

***Multicultural Affairs Committee
State of the College Report
for 2001–2002
October 2002***

In order to fulfill its mandate to be “the principal agent of the college in the development and maintenance of a genuinely multicultural educational community,” the Multicultural Affairs Committee (MAC) offers this report.

This report describes how different departments and/or persons within the college have addressed multicultural concerns for the academic year 2001–2002. It is our goal to provide this report annually as “state of the college report.” For example, a yearly report would allow for comparisons between years in areas of recruitment and retention of staff, faculty, and students of color. As we refine the process of documenting our findings in future reports we hope to add data from previous years to provide comparative data across years.

We also provide commentary as a means to fulfill our mandate to “oversee and evaluate policies and procedures at all levels of the college life in order to ensure that Calvin becomes and remains an educational community in which cultural diversity is celebrated.”

We send you this information in hopes that it will provide encouragement for the work we have done as a college, provide impetus to further build a multicultural community, and provide a forum for feedback to the college community and MAC about continuing our work.

Please direct comments and feedback to Won Lee or Lavonne Zwart, MAC Co-Chairs.

Part One: Personnel and Recruitment

A. The Numbers

The *Comprehensive Plan for Integrating North American Ethnic Minority Persons and their Interests into Every Facet of Calvin’s Institutional Life*, adopted by the College in 1985, laid out goals for the numbers of ethnic minority students, faculty, and staff that would be a part of the College community by the academic year 2003–2004. These goals were designed to move Calvin closer to a “genuinely multicultural Christian academic community,” a community that “is shaped by the Biblical vision of the kingdom of God.” The goals set by the college were to have 15% of the student body and 15% of faculty and staff comprised of persons of color. The numbers cited below make it clear that Calvin College will not reach that goal. Efforts to improve the recruitment and retention of ethnic minority persons will be a part of the new Comprehensive Plan currently being developed.

1. Students: Status, September 2002

FTIACs (First Time in any College)

	United States Citizenship			Other Citizenship by Selected Areas			
	White	AHANA	Other/not stated	Canadian	African	Asian	Other Citizenship
2001	868	51	27	48	9	25	3
2002	909	39	31	36	7	22	5

All Students

	United States Citizenship			Other Citizenship by Selected Areas			
	White	AHANA	Other/not stated	Canadian	African	Asian	Other Citizenship
2001	3,600	212	115	196	41	71	32
2002	3,690	187	120	176	48	79	30

There had been modest growth in the numbers of AHANA (Asian, Hispanic, African American, and Native American) and international students in the past several years, with a notable drop in AHANA and international FTIACs for this current academic year.

Student Retention: In 2001 the first-year retention rate for students of color was 86.3%, which is slightly higher than the rest of the entering class. The five-year graduation rate for AHANA students is 67.6%, which is four points lower than the all-college rate.

2. Faculty and Administrators with Faculty Status: Status, September 2002

White	African/ African American	Hispanic	Asian/Asian American	Native American	Other
271	7	3	8	0	2

3. Administrators and Staff: Status, September 2002

White	African/ African American	Hispanic	Asian/Asian American	Native American	Other
392	8	5	2	1	2

4. Board of Trustees: Status, September 2002

White	African/African American	Hispanic	Asian/Asian American	Native American	Other
27	1	1	1	1	

B. Recruitment Efforts

1. Students: The Admissions Office efforts to recruit AHANA students continue to be a priority of each member of the admissions staff. A model of distributed responsibility and commitment, coupled with the specific leadership from an Associate Director for Multicultural Admissions and Community Relations challenges each member of the team to see this as a priority. Specific efforts from this past year included:

- Admissions counselors were careful to visit schools and college fairs where we were likely to have opportunities to meet AHANA students and those who advise them.
- AHANA prospects and applicants were included and noted within each admissions counselor’s “territory” to be included in their regular contacts and follow-up, but they were also identified on separate calling/contact lists for additional efforts.
- Current AHANA students worked directly with the admissions counseling staff with the specific responsibility of serving AHANA students who visited and/or applied.
- The admissions staff co-hosted a reception for AHANA alumni and prospective students following the performance of *The Piano Lesson*.
- Each member of the admissions counseling staff participated in an off-campus two-day antiracism training session.
- The Admissions Office regularly supports the efforts of the Office of Pre-College Programs, and assigned liaisons to work the STEP Conference, Entrada, Pathways to Possibilities, and the Sun Valley Bridge Program.

- The Admissions Office continues to maintain strong contacts with churches and high schools around the world, and admissions staff make periodic international trips to Asia and Africa in order to recruit students and build international relationships.

2. *Entrada Scholars Program* is a summer college experience designed for students of color who are entering or have completed their senior year in high school. The program is designed to give these students a genuine college experience, gain actual college credits from their work, and encourage them to consider Calvin College. In the fall semester of 2001, 65 students of color at Calvin College were alumni of *Entrada*. The 2002 *Entrada* class consisted of 36 students. The admissions staff met individually with each of the junior level *Entrada* Scholars to develop relationships and assist with college planning and with their Calvin application materials. The program, under the direction of Rhae-Ann Booker, Director of Pre-College Programs at Calvin, continues to be an essential piece of Calvin's recruitment strategy for students of color and part of its support strategy toward their success here.

One concern is that this program continues to be funded primarily with grant dollars. Developing a plan for continued funding of this program will be an important priority for this next year.

3. *Sun Valley Bridge Program* is a college level experience for student in Sun Valley, California. This past year was the second year of the program, which is running as a three-year trial. The program involves distance delivery of two college courses for academic credit, combined with English as a Second Language (ESL) and academic support classes delivered on site in California. The first year the Bridge program had 11 students; 4 of them attended Calvin in Grand Rapids during 2001–2002. The most recent program enrolled 11 students in California, and this fall brings 3 of them to Grand Rapids.

2. *Faculty Recruitment Efforts:*

Open Position Recruitment: A survey of all academic departments revealed several interesting trends in faculty recruitment. Although the colleges general "faculty openings" announcement is placed in academic journals targeted for African American and Hispanic audiences, most departments do not advertise for their specific positions in venues targeted toward minority populations. Most departments reported that they use informal networks to generate applicants, but that they did not network with faculty of color to produce AHANA candidates. A survey of departmental recruiting techniques suggests that academic departments need to do more aggressive networking with scholars of color, and the college needs more accountability in its hiring practices.

Five ethnic minority faculty are new for the 2002–2003 academic year.

The Graduate Student Fellowship program was established to enhance the recruitment of ethnic minority persons to the college faculty. Last year two people were supported by the fellowship and both are now currently full-time members of the Calvin College faculty. A third candidate was accepted into the program during 2002 and will begin graduate studies during the 2002–2003 academic year.

3. *Staff Recruitment Efforts:* All searches for staff positions are handled through the Human Resources Office of Calvin College. Human Resources attempts to hire more employees of color through networking with church communities and pastors, sending letters to alumni and other contacts, and using publications and websites targeted toward persons of color. Most of the AHANA hires during 2001–2002 were made through personal referrals. Human Resources does not currently track its contacts, applicant pool, or job finalists in terms of race or ethnicity.

Part Two: Curricular and Co-Curricular Initiatives

A. Core Curriculum

Engaging God's World: The 2001–2002 academic year saw the implementation of the new core curriculum at Calvin College. The core, with the title "Engaging God's World," includes a significant

emphasis on engaging the diverse cultures and social structures of God's world. This emphasis is evident in several new parts of the core curriculum, as described below.

1. Prelude Program: During 2001–2002 the Student Life Division instituted Prelude, a program for first-year students to introduce them to Calvin College and to help them “become familiar with the central affirmations of the Reformed Christian confession, understand how these affirmations can inform a worldview, and experience this confessional perspective in and outside the classroom.” Prelude has five themes and one of these themes, Cross-Cultural Engagement, introduces students to the core's diversity themes. In this section all first-year students heard a plenary talk on cross-cultural engagement and wrote a two-page autobiographical summary on their experience with diversity. This section provided the prerequisite for the Cross-Cultural Engagement requisite in the new core.

2. Cross-Cultural Engagement: The new core curriculum includes a requirement for “Cross-Cultural Engagement” for all students. This one to three hour requirement can be met through a variety of courses. In the words of the core document, the educational objectives of the requirement are:

...To gain skills in cross-cultural communication; to understand how the world might look from the standpoint of another community of interpretation and experience; to learn how to discern and, where appropriate, adapt to the cultural expectations of the other; to learn how to distinguish between the enduring principles of human morality and their situation-specific adaptations; to witness other cultural embodiments of faith, and thus to reflect on the substance and definition of one's own faith by comparison.

The Cross-Cultural Engagement Coordinating Committee, a subcommittee of the Core Curriculum Committee, spent time during this past year soliciting and approving proposals for courses that meet this engagement requirement. Faculty development efforts designed to help faculty become more cross-culturally competent were also a focus of this committee. During summer 2002, cross-cultural engagement workshops for faculty were held, with 16 participating faculty members.

3. Quest 2001, Calvin's student-orientation program, centered on the vision statement of the college: three days representing the three statements in the vision statement. On one of the days, students focused on being “an agent of renewal.” During this day Jacque Rhodes led a two-hour presentation and discussion on racism. Every incoming student participated in this two-hour talk on racism. Another day students focused on doing God's work in God's world and so participated in StreetFest projects, some of which had cross-cultural emphasis. There was also a film series held during Quest. Students watched and discussed three movies: *Billy Elliot*; *Crouching Tiger, Hidden Dragon*; and *Remember the Titans*. Discussions of these movies often focused on race and cultural issues.

B. Other Academic Initiatives of Note

1. Calvin Theatre Company (CTC) produced August Wilson's play *The Piano Lesson* in February 2002 with an entirely African American cast. Although this was not the first African American play produced at Calvin, it was the first one officially produced by CTC and listed in Calvin's production schedule. The production received considerable publicity and campus discussion.

2. The Department of Economics and Business has been conducting department-wide seminars to help them understand racism, incorporate antiracist themes in their curriculum, and foster an antiracist ethos within the department.

3. Department of Nursing: The new Calvin College Nursing Department curriculum is being built on the model of community partnership. Students will have immediate community experience and have extensive cross-cultural experience. This new curriculum, planned during the past academic year, went into operation during 2002–2003.

4. Asian Studies: In January 2002 Calvin College received an \$800,000 grant from the Freeman Foundation to significantly expand Calvin's Asian studies efforts. The money will have a significant impact on a program at Calvin that is still in its infancy. The Asian Studies Program includes an annual exchange program with Xiamen University, a semester-long study program in Beijing, visits from distinguished scholars, and four years of both Japanese and Chinese. With the grant, Calvin plans to establish several internships in China through its semester program in Beijing, expand library offerings in Asian materials, and hire a new professor and expand course offerings in Asian studies. Finally, Calvin will continue and expand exchange opportunities with Asian universities.

4. Burton Heights Partnership: Under the auspices of a grant from the U.S. Department of Housing and Urban Development, more than 148 students in seven different academic departments did service-learning work in the Burton Heights community during 2001–2002. Students in upper-level Spanish classes tutored Spanish-speaking business owners in English and English-speaking business owners in Spanish. Education students taught a science-based curriculum to mostly Spanish-speaking students at Burton and Buchanan schools while Geography students participated in a traffic analysis along with the Parent Teacher Organization. Nursing students participated in health fairs at several health clinics and schools within the community.

5. Other Academically-Based Service Learning: Work continues at other service-learning sites throughout Grand Rapids, exposing Calvin students to the considerable racial and ethnic diversity of this community. A continual focus of conversation within the college related to service learning is the kind of cross-cultural experience that our students receive when they are providing a service. The overall challenge and opportunity for the Service-Learning Center, in relationship to cross-cultural engagement, is the culturally embedded notion of "service or volunteerism" stemming from a desire among the privileged to help the less privileged. When this notion of privilege is understood as personal and cultural superiority, the interaction among people of different races, cultures, and classes does not produce greater understanding and appreciation. Rather, it often reinforces the participants' belief in their own personal and cultural superiority. However, service learning, properly understood, emphasizes equality, reciprocity, and a blurring of the lines between giver and receiver. Calvin's programs try to emphasize reciprocity between student and community members, so that students see that both parties are learning and both are teaching. With a service-learning mindset, participants see themselves as learners as well as servers. Participants understand that those whom they are seeking to serve have a role to play as their teachers. Their minds, hearts, eyes, and ears are open to see strengths in the people and their cultural contexts.

One of the initiatives new this year is a "student initiated" Cross-Cultural Engagement option. Students can come to the Service-Learning Center and sign-up for a service-learning opportunity that has been designated as a site that provides cross-cultural engagement. Choosing this option will require the necessary hours of service at the designated site and participation in an accompanying seminar through the Service-Learning Center. In this way, orientation, reflection, and evaluation will be included with service learning, making the entire experience a credited Cross-Cultural Engagement learning experience.

Part Three: Faculty, Staff, and Student Development

A. Faculty and Staff Development

1. Student Academic Services on February 27, 2002, hosted a faculty and staff development conference, "Examining Pedagogy through a Diversified Lens," on creating inclusive college classrooms. The conference focused on the kinds of classroom behaviors practiced by both faculty and students that work to create invisible barriers for international students and students of color. Over 50 faculty participated in this seminar.

2. A new orientation program for staff was instituted in 2001 and included a 90-minute segment on antiracism. Bob Crow, Dean of Student Development, and Jacque Rhodes, Assistant Dean for Multicultural Student Development, led these presentations for the 29 new staff members in attendance.

3. *The Kuiper Seminar* for new tenure-track faculty, which is offered during Interim, includes presentations and discussions on racism and Calvin's antiracist goals.

4. *The Calvin AntiRacism Team (CART)* sponsored several antiracism training events for faculty and staff, including two-day training sessions during October 2001, several 90-minute training workshops, and a summer book study (2002) for faculty.

B. Multicultural Student Development

1. *Jacque Rhodes* began her work as the Assistant Dean for Multicultural Student Development in September 2001. Jacque had previously been a part of Student Academic Services, where her work focused on promoting the academic success of AHANA and international students. As Assistant Dean she is accountable for supporting and assisting AHANA students and promoting initiatives that increase an antiracist/multicultural understanding, communication, and appreciation among all members of the campus community.

2. *Andrea Granderson* began her work at Calvin in September 2001 in Student Academic Services. Her work focuses on providing academic support for AHANA students. Andrea was one of the organizers of the faculty workshop on classroom issues sponsored by SAS.

3. *Bernice Constanza*, a Hispanic student from Sun Valley, California, was the first Hispanic president of the Student Senate at Calvin College.

4. *International Student Support* continues to be provided through the office of Linda Bosch in Student Academic Services. Linda teaches an ESL class and provides student and family orientation for international students before the academic year. Her office also provides ongoing student support throughout the academic year. Her position continues to be part-time, but the number of international students has expanded.

C. Student Groups

1. *Sister to Sister* is a support group designed to build a network between African and African American women on campus. The group is mentored by Jacque Rhodes and Rhae-Ann Booker. Each year returning "sisters" welcome new "sisters" with a gift bag and invitation to the kick-off-the-year tea hosted by Susan Byker. There were 56 students involved in the group for the 2001–2002 year.

2. *My Brother's Keeper* was initiated in 2001–2002 as a support organization for male AHANA and international students.

3. *Native American Student Group (NASG)* is designed to be a support network for Native American students as they adjust to life at Calvin. It is not a registered student organization. The mentor is Lois Dye.

4. *Banderas* is a student support organization for Hispanic students. The mentor in 2001–2002 was John Matias, Admissions Department.

5. *Korean Christian Fellowship* provides a Christian environment for Korean students and those who are interested in Korean culture. Dr. Won Lee mentored this group. The group will change its name to the Korea Club in 2002–2003 in order to attract a larger number of Korean students. This diverse group includes Korean students, Korean Americans, Korean missionary children who have lived in other countries, and Korean adoptees.

6. *China Club* promotes Chinese culture and seeks to ease the adjustment of Chinese students new to America.

7. *Peers against Racism (PAR)* pairs students of color with white students in partnership with the hope that one-on-one conversations will foster new cross-cultural understanding.

8. *Connections Mentorship Program* pairs freshmen and upper class AHANA students in a mentor/mentee relationship.

9. *Reading for Reconciliation* introduces students, who have graduated from Healing Racism Institutes, CART 90 minutes, or Cross Roads 2 1/2 day training, to literature and research in the area of antiracism and racial reconciliation. Last year participants read *Letters across the Divide* and talked to David Anderson, one of the book's co-authors, on April 25, 2002.

10. *Multicultural Student Advisory Board (MSAB)* is comprised of 23 students; 10 AHANA students and 13 majority students dedicated to making Calvin an antiracist institution. Completion of or a commitment to complete Healing Racism Institute is a prerequisite for participation. MSAB's mission statement is "to serve as agents of change at Calvin, advocating a realization of its antiracist commitment and providing a community of support for students."

D. Residence Life

1. *Resident Directors and Resident Assistants:* During the 2001–2002 year, there were no Resident Directors (RDs) of color. There were four out of 57 Resident Assistants (RAs) of color. This year Residence Life made attempts to actively recruit people of color for the RD position. With this effort, the applicant pool had four persons of color. However, there were no persons of color hired for the RD position for the year 2002–2003. The Residence Life office will continue to recruit a diverse applicant pool by being involved in national and local searches.

2. *Multicultural Activities Coordinators (MAC):* Almost every residence hall had a Multicultural Activities Coordinator (MAC) during 2001–2002. These students were mentored by Jacque Rhodes and charged with the responsibility of bringing a multicultural focus to their hall by making students aware of multicultural activities on and off campus and reminding dorm leadership and dorm students of multicultural issues. These students presented programs and workshops to the on-campus student population. The 2001–2002 program was comprised of five white students and one student of color serving the residence halls. The 2002–2003 academic year has two MACs in each residence hall. Not only has the staff grown in size; it has also increased in diversity. The new staff includes more AHANA students and international students. Also, a new MAC position has been added: the MAC Coordinator. The MACC serves as liaison between the MACs and MSAB and helps to facilitate communication between each program.

3. *RD and RA Training:* During the summer RD training, there was a workshop led by Jacque Rhodes focusing on awareness and needs of AHANA students. In the fall RA training, Jacque led an afternoon of training for these student leaders. They took part in an exercise called "Unpacking the Invisible Backpack," which helped these leaders further understand the concept of "white privilege."

4. *Calvin's Project Neighborhood* program is an intentional effort to place students into the city of Grand Rapids in "intentional Christian communities" and have them learn about loving God and loving their neighbor. Project Neighborhood is one way for students to engage "cross culturally," as these neighborhoods are diverse and the community service is predominantly with people of color or people in poverty.

Over the 2001–2002 year there were three houses, each with six to seven students and a mentor couple. Only one student involved with the program was a student of color, though several had significant cross-cultural experiences prior to living in Project Neighborhood. In 2002–2003 there are two students participating who lived on the Mosaic Floor last year, one of whom is a student of color.

The college owns one of the houses (in Eastown) and partners with two inner city churches (First CRC and Eastern Avenue CRC) for the other two houses. The students spend time working on the internal

community of the house. They also spend time doing work or service in their community through organizations, the churches' programs, and relationships with neighbors. The mentors provide direction to the college students during the year.

5. *The Mosaic Floor* is a living/learning community designed to explore diversity within the kingdom of God. As a group of students living and learning together on one floor in a residence hall, these students celebrate different cultures and traditions and struggle to work through issues of racial division. Over the past several years the number of students on the Mosaic Floor tended to consist of one-third international students (including third world students), one-third AHANA students, and one-third American Caucasian students. During the 2001–2002 year, there were 73 students of which 19 were international students, 38 were considered traditional American Caucasian, and 16 were AHANA students (two Asian American, five Hispanic American, eight African American, and one Native American).

The director of the floor over the 2001–2002 year was Nalini Suganandam, a South-Indian woman who grew up in East Africa. There were four Program Assistants who helped Nalini with the programming on Mosaic. Two out of four were students of color. During the fall semester of the 2001–2002 academic year, the Mosaic Floor programming helped students focus on examining their own cultural story and background and then share these stories with other students. Programming also involved talking about God and culture as well as ethnocentrism. Students read S.D. Gaede's book *When Tolerance Is No Virtue*, which deals with political correctness and tolerance within a Christian community. The students also spent time expanding their experience of other cultures through participation in various events. For example, they hosted junior high students through Pre-College Programs and facilitated learning events that sensitized them to matters of racism and culture. These events were directed at giving the students a picture of other cultures and perspectives.

Part Four: Campus Events

1. 125th Anniversary Scholarship Conference: As part of Calvin's 125th anniversary celebration, Calvin hosted an international interdisciplinary conference, "Christian Scholarship . . . for What?" on September 27–29, 2001. Two keynote scholars addressed multicultural themes directly: Elizabeth Conde-Frazier of the Claremont School of Theology, and Tite Tiénou, Academic Dean, Trinity Evangelical Divinity School. The conference also brought faculty delegations to Calvin from a number of international universities.

2. UNLEARN: The MSAB made Calvin College history by hosting the first Antiracism Week entitled UNLEARN in October, 2001. The week-long event included programs and chapels and caused a stir among the student body prompting the Student Senate to create a new discussion board via KnightVision on campus multiculturalism. By far the discussion board on race relations was the most active board at the Student Senate site. A new program PAR (Peers against Racism) also spawned from the UNLEARN campaign.

3. Chapel: With the help of Charsie Sawyer, Director of the Gospel Choir, "Lift Every Voice," a series of chapels every Thursday, was started. Rooted in the African American tradition and drawing from the gifts of other cultures on campus as well, these services introduced students to new gospel songs, to preachers from many local churches, and to the testimony of various individuals in our community. Members of the Gospel Choir also helped to lead worship, sometimes with just a few people from the choir and sometimes with a much larger group. This new series drew some students to chapel who do not usually come, and it stretched the Calvin community to worship in new ways.

The Chapel Committee also tried to incorporate cross-cultural elements into worship on days other than Thursdays. Students celebrated MLK Day in January; heard reports on visits to South Africa, Mexico, and the Philippines; heard from a Navajo pastor and a local black attorney who is a Calvin alumni; had visits from "Miss Eula," a southern granny who spoke about her experiences and insights into racial reconciliation (played by Jacque Rhodes); and occasionally used some of the new gospel songs learned on Thursdays on other days as well. Sometimes groups like MSAB, Banderas, and the Mosaic Floor led Friday hymnsings too.

A multicultural representation has been evident on the Chapel Committee and student worship teams. In 2001–2002 Charsie Sawyer and Cerees Hazely were on the Chapel Committee, Cerees and Veronica Richards led worship at times, and Dare Odumosu was on the Tuesday chapel praise team. In 2002–2003 the new worship apprentice program includes Jagila Minso as one of the apprentices.

4. Jazz Vespers: In areas beyond the daily chapel services, Jazz Vespers also worked at cross-cultural worship. The new services on Thursday evenings, initiated by Ron Rienstra, depend on pianist Daniel Richardson for musical leadership. Daniel has brought in local black jazz musicians to join the group quite frequently, and African Americans from the community have begun to attend Jazz Vespers in the Cave. The Vespers continue to look for an off-campus location, preferably in Eastown, so that even more off-campus students and members of the community might come.

6. Worship Symposium: At the Symposium on Worship and the Arts in January, there was also some diversity. Cleo LaRue, a black professor of homiletics at Princeton Theological Seminary, was a featured preacher and speaker; Charsie Sawyer and the Gospel Choir led gospel music workshops and worship; Reggie Smith, a local black pastor and Hanan Yaqub, a minister of worship at Trinity UPC in Santa Ana also led workshops.

7. Student Activities Office: In 2001–2002 the Student Activities Office brought in Bela Fleck and the Flecktones, which is primarily an African American band; Angelique Kidjo, a west African Afro-Pop artist; D.J. Logic, an African American Hip Hop/Jazz artist; Robert Mirabal, a Native American artist; Marvin Sapp, an African American gospel artist; and L.A. Symphony, an African American and Hispanic Hip Hop group. In September 2002 Keb 'Mo,' an African American blues singer-guitarist, performed at Calvin.

8. Healing Racism Institute: The Multicultural Student Development Office offers an eight week Healing Racism Institute per semester. In the fall of 2001 there were 18 students in attendance and in the spring of 2002 there were 23 students in attendance.

9. Multicultural Student Cookout formerly known as the AHANA cookout occurred in fall 2001. An exceptionally large number of faculty/staff and their families were present to welcome students to campus.

10. The Mainline Newsletter was a new production of the Multicultural Student Development Office featuring resources, activities on campus, and specifically highlighting events from the MSDO.

11. Rangeela is a talent and variety show presented to the Calvin community by Calvin's international students. Rangeela 2002 featured performances from Asia, including Korea, Japan, and China, Africa, the Americas, and Europe. This year the show was held twice since in past years it has always sold out early.

12. Multicultural Lectureship: The following on-campus speakers received Multicultural Lectureship support during the past academic year:

12/01	Denise Isom	Race and Education
3/4/02	Mary Worrall	The Legacy of African American Quilts
3/21/02	Molara Ogundipe	Women's History Month
4/19/02	Ernest Gaines	Faith and Writers Conference
4/20/02	Oscar Hijuelos	Faith and Writers Conference
4/25/02	David Anderson	Letters Across a Divide
4/30/02	Helie Lee	In the Absence of Sun

The Lectureship budget ended the year with unspent funds, that is, more speakers could have been supported and a stronger on-campus presence for multicultural lectures during the past year could have been developed. There were many additional multicultural lectures on campus that were not financially supported by this fund. Perhaps the additional "carrot" that this fund offered is no longer necessary for academic departments. Currently the fund relies on the initiative of academic departments to secure speakers.

13. Alarabara Concert Series:

The concert series funds provided support for the following productions:

10/5/01	Angelique Kidjo
2/14/01	Boys Choir of Harlem
2/2002	<i>The Piano Lesson</i>

This concert series budget remains too small (\$7,200) to develop a strong multicultural concert series. In 2001–2002 the ad hoc committee decided to use the funds as small grants primarily focused on multicultural audience development for existing campus arts programs.

14. The January Series, Calvin’s winter cultural-enrichment series featured Fareed Zakaria, Henry Louis Gates, Jr., and Hanan Ashrawi. among the list of 15 speakers.

Part Five: Partnership Efforts

1. Director of Community Relations: Carol Rienstra joined Calvin as the Director of Community Relations for Alumni and Public Relations. Her work involves advocacy and strengthening of community partnerships, especially those that promote reconciliation of different cultures, maximizing Calvin resources to reach new audiences, leading the charge to celebrate community partnerships, and connecting the talented and diverse student body to the community in ways that strengthen relationships between the college and community.

2. Student Performances: African Acapella is a singing group made up of African students at Calvin College. LinXu, a freshman student from China, is an internationally acclaimed accordion player. Through Carol Rienstra’s efforts, these students performed in over 50 community outreach programs. These engagements served as a way to serve the greater G.R. community, Calvin’s regular constituency, and new audiences, as well as build bridges to potential students and partners.

3. Community Partnership Celebration: The Calvin College Community Partnership Celebration was initiated as a community event to honor Calvin-community partnerships as a prominent “Agent of Renewal” in the community. The first event was held on April 30, 2002, at New Hope Baptist Church and honored Nolan Groce, an African American businessman, who has partnered with Calvin’s Pre-College Program to provide summer computer-based training to elementary students from a G.R. public school. The other honorees represented partnerships between Calvin faculty, staff, and students with an inner city mentoring program, a shelter for abused women, a YWCA service-learning program, and an urban elementary school.

4. National Christian Multicultural Student Leadership Conference: Calvin College was the host school for National Christian Multicultural Student Leadership Conference (NCMSLC) in November 2001. Calvin hosted over 300 delegates from a variety of schools across the country. Herma Williams, Associate Provost at Gordon College, and John Perkins, Director of Perkins Ministries in Jackson, Mississippi, were the keynote speakers.

5. Pre-College Programs: Calvin College continues extensive work in partnership with 17 local churches as well as churches in California and New Mexico. This programming involves work with approximately 400 elementary and high school students, using mentoring and programs designed to help these students think about preparing for and then succeeding in college. This partnership work, conducted by the Office of Pre-College Programs, includes the Pathways to Possibilities Program, the yearly STEP conference for pre-college youth, computer programs in local schools, and the Entrada Program for high school students. This work is supported by corporate and foundation grants. Many of these grant funds end next year, so funding questions will be a special concern.

6. Summit on Racism: Calvin College hosted the Summit on Racism for the third year. More than 20 faculty participated in this Summit, which is sponsored by the Racial Justice Institute of the Grand Rapids Center from Ecumenism. This event brings more than 1000 participants to Calvin each year to discuss antiracism efforts in our community.

7. Consultation of African American Scholars: Under the leadership of the Calvin Summer Seminars Office, Calvin sponsored one-week gatherings of Christian African American academics during the summers of 2001 and 2002.

8. The CCCU Critical Issues Conference, held in March 2002, focused on race and gender issues on Christian college campuses. Seven faculty from Calvin presented at this conference on Calvin's antiracist efforts and on Calvin's community partnership activities.

9. Christian Faculty Development Seminar: Calvin College, in partnership with three Christian colleges in Korea, sponsored a faculty development seminar in July 2002, in Seoul, Korea. Presidents Byker and Plantinga, Provost Carpenter, and Dean Beversluis presented the plenary speeches in an effort to strengthen partnerships with Korean faculty and colleges.

Part Six: Additional Campus Initiatives

1. The Calvin Anti Racism Team (CART), a group comprised of faculty, staff, and senior administrators, met frequently during 2001–2002 in order to coordinate efforts to address institutional racism at Calvin College. The CART team sponsored the review teams that are reworking the Comprehensive Plan and analyzing the Core Curriculum and Mission Statements. The group sponsored a reading group for faculty based on theological readings on racism. In addition, the group continues to work with the larger antiracism taskforce of the Christian Reformed Church in North America to support antiracism efforts throughout the denomination.

2. Multicultural Affairs Dean: In response to the need for more support for multicultural initiatives and more accountability for antiracist changes at the college, Provost Joel Carpenter initiated a restructuring of the Deans' offices within the Academic Division. This restructuring provides for a new Dean for Multicultural Affairs. In the fall of 2001 a job description was developed, with input from CART, the President's Cabinet, the Academic Council, and MAC. In late fall a search committee was formed, and a national search was conducted for a Dean for Multicultural Affairs. The committee advertised widely, and sent requests for nominations to many alumni, pastors, college networks for faculty of color, major journals, and so on. Three finalists were brought on campus. The final candidate considered the position carefully, but in the end declined the position. Another search will take place in 2002–2003.

Part Seven: Strategic Planning: Multicultural Themes in the New Five Year Plan for Calvin College

A new five year plan that will guide strategic planning at Calvin College until 2006 was approved by the Board of Trustees in May 2002. The plan includes the following initiatives targeted specifically at multicultural issues at Calvin College:

- 1.5.1 Work with Calvin Theological Seminary and the Christian Reformed Church to develop a Reformed approach to racial justice and reconciliation, especially in institutional settings.
- 1.6.2 Improve the retention of women and persons of color on the faculty.
- 2.3.1 Revive the Intercultural Lectureship, giving priority to international scholars outside of North Atlantic region.
- 3.1 Develop strategies to make Calvin the college of a growing number of students, faculty, and staff of color and their supporting communities.
- 3.1.1 Continue antiracism workshops and expand their availability for students, staff, and faculty.
- 3.1.2 Strengthen the current Pathways pre-college programs for persons of color in West Michigan, and replicate them in other sites.
- 3.1.3 Enable the Office of Pre-College Programs to be a catalyst for turning other college-sponsored programs for children and youth toward serving communities of color.

- 3.1.4 Strengthen the Bridge Program in Sun Valley, California and consider implementing similar first-year programs (study center) in other sites.
- 3.1.5 Evaluate effort to attract and support students of color.
- 3.1.6 Develop supportive relationships with the schools, churches, and community organizations that now are sending students of color to the College.
- 3.1.7 Enhance the efforts of the President's Multicultural Advisory Council to include more local leaders and more accountability to local and denominational communities of color.
- 3.1.8 Improve recruitment and retention of faculty and staff of color by developing stronger working relationships with communities of color.
- 3.2.3 Strengthen sister institution ties with North American agencies serving communities of color such as Knoxville College and the Red Mesa Foundation.
- 3.2.5 Increase the contingent of international students on campus to promote cross-cultural partnerships in learning.

Part Eight: 2001–2002 Identified Issues

1. Calvin AntiRacism Team (CART) Initiated Studies: During the 2000–2001 academic year CART had commissioned task forces to look at the Comprehensive Plan, Expanded Statement of Mission, and the Core Curriculum Purpose Statement through an antiracist lens. The task force working on the Expanded Statement of Mission crafted an addendum to the ESM, one that highlighted the antiracism mission of the college. This proposed addendum was brought to the full faculty meeting in the fall of 2001. During this meeting, numerous concerns were expressed about the deliberate focus on antiracism (and not, for example, on other forms of justice) in the proposed addendum. The proposed addendum was not approved by the faculty. Rather, CART was asked to craft a new Comprehensive Plan that would be written from an antiracist perspective.

2. New Comprehensive Plan Development: In 2001 a new task force was commissioned to work on a new Comprehensive Plan. This past year was a transition year in terms of the goals of the Comprehensive Plan. Many new policy initiatives on the campus are still in process, with reports due during the 2002–2003 academic year. For example, the CART team is working on a new draft of a Comprehensive Plan, which will be submitted to the Planning and Priorities Committee during this next year. This new plan, when adopted by Faculty Senate, will shape the next generation of initiatives for the Multicultural Affairs Committee.

3. Christian School Faculty Requirement: A significant issue in 2001–2002 was a reexamination of the exception policy for the Christian Education requirement for Faculty membership. In the fall of 2001 Bob Reed, a member of the faculty and a counselor in the Broene Counseling Center, requested an exception to the faculty requirement for enrollment of children in a Christian school. His request was denied, and Bob Reed left his position at the college. This prompted a series of public discussions of the Christian School requirement for faculty:

- First, MAC sent a letter to President Byker and the Executive Committee of the Board of Trustees recommending 1) to reconsider Reed's case, 2) to broaden the criteria for exceptions, and 3) to consult MAC in making a decision for the cases pertinent to its mandate.
- Second, the Faculty Senate requested that the Board of Trustees, in consultation with the Professional Status Committee (PSC), revisit and clarify what sort of reasons can legitimately fall under the special exceptions clause of the Christian schooling requirement.
- Third, Provost Carpenter wrote a memorandum addressed to the PSC–Board Study Committee highlighting the college's broad context of faculty recruitment, hiring, development, and review.
- Fourth, the Calvin College *Chimes*, Classis East Grand Rapids, and *The Grand Rapids Press* reported on the issue several times.

In response, the Executive Committee of the Board of Trustees appointed an *ad hoc* committee to review the grounds and procedures for granting exceptions. The Committee met several times during the spring semester of 2002 and reached a general consensus. The proposed recommendations include 1) clear mention of several situations in which exceptions have been granted in the past; 2) taking seriously family

concerns, such as profound parent-child conflict or conflict with a spouse or non-custodial parent, or the family's sacrificial commitment to a special ministry; and 3) consideration for a new faculty member who has not had experience with Christian schooling. The Committee also recommended that the process for requesting exceptions should be the same for all of the faculty requirements.

The Committee's recommendations were submitted to the Board of Trustees at its May meeting and approved.

4. Personnel: The previous Director of Multicultural Affairs, Dr. Randal Jelks, ended his service in this position in September 2001, when he left campus to direct Calvin's Off Campus Semester in Ghana. He returned to full time work in the History Department in January 2002. The duties of supporting antiracist and multicultural initiatives were assigned to the new Dean position, but that position is currently vacant. Although many people are attempting to do some of these tasks until a Dean is hired, the absence of someone in this key role is keenly felt within the college.

Conclusion

This report highlights both the efforts we have made and the difficulties we have had at Calvin College in promoting a multicultural educational community. We hope that our difficulties will not shadow the great efforts we have made and that our efforts will not cover up our difficulties.

Perhaps most striking is our failure to recruit and retain more people of color at Calvin College including students, faculty, staff, and the board of trustees. The current numbers of persons of color are not in line with our goals set forth in the Comprehensive Plan of 1985. In part, this may be due to not having a standard means of recruiting faculty and staff of color. Departments make varying attempts to recruit for faculty and staff positions, but there is no built-in system of recruitment and no real accountability. Providing help to departments in recruiting may be essential in moving forward with our goals.

Our difficulty in this area has been addressed by the Five Year Strategic Plan of Calvin College written in May 2002. Of the 14 items that address multicultural development at Calvin College, eight of the items speak directly to the number of faculty, staff, and students of color or to programs that directly promote recruiting faculty, staff, and students of color. Continuing to focus on programs that help bring people of color to Calvin College will be crucial in the future. Programs such as Entrada, Graduate Student Fellowship, the Pathways Pre-College Program, and the Bridge Program are essential.

Noticeable in this report are the many programs and offerings on campus throughout the year that have a primarily cross-cultural component. Programming for students, staff, and faculty abound at Calvin College that build bridges both within the community and with others outside of the immediate Calvin College community. Every incoming student is now presented with antiracism training and every faculty and staff member has access to antiracism training.

The Comprehensive Plan is in the process of being modified. The delay in adopting this plan may be hurting us. We need to modify and adopt this plan at Calvin to help people on campus unite in our vision of a truly multicultural community.

We are also in the process of recruiting and selecting a Dean for Multicultural Affairs. This position is crucial. Not only could this position provide a central place for gathering information about the state of the college in terms of multicultural affairs, having a person in this position will reinforce our seriousness and dedication to antiracism and multicultural development at Calvin College.