Tell us about inspiring student interfaith leaders or an event organized on campus. [write in]

4. In the past year, has your campus offered interfaith or religious diversity training for a broad base of students, beyond your interfaith student leaders?

- No
- Yes

4a. [If yes] How often is this training offered? [check all that apply]:

- At least once in the past year
- Annually

4b. Who has led these trainings? [check all that apply]

- Senior administrators
- Faculty
- Staff
- Students

4c. [If yes] Who is the audience for this training? [check all that apply]:

- Any interested students
- Required for specific groups of campus leaders [check all that apply]:

4d. [If “Required”] For which group(s) of campus leaders is the training required? [check all that apply]

- Orientation Leaders
- Resident Assistants
- Student Government
- Other

5. In the past year, have students initiated any changes to campus policies or programs related to religious diversity (e.g., advocated for a new interfaith space, influenced Residence Life or Dining Services to adopt interfaith-friendly policies)?

- No
- Yes [Write in]

Additional Information

Please feel free to share existing plans for advancing this practice on your campus: _____

Campus Community Partnerships

Interfaith engagement that occurs beyond campus boundaries in the form of service learning, internships, off-campus study, and experiential education has the ability to positively impact the local community while engaging students more deeply and sustainably in interfaith civic engagement.

Note: Please respond to each question to the best of your ability. If you are absolutely uncertain about a question, feel free to leave it blank. Questions in red indicate that the question has been modified from the previous year, so any previously submitted responses will not auto-repopulate. For those updating your Inventory from last year, pay special attention to these questions as well as updating your write-in responses.

1. How does your campus partner with the community on interfaith efforts? [check all that apply]

- Site visits to local religious, secular, or interfaith organizations
- Hosting community organization representatives for on-campus interfaith programs (e.g., workshops, lectures)
- Interfaith service projects that incorporate interfaith reflection
- Internships at local organizations that incorporate interfaith reflection
- Courses that include ongoing community-based interfaith experiences
- Leadership programs that include ongoing community-based interfaith experiences
- Community-based research that is interfaith-focused, conducted by students, staff, or faculty
- Other [write in]

[If “Interfaith Service Projects...” is checked] How frequently do service projects that incorporate interfaith reflection occur? [choose one response]:

- Occasional or ad-hoc
- Regularly

[If “regularly” is checked] These regular service projects are primarily [choose one response]:

- With different partner organizations each time
- Sustained, ongoing partnerships with the same organization(s)

2. Feel free to share a story or example of an impactful campus-community interfaith partnership at your institution: [write in]

Additional Information

Please feel free to share existing plans for advancing this practice on your campus: _____

Assessment Cycle

Engaging in the assessment cycle to build community and inform interfaith experiences is critical for maximizing student interfaith learning. Educators can use assessment to guide ongoing improvement to educational opportunities and to celebrate accomplishments.

Note: Please respond to each question to the best of your ability. If you are absolutely uncertain about a question, feel free to leave it blank. Questions in red indicate that the question has been modified from the previous year, so any previously submitted responses will not auto-repopulate. For those updating your Inventory from last year, pay special attention to these questions and your write-in responses.

1. What types of assessment do you use to better understand interfaith engagement and worldview diversity on your campus? [check all that apply]
 - Tracking Use/Participation (i.e., counting number of students who attend events/utilize services)
 - Satisfaction Assessment (i.e., exploring student satisfaction with programs/services)
 - Student Learning Assessment (i.e., determining student achievement of explicit learning outcomes)
 - Needs Assessment (i.e., determining particular needs of unique worldview populations)
 - Campus Climate Assessment (i.e., understanding student perceptions of campus climate related to worldview)
 - Other
 - No assessment efforts

2. [Only if there is Student Learning Assessment] In what areas of campus are there explicitly defined interfaith learning outcomes (such as, “As a result of this experience, students will be able to articulate a story of positive interaction with someone of a different religious/philosophical community”)? [check all that apply]
 - Campus-wide interfaith learning outcomes
 - Department/Divisional interfaith learning outcomes (in at least one department/division)
 - Co-curricular interfaith initiatives learning outcomes (defined for programs/initiatives more often than not)
 - Curricular Interfaith courses/modules learning outcomes (defined for courses/modules more often than not)
 - No explicitly defined interfaith learning outcomes

[Only if there are campus-wide learning outcomes] For campus-wide interfaith learning outcomes, is there a plan in place to assess these outcomes each year?

- No
- Yes

[Only if there are campus-wide learning outcomes] In regard to campus-wide interfaith learning outcomes, how would you rate the consistency of effort to do the following:

(1=None of the time, 2=Less than half of the time, 3=Half or more of the time, 4= All of the time)

- Collect assessment data/information
- Review the data (ex., spend time analyzing or pulling out themes)
- Use the data to inform practice (ex., decide to maintain or change current practices based on assessment results)

[Only if there are departmental/divisional learning outcomes] For departmental/divisional interfaith learning outcomes, is there a plan in place to assess these outcomes each year?

- No
- Yes

[Only if there are departmental/divisional learning outcomes] In regard to departmental/divisional interfaith learning outcomes, how would you rate the consistency of effort to do the following: (1=None of the time, 2=Less than half of the time, 3=Half or more of the time, 4= All of the time)

- Collect assessment data
- Review the data (ex., spend time analyzing or pulling out themes)
- Use the data to inform practice (ex., decide to maintain or change current practices based on assessment results)

[Only if there are co-curricular programs/initiatives learning outcomes] For learning outcomes related to co-curricular programs or initiatives, is there a plan in place to assess these outcomes each year?

- No
- Yes

[Only if there are co-curricular learning outcomes] In regard to learning outcomes for co-curricular programs or initiatives, how would you rate the consistency of effort to do the following:

(1=None of the time, 2=Less than half of the time 3=Half or more of the time, 4= All of the time)

- Collect assessment data
- Review the data (ex., spend time analyzing or pulling out themes)
- Use the data to inform practice (ex., decide to maintain or change current practices based on assessment results)

3. [If “no assessment efforts” is not checked] Feel free to describe the ways that you assess interfaith efforts on your campus community. [write in]

4. [Only if there is Satisfaction Assessment and/or Campus Climate Assessment] Has your campus administered a campus wide-assessment focused specifically on interfaith or religious diversity, other than the IDEALS or CRSCS surveys?

- No
- Yes

[If “yes”]: Please share the name and brief description of that assessment instrument: [write in]

Additional Information

Please feel free to share existing plans for advancing this practice on your campus: _____

Mission and Identity

To promote effective engagement with religious diversity, it is helpful for the priority of interfaith cooperation to be directly linked to the campus's mission, values, and identity.

Note: Please respond to each question to the best of your ability. If you are absolutely uncertain about a question, feel free to leave it blank. Questions in red indicate that the question has been modified from the previous year, so any previously submitted responses will not auto-repopulate. For those updating your Inventory from last year, pay special attention to these questions as well as updating your write-in responses.

1. 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]:

- An individual or group has informally explored one of these relationships
- A senior governing body has explicitly discussed one of these relationships [check all that apply]:
 - Board of Trustees
 - Cabinet or Presidential Cabinet (e.g., President and direct reports)
 - Another Senior Governing Body [write in]
- A formal committee or task force has worked actively on articulating one of these relationships
- N/A – we have not explored these relationships
- N/A – Our campus has done this work but prior to the past year
- Other [write in]

2. Has your campus formally articulated the link between interfaith cooperation and the institution's mission, values, and/or identity? This link would go beyond simply mentioning religious diversity on campus to, for instance, having a written statement that "our campus prioritizes interfaith cooperation because we are a Catholic institution, not in spite of it."

- No
- Yes
- Unsure

[If yes] Please check all the documents in which the link between interfaith cooperation and the institution's mission, values, and/or identity is explicitly articulated:

- Campus mission statement
- Campus vision statement
- Campus values statement
- Campus statement of faith
- Campus institutional diversity statement (it goes beyond simply naming religion as one type of diversity and articulates the value of religious diversity or interfaith cooperation)
- Another formal statement that explicitly links interfaith cooperation with the institution's mission
- None of the above

Please include a link, copy and paste, or upload your campus's written statement here [if submitting a file below, type "see below" in the text box:

- [write in]

3. In the past year, has your institution made other statements that explicitly link interfaith cooperation with the institution's mission (e.g., in an article, on the campus website)?

- No
- Yes
- Unsure

Please include a link, copy and paste, or upload your campus's written statement here [if submitting a file below, type "see below" in the text box:

- [write in]

Additional Information

Please feel free to share existing plans for advancing this practice on your campus: _____

Campus-Wide Strategy

High-impact campuses have a cohesive strategy in place for interfaith cooperation that is made explicit in internal guiding documents and integrates the curricular and co-curricular activities of the institution.

Note: Please respond to each question to the best of your ability. If you are absolutely uncertain about a question, feel free to leave it blank. Questions in red indicate that the question has been modified from the previous year, so any previously submitted responses will not auto-repopulate. For those updating your Inventory from last year, pay special attention to these questions as well as updating your write-in responses.

1. Does your institution have a cross-campus committee or group that meets regularly to advance interfaith cooperation as a high-level institutional priority?

- No
- Yes
- Not sure

1a. [If yes] This committee/group includes involvement from [check all that apply]:

- Senior Administration
- Faculty
- Staff (e.g., Student Affairs, Religious Life, Chaplains)
- Students
- Alumni
- Community Members or Leaders

1b. [If yes] This group or committee... [check maximum one response]:

- Is informal and self-organized.
- Is an official campus committee.

1c. [If yes] Does this committee have direct involvement or oversight from the institution's President?

- No
- Yes

2. Has a campus-wide diversity office or committee named interfaith cooperation or engagement of religious diversity as a top priority?

- No
- Yes

3. Is interfaith cooperation included in the institution's current strategic plan?

- No
- Yes

3a. [If yes] Interfaith cooperation is included in our institution's current strategic plan in the following ways [check all that apply]:

- Mentioned explicitly at least once
- Stated as one of the top-level priorities
- Other [write in]

4. Does your institution currently have or is it developing a cross-campus strategy specifically for interfaith cooperation?

- No
- Yes

4a. [If yes] This strategy is [choose one]:

- In the process of being written
- Written and under review
- Written and finalized, but not yet implemented
- Written, finalized, and already being implemented on campus

4b. [If yes] How this strategy is being implemented? [check all that apply]:

- This strategy is guided primarily by one team or department.
- This strategy includes input from multiple cross-campus partners.
- This strategy is utilized widely to guide cross-campus programming.
- This strategy includes both curricular and co-curricular components.

Additional Information

Please feel free to share existing plans for advancing this practice on your campus: _____

Public Identity

A campus's public interfaith identity is affirmed to key external audiences through communications, marketing materials, public relations, and public events that explicitly highlight interfaith cooperation or positive engagement of religious diversity.

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1. 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 response]:

- Never in the past year
- At least once, publicly, in the past year
- On a routine basis, publicly (e.g., an annual public lecture series)

2. In what other ways has interfaith cooperation been featured in your campus's public identity in the past year? [check all that apply]:

- Interfaith cooperation has been featured prominently on our campus website (e.g., on the institution's home page, mission and identity page, admissions page)
- Interfaith cooperation has featured prominently in our campus marketing (e.g., annual report, campus tours, recruitment events, admissions materials, alumni materials)
- We have done a major marketing campaign around interfaith cooperation
- We have done a major fundraising campaign around interfaith cooperation
- We have an annual award on campus specifically for interfaith leadership, which is publicized beyond the campus community
- Other [write in]

Additional Information

Please feel free to share existing plans for advancing this practice on your campus: _____

Additional Questions:

1. What additional work is your campus doing in these nine areas that has not yet been adequately captured? [write in]

2. Please rate the degree to which you agree or disagree with the following statement:

This Campus Interfaith Inventory is a useful framework for my institution in thinking about advancing interfaith excellence on campus.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

3. Are you interested in a follow-up coaching conversation with an IFYC staff member to reflect on your campus's work in these nine areas and identify possible areas for growth?

- Yes
- No

3. Which practices are you planning to prioritize for the coming year? Check all that apply:

- Accommodation and Respect for Religious and Nonreligious Identity
- Academic Priority
- Staff and Faculty Competence and Capacity
- Student Leadership
- Campus-Community Partnerships
- Assessment
- Mission and Identity
- Campus-Wide Strategy
- Public Identity

4. Which leadership practices are *critical* for advancing interfaith efforts on your campus? Check all that apply:

- Accommodation and Respect for Religious and Nonreligious Identity
- Academic Priority
- Staff and Faculty Competence and Capacity
- Student Leadership
- Campus-Community Partnerships
- Assessment
- Mission and Identity
- Campus-Wide Strategy
- Public Identity

5. Which leadership practices are not critical for advancing interfaith efforts on your campus? Check all that apply:

- Accommodation and Respect for Religious and Nonreligious Identity
- Academic Priority
- Staff and Faculty Competence and Capacity
- Student Leadership
- Campus-Community Partnerships
- Assessment
- Mission and Identity
- Campus-Wide Strategy
- Public Identity

Please note: After you hit "submit" here a screen of your full entry will appear. You can print that screen for your purposes. **You will be required to hit "submit" at the bottom of the next screen in order for your entry to be complete.** If there are incomplete required* elements in the Inventory a notice will pop up saying as much and when you press "ok" it will walk you through the required elements.