EXECUTIVE SUMMARY

INTRODUCTION

Founded in 1901, Dominican University is deeply rooted in its Catholic heritage and expresses its Dominican identity through the pursuit of caritas et veritas, truth and love. Dominican’s mission is woven into the fabric of the university at all levels, and graduates are instilled with the values of caritas et veritas. The tradition is lived out via the pursuit of truth as a dialogue between faith and reason and the fostering of a community marked by faith, prayer, contemplation, concern, justice, and interreligious dialogue.¹

Dominican’s pioneering interfaith efforts are one way the tradition continues today in meaningful and concrete ways: faculty members teach a variety of courses exploring faith and religion, staff members cultivate students’ commitment to service and spiritual reflection through interfaith and service learning programs, and students partner with community members to launch interfaith social action projects. Demonstrating the seriousness of these efforts, the university has set meaningful accountabilities to assess its institutional effectiveness in developing “Globally Positioned Students” – of which interreligious understanding is an important part – through the Higher Learning Commission. Freshmen and sophomores engage with religious difference through Liberal Arts and Sciences Seminar texts. All students are welcomed to multi-faith prayer spaces near Rosary Chapel and on the Priory Campus. A significant part of Dominican’s commitment to this effort has manifested through its long-term partnership with Interfaith Youth Core.

Interfaith Youth Core (IFYC) seeks to make interfaith cooperation a social norm. Too often, religion is seen as a barrier of division. IFYC believes faith can be a bridge of cooperation, strengthening civil society and promoting the common good. Just as civil rights leaders and environmentalists built transformative movements in the 20th century, IFYC believes that interfaith leaders will build the movement for interfaith cooperation in the 21st century. IFYC has worked with hundreds of campuses in the last several years to promote sustainable interfaith programming and equip interfaith leaders to impact their environments. IFYC partners with a select group of campuses that desire to become “models” of interfaith cooperation for the sector of higher education.

¹ https://jicsweb1.dom.edu/ICS/Resources/Planning/Mission_and_Ministry_Strategic_Plan.jnz
After a commendable institutional investment and a successful three year partnership with IFYC, Dominican University has positioned itself as a leader and model of interfaith cooperation within higher education. Dominican’s programs and strategy signal to constituents both on- and off-campus that interfaith cooperation is a priority for the campus now and into the future.

IMPACT OF PARTNERSHIP

At the conclusion of the formal phases of partnership, Dominican University has achieved numerous significant and high-level accomplishments that are clear markers of success. Equally importantly, these successes provide Dominican with a solid base to help the campus sustain interfaith work well into the future. Each of these successes will be described more fully throughout this report. Key accomplishments include the following:

- Interfaith learning outcomes define the campus’ hopes and goals for student growth on interfaith cooperation. Furthermore, faculty and staff can assess these outcomes to understand where and how students learn. Dominican’s success in this area is unsurpassed in the field of higher education; its leadership serves as a model to other campuses seeking to measure interfaith student learning in a rigorous way.

- Common texts with interfaith themes are successfully integrated into required first-year and sophomore seminar courses; both faculty and students find the texts meaningful approaches to the broad questions that guide the seminars. In an all-campus survey administered in 2010, only 27.9% of student respondents said they “very often” or “often” got “information about different religious or philosophical traditions” from their classes. Now campus faculty and administrators can confidently say that nearly 100% of undergraduates are exposed to some different religious traditions as a course requirement.

- Data gathered from these same Liberal Arts and Sciences (LAS) Seminar students and faculty members indicate clear growth and learning against select interfaith learning outcomes. For example, first-year students who read Living Buddha, Living Christ are able to identify the Buddhist value of “mindfulness” as a shared value across different religious traditions, and the majority of students (84.3% in Fall 2012) “strongly agree” or “somewhat agree” that participating in Seminar made them more comfortable discussing their own worldview with others who have different worldviews. Concrete, measurable data and associated analysis about student learning sets Dominican apart from its peers with regard to new knowledge and understanding about interfaith cooperation on the campus and in the classroom.

- The Campus Religious and Spiritual Climate Survey (CRSCS), a national, empirically tested assessment instrument, bears out Dominican’s successes in two primary areas. First, in the Spring 2013 administration, Dominican students reported the highest level of curricular religious and spiritual engagement among all students surveyed within that administration. This data clearly demonstrates that Dominican’s commitment to interfaith engagement in the classroom is yielding results as compared to other institutions. Furthermore, the same survey indicates that Dominican students have increasingly positive attitudes toward people of minority faith traditions and Atheists, when compared with Dominican students who were surveyed in 2010 and students on other
Dominican’s co-curricular work elevating individual student and faculty experiences and integrating interfaith efforts with institutional values has made a clear impact and led to these shifts in student attitudes.

- A well-developed and effective Interfaith Cooperation Committee (ICC) drives institutional efforts to advance interfaith cooperation on campus. The ICC and other campus structures ensure that interfaith work will be sustained and strategically integrated with other campus priorities.

- Interfaith cooperation is a visible campus-wide priority, which has contributed to increased interest in interfaith work, more frequent events and interfaith conversations, and effective collaboration with stakeholders outside of University Ministry and the Theology Department, including the School of Social Work, the Library, Student Affairs, the Art Gallery, the Business School, and many others.

- Dominican is sharing its successes with the field by presenting and writing for a higher education audience. Recent venues include the Network for Vocation in Undergraduate Education (NetVUE), Association of American Colleges & Universities (AAC&U) conferences, AAC&U’s Diversity & Democracy magazine, and IFYC’s President’s Council gatherings.

Dominican University has laid a robust foundation for advancing interfaith cooperation. Leaders across campus have committed time, energy, and enthusiasm to advancing interfaith cooperation as a campus-wide priority, first through the IFYC-led assessment and strategic planning process followed by the implementation of the recommended high-level goals. Indeed, some of the most notable impact has been directed toward two of the original five high-level priorities that emerged from the preliminary asset mapping and strategic planning process. These priorities include: (1) making interfaith cooperation a visible priority and (2) leveraging strong curricular assets to educate religiously literate global citizens. Additionally, Dominican has made significant progress toward three additional high-priority goals: (1) adopting institutional policies that support interfaith cooperation, (2) enhancing interfaith cooperation through service learning, and (3) deepening relationships between the campus and local religious communities. Successes against these key priorities are detailed below.

**MAKING INTERFAITH COOPERATION A VISIBLE CAMPUS PRIORITY**

*From the Phase I report in Spring 2011:* Dominican’s identity, mission, and leadership position the university to be a model of interfaith cooperation within higher education. Currently, there are strong pockets of support for interfaith cooperation at Dominican, but it is not yet viewed as an institution-wide priority. Highlighting existing interfaith efforts such as the Interfaith Reflection Series, providing opportunities for staff, faculty and students to discuss and explore Dominican’s interfaith commitment, and building a religiously diverse student body will all enhance Dominican’s image as an institution committed to interfaith cooperation.

Dominican President Donna Carroll has adopted interfaith work as one of the key initiatives of her presidency, made visible through her unwavering support of a three-year partnership with IFYC, active participation in campus interfaith events and initiatives, and public commitment to interfaith work on campus and elsewhere. This commitment has contributed to Dominican’s full realization of this first goal. Beyond President Carroll’s personal endorsement, the priority of interfaith cooperation is regularly communicated.

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through major campus initiatives such as the Caritas Veritas Symposium, faculty development opportunities, and LAS Seminars. Additional institution-wide decisions, such as choosing interfaith common texts for required seminars, clearly convey that Dominican expects all students to graduate with some level of competency and knowledge around religious diversity. Honoring IFYC President and Founder Dr. Eboo Patel with the Lund-Gill Chair in 2011-2012 and inviting him to return for a faculty development session in collaboration with Fr. Jim Heft also publically demonstrated Dominican’s commitment to interfaith cooperation across the curriculum.

The creation and ongoing development of the Interfaith Cooperation Committee (ICC) is another significant indicator of campus-wide support. The success of Dominican’s ICC, composed of stakeholders from across the campus community, demonstrates that many across campus prioritize interfaith work. The continuity, enthusiasm, and willingness by members of the ICC to be spokespeople for interfaith cooperation has played a critical role in making interfaith a recognizable campus priority.

Finally, visible and public communications to both internal and external audiences regarding Dominican’s commitment to interfaith cooperation show achievement against this goal. This priority is visible on the campus website and through publically advertised campus-community events that focus on religious diversity. A campus art audit conducted during Phase II led to an interfaith art exhibit in the well-trafficked area between the library and the Rosary College of Arts and Sciences. These are visible signals that highlight Dominican’s commitment to students, faculty, staff, and community members.

LEVERAGING STRONG CURRICULAR ASSETS TO EDUCATE RELIGIOUSLY LITERATE GLOBAL CITIZENS

From Phase I report in Spring 2011: The Dominican curriculum offers select opportunities for students to engage issues of religious identity, diversity, and interfaith cooperation. There are several faculty members in the Theology and Pastoral Ministry department who already teach courses that explore interfaith themes. There are opportunities to expand on these assets by incorporating an interfaith focus into seminars that reach all students as well as designing more interfaith courses that will offer a smaller group of students a more robust background in interfaith theory. These efforts will address the reported negative views toward minority religious traditions and low levels of religious literacy among students.

Dominican’s strategic plan includes goals that lend themselves to the integration of interfaith cooperation with other top campus priorities. President Carroll and other campus leaders recognized that Dominican’s existing goal of cultivating global leadership provided a primary connection to the priority of interfaith cooperation. Dominican leaders took advantage of the opportunity to incorporate interfaith cooperation into the existing global citizenship initiative, made concrete through the Higher Learning Commission’s Assessment Academy and Dominican’s focus on the Globally Positioned Student. To this end, members of the ICC created interfaith learning outcomes in order to assess interfaith student learning across campus. This is one of Dominican’s truly remarkable achievements, as few universities have established a mechanism to measure student learning in this area. Establishing outcomes and beginning to assess student learning positions Dominican to be a leader in interfaith learning and assessment and takes the goal described here farther than ever anticipated.

3 http://public.dom.edu/about/strategicplan
Early in the IFYC-Dominican partnership, this recommendation surfaced due to that the unique ability of the core curriculum to ensure that all students “hear the message” of interfaith cooperation. The LAS Seminars are an integral component of each undergraduate student’s academic experience. By focusing on common texts with interfaith themes in two of these seminars, Dominican ensures that all first-year and sophomore students experience some discussion and reflection on interfaith cooperation. This is a significant accomplishment and survey data from LAS Seminar students and faculty demonstrate that the impact has been substantial.

For example, students in Fall 2013 Seminars report an increased number of “meaningful conversations with someone from a religious, spiritual, or value-based worldview” other than their own.

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**CAMPUS CLIMATE AND STUDENT ATTITUDES TRENDS**

At the start of the Model Campus Engagement, IFYC administered a campus-wide survey to all undergraduate students to gauge knowledge, skills, and attitudes toward interfaith cooperation. At the conclusion of the partnership in Spring 2013, Dominican administered the more nationally-recognized Campus Religious and Spiritual Climate Survey (CRSCS) in order to measure campus climate with regard to interfaith cooperation. Data from this administration was received in late summer 2013 and campus stakeholders have begun to analyze the findings. The 2013 administration can serve as an imprecise contrast to the survey administered at the start of the Model Campus Engagement partnership and provides data that can be utilized for future campus climate and program evaluation. Administering the CRSCS every two to four years will provide Dominican stakeholders with an ongoing measure of students’ attitudes, knowledge, and behavior in regards to religious diversity.

Dominican students demonstrate positive growth on two levels of comparison when examining this data set, including the comparison between Dominican students in 2010 to Dominican students in 2013 and the comparison of: Dominican students to students on other campuses in the Spring 2013 CRSCS administration:

**Curricular Religious and Spiritual Engagement.** Dominican students responding to the survey report the highest level of curricular religious and spiritual engagement compared to every other campus that participated in the Spring 2013 national administration. This data point has a clear relationship to Dominican’s excellent work in LAS Seminars, faculty development, student learning, and emerging courses in the Theology Department. As Dominican seeks confirmation of the effects of its curricular changes, this CRSCS data point indicates a level of success on campus and across peer institutions. The LAS Seminar texts and faculty engagement appear to be having an impact not evident on other campuses.

**Positive Attitudes Toward Minority Religious Traditions.** Dominican students also appear to be demonstrating a shift in attitudes toward students from minority religious traditions and non-religious students – specifically notable are positive attitudes towards Muslims and Atheists. The comparisons here are

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4 Campus Religious and Spiritual Climate campus report is available in the appendices
imprecise, as the survey instruments used in 2010 and 2013 are different, but the data brings up trends worth considering. Dominican students compare very favorably with students on other campuses in the 2013 national administration of the CRSCS with regard to positive attitudes toward other traditions.

Furthermore, the findings in the above two categories may be interrelated. Social scientific research indicates the importance of an appreciate knowledge base in promoting positive attitudes towards individuals of diverse backgrounds. Dominican’s commitment to curricular engagement of interfaith cooperation is already cultivating awareness of the priority of interfaith cooperation among the student body. However, this coursework may also be beginning to impact student attitudes through the proactive cultivation of an appreciative knowledge base around religious diversity. In short, the data demonstrates preliminary success in driving the interfaith learning outcomes defined by the Dominican campus community.  

**OVERVIEW OF IFYC-DOMINICAN PARTNERSHIP**

These significant achievements are the result of Dominican's deep commitment to interfaith cooperation as well as a strong partnership between Dominican and IFYC. Below is an overview of the components or “Phases” of this partnership, which resulted in these meaningful accomplishments.

**PHASE ONE OF PARTNERSHIP**

In August 2010, Dominican and IFYC launched a Model Campus Engagement designed to advance a campus-wide culture of interfaith cooperation. The Phase I Engagement focused on assessment, asset mapping, and strategic planning in order to surface existing strengths and opportunities for growth in relation to interfaith cooperation at Dominican and identify next steps for implementation. In May 2011, IFYC submitted a Phase I Final Report proposing five high level recommendations and eight key strategic initiatives that resulted from the assessment, asset mapping, and strategic planning process guided by the Dominican -IFYC Working Group.  

The five high level recommendations were:

- Make interfaith cooperation a visible campus priority
- Adopt institutional policies that support interfaith cooperation
- Leverage strong curricular assets to education religiously literate global citizens
- Enhance interfaith cooperation and service learning opportunities
- Deepen relationship between campus and local religious communities

The key strategic initiative recommendations from Phase I include:

- Establish an Interfaith Cooperation Committee (ICC) to drive sustainable interfaith efforts
- Communications campaign to raise awareness of campus commitment to interfaith cooperation
- Strengthen interfaith focus in Liberal Arts & Sciences Seminars
- Create a robust set of courses in Interfaith Cooperation

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6 See the Phase I Report for detailed description of components of this first phase
• Launch interfaith student organization to equip and support interfaith leaders
• Expand interfaith reflection series
• Launch year of campus-community interfaith action
• Enhance recruitment efforts for religiously diverse students

PHASE TWO OF PARTNERSHIP

Following a successful first year, from July 2011 through May 2012, IFYC staff worked closely with Jeff Carlson, Matt Palkert, and others at Dominican to execute initiatives as part of a Phase II focused on implementation. The ICC met regularly to guide interfaith activities on campus and to continue to build momentum to implement select Phase I recommendations. By championing the alignment of interfaith cooperation with campus-wide strategies and advocating for appropriate interfaith policies and procedures, the ICC ensured a sustainable commitment to interfaith work across the institution. Highlights of Phase II included:7

• Eboo Patel’s position as Lund-Gill Chair, including the “Interfaith Literacy and Cooperation” course and multiple speaking engagements
• IFYC-designed Interfaith Reflection Modules and Religious Community Site Visit Guide circulated to Liberal Arts and Sciences (LAS) Seminar faculty to be used in the freshman and sophomore seminars in relationship to the new common texts
• Interfaith-focused Globally Positioned Student assessment project envisioned and related interfaith learning outcomes drafted
• “Interfaith Cooperation in the Classroom” faculty reading group
• IFYC and University Ministry coaching and support for Better Together student leaders who led a successful “Talk Better Together: An Interfaith After-Party” event following Eboo Patel’s public lecture
• Interfaith art and space audit completed and interfaith art exhibit planned for Fall 2012

PHASE THREE OF PARTNERSHIP

Phase I findings and Phase II work made clear that the curriculum at Dominican is a particularly impactful venue to advance interfaith cooperation. Therefore, Phase III efforts focused on advancing interfaith cooperation and literacy through the freshman and sophomore LAS Seminars. In addition, the ICC remained attuned to institutional sustainability, disseminating the interfaith learning outcomes, and proposing and conducting an assessment project associated with the campus-wide Globally Positioned Student initiative. Key activities are described in detail in the Phase III section later in body of the report:

LAS Seminar Support and Resourcing. IFYC worked with LAS Seminar faculty and coordinators to continue to build out the seminars as sustainable structures for interfaith learning across the student body. Key activities included:

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7 See the Phase II Report for detailed description of components of second phase
 Evaluated and refined the Interfaith Dialogue Module piloted in Fall 2011; IFYC supported efforts to strengthen use and efficiency of the Interfaith Dialogue Module in Fall 2012.⁸

Conducted a capacity building session for seminar instructors in Fall 2012 to discuss methods for engaging interfaith cooperation in course discussion.

Supported co-curricular efforts from University Ministry and Student Involvement to engage the freshmen and sophomore seminars with religious site visits and other out-of-class programming.⁹

**LAS Seminar Assessment.** IFYC staff collaborated to assess the interfaith learning that occurs in the freshmen and sophomore seminars. Key activities included:

- Facilitated pre- and post-surveys for students enrolled in freshman and sophomore seminars inquiring about their attitudes, knowledge, and skills along particular interfaith learning outcomes.¹⁰
- Administered surveys to seminar faculty at the end of the fall and spring semester to gauge their perceptions on the overall success of the interfaith texts and learning modules.¹¹
- Created a report consisting of all data collected during the fall and spring assessments, which was sent to the LAS seminar coordinators to support future planning.¹²

**Cross-Campus Interfaith Integration and Assessment.** IFYC supported campus-wide initiatives in order to embed a commitment to interfaith cooperation into the fabric of Dominican University’s curriculum throughout this third phase of partnership. Initiatives included campus-wide interfaith learning outcomes, the Globally Positioned Student (GPS) learning assessment project, and developing a faculty resource to support teaching interfaith in the classroom:

- **Interfaith Learning Outcomes.** In support of GPS: The Globally Positioned Student at Dominican University, and working under the assumption that interfaith and religious literacy contributes to a student’s broader understanding and commitment to global citizenship, the ICC drafted interfaith learning outcomes for use in measuring student learning about religious diversity and interfaith cooperation. These learning outcomes are appropriate for use with graduates and undergraduates and in curricular or co-curricular initiatives. The ICC and other campus stakeholders continue to work to disseminate the learning outcomes across campus and help faculty and staff use them in a variety of settings.¹³

- **Globally Positioned Student learning project.** IFYC staff supported the ICC in aligning interfaith cooperation with the Higher Learning Commission’s Assessment Academy project focused on the Globally Positioned Student. Key activities included:¹⁴
  - Engaged stakeholders on the ICC to conceptualize, write, refine and finalize Dominican-specific interfaith learning outcomes for use with the GPS project and for dissemination and broad use throughout campus.

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⁸ Interfaith Dialogue Modules are available in the appendices
⁹ Religious Site Visit Modules are available in the appendices
¹⁰ LAS Seminar Student Survey instruments and data reports are available in the appendices
¹¹ LAS Seminar Faculty Survey instruments and data reports are available in the appendices
¹² Full reports are available in the appendices
¹³ Interfaith learning outcomes are listed in the body of the report
¹⁴ A proposal and description of this project is available in the appendices
Finalized the scope of the GPS learning project, which included defining programs to assess over the next several years; submitted this project plan to the GPS assessment academy team to ensure alignment with campus-wide assessment initiatives.

Coordinated with key stakeholders, including members of the ICC and the Borra Center for Teaching and Learning Excellence to lead capacity building sessions for faculty on incorporating the new interfaith learning outcomes into existing coursework.

Co-presented on how Dominican is assessing interfaith learning at the Association of American Colleges & Universities (AAC&U) Modeling Equity, Engaging Difference Conference in October 2012; Dean Carlson was invited to write a piece in AAC&U’s Diversity & Democracy publication as a follow up and was able to publically describe Dominican’s assessment work and learning outcomes in detail.¹⁵

Tested several of the interfaith learning outcomes against student work at a retreat in late summer 2013. Student writing came from pre-selected courses; IFYC staff and ICC members reviewed the student work against select learning outcomes in order to learn more about student growth and development. This brought the GPS learning project toward completion and gave stakeholders on campus critical information about existing student learning for interfaith cooperation across the curriculum.¹⁶

- **Faculty Resource.** IFYC staff created a resource for faculty, “Navigating Religious and Non-Religious Identity in the Classroom,”¹⁷ which outlines best practices and suggestions for successfully engaging religious diversity in the classroom for Dominican professors across academic disciplines. The resource is broken down into three different sections, which include:
  - Setting a Safe Space
  - Addressing Challenging Conversations
  - Encouraging Students to Talk about Religious and Non-Religious Issues

The resource will be useful to faculty members at Dominican across curricular areas and departments as they consider how to address some of the challenges that arise with discussions of interfaith issues in the classroom.

**RECOMMENDATIONS**

As demonstrated in the description of impact and overview of partnership, Dominican has devoted significant time and energy to becoming a model campus for interfaith cooperation. High-level administrative support from President Donna Carroll, a standing and sustained ICC, LAS Seminars that expose all undergraduates to interfaith engagement and literacy, and interfaith learning outcomes with associated assessment projects all demonstrate Dominican’s commitment to constituents both on- and off-campus. In order to continue to build on these and other successes, IFYC offers four recommendations for Dominican to consider as the campus continues to institutionalize interfaith cooperation:

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¹⁵ http://www.aacu.org/diversitydemocracy/vol16no3/carlson.cfm
¹⁶ Description and outcomes of this portion of the project are available in the appendices
¹⁷ Faculty resource is available in the appendices
BOLSTER AND STRENGTHEN THE INTERFAITH COOPERATION COMMITTEE

The Interfaith Cooperation Committee (ICC), originally established as an extension of the working group created during the first year of the model engagement partnership, has proven to be the key driver of interfaith cooperation initiatives on campus. The cross-campus leadership, the diversity of ICC members, and their passion for interfaith work have been critical to the committee’s success. Indeed, the model has been so successful that IFYC now utilizes the implementation of an Interfaith Cooperation Committee as a key recommendation for sustainable interfaith work for campuses across the country.

In order to continue to advance a sustainable culture of interfaith cooperation at Dominican, it is crucial for the committee to maintain and expand on the momentum it has generated. Three methods for doing so include:

- Recognizing members for participating in the ICC by rewarding faculty participants with service credit for their involvement via faculty senate and honoring staff and student participants during large scale events like the Caritas Veritas Symposium or campus-wide recognition events.
- Designating an annual budget line to support the committee’s efforts. Funding can contribute to interfaith events, interfaith training and capacity building, and generally advancing the mission of the committee both internally and externally.
- Identifying a sustainable structure and key strategic planning opportunities for the ICC. The current working group model appears to be effective; ICC members should make a deliberate decision as to continuity of this structure into the future. As the ICC establishes a permanent structure, the chairs should consider semi-regular strategic planning sessions to guide the work of the committee in the long-term. Annual strategy and visioning sessions will clarify the ICC’s position and role, while further legitimizing its standing as a permanent fixture on Dominican’s campus.

ADVANCE AND EVALUATE CURRICULAR INITIATIVES

Liberal Arts and Sciences Seminars. In 2011-2012 Dominican introduced interfaith common texts to the freshman and sophomore LAS Seminars. The texts continue to be used in these courses and in 2012-2013 IFYC and Dominican measured some facets of student learning through pre- and post-surveys addressing select interfaith learning outcomes developed by the ICC. To build on the success of the common texts and the ways the texts contribute to interfaith learning, Seminar coordinators can support faculty who teach the texts and contribute to the campus-wide project by:

- Offering professional development opportunities such as discussion groups, reviews of the interfaith learning modules, and plans for out-of-class activities such as religious site visits.
- Continuing to measure student interfaith learning that occurs as a result of reading the common texts by continuing to run pre- and post-surveys on occasion and seeking other evidence for student learning along the interfaith learning outcomes.
- Considering how to integrate interfaith dialogue and themes into the junior and senior year seminars.

Interfaith Studies Minor. Theology Department faculty and others are already discussing the possibility of an academic minor in interfaith studies. An interfaith minor would clearly signal Dominican’s ongoing commitment to a culture of interfaith cooperation, as only a few other colleges and universities have established interfaith studies minors to date. By creating this academic concentration, Dominican will set itself apart from many institutions and serve as an example for other colleges and universities across the
country regarding interfaith in the curriculum. Key Dominican leaders including President Donna Carroll and Dean Jeff Carlson have committed to attending the “Toward a Field of Interfaith Studies” conference in January 2014. At this invite-only gathering, campus representatives committed to developing undergraduate-focused course sequences in interfaith understanding will attend sessions and participate in conversations aimed at advancing this conversation in higher education. The conference will offer Dominican stakeholders the opportunity to share best practices and learn from other experts in the field in order to prepare for their own interfaith minor or concentration.

Assessment and Evaluation. One of the most exciting opportunities that emerged over the IFYC-Dominican partnership was the chance to link interfaith learning to Dominican’s commitment to the Higher Learning Commission Assessment Academy's focus on the Globally Positioned Student. The careful assessment of learning objectives required by this project has positioned Dominican as a leader in the field for interfaith student learning, while providing a model for other campuses to adopt. To continue to make progress in this area, the ICC and other campus leaders should:

- Ensure that the interfaith learning outcomes are utilized across the curriculum (e.g., LAS Seminars, Theology courses, and other courses with themes related to religion and spirituality).
- Continue to find venues such as conferences and professional publications to share information about the project.
- Develop plans for using evaluative tools (e.g., pre- and post-course surveys) in the LAS first-year and sophomore seminars and other courses. These tools will provide data as to the overall success in achieving the interfaith student learning outcomes in addition to key insights on the best ways to refine courses and programs to better achieve these outcomes.

ADVANCE CAMPUS-WIDE AND CO-CURRICULAR INITIATIVES

Over the past three years, in addition to curricular projects, Dominican has devoted much attention to advancing interfaith initiatives outside the classroom. Many programs have been well-attended and accompanied by campus-wide enthusiasm, including an annual hunger banquet and Eid al Adha celebrations. In order to promote a campus culture of engagement across religious difference, Dominican should continue to pursue campus-wide strategies that incorporate interfaith topics.

Student Interfaith Leadership. A student-led and staff-supported organization can equip Dominican students with interfaith leadership skills and create a hub for interfaith events, dialogue, and service opportunities. At the end of the Spring 2013 semester a group of student leaders expressed interest in starting a new student interfaith group. The student layer of the campus ecology is crucial for creating a sustainable culture of interfaith cooperation. Faculty and staff leaders at Dominican have been supportive of interfaith student leadership in the past and should continue to look for methods to help sustain it over the long-term. The creation of a new interfaith student group is one encouraging step and other suggested methods are identified in the body of the report.

Campus-Wide Training. An initiative that has the potential for broad impact across campus is ongoing training for student affairs staff and student para-professionals. The ICC and University Ministry should consider collaborating with Student Affairs on annual training components for both professional and student staff on religious diversity and interfaith cooperation. Professional staff (e.g., academic advisers, counselors, student activities, residence life) and student staff (e.g., resident assistants, orientation leaders) who come
into regular contact with students can be equipped with basic knowledge and skills to navigate questions and conflicts related to religious diversity. By participating in regular training opportunities, Dominican staff and student leaders will support a culture of interfaith cooperation.

**Discussing Campus Climate.** In late summer 2013, results from Dominican’s administration of the Campus Religious and Spiritual Climate Survey (CRSCS) became available. These results should be discussed in venues across campus in order to help Dominican mark progress and identify steps for continuous improvement. The CRSCS can help campuses compare campus climate over time and Dominican should consider running the CRSCS every two to four years in order to see progress made on interfaith campus climate related issues. The survey can also be used to initiate and encourage campus-wide conversation about the religious and spiritual climate.

**INCREASE VISIBILITY WITHIN SECTOR OF HIGHER EDUCATION**

Dominican University has positioned itself to be a model campus marked by a culture of interfaith cooperation. Dominican can leverage this success across the sector of higher education in a number of ways.

- Continue participating in national networks and seeking national platforms to discuss the campus’s success. Dominican has already made steps on this front through regular participation in NetVUE, presenting at the AAC&U *Modeling Equity, Engaging Difference* conference, and publishing work in *Diversity and Democracy*. Dominican administrators and faculty leaders are regularly invited to speak at national gatherings such as the President’s Interfaith and Community Service Campus Challenge national gathering and IFYC’s President’s Council.

- Include interfaith cooperation as a priority in the next Dominican University strategic planning process. Referencing interfaith cooperation in this way would send a clear signal both internally and externally that interfaith engagement and literacy matters deeply to the University. As Dominican continues to position itself as a campus that considers interfaith cooperation part of its ethos, it should not shy away from broadcasting its values to students, stakeholders, and higher education networks across the country.

**CONCLUSION AND ONGOING PARTNERSHIP**

As the formal partnership between Dominican and IFYC concludes, ample opportunities remain to continue to work together both formally and informally. Maintaining a connection with Dominican is a high priority for IFYC; staff will support Dominican administrators, faculty, staff, and students on an ongoing basis and look forward to collaborating on projects that are already emerging and will continue to develop, such as:

- Pursuing grant funding for an interfaith cooperation MOOC built on Dominican’s course-support software. This project is already in development and could be the most significant marker of an ongoing partnership that would continue to position Dominican as a leader in the field of interfaith leadership.

- Requesting a grant as a result of the IFYC-sponsored, Teagle Foundation-funded “Toward a Field of Interfaith Studies” conference in January 2014. This grant would give Dominican a small amount of funding to continue develop already existing plans for a minor or course sequence in interfaith students and would include support from IFYC staff.
Co-presenting at higher education conferences to highlight notable best practices of interest to other campuses, including integrating interfaith texts into seminars and the Interfaith Learning Outcomes/Globally Positioned Student project.

Co-authoring articles on best practices in interfaith cooperation in higher education and measuring student learning for interfaith cooperation.

Attending and presenting at a Fall 2014 convening of vanguard college campuses that have partnered with IFYC over the past five years. This invite-only event will bring together campuses from across the country that have made interfaith cooperation a visible priority.

Annual student attendance at Interfaith Leadership Institutes, which will help ensure regular training for students who are invested in building interfaith cooperation on campus.