As religious diversity becomes an increasingly salient – and divisive – reality in American public discourse and civic life, many colleges and universities are asking how their campus can positively engage this diversity. Campus climate assessment has been instrumental in helping colleges and universities cultivate positive climates around other types of diversity. The Campus Religious and Spiritual Climate Survey (CRSCS) is a unique, theoretically-based, and empirically-validated assessment tool designed to assist campus leaders in creating climates that embrace the challenges and realize the possibilities of supporting diverse religious and non-religious worldviews on campus.

About the CRSCS

The CRSCS was developed in 2009 and piloted by Dr. Alyssa Bryant Rockenbach (North Carolina State University) and Dr. Matthew Mayhew (New York University); in 2011, Drs. Bryant Rockenbach and Mayhew partnered with Interfaith Youth Core (www.ifyc.org) to integrate new measures specific to interfaith action and related attitudinal and behavioral outcomes. Administered at more than 25 diverse colleges and universities to date, the CRSCS can help your campus answer such questions as:

- Do students perceive campus as a safe space for diverse religious and non-religious identities, beliefs, and practices?
- What are the most positive aspects of campus climate?
- What areas of campus climate present challenges or opportunities for improvement?
- How do students respond to and interact with others representing different worldviews?
- What are students’ attitudes toward diverse worldviews?
- How do they perceive their own capacities to effectively engage religious diversity?

If these questions resonate with existing or emerging priorities and concerns on your campus, we invite you to participate in the Spring 2013 administration of the CRSCS.

This overview document will guide you through the survey administration process, provide a checklist of what you will need to prepare for your campus’ participation, and describe the CRSCS factor scales and their development. If at any point you have questions, please contact us at survey@ifyc.org.

Participating in the CRSCS

The CRSCS, which has received IRB approval through North Carolina State University, is administered by Campus Labs, a leading platform and service provider for assessment in higher education. Participating campuses will receive an SPSS data file and a descriptive report documenting campus climate properties in comparison to other participating institutions. Limited space is available and campuses will be accepted into the administration on a first-come, first-serve basis.

Costs to Participate

- Early Bird Registration: $3500
- Regular Registration: $4500

Timeline

- Early Bird Registration: September 30, 2012
- Regular Registration: October 30, 2012
- Campus Materials Due: December 1, 2012
- Survey Open: March 1-30, 2013
- Campuses Receive Data + Reports: August 15, 2013
The fee for participating in the CRSCS cover the following benefits and services:

- Secure online administration of the CRSCS, a theoretically and empirically sound survey instrument
- Survey programming and management by our partner, CampusLabs
- Assurance of IRB-approved administration procedures
- The option to include up to ten campus-specific survey questions
- The option to include a raffle incentive to enhance response rates (incentives must be provided by your institution)
- The option to survey the entire student body on campus or a sample of the population
- Provision of campus-specific invitation emails, consent forms, and reminder emails
- Assistance with fielding student questions as they arise
- Use of random generator for selecting survey raffle winners
- Provision of a complete SPSS data file with student responses to general and campus-specific survey questions, demographic characteristics, and identifiers for data linking and follow-up purposes
- A descriptive report documenting campus climate properties in comparison to other participating institutions

About the Administration

The CRSCS will run March 1-30, 2013. Students will receive an email invitation with a link to the survey, as well as information regarding the raffle incentive (if applicable). Upon linking to the survey, students will first be directed to an informed consent form that details the survey procedures and delineates their rights as research participants. The survey questions follow from the consent form and take approximately 20 minutes to complete. The survey ends with the opportunity to enter the raffle (if applicable). During the survey administration period, three reminder emails will be sent to non-respondents.

An SPSS data file, including student responses to general and campus-specific survey questions, demographic characteristics, and identifiers for data linking and follow-up purposes, will be provided to your campus by August 15, 2013. A descriptive report documenting campus climate properties in comparison to other participating institutions will accompany the data file.

The CRSCS Participation Quick Guide

Use the following check-list as a guide to all the materials your campus needs to assemble for participation in the 2013 administration of the CRSCS.

Register Your Campus.

Email survey@ifyc.org to register your campus by the Early Bird (September 30, 2012) or Regular (October 30, 2012) deadline. Include the name of the of your institution and the name and contact information for the individual who will serve as the campus representative for the CRSCS administration. When you register, you or your campus representative will receive (some materials will not be available until August):

- a confirmation email
- a checklist of submission materials
- templates to guide the preparation of materials for submission
- an invoice for your campus’ participation
- the IRB Approval Notice for the study
- the Research Approval and Data Use Agreement form to be signed by the campus representative

Reserve Your Spot.

Participation in the CRSCS is available on a first-come, first-served basis; your campus’ spot in the administration will not be held until we receive your registration fee ($3500 for Early Bird, $4500 for Regular Registration). Once you register via email, we will email you an invoice for participation; payment is due within 30 days of the date on the invoice.
Gather Your Materials.

Once you register for the CRSCS, you’ll receive a set of templates to help you submit your materials. The following materials are due December 1, 2012:

- the Research Approval and Data Use Agreement form, signed by the campus representative
- up to 10 campus-specific questions to add to the CRSCS
- a sampling spreadsheet with the required information for students to be surveyed
- completed templates (campus-specific invitation email, reminder email, consent form, and raffle page)

About the Materials

The following is an in-depth description of the materials your campus will need to assemble to participate in the CRSCS. Please use all templates provided to you at registration to submit your materials. If at any point you have questions, email survey@ifyc.org. All materials are due December 1, 2012.

Research Approval and Data Use Agreement Form

Upon registering for the CRSCS administration, we will provide you with the IRB approval notice for the study. North Carolina State University IRB has reviewed and approved the survey procedures, and the approval notice may be used to procure approval on your campus if required. In addition to the IRB approval notice, you will receive a Research Approval and Data Use Agreement form. The form must be signed by your campus representative and certify that you will obtain the necessary approvals on your campus to participate in the CRSCS and will adhere to standard data use policies once the data have been collected (i.e., data will be analyzed only in the aggregate and no individual cases will be investigated).

Campus-Specific Questions

You will have the option to include up to ten campus-specific questions on the CRSCS. These questions may be used to assess students’ involvement in and experiences with particular campus initiatives and programs that your institution has implemented. In addition, these questions may be developed to measure specific student outcomes that reflect the mission and values of your institution.

Once you submit the signed Research Approval and Data Use Agreement form, you will receive a full PDF copy of the CRSCS which may help you craft your own campus-specific questions.

Sampling

The CRSCS is designed for undergraduate students of all class levels (with the exception of first-semester, first-year students) and may be administered to all undergraduate students on campus or a sample of the population. To administer the CRSCS to the students you wish to survey, your campus will need to provide the following information in the template you received at registration: 1) student identification number; 2) first name; 3) last name; 4) email address; 5) gender; 6) race/ethnicity; and 7) class level. Student identification numbers and email addresses will be maintained to enable your campus to link CRSCS data with other data sources and provide opportunities for follow-up studies in the future. Basic demographic information (gender, race/ethnicity, and class level) will enable us to examine non-response bias in the data collected.

Campus-Specific Invitation Email, Reminder Email, Consent Form, and Raffle Page

You will receive four templates in which to insert information specific to your institution: Invitation Email, Reminder Email, Consent Form, and Raffle Page. The templates will require entering the following information where specified:

- The institution name.
- Campus email address. Correspondence to students in the sample (e.g., invitation and reminder emails) will be sent
The CRSCS Factor Scales and Development

The climate scales on the survey are theoretically based on the framework established by Hurtado, Milem, Clayton-Pedersen, and Allen (1999), which models the interrelated elements of the campus climate for racial/ethnic diversity. Several of the constructs that have been used in the past to assess the climate for racial/ethnic diversity are relevant to understanding the religious and spiritual dimensions of campus climate. Specifically, the CRSCS modifies the Hurtado et al. model in an effort to assess:

1) structural worldview diversity (perceptions of the proportional representation of various religious and non-religious groups on campus);
2) the psychological climate (perceptions and attitudes between and among different worldview groups); and
3) the behavioral climate (formal or informal interactions among students of different worldviews).

The measures represented on the survey have been piloted and subsequently evaluated via confirmatory factor analysis. With reliabilities ranging from 0.682 to 0.916, the factor scales are both theoretically and empirically sound. The factors, select items, and psychometric properties are provided below.

### Factor Scales, Psychometric Properties, and Select Items

**Worldview Commitment (Cronbach’s alpha=.893; Chi-square=36.228,23; NFI=.992; CFI=.997; RMSEA=.030)**

- I have spent a lot of time throughout my life reflecting on what I believe and value.
- I talked and listened to people with points of view different than my own before committing to my worldview.
- My current worldview gives my life meaning.

**Structural Worldview Diversity (Cronbach’s alpha=.825; Chi-square =4.108,2; NFI=.997; CFI=.998; RMSEA=.041)**

- There are students, faculty, and staff on this campus who represent diverse worldviews.
- People who share my worldview are well-represented in number on this campus.
- The religious organizations on this campus are diverse in terms of the faith traditions they represent.

**Space for Support and Spiritual Expression (Cronbach’s alpha=.770; Chi-square =1.416,2; NFI=.998; CFI=1.000; RMSEA=.000)**

- This campus is a safe place for the expression of my worldview.
- This campus accommodates my needs with regard to celebrating religious holidays and other important religious observances.
- My classes are safe places for the expression of my personal worldview.
Religious and Spiritual Visibility and Expressions on Campus (Cronbach’s alpha=.710; Other psychometric properties TBD)

- Religious and/or spiritual expression by students is very common on this campus.
- Physical expressions (symbols, clothing, literature, etc.) of religion and spirituality are highly visible on this campus.
- Institutional leaders reference religious and non-religious values when addressing the community.

Acceptance of Diverse Worldviews on Campus (Cronbach’s alpha=.789; Chi-square=2.598,1; NFI=.997; CFI=.998; RMSEA=.050)

- On this campus it’s acceptable to be non-religious or non-spiritual.
- Evangelical or Born-Again Christians have a place on this campus.
- Muslims share their perspectives openly on this campus.
- Mormons are accepted on this campus.

Divisive Psychological Climate (Cronbach’s alpha=.710; Chi-square=8.656,9; NFI=.989; CFI=1.000; RMSEA=.000)

- People of different worldviews on this campus seem separated into groups that rarely interact with one another.
- There is a great deal of conflict among people of different worldviews on this campus.
- This college or university seems to favor certain worldviews above others.

Insensitivity on Campus (Cronbach’s alpha=.916; Chi-square=25.536,25; NFI=.995; CFI=1.000; RMSEA=.006)

- On this campus, how often have you heard/read insensitive comments about your worldview?

Coercion of Campus (Psychometric properties TBD)

- Religious organizations on this campus coerce students to join.
- I feel pressured by others on campus to change my worldview.
- I feel pressured to separate my academic experience from my personal religious or non-religious worldview.

Provocative Experiences with Worldview Diversity (Cronbach’s alpha=.682; Chi-square=2.758,2; NFI=.993; CFI=.998; RMSEA=.024)

- Had class discussions that challenged you to rethink your assumptions about another worldview
- Felt challenged to rethink your assumptions about another worldview after someone explained her/his worldview to you
- Had a discussion with someone from your own worldview with whom you disagreed

Inter-Worldview Engagement (Cronbach’s alpha=.790; Chi-square=1.625,2; NFI=.999; CFI=1.000; RMSEA=.000)

- Felt silenced from sharing your own experiences with prejudice and discrimination
- Had meaningful and honest discussions about issues related to religion and spirituality
- Had guarded, cautious interactions

Co-Curricular Religious and Spiritual Engagement (Cronbach’s alpha=.703; Chi-square=6.167,4; NFI=.994; CFI=.998; RMSEA=.029)

- Attended a campus program designed to encourage students to discuss issues of life meaning and purpose
Curricular or Faculty-Led Religious or Spiritual Engagement (Psychometric properties TBD)
- Attended a formal debate on campus between people with different worldviews
- Worked together with students from other worldviews on a service project
- Enrolled in a religion course on campus designed to enhance your knowledge of different religious traditions
- Enrolled in a course that addressed religious diversity
- Visited a religious space off-campus as part of a class

Appreciative Knowledge and Interfaith Literacy (Psychometric properties TBD)
- Islam promotes tolerance and respect toward other worldviews
- There are historical examples of when Atheists have contributed to the common good
- In general, I have a positive attitude towards Evangelical Christians
- In general, Mormons are moral and ethical people
- In general, Buddhists positively contribute to society

Private Personal Perspective on Religion/Worldview (Cronbach’s alpha=.745; Chi-square=0.409,2; NFI=1.000; CFI=1.000; RMSEA=0.000)
- I don’t share my beliefs openly with other students on my campus
- I don’t ask questions about someone’s worldview until we’ve gotten to know one another really well
- I feel a need to conceal my worldview from others

Private Perspective on Religion/Spirituality in Higher Education (Cronbach’s alpha=.828; Chi-square=2.337,2; NFI=.998; CFI=1.000; RMSEA=.016)
- Spirituality and religion should never be discussed in the college classroom
- Faculty should always keep their personal worldviews to themselves when interacting with students in the classroom
- Public colleges and universities should not address spiritual and religious topics because of the separation of church and state

Pluralism Orientation (Cronbach’s alpha=.771; Chi-square=2.973,3; NFI=.996; CFI=1.000; RMSEA=.000)
- World religions share many common values
- It’s important to understand the differences between world religions.
- It is possible to have strong relationships with those of religiously diverse backgrounds and still strongly believe in my own worldview.

Transformative Impact of College on Worldview (Cronbach’s alpha=.883; Chi-square=10.360,6; NFI=.997; CFI=.999; RMSEA=.034)
- Overall, coming to college has:
  - Made me experience discomfort that resulted in a new way of looking at others’ worldviews.
  - Helped me learn to think critically about my religious or non-religious orientation.
  - Helped me learn to appreciate other people’s perspectives on religion and spirituality.
Student Characteristics

Religion/Worldview
Spiritual/Religious Self-Perceptions
Year in College
College GPA
Parental Educational Attainment
Gender
Sexual Orientation
Race/Ethnicity
International Student Status
Academic Major
Student Identification Number
Student Email Address