Multicultural Affairs Committee

2011-2012 State of the Campus Report

Calvin College
4/26/2012
Foreword

The Multicultural Affairs Committee (MAC) is pleased to present the 2011-2012 State of the Campus Report. The MAC functions as the agent of policy and accountability for the college in the development and maintenance of a genuinely multicultural educational community that discerns and counters the sin of racism and embodies the reconciling power of the Gospel. The State of the Campus Report is produced biennially to evaluate progress toward the goals of the From Every Nation: A Revised Comprehensive Plan for Racial Justice, Reconciliation and Cross-cultural Engagement at Calvin College (FEN) document. These biennial reports are based on data gathered from committees, departments, and divisions; they address all aspects of a genuinely multicultural educational community.

2010 — 2011 MAC Committee Members
Michelle Loyd-Paige, Dean for Multicultural Affairs, Chair
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Dan Bays, Faculty
Sandra Clevenger, Faculty
Becky Haney, Faculty
Razel Jones, Human Resources
Nora Koster, Staff Member
Harry Lew, Board of Trustees
Brian Ingraffia, Faculty
Jacque Rhodes, Multicultural Student Development
Anding Shen, Faculty
John Witte, Residence Life
Ebonie Atkins, Recorder

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# Table of Contents

Foreword ............................................................................................................................ 1

History of the State of the Campus Report ........................................................................ 3

Executive Summary .............................................................................................................. 4

Diversity by the Numbers ..................................................................................................... 5

Factors Affecting Diversity Initiatives .................................................................................. 9
  Increasing Racial and Ethnic Diversity ............................................................................ 9
  Denominational Affiliation ............................................................................................... 9
  Student Enrollment ........................................................................................................ 10
  Faculty and Staff of Color ............................................................................................... 10
  College Affordability ..................................................................................................... 11
  Conversations about Race and Racism .......................................................................... 11

Where Does Calvin Stand Now? .......................................................................................... 12
  Composition of Racial Diversity ................................................................................. 12
  Campus Environment .................................................................................................. 17
  Faculty Activity ........................................................................................................... 22
  Academic Department Engagement ............................................................................. 22
  Divisional Highlights 2010 - 2011 ............................................................................. 25
  New Developments ...................................................................................................... 30

Concerns Moving Forward ................................................................................................. 32

Thoughts for the Journey .................................................................................................... 36

Appendices ......................................................................................................................... 37
  Appendix A: Multicultural Affairs Committee Mandate .............................................. 38
  Appendix B: Calvin’s Commitment to Diversity ......................................................... 39
  Appendix C: 2010 From Every Nation Goals and Strategies ..................................... 40
  Appendix D: PRFC Credentialing Standards and Calvin’s Status ................................ 46
  Appendix E: US Census Racial and Ethnic Data .......................................................... 47
The mandate of the Multicultural Affairs Committee (MAC) empowers the members of the MAC to “evaluate and promote policies and procedures at all levels of college life in order to ensure that Calvin becomes and remains an educational community in which cultural diversity is encouraged and celebrated”. The mandate of the committee reflects the adoption of the From Every Nation: Revised Comprehensive Plan for Racial Justice, Reconciliation, and Cross-cultural Engagement at Calvin College (FEN) document by the Faculty Assembly in October 2003 and the Board of Trustees in February 2004. In practice, the mandate of the MAC is to monitor the college’s progress toward meeting the goals prescribed by the FEN document. The goals embody the three themes of the document: multicultural citizenship, anti-racism and accountability, and reconciliation and restoration. This report is the committee’s response to its specific obligation to provide “comprehensive biennial reports which evaluate progress and make recommendations toward the goals of FEN. These biennial reports will be based on data gathered from committees, departments, and divisions; they will address all aspects of a genuinely multicultural educational community.” (Multicultural Affairs Committee Mandate)

This report is the seventh in a series of campus reports which began in 2002. Over the years the format of the reports has changed; however, the focus of the reports has not. This report, as those before it, presents a demographic profile of the college’s racial and ethnic diversity, highlights of programming and initiatives which enhance the multicultural goals of the campus, and draws attention to trends and institutional barriers which work against the goals of FEN.

Previous editions of the State of the Campus Report may be viewed by clicking the links below or by visiting http://www.calvin.edu/admin/comm/mac/.

Previous State of the Campus Reports (PDF)

- 2009-2010
- 2007-2008
- 2004-2005
- 2003-2004
- 2002-2003
- 2001-2002

Guided by these interlocking themes – multicultural citizenship, anti-racism and accountability, reconciliation and restoration – we shall seek to remain faithful to the institutional calling enunciated in Calvin’s Mission Statement: “Through our learning we seek to be agents of renewal in the academy, church, and society. We pledge fidelity to Jesus Christ, offering our hearts and lives to do God’s work in God’s world. (FEN, p.30-31)
Executive Summary

We can work toward making Calvin College an anti-racist institution. The more we commit ourselves to the goal of racial reconciliation and shalom, the more determined our anti-racism efforts will likely be. And the more determined these efforts are, the more effective we are likely to become in achieving our larger vision of a community that is both authentically Reformed and authentically multicultural. (FEN, p.23)

Are we ready for diversity? While one might think that this question is rhetorical in light of Calvin College’s recent Full-Partner designation from the Partners for a Racism-Free Community organization, it is not. This question arises from a genuine concern that for all of the college’s efforts and movement towards meeting the goals set forth in the From Every Nation document, our progress is perhaps not as comprehensive as we would hope it to be in 2012.

This is not to say that there is only bad news contained within this report, the reality is far from it. In fact, there are many achievements which are to be celebrated. The campus should celebrate the dramatic increase in the number of North American ethnic minority (AHANA) and international students, the increase in the number of off-campus semester programs, the increase in the number of departments sponsoring FEN-related activities, and the implementation and utilization of the “Welcoming Diversity” training for current and new employees. Many of the pages that follow provide evidence that the college’s commitment to becoming an authentically multicultural community is taken seriously.

However, the reader will also find within this report items which are a reminder that we live in a fallen world. And, to an extent, the expressions of fallen-ness that we find on our campus have limited our effectiveness in becoming an institution that is both authentically Reformed AND authentically multicultural. For example, the college has struggled with retention of faculty and staff of color; several academic departments do not offer a cross-cultural engagement course from the perspective of their discipline; and according to a recent Higher Education Research Institute (HERI) survey many non-white faculty identify subtle discrimination as a stressor in the work environment.

Are we ready for diversity? If being ready means having a sizable student of color population, being recognized as an institution committed to being a racism-free community, and having a comprehensive plan for racial justice, reconciliation, and cross-cultural engagement, then yes we are ready. But, if being ready for diversity means having a campus where all genuinely feel that their race or ethnicity is not a factor in their success at Calvin and that the campus has fully implemented the strategic initiatives of the FEN document then the college has farther to go. Taking up the challenge to be not only ready for diversity, but to be a genuinely anti-racist community is a part of what it means to be always reforming. It is not an impossible task, but it is one that will require intentionality and a commitment by all. Failure to be ready for diversity is not an option if Calvin College is to remain a premiere Christian liberal arts college. The health and viability of our college depends on how well we embrace and manage the complex challenges of diversity.
Diversity by the Numbers

I looked and there before me was a great multitude that no one could count, from every nation, tribe, people, and language standing before the throne (Revelation 7:9).

To a large extent, colleges and universities are still grappling with how to make diversity work on campuses in such a way that the entire community reaps the full educational benefit. While campuses are still experimenting with how to make this all work in a diverse democracy, one thing is certain: diversity is here to stay on campuses and elsewhere as demographics suggest that the U.S. will become increasingly diverse over the next 40 years. (The Diversity Factor, Winter 2007 The Changing Currency of Diversity, Ten Core Ingredients for Fostering Campus Diversity Success p. 7)

This section presents a quick numerical overview of the most requested diversity indicators. Included in the numerical presentation are: the number of AHANA and international faculty, staff, and students, the number of students participating in off-campus programs, the number of cross-cultural engagement course, and Calvin’s ranking in the 2010 Open Doors report.

Fall 2011 AHANA and International Students

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Citizenship (International)</td>
<td>376</td>
<td>9.5</td>
</tr>
<tr>
<td>AHANA</td>
<td>456</td>
<td>11.5</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>106</td>
<td>2.7</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>18</td>
<td>0.4</td>
</tr>
<tr>
<td>Asian</td>
<td>166</td>
<td>4.2</td>
</tr>
<tr>
<td>Black or African American</td>
<td>107</td>
<td>2.7</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1</td>
<td>--</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>58</td>
<td>1.5</td>
</tr>
<tr>
<td>White</td>
<td>3042</td>
<td>77</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>93</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>3967</td>
<td>100</td>
</tr>
</tbody>
</table>
### Fall 2011 AHANA and International Faculty

#### Total full-time faculty by gender and race/ethnicity

**As of November 1, 2011**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident Alien</td>
<td>4</td>
<td>1.3</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>4</td>
<td>1.3</td>
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<tr>
<td>American Indian or Alaska Native</td>
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<td>0</td>
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<tr>
<td>Asian</td>
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<td>4.8</td>
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<tr>
<td>Black or African American</td>
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<tr>
<td>White</td>
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<td>0</td>
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<tr>
<td>Race and Ethnicity Unknown</td>
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<td>2.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>312</td>
<td>100</td>
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</tbody>
</table>

### Fall 2011 AHANA and International Staff

#### Total Full-Time Staff by gender and race/ethnicity

**As of November 1, 2011**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident Alien</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>12</td>
<td>2.7</td>
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<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>--</td>
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<tr>
<td>Asian</td>
<td>6</td>
<td>1.3</td>
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<tr>
<td>Black or African American</td>
<td>15</td>
<td>3.3</td>
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<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
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<tr>
<td>White</td>
<td>412</td>
<td>92.0</td>
</tr>
<tr>
<td>Two or More Races</td>
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<td>0</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>2</td>
<td>--</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>448</td>
<td>100</td>
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### Number of Students Participating in Off-Campus Program Sites

<table>
<thead>
<tr>
<th>Semester Programs</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britain</td>
<td>27</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>China</td>
<td>7</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>France</td>
<td>--</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>Ghana</td>
<td>12</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>Honduras – Development Studies</td>
<td>18</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Honduras – Spanish Studies</td>
<td>23 (in Mexico)</td>
<td>29</td>
<td>10</td>
</tr>
<tr>
<td>Hungary</td>
<td>13</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>New Mexico</td>
<td>8</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>The Netherlands</td>
<td>16</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Spain (Core)</td>
<td>11</td>
<td>--</td>
<td>18</td>
</tr>
<tr>
<td>Spain</td>
<td>25</td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>Washington, D.C.</td>
<td>16</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>Peru</td>
<td>(Not offered before 2011-2012)</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

### Open Doors Report

The Open Doors Report, supported by a grant from the Bureau of Educational and Cultural Affairs at the U.S. Department of State, is a comprehensive information resource on international students and scholars studying or teaching at higher education institutions in the United States, and U.S. students studying abroad for academic credit at their home colleges or universities. The report is produced by the Institute of International Education with support from the Bureau of Educational and Cultural Affairs of the U.S. Department of State. The report is an annual survey of U.S. campuses’ international student enrollments. Respondents to the survey are accredited U.S. higher education institutions which host international students.


- Calvin College ranked 5\(^{th}\) in **Number of International Students Enrolled** in 2010 among baccalaureate institutions, up from 6\(^{th}\) in 2009 and 7\(^{th}\) in 2008.

- Calvin College ranked 2\(^{nd}\) in **Number of Students Studying Abroad** in 2009-10 among baccalaureate institutions, up from 3\(^{rd}\) in both 2008-09 and 2007-08.

- In terms of **Participation Rate for Students Studying Abroad** among baccalaureate institutions, Calvin College ranked 28\(^{th}\) in 2009-10, similar to the ranking of 28\(^{th}\) in 2008-09 and a decrease compared to the ranking in 2007-08 in which Calvin ranked 23\(^{rd}\).
Cross-Cultural Engagement (CCE)

A review of how the CCE requirement was implemented and satisfied for 2011-12 reveals the following:

- **20** Integral semester CCE courses offered (including off-campus programs)
- **695** Students participating in the integral CCE course offerings
- **27** Students utilizing student-initiated contracts (IDIS-290)
- **10** Faculty members teaching semester IDIS-290 courses
- **23** Integral CCE-Interim courses
- **412** Students taking CCE-interim courses
- **4** Interim CCE IDIS-290 courses (and faculty)
- **5** Students taking interim IDIS-290 courses
- **6** Optional CCE courses being offered spring 2012
- **262** Students with senior class standing who still needed CCE credit at the start of the fall 2011 semester.
- **170** Students with senior class standing who still need CCE credit as of spring 2012. Of those students, fifty eight have applied to graduate by the end of 2012. Thirty four of the fifty eight are planning to be done in May. Some of these students may be in programs which, upon completion, would fulfill the CCE credit requirement (i.e. nursing, social work, education).

The *FEN* document, under Major Concentrations and Professional Programs, lists the following as a recommended strategy: “each academic department will be mandated to identify opportunities for cross-cultural engagement that are appropriate to the discipline” (p. 46 & 62). According to the 2011-12 college catalog, six departments offered regular on-campus semester courses that were designated as satisfying the CCE requirement and four departments offered optional on-campus semester courses. Additionally, three departments, one of which also offers an on-campus course, offer off-campus semester programs which have a CCE component. Furthermore, another seven departments, which neither offer on-campus courses nor off-campus semester programs, regularly offer off-campus interim programs which carry at least an optional CCE component.
Factors Affecting Diversity Initiatives

Increasing Racial and Ethnic Diversity

External: According to the 2010 US Census, 308.7 million people resided in the United States on April 1, 2010—an increase of 27.3 million people, or 9.7%, between 2000 and 2010. The vast majority of the growth in the total population came from increases in those who reported their race(s) as something other than White alone and those who reported their ethnicity as Hispanic or Latino. More than half of the growth in the total population of the United States between 2000 and 2010 was due to the increase in the Hispanic population. (See Appendix E for a table that represents the racial and ethnic profile of the United States of America, state of Michigan, and the city of Grand Rapids based on the 2010 Census report)

Internal: The composition of the student body at Calvin is shifting, becoming increasingly more diverse. Within our North American ethnic minority populations, from 2006 to 2011, the percentage of white student FTIACs (First Time in Any College) dropped from 85% to 72%. During this same five-year period, in looking at the entire student body, the percentage of white students dropped from 84% to 77%.

Denominational Affiliation

External: Synod 2011 made several decisions with the intent of helping Christian Reformed Church leadership become more ethnically diverse. Delegates set a goal that 25% of top administrative leadership positions in the denomination be filled by persons of ethnic-minority backgrounds. Synod also approved measures to encourage “equitable diversity practices” in “hiring, training, communication, and management processes.” (p. 38, The Banner, July 2011)

Internal: Calvin College has always been strongly committed to a Reformed Christian view of academic practice and community life. The college expects each member of its faculty to affirm and live out this Reformed perspective in every area of personal and professional endeavor. Broadly speaking, Calvin holds faculty to two related expressions of Reformed commitment. First, members of the faculty are expected to demonstrate the Reformed character of their professional work, especially the way their Christian faith shapes their teaching and scholarship. Second, Calvin College has always expected its faculty members to demonstrate their commitment to Reformed confessions and institutions through their formal affirmations and involvement in church and school. As members of the broader community of Reformed believers, faculty are required to affirm certain historic Reformed creeds and confessions, to participate in the Reformed church community, especially the Christian Reformed Church, and to promote Christian schooling at all levels.

For the past three academic years a vigorous conversation about the faculty membership requirements was facilitated by the Reformed Identity and Mission (RIM) Task force. The conversations provided an opportunity to explore relationship between denominational affiliation, diversity, race, and culture. The work of the taskforce concluded during the 2010-11 academic year. Although the formal process has ended, the issues that were raised remain real and current.
Student Enrollment

External: Although the number of international students studying in the United States continues to increase at a steady pace, the competition for these students is also growing and this audience is very price sensitive. More U.S. college students are choosing to study internationally during their college years. CCCU institutions are making gradual but steady gains in the recruitment or enrollment of students of color nationwide. The overall percentage of students of color at CCCU institutions increased gradually from 16.6% in 2003 to 19.9% in 2009. The level of diversity among non-CCCU institutions increased from 20.5% in 2003 to 23.2% in 2009. In 2009 there was a 3.3% gap between the two groups. (*National Profile on Ethnic/Racial Diversity of Enrollment, Graduation Rates, Faculty, and Administrators Among the CCCU. Reyes and Case, Center for Intercultural Teaching and Learning, Goshen College, 2011*)

Internal: The face of Calvin’s student body has been changing rapidly as well. In 2007, 6.3% (N=268) of the entire student body were North American ethnic minority (AHANA) students. Five years later in 2011, that number increased to 11.5% (N=456). In that same period, the international student population grew as well, increasing from 4.5% (N=192) in 2007 to 7.9% (N=314) in 2011. Fall of 2011 saw the largest group of AHANA and international students in the 136 year history of Calvin College with 156 new AHANA students (16.2% of all FTIACS) and ninety three new international students (9.7% of all FTIACS). These equate to a 58% increase in AHANA students and 61% increase in international students just in the last five years. Projections for growth in both of these areas are expected for the 2012-13 year as well. It is additionally noteworthy that the Calvin student body is also becoming more diverse denominationally. It has been just over 10 years now that the majority of students attending Calvin are no longer coming from the Christian Reformed Church. In 2007, the entire student body was 47% Christian Reformed, which dropped to 42.5% five years later in 2011. In the same timeframe for FTIACS, in 2007 45.6% were Christian Reformed compared to just 38.9% in 2011. (*Day 10 Reports by Institutional & Enrollment Research, Calvin’s website, [http://www.calvin.edu/admin/enrollment/day10/tenyear.pdf](http://www.calvin.edu/admin/enrollment/day10/tenyear.pdf)*)

Faculty and Staff of Color

External: Among CCCU schools there has been some modest gains in the number of administrators of color from 2005 to 2009. However, in comparison with non-CCCU schools, the representation of persons of color in administrative ranks is very low. The representation of faculty of color continues to be an issue. Among CCCU institutions, the majority of faculty of color are non-tenured. (*National Profile on Ethnic/Racial Diversity of Enrollment, Graduation Rates, Faculty, and Administrators Among the CCCU. Reyes and Case, Center for Intercultural Teaching and Learning, Goshen College, 2011*)

Internal: Records from human resources show that while the proportion of faculty and staff of color is moderately increasing, turnover among faculty and staff of color is much greater than that of the majority faculty and staff. One of the reasons may be the different experience faculty and staff of color have at Calvin and in Grand Rapids. The 2010 Calvin Cultural Climate Survey revealed that at least one in five faculty and staff of color has considered leaving Calvin because of lack of diversity, because of a feeling of isolation, or lack of welcome environment at Calvin and/or in
Grand Rapids. Additionally, the Graduate Fellowship Program has met with mixed success over the course of its existence. The program has been able to bring several faculty members of color to campus; however, of the seven people who have joined the faculty through this program only four remain. Currently, there are two people in the program; however, with the current level of funding only one person will be funded beyond the 2011-12 academic year.

**College Affordability**

**External:** Four of the top five items confronting baccalaureate institutions identified in a 2011 Survey of College and University Presidents were: rising tuition/affordability, budget shortfalls, potential cuts in state student aid programs, and financial support from alumni. (2011 Survey of College and University Presidents, Inside Higher Education)

**Internal:** Calvin’s published costs are close to the median compared to our peer institutions. Calvin’s endowment, discount rate, and cost structures are mid-level compared to the competition. Calvin’s financial aid endowment is lower than several of our key competitors. Concerns over college pricing and the sustainability of rising tuition costs are not new. Price-sensitivity and affordability are not only chief concerns for many prospective families but are key factors that influence college selection. According to the 2011 Survey of College and University Presidents, four out of the top five items confronting baccalaureate institutions were financially related (rising tuition, affordability, potential cuts in student aid programs, and financial support from alumni). These concerns are elevated for some students considering Calvin because, although our published costs are close to the median when compared to peer institutions, Calvin's endowment, discount rate and institutional financial aid are lower. This coupled with an expense structure that is funded by tuition revenue creates pressure to clearly communicate the value of a Calvin education as distinctive from other options which further intensifies the competition.

**Conversations about Race and Racism**

**External:** One issue nationally is a more polarized political environment, which also affects current and prospective students: conservative vs. liberal, upper class vs. middle and lower class, wider income inequities with less disposable income for many, job loss and fewer job prospects for students, budget cuts for education and governmental financial aid programs.

**Internal:** There seems to be stagnation on issues of racism. Ten years ago Calvin had a clear vision to share the message of anti-racism. There appears to be a public commitment to the FEN project. Some correctly perceive that awareness surrounding issues of racial-ethnic diversity has increased on campus, but now more work needs to occur to convert this awareness into action. Others also correctly perceive that the depth of awareness/acceptance is still limited regarding issues such as white privilege, cultural competency, social structures of institutional racism, and micro-aggressions encountered by people of color. In addition, the message now seems to be moving more generically towards “justice” and away from anti-racism (as evidenced by Prelude changes over the years).
Where Does Calvin Stand Now?

Composition of Racial Diversity

Student Race/Ethnicity Data

<table>
<thead>
<tr>
<th>Citizenship and Race/Ethnicity</th>
<th>FTIACs</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>'06</td>
<td>'07</td>
</tr>
<tr>
<td>U.S. Citizens or Permanent</td>
<td>960</td>
<td>961</td>
</tr>
<tr>
<td>Residents Total</td>
<td>93%</td>
<td>92%</td>
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<tr>
<td>White</td>
<td>871</td>
<td>846</td>
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<tr>
<td>Racial/Ethnic Minorities (AHANA)</td>
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<td>73</td>
</tr>
<tr>
<td>African American/Black</td>
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<td>17</td>
</tr>
<tr>
<td>Hispanic</td>
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<td>19</td>
</tr>
<tr>
<td>Asian American</td>
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<td>American Indian/Alaskan Native</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Two or more races</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>Other Ethnicity</td>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td>Not Stated</td>
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<td>16</td>
</tr>
<tr>
<td>North Americans Living Abroad</td>
<td>31</td>
<td>35</td>
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<tr>
<td>U.S. Citizens w/Dual Citizenship</td>
<td>8</td>
<td>11</td>
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<tr>
<td>Other Citizenship Total</td>
<td>67</td>
<td>78</td>
</tr>
<tr>
<td>Canada</td>
<td>35</td>
<td>36</td>
</tr>
<tr>
<td>African Total</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Ghana</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Nigeria</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Asia Total</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td>China</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>South Korea</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Central/South Amer.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Europe</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Australia/New Zealand</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td><strong>1,027</strong></td>
<td><strong>1,039</strong></td>
</tr>
</tbody>
</table>

As has been noted, the composition of the student body at Calvin is shifting, becoming increasingly more diverse. This is quite obviously seen in our North American ethnic minority populations. From 2006 to 2011, the percentage of white student FTIACs dropped from 85% (N=871) to 72% (N=693). During this same five-year period, in looking at the entire student body, the percentage of white students dropped from 84% (N=3,528) to 77% (N=3, 042). Interestingly, we can note explosive growth in the AHANA student population. In 2006, just 4.9% (N=50) of FTIACs were AHANA students, compared to 16.2% (N=156) in 2011, tripling in size in just 5 years. When looking at the entire student body during this same time period, AHANA student numbers grew from 5.6% (N=235) to 11.5% (N=456). In terms of AHANA students, the largest group continues to be Asian Americans. In 2011, Asian Americans accounted for 36% of the AHANA student population, compared to 23.5% for African Americans, 23% for Hispanic Americans and just fewer than 4% for Native Americans.
This shift in the student body is also evidenced within the growing size of the international student population. From 2006 to 2011, the percentage of FTIACs with citizenship other than the US grew from 6.5% (N=67) to 10.3% (N=99), while the percentage of internationals in the entire student body grew from 7.5% (N=315) to 9.5% (N=376). Nearly half of Calvin’s international students are from Asia, the bulk of which come from South Korea (N=110) in 2011, with the next three closest student populations being China (N=24), Ghana (N=20), and Nigeria (N=20). It is worth noting, too, that the percentage of Canadian students continues to hover at around 3%. It is remarkable that there are over fifty countries represented in the student body at Calvin, a vivid encouragement, if not miracle, as we work toward fulfilling FEN in every quadrant of the campus.

Student Retention and Graduation Rates

2011 Day 10 Report Data

<table>
<thead>
<tr>
<th>Retention Rates</th>
<th>2006 FTIACs</th>
<th>2007 FTIACs</th>
<th>2008 FTIACs</th>
<th>2009 FTIACs</th>
<th>2010 FTIACs</th>
<th>4 Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTIACs enrolled</td>
<td>1,027</td>
<td>1,039</td>
<td>936</td>
<td>945</td>
<td>935</td>
<td>964</td>
</tr>
<tr>
<td>% Returning 2nd Fall</td>
<td>88.6%</td>
<td>85.9%</td>
<td>85.7%</td>
<td>87.0%</td>
<td>86.5%</td>
<td>86.3%</td>
</tr>
<tr>
<td>AHANA</td>
<td>78.0%</td>
<td>82.2%</td>
<td>80.8%</td>
<td>80.4%</td>
<td>82.6%</td>
<td>81.5%</td>
</tr>
<tr>
<td>International</td>
<td>87.5%</td>
<td>81.0%</td>
<td>91.2%</td>
<td>92.7%</td>
<td>84.2%</td>
<td>87.3%</td>
</tr>
<tr>
<td>Access Admit</td>
<td>71.9%</td>
<td>73.8%</td>
<td>78.6%</td>
<td>77.1%</td>
<td>69.4%</td>
<td>74.7%</td>
</tr>
<tr>
<td>Non Access Admit</td>
<td>89.1%</td>
<td>86.5%</td>
<td>86.3%</td>
<td>87.8%</td>
<td>88.2%</td>
<td>87.2%</td>
</tr>
<tr>
<td>Alumni Children</td>
<td>92.3%</td>
<td>91.3%</td>
<td>90.1%</td>
<td>93.8%</td>
<td>91.1%</td>
<td>91.6%</td>
</tr>
<tr>
<td>Top Scholarship Recipients</td>
<td>90.2%</td>
<td>92.0%</td>
<td>89.5%</td>
<td>91.0%</td>
<td>90.6%</td>
<td>90.8%</td>
</tr>
<tr>
<td>Christian Ref Church</td>
<td>90.6%</td>
<td>89.9%</td>
<td>88.7%</td>
<td>93.3%</td>
<td>90.0%</td>
<td>90.5%</td>
</tr>
<tr>
<td>Other Church</td>
<td>86.9%</td>
<td>82.7%</td>
<td>83.1%</td>
<td>82.6%</td>
<td>84.1%</td>
<td>83.1%</td>
</tr>
<tr>
<td>Female</td>
<td>88.6%</td>
<td>87.4%</td>
<td>86.0%</td>
<td>86.6%</td>
<td>89.3%</td>
<td>87.3%</td>
</tr>
<tr>
<td>Male</td>
<td>88.6%</td>
<td>84.2%</td>
<td>85.3%</td>
<td>87.4%</td>
<td>83.7%</td>
<td>85.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduation Rates</th>
<th>2001 FTIACs</th>
<th>2002 FTIACs</th>
<th>2003 FTIACs</th>
<th>2004 FTIACs</th>
<th>2005 FTIACs</th>
<th>4 Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTIACs enrolled</td>
<td>1,031</td>
<td>1,049</td>
<td>1,042</td>
<td>902</td>
<td>1,007</td>
<td>1,000</td>
</tr>
<tr>
<td>% Grad Within 6 Years</td>
<td>73.4%</td>
<td>75.4%</td>
<td>74.6%</td>
<td>76.5%</td>
<td>76.4%</td>
<td>75.7%</td>
</tr>
<tr>
<td>AHANA</td>
<td>54.9%</td>
<td>59.0%</td>
<td>63.2%</td>
<td>72.6%</td>
<td>56.1%</td>
<td>62.7%</td>
</tr>
<tr>
<td>International</td>
<td>85.5%</td>
<td>79.5%</td>
<td>74.2%</td>
<td>58.6%</td>
<td>81.5%</td>
<td>73.5%</td>
</tr>
<tr>
<td>Access Admit</td>
<td>42.5%</td>
<td>42.4%</td>
<td>38.3%</td>
<td>39.6%</td>
<td>40.0%</td>
<td>40.1%</td>
</tr>
<tr>
<td>Non Access Admit</td>
<td>75.8%</td>
<td>77.6%</td>
<td>76.8%</td>
<td>78.8%</td>
<td>78.5%</td>
<td>77.9%</td>
</tr>
<tr>
<td>Alumni Children</td>
<td>77.9%</td>
<td>80.3%</td>
<td>79.3%</td>
<td>81.9%</td>
<td>81.3%</td>
<td>80.7%</td>
</tr>
<tr>
<td>Top Scholarship Recipients</td>
<td>82.8%</td>
<td>83.7%</td>
<td>84.5%</td>
<td>85.8%</td>
<td>86.2%</td>
<td>85.1%</td>
</tr>
<tr>
<td>Christian Ref Church</td>
<td>77.9%</td>
<td>77.6%</td>
<td>78.9%</td>
<td>80.4%</td>
<td>79.7%</td>
<td>79.2%</td>
</tr>
<tr>
<td>Other Church</td>
<td>69.3%</td>
<td>73.2%</td>
<td>70.3%</td>
<td>72.9%</td>
<td>73.4%</td>
<td>72.5%</td>
</tr>
<tr>
<td>Female</td>
<td>74.6%</td>
<td>76.2%</td>
<td>77.6%</td>
<td>77.2%</td>
<td>80.0%</td>
<td>77.8%</td>
</tr>
<tr>
<td>Male</td>
<td>71.7%</td>
<td>74.4%</td>
<td>70.8%</td>
<td>75.8%</td>
<td>71.7%</td>
<td>73.2%</td>
</tr>
</tbody>
</table>
Additional Data Collected from Enrollment Management (October 2011)

<table>
<thead>
<tr>
<th></th>
<th>2nd Fall Retention Rate</th>
<th>6 year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHANA</td>
<td>82%</td>
<td>63%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>80%</td>
<td>57%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>71%</td>
<td>100%</td>
</tr>
<tr>
<td>Asian</td>
<td>84%</td>
<td>58%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>85%</td>
<td>43%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>83%</td>
<td>71%</td>
</tr>
<tr>
<td>White</td>
<td>87%</td>
<td>78%</td>
</tr>
<tr>
<td>Not Stated</td>
<td>86%</td>
<td>62%</td>
</tr>
<tr>
<td>Total</td>
<td>86%</td>
<td>78%</td>
</tr>
</tbody>
</table>

While AHANA recruitment rates are important indicators of the physical diversity of Calvin’s campus, it is important to also explore the retention and graduation rates of students of color who choose Calvin to obtain an undergraduate degree. The percentage of AHANA students that return to Calvin for a 2nd year is close to par with retention of the campus as a whole (81.5% AHANA compared to 86.3%), yet it is important to note the lower AHANA graduation rates. In looking at the 2005 AHANA FTIACs, only 56.1% of those students graduated within 6 years, this is significantly lower than the campus as a whole; a graduation rate of 76.4%. Further data obtained from the Enrollment Management division indicated that 78% of white students from the 2005 class graduated within 6 years of study at Calvin.
10 Year Faculty Race/Ethnicity Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident Alien</td>
<td>--</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>10</td>
<td>8</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>12</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Black or African American</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>271</td>
<td>276</td>
<td>279</td>
<td>283</td>
<td>287</td>
<td>282</td>
<td>284</td>
<td>290</td>
<td>285</td>
<td>272</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown/Other</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>290</td>
<td>304</td>
<td>307</td>
<td>312</td>
<td>319</td>
<td>324</td>
<td>320</td>
<td>329</td>
<td>319</td>
<td>312</td>
</tr>
</tbody>
</table>

Since the 2004 approval of the FEN document, the college has experienced an overall increase in the number of faculty of color. At the beginning of the 2004-05 academic year members of the faculty who were US citizens and identified themselves as either African/African American, Hispanic/Hispanic American, Asian/Asian American, or Native-American numbered seventeen. At the beginning of the 2011-12 academic year the number had increased to twenty four. However, the apparent overall increase includes the movement of some faculty members from a non-resident alien status into the categories mentioned above and the overall numbers hide the fact that over the years some faculty members within a particular category have left while others have been added (e.g. within the 2006-2007 category of African/African American, one faculty member was moved to staff and another faculty member was moved from non-resident alien status into the African/African American category).
## 10 Year Staff Race/Ethnicity Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident Alien</td>
<td>--</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Black or African American</td>
<td>8</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>19</td>
<td>18</td>
<td>22</td>
<td>19</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>358</td>
<td>345</td>
<td>373</td>
<td>403</td>
<td>405</td>
<td>427</td>
<td>438</td>
<td>449</td>
<td>407</td>
<td>412</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown/Other</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>375</td>
<td>377</td>
<td>406</td>
<td>436</td>
<td>441</td>
<td>464</td>
<td>480</td>
<td>485</td>
<td>444</td>
<td>448</td>
</tr>
</tbody>
</table>

Since the 2004 approval of the *FEN* document the college has experienced an overall increase in the number of staff-of-color. At the beginning of the 2004-05 academic year members of the staff who were US citizens and identified themselves as either African/African American, Hispanic/Hispanic American, Asian/Asian American, or Native American numbered twenty four. At the beginning of the 2011-2012 academic year the number increased to thirty four; however, the apparent overall increase hides the loss of long-time staff members who were replaced with people who, though skilled and qualified, lacked the institutional memory and history of the members who left.
Campus Environment

Higher Education Research Institute (HERI) Faculty Survey

The Higher Education Research Institute (HERI) serves as an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education. HERI is housed in the Graduate School of Education & Information Studies (GSE&IS) at the University of California, Los Angeles (UCLA). The Institute's research program covers a variety of topics including the outcomes of postsecondary education, leadership development, institutional transformation, faculty performance, federal and state policy, and educational equity.

The HERI Faculty Survey is designed to measure these and other timely issues impacting faculty and administrators today. Since 1989 more than 350,000 faculty and administrators from 1,200 two- and four-year institutions have participated in this comprehensive survey. Schools participating in the HERI Faculty Survey receive an institutional profile, which includes the institutional results broken out by gender, full and part-time status, comparisons with other similar institutions, significance testing, effect sizes, and the new CIRP Constructs; a data file of faculty responses; and a monograph summarizing the national results.

For more information visit: [http://www.heri.ucla.edu/facoverview.php](http://www.heri.ucla.edu/facoverview.php)

During the past 2 years, have you engaged in any of the following activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>2010</th>
<th>Calvin previous surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taught an ethnic studies course</td>
<td>12.1</td>
<td>11.9</td>
</tr>
<tr>
<td>Conducted research or writing focused on international/global issues</td>
<td>39.5</td>
<td>27.0</td>
</tr>
<tr>
<td>Conducted research or writing focused on racial or ethnic minorities</td>
<td>28.8</td>
<td>21.2</td>
</tr>
</tbody>
</table>
Indicate the importance to you personally of each of the following (essential or very important):

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>Calvin previous surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influencing social values</td>
<td>62.3</td>
<td>59.3</td>
</tr>
<tr>
<td>Helping to promote racial understanding</td>
<td>74.4</td>
<td>76.2</td>
</tr>
</tbody>
</table>

Indicate the importance to you of each of the following educational goals for students:

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>Calvin previous surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance students’ knowledge of and appreciation for other racial/ethnic groups</td>
<td>80.5</td>
<td>78.8</td>
</tr>
<tr>
<td>Teach students tolerance and respect for different beliefs</td>
<td>87.4</td>
<td>86.6</td>
</tr>
<tr>
<td>Encourage students to become agents of social change</td>
<td>81.0</td>
<td>63.8</td>
</tr>
</tbody>
</table>

Indicate the extent to which the following have been a source of stress for you during the last 2 years (extensive or somewhat):

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>Calvin previous surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtle discrimination (e.g., prejudice, racism, sexism)</td>
<td>22.8</td>
<td>26.2</td>
</tr>
</tbody>
</table>
Below are some statements about your college. Indicate the extent to which you agree (strongly or somewhat)

<table>
<thead>
<tr>
<th>Statement</th>
<th>2010</th>
<th>Calvin previous surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racial and ethnic diversity should be more strongly reflected in the curriculum</td>
<td>70.2</td>
<td>64.6</td>
</tr>
<tr>
<td>This institution should hire more faculty of color</td>
<td>90.2</td>
<td>74.6</td>
</tr>
<tr>
<td>There is a lot of campus racial conflict here</td>
<td>19.5</td>
<td>11.5</td>
</tr>
<tr>
<td>Faculty of color are treated fairly here</td>
<td>70.7</td>
<td>91.1</td>
</tr>
</tbody>
</table>
Calvin College Branding Survey

In March 2012, the Communications and Marketing department published results from a branding survey given to Calvin College faculty and staff.

What do you think are Calvin’s greatest strengths?

![Strengths Graph]

What do you think are Calvin’s greatest weaknesses?

![Weaknesses Graph]
What do you feel are the three most important core values of Calvin College? (Core values are shared convictions that characterize everything we do and help shape our culture.)

Where are we consistently failing to keep our promise?
Faculty Activity

In the spring of 2010 the Faculty Senate and Board of Trustees approved changes to the From Every Nation document. One of the changes stated “faculty will participate in faculty development opportunities in this area at least once every other year to raise not only awareness but also competency around issues of race and ethnicity” (FEN, p. 56). In the 2009-10 academic year prior to the change, seventy seven faculty members reported FEN-related activities on their required Faculty Activity Reports (FAR). In the first year of the change, 2010-11, eighty-five faculty members reported FEN-related activities. The number of FEN-related items reported ranged from 1 to 15, the mode was 1, and the average number of activities per person was 2.9.

Faculty were involved in a range of FEN-related activities. Many faculty reported involvement in department-sponsored book groups, wrote journal articles, were invited lecturers, attended conferences, and participated in dramatic and musical performances. Additionally, faculty reported attending community events and ethnic celebrations, adapting courses, and providing consulting services.

Academic Department Engagement

Academic Department Assistants' Readers Group

Multicultural citizenship is one of the three broad themes put forward in the FEN statement. And though becoming more aware as a multicultural citizen happens perhaps most authentically through multicultural friendships, story can be a wonderfully intentional way to open the horizons of the heart as well. For several years now, a readers group (specifically for assistants in the academic departments) has been getting together most semesters with just this aim: to increase multicultural citizenship through story. In 2010-11 the group read “The Scalpel and the Silver Bear” by Lori Alvord and Elizabeth Cohen Van Pelt and “The Syringa Tree” by Pamela Gien. In 2011-12 selected readings were “The Hotel at the Corner of Bitter and Sweet” by Jamie Ford and “The House at Sugar Beach” by Helene Cooper. Each semester between six and ten administrative assistants participate in the book discussions.

State of the Department Report FEN Section Summaries

Each fall academic departments submit a State of the Department (SOD) report. Within the SOD reports, department chairs are asked to detail FEN-related activities of the previous year hosted by their departments that were offered to an audience beyond their department, report FEN-related professional development offered within the department, and reflect on steps taken to enhance the recruitment and retention of persons of color in the membership of their department. For the 2009-10 academic year 96% of the departments reported FEN-related activities; however, for the 2010-11 academic year only 71% of departments reported FEN-related activities.
Arts, Languages, and Education (ALE) division

Within the Arts, Languages, and Education (ALE) division, 100% of the departments reported FEN-related activities in both the 2010 and 2011 SOD reports. Highlights from ALE division departments reporting in 2011 include:

- The department of art and art history has continued its practice of participating in a reading group. Meetings are typically held once a month. This year [2010] "American Visual Culture" by Mark Rawlinson was chosen. – Art and Art History

- For the fourth time Prof. Jeff Winkle worked with Entrada students this summer in his Classical Mythology course (CLAS 231), earning fine reviews. – Classical Languages

- Stephanie Sandberg, wrote and debuted "LINES: THE LIVED EXPERIENCE OF RACE" at Actors’ Theatre Grand Rapids in September of 2010. Also, the performance was filmed and premiered at Celebration Cinema in April 2011 as part of the YWCA Stand Against Racism. Stephanie spoke at the Stand Against Racism as well.- Communication Arts and Sciences

- The French department organized and hosted its 7th annual French Film Festival, Sept. 15-Sept 23, 2011. In the line-up this fall were four excellent recent films, two of which take place in Africa. Xavier Beauvois’ Des Dieux et des hommes (Of Gods and Men) takes place in Algeria during the time building up to the Algerian war. And Claire Denis’ White Material (White Material) gives a glimpse into the lives of former French colonists and African citizens in an unnamed African country on the verge of civil war in modern times. – French

- The Spanish department offers a weekly Spanish Chapel that allows students to experience corporate worship from a different perspective. Each year a native language assistant hosts/attends the twice-weekly Spanish Mesa events in the Commons. This year’s assistant is Costa Rican native José. - Spanish

Natural Sciences and Mathematics (NSM) division

Within the Natural Sciences and Mathematics (NSM) division, 89% of the departments reported FEN-related activities in 2010 and in 2011 66% reported FEN-related activities. Highlights from NSM division departments reporting in 2011 include:

- The biology department organized a book colloquium to discuss “The Immortal Life of Henrietta Lacks”, by Rebecca Skloot, during the 2010-2011 year. Department members read and discussed the book using a discussion guide received from the Office for Multicultural Affairs. – Biology

- Two FEN-related programs were sponsored by the department this past year. The department hosted 7 high school students in research labs this past summer funded
largely by the ACS SEED program. This program targets disadvantaged youth and included several students of color. Prof Louters obtained a $3500 grant from the Grand Rapids Foundation to specifically increase minority participation in Calvin chemistry outreach programs. – Chemistry and Biochemistry

- One of the ways the department continues to pursue diversity in computing by providing afternoon computing sessions for the students in Calvin’s Striving Toward Educational Possibilities (STEP) and Aspirando Alto programs, to encourage these students to consider a career in computing. – Computer Science

- The nursing department has a seminar series, open to the entire Calvin community, that often incorporates lectures and presentations which address FEN-related issues. An example of a presentation from 2010/11 is *Vesico-vaginal Fistulas: A review of the problem and solutions in Africa*. – Nursing

- Faculty representation of diversity was extended this year when Prof. da Silva taught Psychology 322, Cross Cultural Psychology for the first time in spring 2010. – Psychology

**Social Sciences and Contextual Disciplines (SSCD) division**

Within the Social Sciences and Contextual Disciplines (SSCD) division, 100% of the departments reported FEN-related activities in 2010 and in 2011 50% reported FEN-related activities. Highlights from SSCD division departments reporting in 2011 include:

- Several of the congregations studied in CMS 151 (held in spring 2010) focused on multiracial congregations such as City Hope Church. These studies were presented to the Calvin community in an afternoon poster session open to the public. – Congregational and Ministry Studies

- One of two formal economics faculty teaching pedagogy workshops/discussions involved explicit focus on cross-cultural engagement. – Economics

- In the past year the history department offered the eight lectures which were open to both Calvin and the broader community. Two of the presentations were titled: "'The Chicken and the Egg': Slavery and Emancipation in the Making of American Race/Racism" presented by Joanne Pope Melish from Univ. of Kentucky and "Abraham Kuyper and Race: A New Look" presented by Jim Bratt (MP3 available on the website). – History

- During 2010-11, the department engaged in formal conversations at department meetings with its students (led by political science major Kay Varela) on handling difficult topics of race and gender in the classroom. – Political Science

- Mark Mulder lectured at the FEN symposium this past year. Elisha Marr served on Cross-Cultural Teaching and Learning Committee as well as served on a panel about the subject in the 2011 Fall Conference. – Sociology
Divisional Highlights 2010 - 2011

The following sections are quotes and/or highlights taken from the end of the year reports submitted to the Multicultural Affairs Committee by each division of the college.

Academic Division

The programs and services which comprise the academic affairs division include: Academic Services, Centers & Institutes, Community Engagement, Grants & Foundation Relations, Multicultural Affairs, Registrar/Student Academic Services, and Research & Scholarship.

The Academic Division continues to work toward fully realizing the goals of the FEN document, in particular, the goals pertaining to faculty and curriculum development. While I am proud of the many accomplishments our division has made I am very much aware that there is much work yet to be done before the college fully realizes the multicultural vision of FEN. We look forward to the task ahead. – Claudia Beversluis, Provost

Highlights of FEN-related Achievements and Activities include:

- The annual From Every Nation (FEN) Award for Excellence in Teaching recognizes innovative and effective efforts of Calvin College faculty to promote a multicultural, anti-racist curriculum. It rewards the development and utilization of creative, original, effective teaching and materials that reflect any of the themes of FEN. The Awardees: 2010 - Larry Herzberg; 2011 - Stephanie Sandberg; 2012 - Brian Ingraffia.

- From Every Nation Symposium on Race (FEN SYM). The FEN SYM is an annual lecture series sponsored by the Office for Multicultural Affairs. This event revolves around the three principles of the From Every Nation document: Multicultural Citizenship, Anti-racism & Accountability, Reconciliation & Restoration. The FEN SYM guest lecturers are notable scholars and advocates. The 2010 lectures were Sandra Mayo and Rubén Rosario Rodriguez; in 2011 were Melanie Morrison and Rukshan and Jody Fernando, and Mark Mulder; and in 2012 were George Yancey and Ishani Maitra.

- Study Guide: Learning from the Stranger by Marcie Pyper and Cynthia Slagter. This study guide accompanies David I. Smith’s, Learning from the Stranger: Christian Faith and Cultural Diversity. The guide was produced by the Kuyers Institute, who also funded a study group in the spring of 2010.

- The Social Work program has had a partnership with Mother Patern College of Health Sciences in Monrovia, Liberia for the past 4 years. The partnership graduated their first cohort of BSW students in 2011.

- Teaching Network: International Faculty and Pedagogy Working Group. The learning community met over the summer of 2011 with the goal of drafting a document that would inform members of the Calvin community about specific issues pertaining to teaching, learning, and mutual cross-cultural understanding.
Administration and Finance and Information Services Divisions

The Administration and Finance and Information Services divisions at Calvin are committed to bringing the principles of racial justice, reconciliation, and cross-cultural engagement of the *From Every Nation (FEN)* document into the workplaces and everyday work. The primary functions of these two divisions are to provide operational support for the college across the academic and other administrative divisions of the college. These two divisions are the home to: Calvin Dining Services, Financial Services, Heckman Library, Heritage Hall, Human Resources, Information Technology, Office of Conferences and Campus Events, and Physical Plant.

*Our challenge, however, is that these divisions are not major sources of programming/education on the FEN issues, aside from Human Resources. Nonetheless we strive to be participants and supporters of these initiatives. Yet, even if we do not originate programs in multiculturalism, reconciliation, and anti-racism, our individual obligations and our personal commitments are still to foster and promote the campus-wide efforts of working for an inclusive campus community.*

– Henry DeVries II, Vice-President for Administration, Finance, and Information Services.

Highlights of FEN-related Achievements and Activities include:

- When the campus is the host to international visitors – summer seminar guests from China, the World Alliance of Reformed Churches, – a simple, but important marker of inclusion and hospitality is the selection of menu items that are available to our quests. Calvin Dining has worked hard with hosts and organizers to provide appropriate foods for international guests so that they feel included, not excluded, during meal times.

- As part of the Financial Services Office, the Student Employment function provides a unique opportunity to serve our international students. One of the major initiatives of the Student Employment is on-campus job placement for international students.

- Key program partnerships supported by the Office of Conferences and Campus Events during the past year have included Pre-College Programs (Aspirando Alto, STEP, MLK Weekend, Entrada), Student Development (RANGEELA), Music Department (Gospel Choir), etc.

- During 2010-2011, Human Resources delivered the *FEN* Welcoming Environment presentation/discussion to over fifty staff members of the Enrollment Management division and to fifty new staff members in the two annual New Staff Orientation events (spring and fall).
Advancement Division

The Advancement division at Calvin College is dedicated to integrating into everyday work the comprehensive plan for racial justice, reconciliation and cross-cultural engagement as outlined in the *From Every Nation (FEN)* document. The primary purpose of the advancement division is to provide connections with community, constituents, alumni, parents and students of Calvin College. Support for college programs grows from these contacts, resulting in financial sustenance for Calvin. These gifts support core programs such as financial aid and scholarships for students, faculty research projects, physical plant maintenance and improvements and more.

*Our desire is that the greater Calvin community will recognize the importance of expanding the essence of multiculturalism to include the full range of attributes that affect human behavior patterns, such as age, gender, socioeconomic condition, and ethnicity. Only then will the college be operating in a truly inclusive state. We are pleased with the support of multiculturalism as defined in the FEN document thus far, but we do note that we have ample opportunity to grow in this area.* – Ken Erffmeyer, Vice-President for Advancement

Highlights of FEN-related Achievements and Activities include:

- The Entrada and Pre-College programs are funded through development office efforts. A relationship has been nurtured with Meijer, Inc. specifically for these programs. The relationship between the development office and Frederick and Lena Meijer has also fostered their contributions for Streetfest, the Black Alumni Chapter Scholarship, the Frederick Meijer Chair in Dutch Language and Culture and, most recently, for bringing Reza Aslan to the January Series to speak about “The Future of the New Middle East.”

- *The January Series* staff members take great care to provide an interim program that is balanced by ethnicity, gender and multi-cultural topics. Topics for 2012 range from human rights abuses in Burma (Edith Mirante) to faith-inspired activism for a post-civil rights generation (Adam Taylor) to an expert on school reform, diversity and the achievement gap (Pedro Noguera).

- Team members from communications and marketing attended a four part documentary on African American lives during the month of February 2011. This experience helped to build an awareness and appreciation for the African American experience. Additionally, several communications and marketing employees attended “Lines,” a multi-cultural theatrical presentation directed by Stephanie Sandburg. Additionally, all advancement division employees have participated in the new *FEN* “Welcoming Environment” training within the past year.
Enrollment Management Division

Enrollment Management provides leadership and coordination of admission counseling, campus visits and hospitality, enrollment communication, enrollment planning and policy, financial aid, international admissions, and pre-college programs. These various services and functions contribute to the enrollment goals of Calvin College. This includes both the enrollment of new and transfer students and the retention of current students in order to support the education and graduation goals of the college.

There seems to be some progress toward achieving the numerical FEN goals within the student population. We have heard encouraging words from incoming students about an emerging “critical” mass of persons of color – as a community within and part of the broader Calvin community. Progress seems slower in the area of faculty and staff. Qualitatively, there is a continuing need to emphasize the themes of anti-racism and accountability as well as reconciliation and restoration. It is very easy for the campus to skip back to comparable status quo patterns without continuous reminders and dialogue. – Russ Bloem, Vice-President for Enrollment Management

Highlights of FEN-related Achievements and Activities include:

- The most visible and measurable FEN-related achievements of the Enrollment Management division have been the recruitment of record numbers of racial/ethnic minority and non-US citizen students to enroll at Calvin College. Approximately 16% of the incoming FTIAC class were AHANA students in 2011, and AHANA students comprised approximately 11% of the total traditional undergraduate population – greater than 10% for the first time.

- Incoming fall 2011 International passport holding students were also greater than 10% of the FTIAC class and 9% of the total population. Nearly one in five undergraduate students at Calvin is a person of color or non-US citizen.

- The Entrada Scholars Program at Calvin College offers racial ethnic minority high school students a "gateway" to the future: the opportunity to experience college learning and living while earning college credit. Seventy one students participated in the 2011 class of Entrada.

- All staff of the Enrollment Management division participated in the FEN-related Human Resources workshop on “Creating a Welcoming Environment.”

- Members of the Enrollment Management Communication and Senior Leadership Team participated in last year’s “Partners for a Racism-Free Community” seminar.
Student Life Division

The Student Life Division challenges and support students as they seek meaning in their college experiences. The division is home to Broene Counseling Center, Campus Ministries, Campus Safety, Career Development, Health Services, Judicial Affairs, Residence Life, and Student Development. During the 2010-11 academic year, the student life division continued to pursue the goals and recommendations of the FEN document in terms of multicultural citizenship, anti-racism, and racial reconciliation.

I believe the college is progressing well on the objectives of FEN. We continue to have professional development in various divisions. Our Prelude program introduces 950 first year students to the documents and to importance of racial awareness and reconciliation. We continue to invite students into the discussion with UnLearn week programming for the campus, with orientation touch points, with a more refined Grassroots living-learning floor, and with a commitment to student leaders being stakeholders in the discussion. – Shirley V. Hoogstra, Vice President for Student Life

Highlights of FEN-related Achievements and Activities include:

- Our student leadership (RAs, Barnabas Team, Worship Apprentices, Orientation Leaders and others) continues to include a healthy number of students of color and international students. UnLearn week, an important program in student life’s anti-racism efforts, celebrated its tenth year in 2010-2011, with events that were attended by a total of 523 students, staff and faculty. UnLearn week is intentionally placed in early October during Prelude to encourage many first year students to engage with issues of race and reconciliation early in their college career.

- In 2011 David Smith, director of the Kuyers Institute for Christian Teaching and Learning, spoke to the whole student life division on “Dealing with Cultural Difference in a Christian Context” from his book Learning from the Stranger: Christian Faith and Cultural Diversity. The presentation explored the way misunderstandings occur because of different cultural assumptions, patterns of social interaction, and speech.

- International Treasure was the single best attended MSDO event in 2010-2011 with 537 participants. This event, planned by the Multicultural Activities Coordinators under the supervision of the MSDO, celebrates different world cultures.

- Student involvement/engagement in programs designed to connect international students with American students was high: Our CCE courses were full, with 50 international and 50 American students participating; the joint Christmas Banquet with AHANA students was full with 179 students; Rangeela included about 200 performers, and sold-out attendance both nights.
New Developments

Off-Campus Semester Programs in Perú and Spain

First offered fall 2011 and located in Arequipa, Perú; students study on the campus of the Universidad Católica San Pablo from mid-August through the fall semester. Students enroll in both Calvin and San Pablo courses, live individually with local families, and participate in educational excursions. In 2010, after more than 25 years in Denia, the Spain program began a partnership with the Casa de Las Lenguas at the University of Oviedo in Oviedo, Spain. While in Spain, students take courses in Spanish language and culture, live with a local family, and learn about the Spanish way of life firsthand.

Calvin Exchange Programs

Calvin has also established a number of exchange programs with other institutions. These programs have been developed to allow equal number of students to be exchanged between two institutions. As one Calvin student goes to an overseas institution, a student from this institution attends Calvin. Current exchange programs exist with the Hogeschool Zeeland and Handong University.

- Hogeschool Zeeland: Located in Vlissingen, the Netherlands, open to business or economics majors interested in gaining experience in international business.
- Handong University: A Christian college in Pohang, Korea, open to all majors. Classes in English are offered in a variety of subjects including business, economics, political science, religion, computer science, or communications.

Partners for a Racism Free Community (PRFC) Designation

Calvin College began the credentialing process in September of 2009. The credentialing process included a site visit and the successful completion of PRFC’s Partnership Pathways Organizational Assessment Level I. The Level I assessment involved a process of self-evaluation and assessment based on six standards: Leadership Engagement; Internal Policies, Practices and Processes; External Collaborations and Relationships; Contractor, Supplier, and/or Vendor Practices; Client, Congregation, Customer, and/or Marketplace Practices; and Measurement and Results. Partnership designation is based on successfully meeting the standards and criterion to be considered a racism-free organization. There are three levels of partnership: Provisional Partner, Full Partner or Credentialed Partner. On March 4, 2010 Calvin College received a Provisional Partner designation. On February 24, 2012 Calvin College received a Full Partner designation. (For details about the process and standards visit http://www.prfc-gr.org/ and see Appendix D on page 46.)
Welcoming Diversity Online Training for Faculty & Administrators

From November 2011 – March 2012 Calvin faculty and administrators with faculty status had a unique opportunity in an online program called Welcoming Diversity. Welcoming Diversity was an experiential tool designed by NEW Media Learning. The program began with a brief introduction to the concept of diversity, reviewed the ideas of bias and good intent, summarized levels of diversity acceptance, and concluded with an exploration of respectful communication. The program incorporated several interactive scenarios to test comprehension. Over the five-month training period 97 of 325 eligible members of the Calvin community completed the online training.

Creating a Welcoming Environment Training for Staff

Human resources created and provided the “Creating a Welcoming Environment” professional development experience to nearly two hundred staff in 2011-12. The training was presented in over sixteen sessions in 2011-12 to the following groups: Enrollment Management division, Advancement division, Student Development office, Human Resources office, three New Staff Orientation (NSO) groups, and two Administrative Assistant professional development groups. The human resources office is continuing to offer this training to all NSO groups and plans to reach all staff with the training in various groups (by division, office, or position group). There currently are additional sessions scheduled with the Calvin Institute for Christian Worship and the Office of Conferences and Campus Events. Groups with both external and internal reach are being targeted first to participate in this professional development opportunity.
Concerns Moving Forward

Anti-Racism as One Issue Among Pressing Campus Concerns

The concern is that in a crowded pool of worthwhile concerns anti-racism will become little more than a reference to the FEN document.

Like any college or university, Calvin College is faced with decisions that require attention and resources. From issues of academic freedom to admission standards and from requests for more staffing allocations to questions Reformed identity, members of the college community have had much to deal with since the 2010 State of the Campus Report. Less than optimal student enrollment and ways to balance the budget have continued to require considerable attention and campus resources. And while the Reformed Identity and Mission task force concluded its work in 2011, the tensions surrounding how we live out the Reformed project at Calvin are still very much pressing issues (see faculty membership requirement below). In 2011, town hall meetings were held to introduce the new Safer Spaces Committee. The committee was convened, in part, to explore harassment awareness and education, particularly sexual harassment awareness. It will likely address racial harassment, but it will only be one of several forms of harassment considered. The desire for a more comprehensive approach to diversity (e.g. diversity/multicultural affairs should include not only anti-racism, but also gender, sexual orientation, ability, socio-economic class, intercultural competency, and diversity celebration and awareness) is also gaining more momentum.

Calvin’s FEN document commits the college to an anti-racist perspective in all we do; however, FEN-related professional development for all staff and the implementation of FEN-sensitive policies has not been fully realized in every division of the college. There is the danger that in a crowded pool of pressing concerns, a determination will be made that “we have done enough” about anti-racism and it is time to move on.

Loss of Faculty and Staff of Color

The concern is that with the loss of faculty and staff of color, the college will be unable to fully realize a racially diverse faculty and staff.

From fall 2009 through fall 2011 Calvin College has lost four faculty of color and two long-time staff members of color (one of 15 years the other of twenty years) who worked directly with students of color. George Yancey, in his 2010 book Neither Jew Nor Gentile: Exploring Issues of Racial Diversity on Protestant College Campuses, states “...the most potent measures that Protestant colleges and universities can take to influence their students is the addition of professors of color, diversity courses of instruction, and possibly student-led multicultural organizations” (p.116). Recent losses in key staff members of color represent longer impacts on the Calvin community than the number represents. Their loss reduced the number of “sanctuaries” or safe places for people of color. Naturally, a loss of safe spaces limits the number of outlets students, faculty, and staff of color have to support each other through the challenges of being a minority at a predominately white institution. None of these losses were retirements.
At a time when Calvin’s student body is becoming more diverse, the number of faculty and staff of color is decreasing. Retention of faculty and staff of color is not a problem unique to Calvin; however, with few hiring opportunities in the near future it is not clear that the college will be able to hire enough people to recoup the losses experienced. It is an understatement to say that the loss of so many colleagues over the last few years has demoralized the remaining faculty and staff, in particular those of color.

No Change in Faculty Requirements

The concern is that without an expansion of acceptable churches or without a more generous exception policy the college will continue to have difficulty recruiting and retaining faculty of color and will limit its opportunities for multicultural growth.

The Reformed Identity and Mission Taskforce met for three years and as part of its mandate the group revisited the faculty church membership and Christian school requirements. In the end, the committee was dissolved without substantive reforms or changes made to the faculty church membership and school requirements. The lack of progress in this area and the lack of direction for moving forward are big disappointments in light of this desire in the community. At campus-wide discussion forums and at faculty senate meetings several faculty members faithfully presented, on behalf of their departments, strong, excellent, and Reformed arguments against the existing church membership requirement and the Christian schooling requirement. While every speaker fully supported the Reformed identity of the college and the requirement that faculty likewise endorse and support the Reformed identity and mission of the college, there were few voices in strong support of either the church membership or Christian schooling requirement exactly as they stood prior to the work of the taskforce. We now find ourselves left with no reform, no change, and no affirmation of our concerns that the church membership requirements are an obstacle to the hiring and retention of faculty of color.

There is no way we can accurately count the number of people of color who decide against accepting faculty positions with Calvin because of the church membership requirements (although anecdotally we know of a few). We know among ourselves that some faculty of color currently struggle with the requirements or have found them insurmountable and have left Calvin. This has stunted our ability to fully embrace our multicultural mission.

Proactive Tracking of Racial Incidents and Potential Racial Bias

The concern is that the MAC has not had the necessary data to proactively track racial incidents and potential racial bias.

Part of the role of the Multicultural Affairs Committee is to identify college structures, policies, and practices which may interfere with the goals of FEN. In 2010, the faculty and board of trustees of the college approved a new section in the FEN document called “Campus Environment.” Within the section on Reconciliation and Restoration is a recommended strategy which reads: “Clearly stated policies for reporting racial incidents and bias will be made known to the faculty, staff, and students. Occurrences of racial incidents and bias will be promptly
addressed. Responses to reported incidents will encourage reconciliation, where appropriate” (FEN, p.69). And within the accountability section, is the statement: “Appropriate disciplinary committees are responsible for properly addressing occurrences of racial incidents and bias. The Multicultural Affairs Committee is responsible for reviewing and reporting on these efforts biennially”. (p.70)

To date, because racial and ethnic identifiers are not recorded with disciplinary actions, the MAC has not been able to review nor report on potential bias. While the MAC has neither interest in reviewing individual cases nor in affecting the outcome of cases, MAC does have an interest in proactively identifying underlying bias, if it exists, and an interest in tracking racial incidents. While the MAC appreciates the assurances from the Student Life division that every effort is being taken to avoid bias in its judicial matters, more concrete evidence of the absence of bias would better assist the MAC in its efforts. It is understood that it would take some effort to provide a statistical summary report (one without names) to the MAC which correlates racial identifiers and disciplinary actions; however, without such efforts the MAC will be unable to report on how the campus is doing within this area.

Integration of Cross-Cultural Engagement within the Curriculum

The concern is that the load of carrying out the integration on cross-cultural engagement is not evenly distributed across academic departments.

In 2010, the faculty and board of trustees of the college approved a revised section in the FEN document called “Students.” Within the section on Curriculum and Instruction is a recommended strategy which reads: “Each academic department will be mandated to identify opportunities for cross-cultural engagement that are appropriate to the discipline” (p.62). There are twenty-seven academic departments. According to the 2011-12 college catalog, half of the semester courses which satisfy the CCE requirement were part of semester abroad programs, merely six departments offered regular on-campus semester courses that were designated as satisfying the CCE requirement, and only four departments offered optional on-campus semester courses. While the MAC does note that many departments offer interims which satisfy the CCE requirement, the offerings from year to year are not consistent.

Public Perception: Our Image to the World At-Large

The concern is that recent events have cast a shadow on Calvin’s public articulation of being a welcoming community.

Events of the last ten years (the departure of key faculty and staff of color, the cancellation of the New Pornographers concert, the memo banning the advocacy of homosexuality, the human origins discussion) have given rise to the perception that Calvin's constituency, climate, and culture have become much more conservative—usually associated with white culture—and succumb to the pressure from the Board of Trustees and the college’s donor-base, perceived to be predominantly Republican and white. The faculty, staff, and students at of color at Calvin may be seen as “tokens”, only present to help Calvin's overall image of diversity. Beyond that, their
presence, experience, scholarship, contribution, and insight are not perceived as counting as much as those in the white majority.

**Underrepresented International Faculty Retention**

*The concern is that underrepresented international faculty may lack cultural mentors, as well as, lack course observers who share their cultural background and that these factors may affect retention.*

The Teaching Network: International Faculty and Pedagogy Working Group began meeting in June 2011. In December 2011, the group drafted a report which draws attention to the challenges often associated with the retention of international faculty. The report includes an overview of cultural differences that affect teaching, learning, and evaluation. In its conclusion the report identifies several changes that may help with retention. These changes include the creation of a cross-cultural pedagogic learning community, the assignment of cultural mentors to incoming underrepresented international faculty, and the assurance that underrepresented international faculty members have at least one course evaluator from a similar cultural background. While the implementation of all of the suggested changes may be difficult due to the small number of underrepresented international faculty members, the suggestion for a cultural mentor to help with adaption to Calvin should be a catalyst for departments to examine how mentors are assigned to all incoming faculty. Multiple mentors may, indeed, assist with retention.
Thoughts for the Journey

May God have mercy on us as a learning community that bears His name, as we labor and are weary, and as we long toward Shalom. Until then, and as we work toward that, let's step into these words of Paul.

I am reminded again of the powerful words of Paul from Eph. 4: 1-6: "As a prisoner for the Lord, then, I urge you to live a life worthy of the calling you have received. Be completely humble and gentle; be patient, bearing with one another in love. Make every effort to keep the unity of the Spirit through the bond of peace. There is one body and one Spirit, just as you were called to one hope when you were called; one Lord, one faith, one baptism; one God and Father of all, who is over all and through all and in all."

How shall we live a life worthy of our calling?
By being humble, gentle, patient, bearing with one another (holding up weary arms!).

"Make"
Something we do, it is not passive, but active.

"Every"
Not sometimes, not just during Black History Month or UnLearn Week or during the FEN Symposium, but always.

"Effort"
This implies work, toil, sweat, labor. It will not be easy.

"To keep the unity"
I love this. Paul informs us that we are already unified in Christ. Unity is our beginning point. Sadly, we prefer to erect walls of separation between us. We do it individually. We do it institutionally.

"One"
Seven times then, Paul uses the word "one." Do you think he is making a statement here?

- Bob Crow, Dean of Student Development
Appendices

A. Multicultural Affairs Committee Mandate
B. Calvin College Statement on Diversity
C. From Every Nation Goals and Strategies
D. PRFC Credentialing Standards
E. US Census Racial and Ethnic Data
Appendix A: Multicultural Affairs Committee Mandate

The Multicultural Affairs Committee shall function as the agent of policy and accountability for the college in the development and maintenance of a genuinely multicultural educational community that discerns and counters the sin of racism and embodies the reconciling power of the Gospel. It shall evaluate and promote policies and procedures at all levels of college life in order to ensure that Calvin becomes and remains an educational community in which cultural diversity is encouraged and celebrated. The committee shall advise and work with standing committees, divisions, personnel, and student organizations throughout the college. In these ways it shall serve as an agent of accountability for the goals of From Every Nation (FEN). To carry out this mandate the committee shall be charged with, but not limited to, the following duties:

1. Provide comprehensive biennial reports which evaluate progress and make recommendations toward the goals of FEN. These biennial reports will be based on data gathered from committees, departments, and divisions; they will address all aspects of a genuinely multicultural educational community.

2. Identify college structures, policies, and practices which may interfere with the goals of FEN.

3. Educate the Calvin Community concerning issues of institutional and individual racism and promote anti-racist institutional practices and policies.

4. Recommend to the Planning and Priorities Committee the formation and supervision of task forces as needed to assist in complying with the goals of FEN.

5. Conduct a complete review of the FEN document every five years and recommend revisions to Faculty Senate.

6. Work with the Dean for Multicultural Affairs in implementing FEN and in addressing multicultural affairs.

Reporting Relationship: The Multicultural Affairs Committee will submit its formal reports to the Faculty Senate.

Composition: Fourteen members: the Dean for Multicultural Affairs (who will normally serve as chair); six faculty (one of whom shall normally serve as vice-chair, three of whom are tenured, and at least one of whom shall be a person of color); one member of the Board of Trustees; a representative of Human Resources; a representative of Multicultural Student Development; a representative of Residence Life; a representative of Admissions; a staff member; and one AHANA student. MAC will annually form and supervise a student advisory committee. Student members will be appointed in consultation with Student Senate and the Multicultural Student Advisory Board (MSAB). The student advisory committee will provide insights and feedback from the student body regarding pertinent matters before MAC. They may also suggest items for MAC’s agenda, bringing them before MAC either in person or in writing.

Revised: Fall 2006, Approved by Committee on Governance: February 2007, Approved by Faculty Senate: December 2007
Appendix B: Calvin’s Commitment to Diversity

As a Christian institution in the Reformed tradition, Calvin College values and promotes diversity. Scripture calls us to love others as we love ourselves; to exhibit and extend hospitality; and to pursue reconciliation with one another. Love, hospitality, and reconciliation are to be exhibited in all aspects of life; furthermore, they are markers of shalom. Understanding that there is “oneness” and “manyness” in God’s world, or unity and diversity, we affirm our common commitment to the identity and mission of the college, and our commitment to diversity as a response to a biblical mandate. Calvin College is committed to diversifying its community by recruiting women and men from a variety of cultural, ethnic, ability, and socio-economic backgrounds as administrators, faculty, staff, and students. We are committed to creating a convivial learning environment and maintaining policies and practices that reflect our commitment to diversity and the pursuit of shalom for we are called to perform all our tasks as a caring and diverse educational community.

References
1 – Matthew 22: 39 ... And the second is like it: Love your neighbor as yourself. John 13:34 ... A new commandment I give you: Love one another. As I have loved you, so you must love one another.
2 – Romans 12:13 ... Share with God’s people who are in need. Practice hospitality.
3 – II Corinthians 5:19 ...that God was reconciling the world to himself in Christ, not counting men's sins against them. And he has committed to us the message of reconciliation.
4 - God’s Diverse and Unified Family (CRCNA publication – page 8)
5 – God’s Diverse and Unified Family (CRCNA publication – page 31) “That synod call the whole church – individual members, congregations, assemblies, agencies, and other ministries of the CRCNA – to respond to the biblical and theological principles regarding the development of a racially and diverse and united family of God...”
6- Nondiscriminatory Policy: Calvin College does not discriminate with regard to age, race, color, nationality origin, sex, or disability in any of its education programs or opportunities, employment, or other activities.
7- From Every Nation, (page 6)
8- College Catalog, purpose statement and statement on Christian Community (page 7)
9- From Every Nation, (page 10)
Appendix C: 2010 From Every Nation Goals and Strategies

A. Personnel:

1. Faculty and Administrators with Faculty Status

   Goal: Calvin College will develop a more racially and culturally diverse faculty, one that increasingly reflects the multiracial and multicultural character of the Body of Christ, a faculty able to discern and counter racism in all its forms and to embody the reconciling power of the Gospel.

   Recommended Strategies

   1) The Professional Status Committee will have the authority to recommend that a proposed faculty opening not be approved if the office or department in question cannot demonstrate a satisfactory record of past efforts to recruit persons of color, both North American and international.
   2) In five years the Professional Status Committee will review the impact of the policy for granting exceptions to the faculty membership requirements on the recruitment and retention of faculty of color.
   3) The Professional Status Committee will ensure that departments communicate the relevant policies to prospective faculty. It will encourage and support each department in initiating educational opportunities (e.g., special speakers, departmental colloquia, and training) for its faculty and students to consider matters of race and ethnicity in the context of the department’s discipline and the College’s mission. It expects that faculty members will participate in these departmental initiatives. Departments must report annually on their activities in their State of the Department reports.
   4) The Academic Division will find ways to provide encouragement, strategies, and financial support for departmental initiatives and faculty development in these areas. Faculty will participate in faculty development opportunities in this area at least once every other year to raise not only awareness but also competency around issues of race and ethnicity. The faculty development opportunities include but are not limited to: book groups, anti-racism training, cultural competency training, or conferences.
   5) The President’s Cabinet will ensure that the relevant policies are communicated to prospective senior level administrators with faculty status. Senior-level administrators with faculty status will participate in faculty development opportunities in this area at least once every other year to raise not only awareness but also competency around issues of race and ethnicity. The faculty development opportunities include but are not limited to: book groups, anti-racism training, cultural competency training, or conferences.
   6) The Academic Affairs Division will develop strategies to assist in the retention of a more racially and culturally diverse faculty. Mentoring opportunities and regular climate surveys will be conducted to aid in this strategy. The Multicultural Affairs Committee will monitor the surveys, along with staffing statistics for differences in faculty retention based on race.
2. Administrators (without Faculty Status) and Staff

Goal: Calvin College will develop a more ethnically diverse and welcoming staff and administration, one that increasingly reflects the multiracial and multicultural character of the Body of Christ, able to discern and counter racism in all its forms and to embody the reconciling power of the Gospel.

Recommended Strategies

1) Divisional vice presidents, in cooperation with other administrators involved in the approval process, will have the authority to recommend that an opening not be approved or that a search be restructured if administrators involved in the hire process fail to demonstrate a satisfactory record in previous searches to recruit persons of color. Vice-presidents should monitor efforts to ensure diverse pools of applicants and report their findings as part of the biennial reports to MAC.

2) The Human Resources Office will investigate the feasibility of a Higher Education Fellowship Program, analogous to the current Minority Graduate Fellowship.

3) The director of human resources will ensure that relevant policies are communicated, and that mentoring opportunities are made available. New and continuing staff members will participate in professional development in this area at least once every other year to raise not only awareness but also competency around the issues of race and ethnicity [and to document this participation in performance reviews]. The staff development opportunities include but are not limited to: book groups, anti-racism training, cultural competency training, or conferences.

4) The President’s Cabinet will ensure that the relevant policies are communicated to prospective senior-level directors without faculty status. It will encourage and support educational opportunities for these directors to consider matters of race and ethnicity in the context of their department’s role and the College’s mission. Senior-level directors without faculty status will participate in professional development in this area at least once every other year to raise not only awareness but also competency around issues of race and ethnicity. The faculty development opportunities include but are not limited to: book groups, anti-racism training, cultural competency training, or conferences.

5) The Human Resources Office, in conjunction with divisional vice-presidents, will develop strategies to assist in the retention of a more racially and culturally diverse staff. Mentoring opportunities and regular climate surveys will be conducted to aid in this strategy. The MAC will monitor the surveys, along with staffing statistics provided annually by Human Resources, for differences in staff retention based on race.

B. Students:

1. New Student Recruitment, Admission, and Retention

Goal: Calvin College will develop a more racially and culturally diverse student body, one that increasingly reflects the multiracial and multicultural character of the Body of Christ.
Recommended Strategies

1) The Admissions Office will continue working to increase the number of students of color admitted to Calvin, both North American and international. The college will support and, where necessary, develop institutional programs and relationships to attract students of color.

2) The college will develop a formalized strategy to improve retention and graduation rates for students of color. The college will support and, where necessary, develop institutional programs and relationships to retain students of color.

2. Student Life

Goal: Calvin College will develop a more racially and culturally sensitive student body, equipped to resist racism, embody reconciliation, and live together in Christian community.

Recommended Strategies

1) Anti-racism and diversity training will be woven into the co-curriculum

2) The college will support and, where necessary, enhance student services designed to promote a more ethnically and culturally diverse campus.

3) Offices that provide services to students should include persons of color on their staffs whenever possible.

C. Curriculum and Instruction:

1. Prelude Program and the Core Curriculum

Goal: Calvin College’s core curriculum will introduce students to global perspectives, cultivate the virtue of discernment, and impart a commitment to counter racism in all its forms and to embody the reconciling power of the Gospel.

Recommended Strategies

1) Faculty members should include global perspectives and themes of racial justice in their course materials wherever these are appropriate to the discipline and meet the requirements of the core category.

2) The Cross-Cultural Engagement and Global Historical Studies requirements of the core curriculum will be fully implemented.

3) The Quest, Prelude, and DCM programs will include an emphasis on racial justice, anti-racism, and reconciliation from a variety of perspectives.

2. Major Concentrations and Professional Programs

Goal: Major programs of study at Calvin College will introduce students to global perspectives, cultivate the virtue of discernment, and impart a commitment to counter racism in all its forms and to embody the reconciling power of the Gospel.

Recommended Strategies

1) Each academic department will be mandated to identify opportunities for cross-cultural engagement that are appropriate to the discipline

2) International study opportunities and area studies programs (e.g., Asian Studies, African Studies, and Latin American Studies) will be enhanced.
3) Each department will take these goals into account in developing its assessment program.

3. **Teaching and Faculty Development**
   **Goal:** Instruction at Calvin College will reflect significant sensitivity to racial and cultural diversity and will model the ability to discern and counter racism in all its forms and to embody the reconciling power of the Gospel.

**Recommended Strategies**
1) The Faculty Development Committee, Office for Multicultural Affairs, and academic divisions and departments will regularly offer faculty development workshops that promote this goal.
2) Departments and individual faculty members will identify ways to promote racial justice and reconciliation in curriculum and teaching. Departmental strategic plans and assessment plans will reflect this goal. The Multicultural Affairs Committee will highlight exemplary achievement of this goal through its annual *FEN* Award for Teaching Excellence.

4. **The Co-Curriculum and Other Academic Programs**
   **Goal:** College programming will celebrate Calvin’s international commitments and will reflect, at a minimum, the diversity present in the student body. Such programming includes, but is not limited to, the January Series, the Honors Program, athletic programs, Academic Services programs, commencement, opening convocation and honors convocation, off-campus programs, Student Activities Office programs, and speaker and arts series.

**Recommended Strategies**
1) Vice presidents in charge of co-curricular and other academic programs will monitor and analyze efforts to achieve this goal.
2) Vice presidents will ensure that, whenever possible and appropriate, planning committees and offices will include representatives who reflect the diversity of the campus community.
3) The Office for Multicultural Affairs will offer suggestions, encouragement, and funding in support of invited multicultural speakers and artists.

D. Partners and Constituents:

1. **Immediate Constituency: Board, Alumni, and the Christian Reformed Church**
   **Goal:** All of the constituencies that support the college will perceive, understand, and embrace Calvin’s commitment to racial justice and reconciliation.

**Recommended Strategies**
1) The Board of Trustees will affirm the college’s commitment to racial justice and reconciliation and regularly review its own efforts to support that commitment.
2) The Calvin Alumni Association will undertake an intentional educational initiative for national board members and local chapters to acquaint them with and enlist them in the college’s efforts to promote racial justice and reconciliation.

3) The College will continue its partnership with the Christian Reformed Church in anti-racism efforts.

2. Local Neighbors and Global Networks

**Goal:** Calvin College will become an effective agent of racial justice and harmony in its external partnerships.

**Recommended Strategies**

1) The Advancement Division and Enrollment Management Division will continue to cultivate current partnerships and work to develop new ones.

2) The College will continue to cultivate current educational outreach and bridge programs to communities of color and will work to develop new ones.

3) Academic departments, the Service-Learning Center, and the Off-Campus Programs Office will work to cultivate and develop partnerships with communities in this country and abroad.

3. Communication with Internal and External Constituencies

**Goal:** The Communications and Marketing Department of the College will communicate Calvin’s efforts to become an effective agent of racial justice and harmony to internal and external constituencies through every appropriate medium.

**Recommended Strategies**

1) The Communications and Marketing Department will take the initiative to provide news releases and other forms of publicity about persons and events related to the college’s efforts to combat racism and promote reconciliation.

2) The Communications and Marketing Department will develop and use Web resources to further the exchange of information about these activities, both internally and externally.

E. Campus Environment:

1. Campus Aesthetics

**Goal:** Calvin College will develop a more ethnically diverse and welcoming physical campus, one that increasingly reflects the multiracial and multicultural character of the body of Christ. Calvin’s physical campus will reflect, respect, and invite a diverse campus community.

**Recommended Strategies**

1) Multicultural artwork will be displayed in public spaces throughout the campus.

2) Dining halls, cafes, and Creative Dining Services will regularly offer ethnic-inspired foods that reflect the campus’s vision for diversity.

3) Diversity commitment statements will be displayed in public spaces throughout the campus.
2. Reconciliation and Restoration

Goal: Calvin College will work towards a multicultural campus, not simply “as a high-minded ideal, [but as if] it is a dictate of biblical justice.” Additionally, the college will communicate its desire for racial harmony and will take deliberate measures to identify and address practices, structures, and attitudes which may work against efforts towards racial harmony and reconciliation.

Recommended Strategies

1) Calvin College will regularly offer opportunities for the study, reflection, and adaptation of the biblical theological mandate for seeking justice and celebrating God’s diverse Kingdom.

2) Calvin College will regularly affirm its commitment to maintaining a learning, working, and living environment which is fair, respectful, and free from harassment. Calvin College will apply this policy to all persons who are members of the faculty, staff, or student body.

3) Clearly stated policies for reporting racial incidents and bias will be made known to faculty, staff, and students. Occurrences of racial incidents and bias will be promptly addressed. Responses to reported incidents will encourage reconciliation, where appropriate.

3. Measurement and Results

Goal: The college will regularly evaluate the intercultural sensitivity and cross-cultural experiences of the campus.

Recommended Strategies

1) The Multicultural Affairs Committee will conduct a campus-wide multicultural climate survey every five years in conjunction with a review of the From Every Nation document.

2) The Multicultural Affairs Committee will monitor responses reflecting the campus multicultural climate on the HERI faculty survey and NSSE student survey.

3) Corrective action plans will be developed for those areas of the FEN goals where deficiencies exist or progress has not been demonstrated.
Appendix D: PRFC Credentialing Standards and Calvin’s Status

Partners for a Racism-Free Community is a movement of committed citizens and organizations working to move Greater Grand Rapids from “that’s the way it is” to “racism-free” through personal commitments, institutional efforts, social advocacy, and persistent intolerance of racist attitudes, words and behaviors. [http://www.prfc-gr.org](http://www.prfc-gr.org) Racism-free is defined as the individual and systemic condition achieved when all persons, regardless of skin color, feel welcomed and wanted in all places and treat others the same way.

Calvin College began its involvement with the Partners for a Racism-Free Community (PRFC) assessment and credentialing process in 2009. The process included the completion of an online organizational assessment, an onsite visit, documentation demonstrating fulfillment of six standards (see below), and an additional assessment by the PRFC and a Credentialing Review Committee. There are three possible partnership designations: Provisional Partner, Full Partner or Credentialed Partner Designation. Calvin College earned a Provisional Partner standing March 2010 and Full Partner designation in February 2012.

The Standards:
1. Leadership Engagement - Description: Active, intentional and on-going involvement by those designated as "in-charge" at their respective organizational levels. Goal: Evidence of leaders exhibiting racism-free behavior and promoting a racism-free environment.

2. Internal Policies, Practices and Processes - Description: Internal actions, activities, practices and behaviors, consistently held in place over time. Goal: Evidence that the organization demonstrates internal practices and policies that create and sustain a deliberate and intentional racism-free environment

3. External Collaborations and Relationships - Description: Being visible and influential in business, community, social and legislative networks. Goal: Evidence that the organization is supporting and/or doing business with organizations that are committed to becoming racism-free.

4. Contractor, Supplier, and/or Vendor Practices - Description: Organizational behaviors with contractors, suppliers, and vendors providing products, services and/or other inputs. Goal: Evidence that racism-free expectations have been established for suppliers.

5. Client, Congregation, Customer, and/or Marketplace Practices - Description: Public statements and constituent practices align with internal racism-free behaviors and expectations? Goal: Evidence that the organization's products and services target the needs of multi-racial client/congregation/customer base.

6. Measurement and Results - Description: Methods of evaluating racism-free behavior determined by the organization for monitoring its progress and identifying areas of continuous improvement. Goal: Evidence that the organization has established a measurement process to support a racism-free environment.
Appendix E: US Census Racial and Ethnic Data

The U.S. Census Bureau, in a series of 2010 Census briefs, *Overview of Race and Hispanic Origin: 2010*, found that the overwhelming majority (97 percent) of the total U.S. population reported only one race in 2010. This group totaled 299.7 million. Of these, the largest group reported white alone (223.6 million), accounting for just over 72 percent of all people living in the United States. The Black or African-American population totaled 38.9 million and represented nearly 13 percent of the total population. Approximately 14.7 million people (about 5 percent of all respondents) identified their race as Asian alone. There were 2.9 million respondents who indicated American Indian and Alaska Native alone (0.9 percent). The smallest major race group was Native Hawaiian and Other Pacific Islander alone (0.5 million), which represented 0.2 percent of the total population. The remainder of respondents who reported only one race, 19.1 million people (6 percent of all respondents), were classified as "some other race" alone.

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