

Usage and Distribution

➔ OVERVIEW & PURPOSE

Providing a badge, sign, or certification at the completion of an interfaith training such as BRIDGE is a key opportunity to convey the importance of the training experience. When intentionally done, simple badging or signage can fulfill a variety of important goals that validate and expand the impact of the overall training experience. Sharing the BRIDGE badge, as seen here, can accomplish the following:

- 1. Establishes confidence in new and or refined skills and abilities.** Through the distribution of this badge, students and colleagues know they can expect a welcoming ear, an ally in interfaith efforts, and an interfaith leader. This badge establishes a space and signals to the community that these individuals encourage and are trained to engage religious and worldview diversity.
- 2. Communicates expectations.** By providing a badge at the conclusion of the training, trainers can articulate commitments or standards of behavior as well as establish accountability for the group. Accepting this formal badge comes along with leadership commitments to create a more inclusive campus for engaging religious and worldview diversity.
- 3. Publicly communicates institutional values.** Signage or other public indications about BRIDGE signals to the community that the institution cares about religious and worldview diversity. Such public indicators can signal to all members of the campus community, from prospective students to alums, that engaging religious identity and diversity is a part of the campus culture.
- 4. Recognizes trainees.** Badges or certificates provide an opportunity to give participants a concrete take-away, something to show for their time and effort, which also demonstrates the institution's commitment to individual professional development.

The BRIDGE Badge:



MATERIALS

The following materials provide a guide to IFYC’s digital resources around BRIDGE badges and signage and supports you in making intentional decisions for badging routines on your campus.

Consistent with the ethos of the entire BRIDGE curriculum, IFYC is pleased to offer digital resources that campus partners can utilize and customize to their unique institutional contexts. [Linked here](#), you will find a design that can serve as an official badge for BRIDGE training completion in a variety of formats.

- ▶ **Office sign:** available to be displayed in public spaces, such as personal offices or cubicles.
- ▶ **Syllabus badge:** designed to be inserted into a faculty member's syllabus.
- ▶ **Sticker/pin:** could be utilized to create swag for distribution after a training.
- ▶ **Email signature:** designed to be inserted into a professional email signature.

Making Intentional Decisions Around Distributing Badges or Signs

There are no official parameters for when and how the above materials ought to be utilized. Instead, IFYC recommends that individual campus leaders consider a set of questions to establish routines around BRIDGE sign distribution within their own campus community. Each campus leader can make these decisions individually or through consultation with others to develop a structured, consistent rationale for these decisions. Consider the following questions:

1. What other training credentialing opportunities exist on your campus (Safe Zone, Vet Net, campus-specific training designations, etc.)? Are there ways to structure your BRIDGE badges to align with expectations of those other programs?

For example, if Safe Zone offers a “Safe Zone trained” sign after a standard two-hour introductory training, it may be beneficial to align your badging decisions with that baseline so that colleagues feel as though they are held to a similar standard across programs.

2. How are you customizing BRIDGE training to meet your campus community needs, and what implications might that have for sign distribution?

Some campuses are developing multiple levels of interfaith training based on BRIDGE materials. At what level should a credential be offered? Is it beneficial to withhold credentialing for the highest-level training or should entry-level training participants receive recognition as well?

3. As articulated above, there are a number of goals that distributing badges or signs can fulfill. Is there one goal that is more important to you than others?

For example, if public messaging is more important to you than conveying confidence in the skills and abilities of participants, you may want to consider more lenient procedures to distribute signs. If, by contrast, you want the credential to convey the depth of skill and knowledge that people can expect from trainees, you may want to establish a more stringent credentialing procedure.

4. Do you want to set aspirations for future behavior of the credentialing recipients?

Some institutions articulate hopes for “ally” behavior that badge recipients must commit to as a result of receiving the recognition. In addition to the training, distributing badges includes proactive commitments for future behavior. See below for suggestions on how to execute such commitments.

5. If conveying confidence in the skills/abilities of the training participants is particularly important to you, are there certain training elements that participants must experience prior to receiving the credentialing?

The BRIDGE curriculum includes resources on personal identity reflection, exploring bias, and interfaith relationship building. Some campuses might require training in all categories before awarding a BRIDGE badge or consider other learning categories, such as religious literacy, as well.

6. Are there other questions that are essential to explore in determining the best path for your campus?

Note ideas here:

Commitment Setting

Offering a badge or sign can provide a dual opportunity to both recognize training and articulate aspirational hopes for future behavior. In accepting a badge or sign, training participants can proactively affirm commitment to particular behaviors that support building a more inclusive campus community. Facilitators have the opportunity to consider articulating the following commitments as a part of the badge or sign distribution process. The list below could be utilized fully or in part, and campus leaders should consider expanding on this list in ways that align with their own campus needs.

Badge recipients could affirm some or all of the following:

- ▶ I commit to seeking accurate information about diverse religious and worldview identities and traditions and supporting the needs of diverse religious and worldview communities on our campus.
- ▶ I commit to understanding my own worldview identity, my personal biases, and proactively considering how my identity and biases affect my relationships with others.
- ▶ I commit to strengthening our sense of community by identifying and lifting up shared values across religious and worldview identity lines.
- ▶ I commit to addressing misconceptions or prejudices about diverse religious/worldview identities when I encounter it.
- ▶ I commit to building personal relationships across religious and worldview differences.
- ▶ *What else would you add to this list based on the needs and values of your campus community?"*

IFYC offers one-on-one coaching for use of BRIDGE curricular materials. Please visit www.ifyc.org/bridge/CoachingRequest if you would like to discuss any of these resources in greater depth.

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