



PRESIDENT'S

INTERFAITH AND COMMUNITY SERVICE

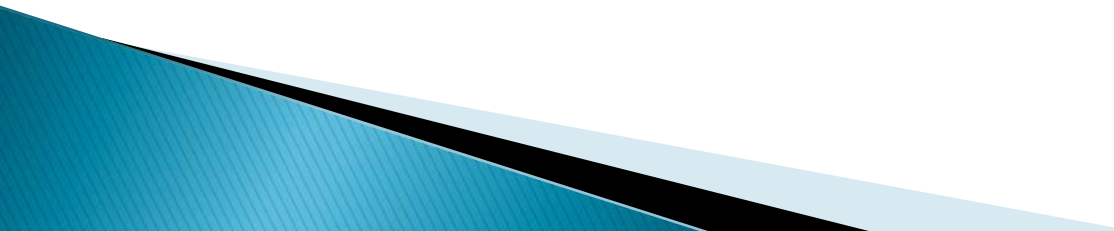
CAMPUS CHALLENGE

Interfaith Effectiveness

Plenary Session: 9:30 AM

Dr. Matt J. Mayhew
Associate Professor
New York University

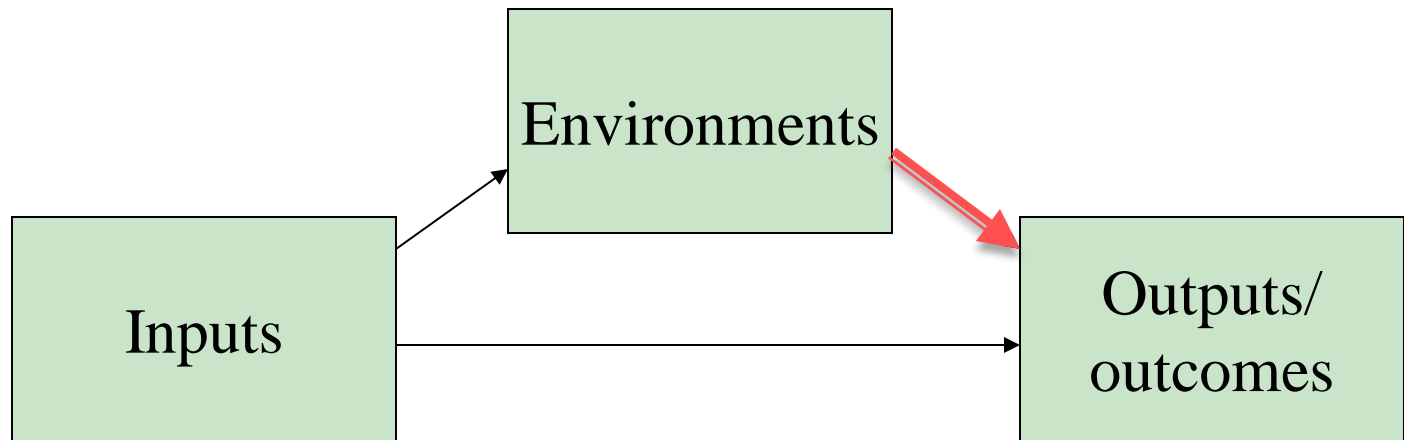
Introduction

- Situating Assumptions
 - Understanding College Influence Model
 - Understanding our “E:” The Worldview Climate
 - Specific Purpose
 - Project Logistics
 - Overview of Data
 - Discussion Points
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Governing Assumption

- ▶ **Functional ontology shapes understanding of existent constructs related to interfaith engagement and outcomes related to interfaith learning**
 - **“Interfaith” experiences and learning outcomes can be measured....**
 - **Classroom and non-classroom-based practices can be assessed based on their respective efficacy in measuring interfaith learning.**
- ▶ **This assumption has been, is currently, and will continue to be argued across any academic conference of any academic discipline until the end of time.**

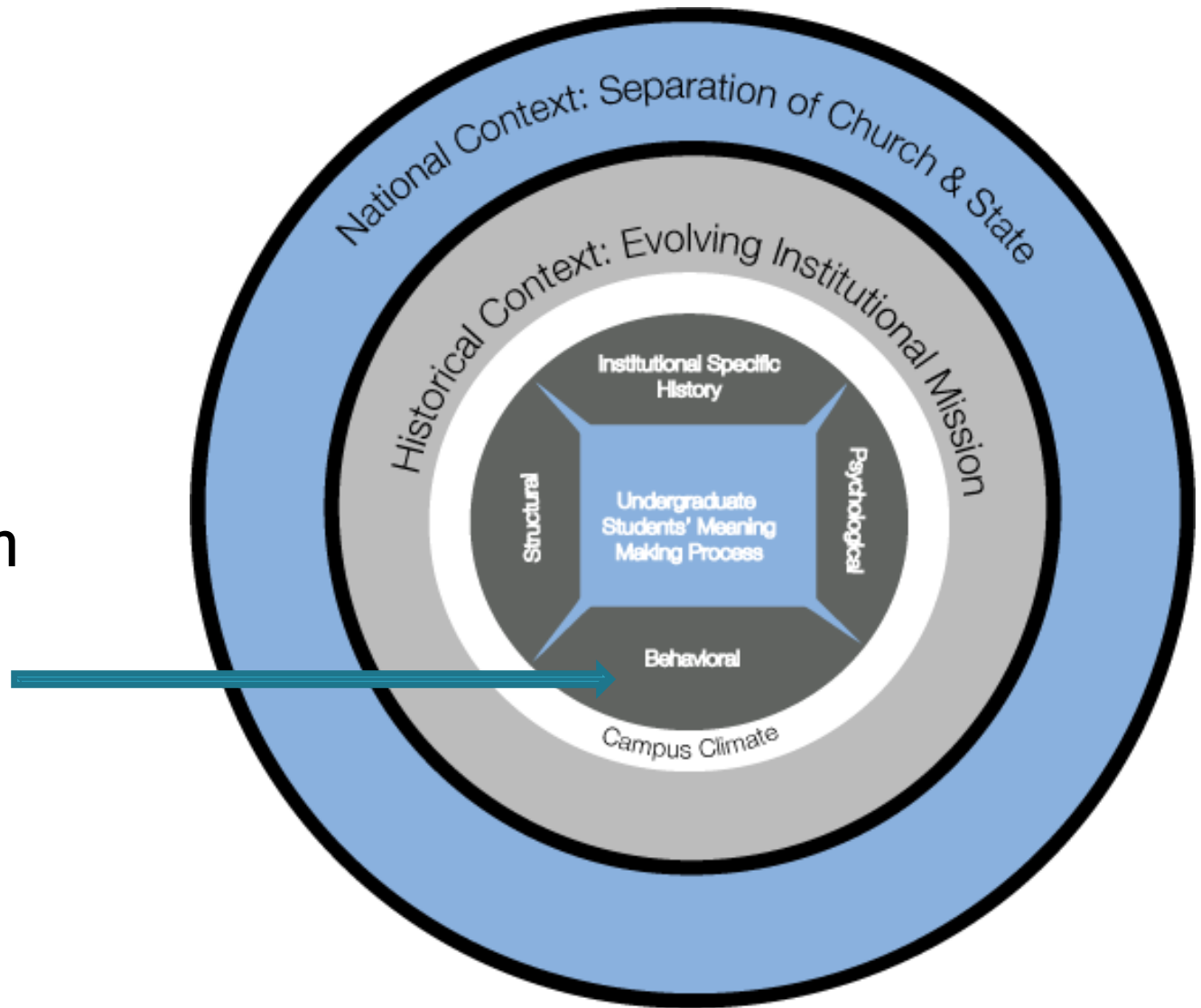
Overview: Understanding College and Its Influence on Students



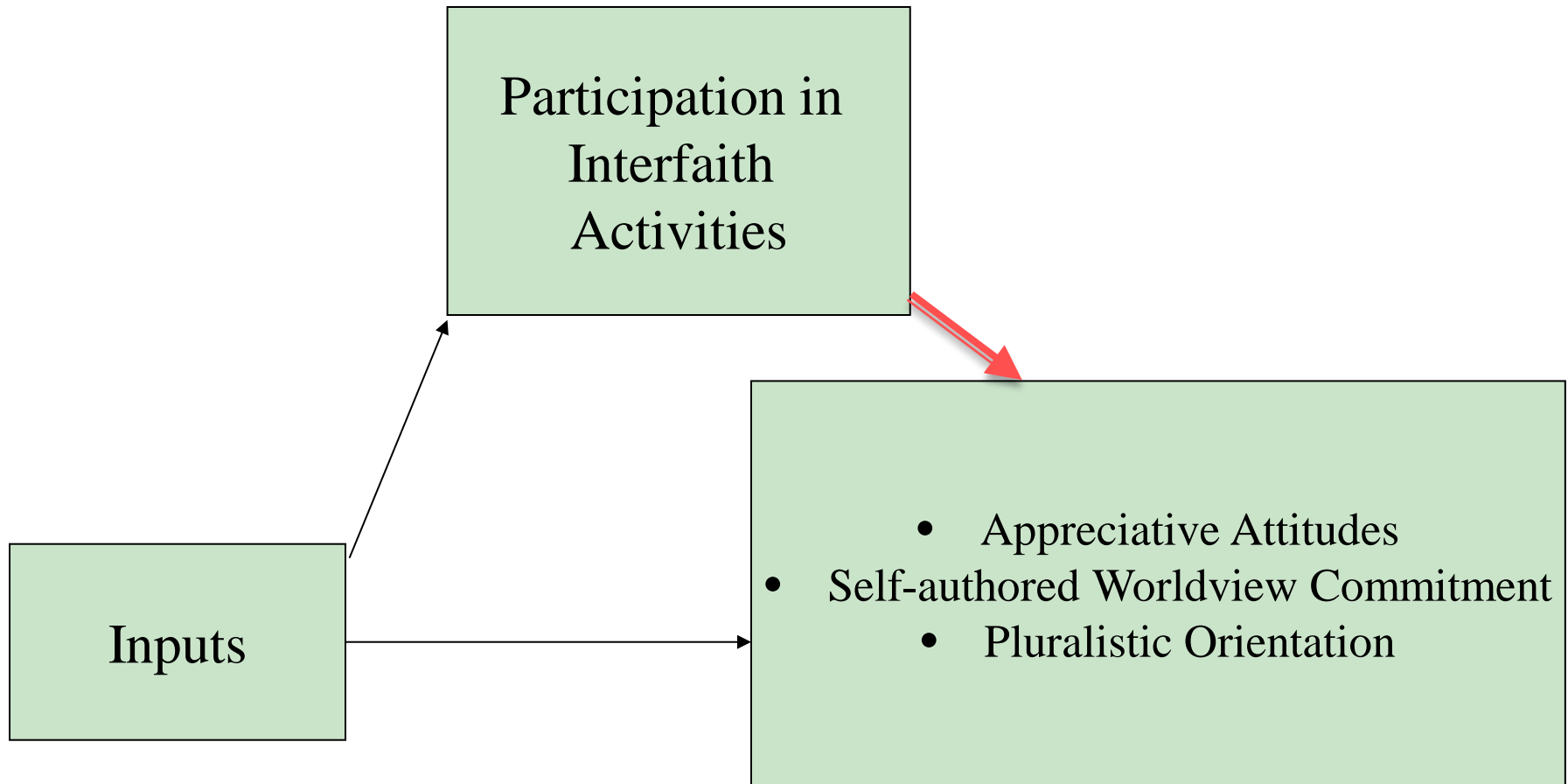
Astin, A. (1993). *Assessment for Excellence*. San Francisco: Jossey Bass

Our “E”

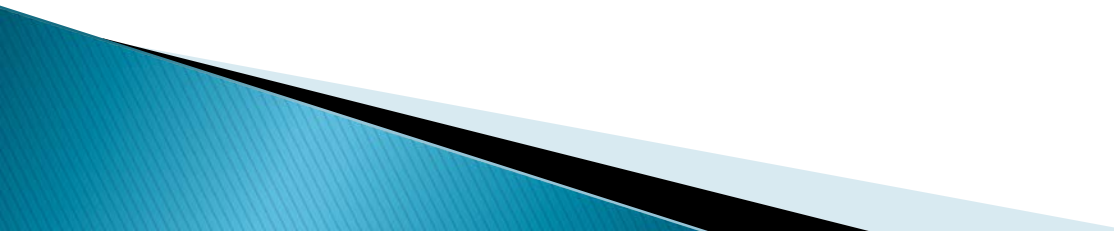
- ▶ Participation in Interfaith Activities



Understanding Interfaith Influence



Project Phases

- 2008–09 – Survey Development
 - Spring 2009 – Pilot I (2 schools/1,071 students)
 - Spring 2011 – Pilot II (2 schools/633 students)
 - Spring 2012 – Administration I (20 schools/4,724 students)
 - Spring 2013 – Administration II (16 schools/3,462 students)
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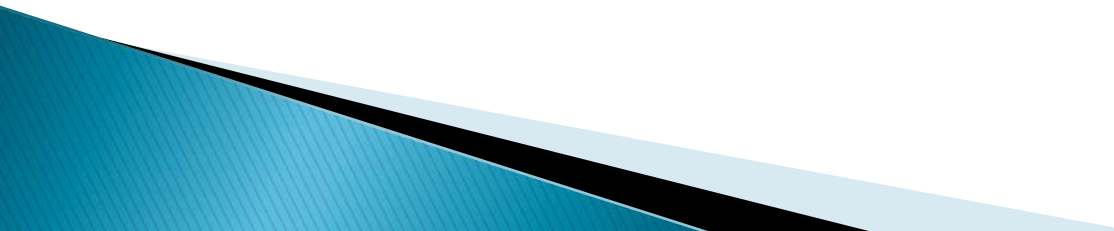
E: Engagement in Formal Interfaith Activities (Ranked)

► Interfaith Activities ($\alpha=0.75$)

- Participated in interfaith action, such as having an impact on critical issues like hunger or poverty
- Shared spiritual practice with people of other worldviews, such as participating in a joint prayer service
- Worked together with students from other worldviews on a service project
- Participated in/attended a service for a worldview that is not your own
- Participated in an on-campus interfaith activity
- Attended a multi-faith celebration on campus
- Participated in an on-campus interfaith dialogue
- Attended an interfaith prayer vigil/memorial
- Participated in a campus interfaith group
- Attended a formal debate on campus between people with different worldviews

O: Appreciative Attitudes Toward... (Atheists, Evangelicals, Jews, Mormons, Muslims)

► **Muslims ($\alpha=0.92-.095$)**

- Islam values service to others.
 - Islam promotes tolerance and respect toward other worldviews.
 - There are historical examples of when Muslims have contributed to the common good.
 - Islam values equality between men and women.
 - Islam promotes peace.
 - In general, I have a positive attitude towards Muslims.
 - I have things in common with Muslims.
 - In general, Muslims are moral and ethical people.
 - In general, Muslims can practice their beliefs while living a modern life.
 - In general, Muslims positively contribute to society.
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O: Self-authored Worldview Commitment

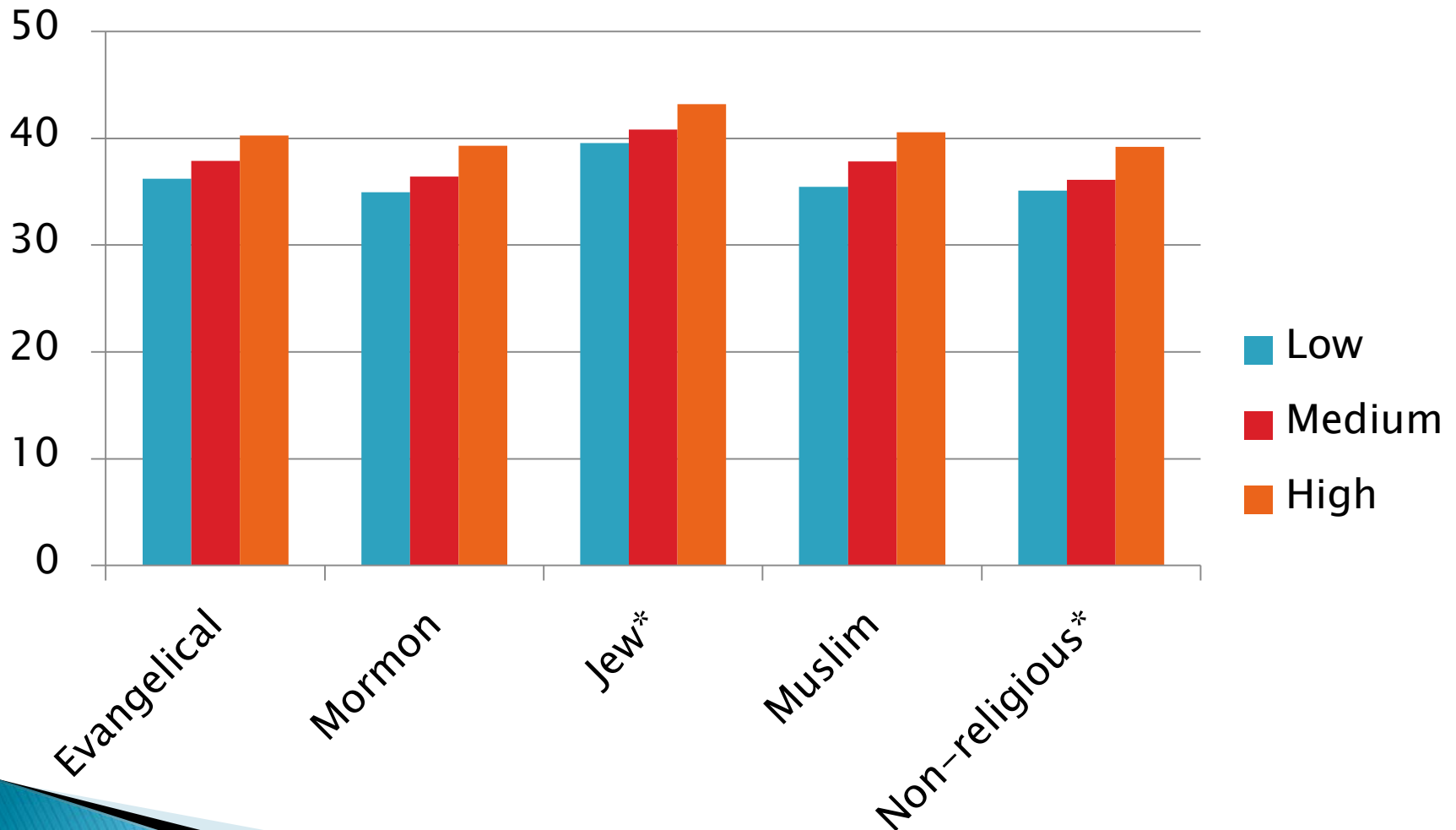
- ▶ **Self-authored worldview commitment ($\alpha=0.85$)**
 - I have spent a lot of time throughout my life reflecting on what I believe and value.
 - My current worldview is an important part of who I am.
 - I have put a lot of thought into why I believe what I do.
 - *I have thoughtfully considered other religious and spiritual perspectives before committing to my current worldview.*
 - *My worldview has been enhanced through constructive interactions with people of other worldviews.*
 - *I have had to reconcile competing religious and spiritual perspectives before committing to my current worldview.*
 - *My worldview commitment is based on integrating religious and spiritual perspectives different than my own.*
 - *I talked and listened to people with points of view different than my own before committing to my worldview.*
 - *I integrated multiple points of view into my existing worldview before committing to it.*

O: Pluralism Orientation

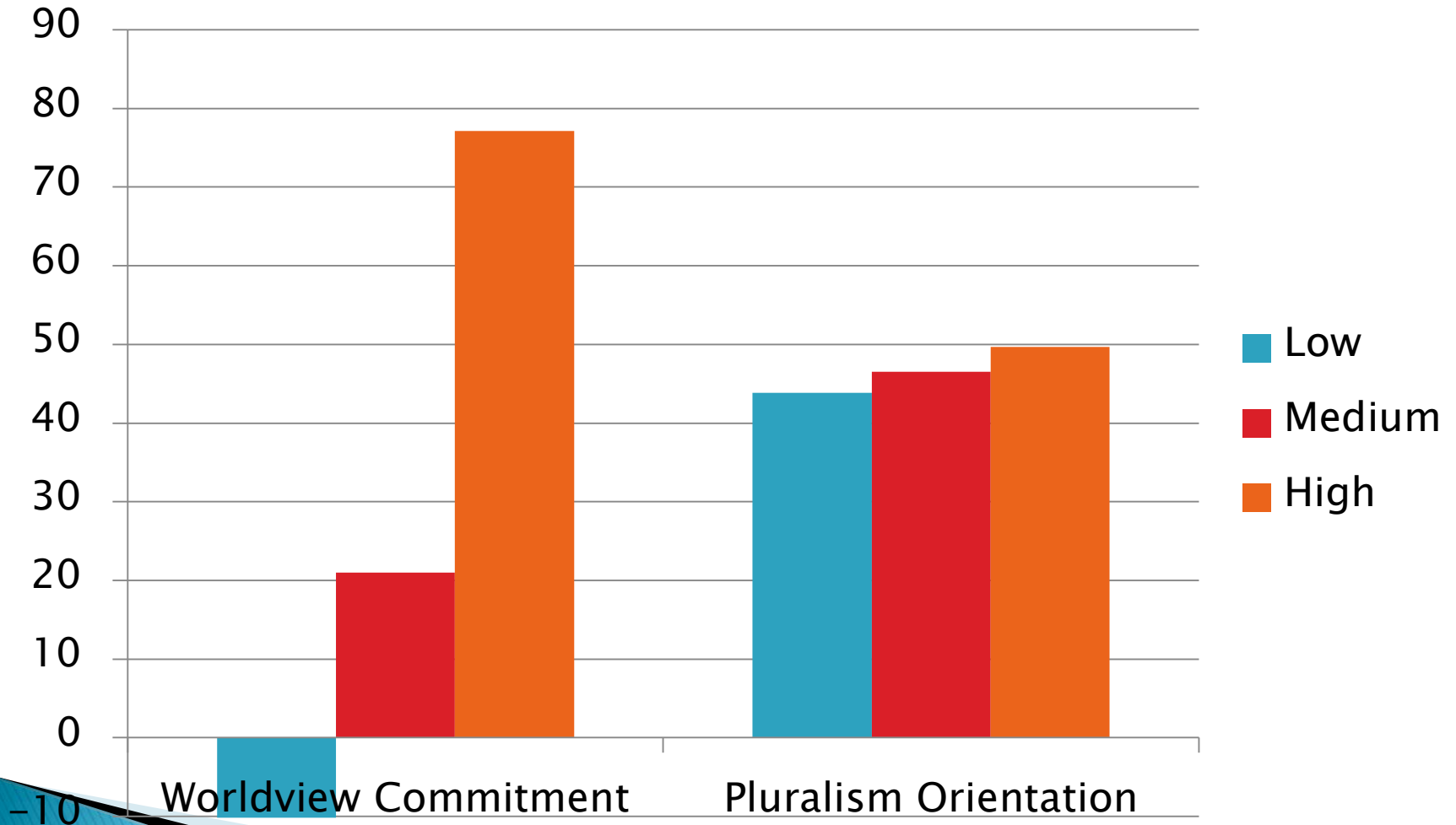
► Pluralism Orientation ($\alpha=0.91$)

- World religions share many common values.
- It's important to understand the differences between world religions.
- I respect people who have worldviews that differ from my own.
- I understand the reasoning behind one or more worldviews other than my own.
- Truth exists in worldviews other than my own.
- Cultivating religious tolerance and understanding will make the world a more peaceful place.
- My faith or beliefs are strengthened by relationships with those of diverse religious and non-religious backgrounds.
- It is possible to have strong relationships with those of religiously diverse backgrounds and still strongly believe in my own worldview.
- My worldview inspires me to serve with others on issues of common concern.
- It is important to serve with those of diverse religious backgrounds on issues of common concern.
- We can overcome many of the world's major problems if people of different worldviews work together.

Interfaith Activities to Appreciation



Interfaith Activities to SAWC and PO



Discussion Points

- ▶ **Interfaith engagement matters!**
- ▶ **Future**
 - Relationship between interfaith activities and outcomes
 - Measurement not only frequency but magnitude of interfaith engagement
 - Longitudinal study of influence of interfaith engagement on the aforementioned and other outcomes of interest



IDEALS

INTERFAITH DIVERSITY
EXPERIENCES & ATTITUDES
LONGITUDINAL SURVEY