

***Multicultural Affairs Committee
State of the College Report
for 2002–2003
Fall 2003***

Introduction

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 2002–2003.

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 have used a different format for the MAC state of the college report from last year. We have followed the guidelines of the proposed document “From Every Nation” (the New Comprehensive Plan). We used this format in order to help organize our report and ensure thorough reporting on aspects of racial justice, reconciliation, and cross-cultural engagement that have been deemed important at Calvin College. Even though this document has not been fully adopted by the college, it provided a helpful framework.

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.

A. Personnel

1. Faculty and Administrators with Faculty Status

Proposed Goal: Calvin College will develop a more racially and culturally diverse faculty, a faculty able to discern and counter racism in all its forms and to embody the reconciling power of the Gospel.

The Numbers: Faculty and Administrators with Faculty Status: September 2003

Year	White	African/ African American	Hispanic	Asian/Asian American	Native American	Other
1994–1995	220	2	2	6	0	0
1995–1996	230	3	2	6	0	2
1996–1997	250	3	2	6	0	2
1997–1998	249	3	0	6	1	2
1998–1999	257	4	0	6	1	1
1999–2000	269	5	0	5	1	2
2000–2001	269	5	3	5	0	2
2001–2002	269	6	2	5	0	2
2002–2003	271	7	3	8	0	2
2003–2004	284	7	5	9	0	2

STRATEGY: 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.

The following commentary on faculty composition and recruitment was received from the Professional Status Committee:

PSC has not devoted a great amount of time to studying the new document, which has yet to receive faculty approval, but the academic deans and I did devote a bit of time to the matter last year, when the document was in the close-to-final drafting stages.

In a study of the proposed new *From Every Nation* document, what the deans noted was that PSC would have a significant role to play in the new provisions for faculty recruiting and development, and that in order to perform its duties well, PSC would be dependent on the two divisional academic deans to secure departmental attention to these matters. The academic deans are ready and willing to perform these duties, and they expect that the prime documents for reporting and reviewing will be the “state of the department” reports produced by department chairs early each fall.

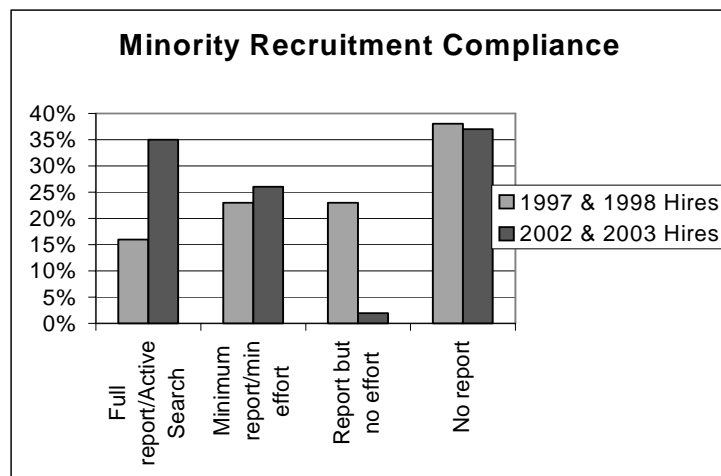
According to the Comprehensive Plan, PSC could opt to

not consider any Caucasian for appointment unless and until the divisional dean and the department to which that Caucasian is to be appointed present evidence of a significant effort to meet ethnic minority recruitment and hiring goals.

Such evidence would normally be written statements which outline the department’s plan for recruiting ethnic minority and faculty members and which present a rationale for failing to meet the goals of the plan. If the Professional Status Committee judges the effort to have been less than a good faith effort, it should refrain from recommending the candidate for appointment (CP, p. 11).

In response to MAC’s expressed interest in 2000 as to how PSC and the departments were doing on this front, PSC reported a rather disappointing picture: over three years of recruiting (1997–1999), departments presented evidence of a thorough search for minority candidates in only 14 percent of the hiring situations.

In response to this disappointing report, PSC and the divisional deans set to work to encourage better compliance from departments. We have made a point of reminding faculty department chairs each year of their departments’ obligation to seek suitable persons of color as candidates for positions. We have devoted sessions of chairs’ meetings and retreats to the matter of affirmative action recruiting. As a result, which you can see in the tables below, we have seen a marked improvement in the efforts of departments to recruit persons of color, and in their reports of their efforts.



New Faculty Hires 2002–2004

	Full Report Active Search	Minimal Report Minimal Effort	Report No Effort	No Report	Totals	
Term	4	9	0	14	27	42%
Regular	19	8	1	10	38	58%
Total	23	17	1	24	65	
	35%	26%	2%	27%		

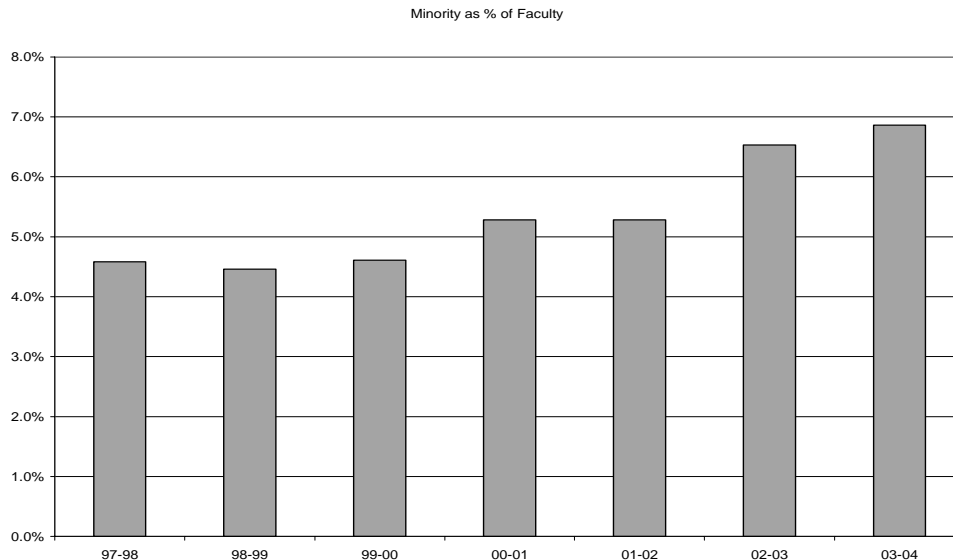
New Faculty Hires 1997–1999

	Full Report Active Search	Minimal Report Minimal Effort	Report No Effort	No Report	Totals	
Term	3	7	16	24	50	56%
Regular	11	14	5	10	40	44%
Total	14	21	21	34	90	
	16%	23%	23%	38%		

Even so, there is still much room for improvement. Therefore, whenever PSC receives insufficient evidence of an affirmative action component to a faculty search, it sends word back via the relevant dean that the department must actively search for persons of color and report the results of its search.

As the draft proposal, *From Every Nation*, suggests, when PSC receives the report on the affirmative action dimensions of the search at the same time as the proposal for appointing the finalist emerging from the search, committee members feel reluctant to hold up the process at that very late point. The new proposal is wise, then, in mandating PSC to decide on the quality of the department’s affirmative action recruiting efforts at the point at which it is deciding on openings, or at the front end of the search process rather than at the back end, as now. We expect to see better results from this revised process.

Even with the somewhat dissatisfying compliance of departments in reporting their affirmative action recruiting efforts, we are heartened by the ongoing successes we experience every year in finding additional new faculty members who are persons of color. As the next table and chart show, the College now has 23 full-time (or pro-rated) faculty members who are persons of color, all but five of whom are on tenure track, and nine of whom are tenured. The faculty contingent of persons of color continues to grow, both in number and in percentage, the latter even in a time of continuing growth of the faculty.



Among the faculty members listed above, four have served as department chairs, and one will serve as a dean. Others have earned signal honors, including induction as a fellow in his field's international honorary society, NCAA Division III Coach of the Year awards, and a number of competitive research awards, including from the NEH and the NSF. Calvin has been deeply enriched by the contributions of this cohort of faculty members, and one can expect only more good things to come from continuing and intensified efforts to recruit, develop and retain faculty persons of color.

Two current faculty came to Calvin as participants in the Graduate Study Fellowship Program for Prospective Minority Faculty Members. Two other fellowship recipients are currently pursuing degrees in their fields (Spanish and Sociology) and are expected to join the faculty on term appointments at the conclusion of their studies.

A highlight of the 2002–2003 year was the search for and hiring of a new Dean for Multicultural Affairs, Dr. Barbara Omolade. Dr. Omolade will begin her employment at Calvin in January 2004. This is a very significant hire for future work on the goals described in this report. Previous reports have bemoaned the lack of a person in this position; this report celebrates her eventual presence with us.

STRATEGY: 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 in five years.

At the last May meeting the Board of Trustees approved the revised policy on Christian School Requirement for members of faculty and staff. Since then, eleven exceptions have been requested; and all of them were granted. Only one out of the eleven requests fell into the expanded criteria for granting the exceptions.

STRATEGY: Professional Status Committee will ensure that relevant policies are communicated to prospective faculty and will require evidence of continuing professional development in matters of race and ethnicity both in departmental planning and goal-setting and as part of reappointment and post-tenure reviews.

STRATEGY: The Academic Division will find ways to provide encouragement, strategies, and financial support for departmental initiatives and faculty development in these areas.

The Seminars in Christian Scholarship Program of Calvin College supported two summer conferences for Calvin faculty and faculty from other colleges in the areas of African American Scholarship. The third year of *A Consultation of African American Scholars in Higher Education* was directed by Barbara Omolade and Willie Jennings, and *Health and Transformation in Afro-Christian Worship* was directed by Charsie Sawyer, Alexis Abernethy, and J. Derek McNeil.

A memo is sent at least once a year to academic department reminding of them of the financial resources available for lectures and artistic events by persons of color, but there are very little departmental requests for these funds.

2. Administrators (without Faculty Status) and Staff

Proposed Goal: Calvin College will develop a more ethnically diverse and welcoming staff and administration, able to discern and counter racism in all its forms and to embody the reconciling power of the Gospel.

The Numbers: Administrators and Staff: September 2003

	White	African/ African American	Hispanic	Asian/Asian American	Native American	Other
2002 (FTE)	392	8	5	2	1	2
2003 (total)	840	21	10	16	1	4

STRATEGY: The Human Resources Office, 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 the office in question cannot demonstrate a satisfactory record of efforts in previous searches to recruit persons of color.

Administrator and Staff Hiring: The hiring process includes multiple sources to recruit diverse candidates and all searches include this process. While the Human Resources Office tracks gender and ethnicity of those hired, they currently do not track the applicant pool. If we wish to have a true measure of hire ratios from our candidate pool, we need to track applicants as well. As staffed, Calvin has neither the resources nor the mandate to implement applicant tracking.

STRATEGY: *A Higher Education Fellowship Program, analogous to the current Minority Graduate Fellowship, will be developed for entry-level professional and administrative positions.*

Not in use at this time.

STRATEGY: *The Director of Human Resources will ensure that relevant policies are communicated, mentoring opportunities are made available, and that new and continuing staff members participate in professional development in matters of race and ethnicity and document this periodically in performance reviews.*

Policies and procedures for Professional Development: Currently, we have an extensive Performance Development Plan involving the employee, the supervisor, and the Vice President of the division. The extended orientation program for new employees includes an anti-racism component.

B. Students

The Numbers: Students: September 2003

FTIACs (First Time in any College)*

	United States Citizenship or Permanent Residence			Other Citizenship by Selected Areas			
	White	AHANA	Other/not stated	Canadian	African	Asian	Other Citizenship
1994	827	34	0	61	2	8	6
1995	916	26	8	45	1	16	2
1996	846	37	9	50	5	13	1
1997	944	39	11	43	10	7	7
1998	849	42	22	42	7	14	2
1999	915	47	33	49	7	6	4
2000	895	51	28	51	12	9	7
2001	868	51	27	48	9	25	3
2002	909	39	31	36	7	22	5
2003	877	57	19	58	11	16	4

**Source: Fall Day 10 Reports and IPEDS Fall Enrollment Survey (1994–2003)*

All Students*

	United States Citizenship or Permanent Residence			Other Citizenship by Selected Areas			
	White	AHANA	Other/not stated	Canadian	African	Asian	Other Citizenship
1994	3280	155	11	277	11	40	19
1995	3460	154	28	259	7	44	18
1996	3537	153	43	246	10	50	12
1997	3558	141	50	235	23	58	20
1998	3612	144	64	209	27	51	20

1999	3709	170	92	193	37	52	20
2000	3708	187	98	197	48	49	27
2001	3,600	212	115	196	41	71	32
2002	3,690	187	120	176	48	79	30
2003	3,659	201	115	193	49	90	25

**Source: Fall Day 10 Reports and IPEDS Fall Enrollment Survey (1994–2003)*

Retention Rates:

	AHANA Retention	All Students Retention	AHANA Graduation (within 5 years)	All Students Graduation (within 5 years)
1994 FTIACS	78.9 %	84.1 %	52.6	67.3
1995 FTIACS	74.1	82.7	44.4	68.1
1996 FTIACS	83.8	86.1	67.6	71.3
1997 FTIACS	58.3	84.9	46.2	72.0
1998 FTIACS	86.1	86.3	61.9	73.6
1999 FTIACS	80.9	86.3	55.0	71.3
2000 FTIACS	86.3	86.2		
2001 FTIACS	82.4	87.2		
2002 FTIACS	84.6	86.6		

**Source: Fall Day 10 Reports and IPEDS Fall Enrollment Survey (1994–2003)*

1. New Student Recruitment and Admissions

Proposed 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.

STRATEGY: *The Admissions Office will continue working to increase the number of students of color admitted to Calvin, both North American and international, and other offices and personnel will work to improve retention and graduation rates for students of color.*

Efforts at Recruitment and Retention, 2002–2003

Admissions: 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. Highlights from this past year included:

- A new Entrada nomination process resulted in a record number of admitted Entrada students.
- A staff development seminar with a focus on the AHANA experience throughout the admissions process was developed by the Associate Director. The workshop was a follow up to previous anti-racism training by the Admissions staff.

Entrada Scholars Program: Entrada is a summer college experience designed for students of color who are entering or have completed their senior year in high school. A new nomination process resulted in a larger qualifying group of Entrada students. A one-time grant from the President’s Office discretionary funds allowed us to admit this larger Entrada class of 52 students. The program 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.

We received word that this program, along with Pathways to Possibilities, received several grants to allow its continuation for the next several years. We received a four-year grant from Meijer and a two-year grant from the Van Lunen Foundation. In addition, we were able to shift funding for the program director and assistant from grant dollars to college funding. Nevertheless, long term funding continues to be a concern.

Cross Divisional Team: This team, made up of representatives from Admissions, Student Academic Services, Student Development, and Faculty meet regularly to support the retention of AHANA students. The team also worked together over the summer of 2003 to apply for a Michigan 4-S retention grant (to fund a program to be called Tapestry) to support AHANA student retention.

STRATEGY: *The college will support, and where necessary develop, institutional programs and relationships to attract and retain students of color.*

Sun Valley Bridge Program: Sun Valley is a college-level experience for student in Sun Valley, California. This past year was the third year of the program, which ran 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 9 students in California, and this fall brings 3 of them to Grand Rapids plus an additional 2 from previous Bridge program years. A commitment was made to continue the program during the next year while the Sun Valley community makes plans to develop a locally controlled organization for the provision of college courses. However, because no students were available for the 2003–2004 program, the future shape of this program is in question.

STRATEGY: *Those charged with achieving these goals will participate in professional development in matters of race and ethnicity.*

The Admissions staff participated in a workshop designed to highlight the invisible barriers for minority students encountering Calvin.

2. Student Life

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

STRATEGY: *Anti-Racism and diversity training will be woven into the curriculum and co-curriculum.*

The following programs continue to focus on or include anti-racist and multicultural themes:

Project Neighborhood: 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. Over the 2002–2003 year there were three houses, each with 6–7 students and a mentor couple. Two students involved with the program were students of color, and one was an international student.

Service-Learning Center: New to the Service-Learning Center this year was the provision of a "student-initiated" Cross-Cultural Engagement option. Five students have completed their CCE requirement by coming to the Service-Learning Center and selecting a service-learning opportunity that has been designated as a site that provides cross-cultural engagement. Choosing this option requires 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. The S-LC continues its support of both academically based service learning and student-based work through residence halls, spring break trips, and individual involvement. Themes of anti-racism and reconciliation are also central to the educational focus of staff training.

Residence Life: The Residence Life office has collaborated with the Multicultural Student Development Office in various training opportunities for student leaders throughout the school year. During the summer RD training, there was a workshop led by Jacque Rhodes, Assistant Dean of Multicultural Student Development, focusing on awareness and needs of AHANA students. During the fall ongoing RA training, Ms. Rhodes led an evening in-service of anti-racism and diversity training for student leaders. They took part in an exercise called "Unpacking the Invisible Backpack," which helped these leaders further understand the concept of "white privilege." In the spring, at the Calvin Student Leadership Retreat, Ms. Rhodes facilitated training for all of the incoming student leaders on

Calvin's campus. This was seen as a starting point for the diversity education that these students would receive. Developing student-led educational programs addressing issues of anti-racism and diversity was a priority of the residence life staff this year. Many RA staffs planned creative programs to further the conversations on this important topic. These programs included speakers from the community and our campus, watching and discussing video clips, and participating in simulation activities. In addition, almost every residence hall had a Multicultural Activities Coordinator (MAC). These students were mentored by Jacqué Rhodes. These students were charged with the responsibility of bringing a multicultural focus to the 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 2002–2003 program was comprised of five white students and three student of color serving the residence halls.

Martin Luther King Jr. Day: Special events for this day included a video screening, a downtown soup supper with an alumnus of the Civil Rights Movement, student participation in the city-wide memorial and celebration and a focus on African American arts in a January Series speech by James Skillen.

Black History Month: Special events included videos, speakers, and worship services in celebration of Black History Month.

Healing Racism Institutes: 8-two hour sessions offered fall and winter semesters by Sid Harvey of Wedgwood (30 students)

Peers against Racism: This group meets for one-on-one discussion guided by a book, *Letters across the Divide* and includes journaling.

Readers for Racial Reconciliation: This is a book study group that explores issue of race, class, and faith. The text for the fall was *Things We Couldn't Say* by Diet Eman and the spring text was *Black Like Me* by John Howard Griffin.

STRATEGY: *The college will support, and where necessary enhance, Student Life and academic services designed to promote a more ethnically and culturally diverse campus.*

Multicultural Student Advisory Board: MSAB continued to work with the Assistant Dean for Multicultural Student Development to provide programming for students, including UNLEARN, a week focused on unlearning racism, held in October 2002. Because UNLEARN week drew questions and concerns from the students body (as expressed in Chimes articles and student comments) further student forums were held to address the concept of structural racism.

Student Activities: Concerts by artists of color included Keb Mo' (September 13, 2002); jazz musician Jim Martinez (November 16, 2002); Los Lobos (January 30, 2003); and the Blind Boys of Alabama (March 2, 2003). African-American and Hispanic hip-hop group L.A. Symphony also performed and participated in a panel discussion on hip-hop.

Career Services: Career counselors met monthly with Andrea Granderson, academic advisor for the AHANA students in the SAS department. They planned special events to help the AHANA students gain career direction information. The AHANA students were personally invited to Career Services events. These activities have increased the career counseling appointments for students of color to 73 appointments for the last academic year.

Mosaic Floor: The Mosaic Floor is a living/learning community designed to explore the diversity within the kingdom of God. As a group of students they celebrate different cultures and traditions and struggle to work through racial division. Over the past several years the number of students on the Mosaic floor tended to consist of 1/3 international students (including third-culture students), 1/3 AHANA students, and 1/3 American Caucasian students. Over the 2002–2003 year, there were 72 students of which 12 were international students and 11 were missionary kids, 33 were considered traditional American Caucasian, and 16 were AHANA students (eight African American, three Hispanic American, three Asian American, and two Native American). Out of the 16 AHANA students, five were bi-racial. The director of the floor over the 2002–2003 year was Nalini Sukanandam, 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.

Student Support Groups intentionally for students of color included Sister to Sister, for African and African American Women, The Korea Club, My Brother's Keeper, for African and African American Men, and Banderas, for Hispanic students.

Rangeela: this event continues to be a highlight of the college year, and involves international and American students in cultural presentations over two nights to the college and local community.

FLAVOR This! This program, run by students from the Mosaic Floor, allowed students from all over campus to share their views on culture and race through discussions, presentations, entertainment, and the like.

Chapel: With the help of Jagila Minso, a Worship Apprentice from Nigeria; Charsie Sawyer, Director of the Gospel Choir; and the strong support of a few other students, the "Lift Every Voice" series of cross-cultural chapels every Thursday continued to grow during 2002–2003. 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 helped lead worship, and groups of international students also participated frequently. A particularly interesting chapel featured a drum drama, and this has led to a new student organization of drummers learning the beats of many countries. The Thursday chapel series drew some students to chapel who do not usually come, and it is stretching the Calvin community to worship in new ways. Some of the songs first introduced on Thursdays have become staples in worship on other days of the week.

The Chapel Committee continues to work at incorporating cross-cultural elements into worship on days other than Thursdays. MSAB helped students observe UNLEARN week in October, celebrate Christmas around the world in December, and remember the Civil Rights Movement on MLK Day in January; we heard a testimony from a Native-American mother and a Nigerian evangelist, from students who visited Ghana and Korea, and from classes who studied AIDS in Africa and the new frontiers of global Christianity.

Jazz Vespers: In areas beyond the daily chapel services, Jazz Vespers also worked at cross-cultural worship. The 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 occasionally.

LOFT: The LOFT team invited the Gospel Choir to join them in leading worship, and local African-American pastors were occasional guest preachers at LOFT.

STRATEGY: *Offices that provide services to students should include persons of color on their staffs whenever possible.*

Student Development: Staff assistance to the Student Development Office includes one person of color, hired in 2002. Student Development employed Student Orientation Leaders; 25% of whom were students of color. Student Development employed two students of color over the 2002–2003 year.

Service-Learning Center: The Service-Learning Center employed two students of color in its staff of ten students. A person of color was hired to work with Jeff Bouman in the Service-Learning Center with the COPC grant in Burton Heights.

Career Services: For the 2002–2003 school year, Career Services employed 10 student employees; 6 of the students were students of color. No staff members were people of color.

Health Services: Health Services employed one student of color and no staff members of color.

Broene Counseling Center: The Broene Counseling Center employed one student employee of color and no staff members of color.

Residence Life: Over the 2002–2003 year, there were no Resident Directors (RDs) of color. There were four out of 57 Resident Assistants (RAs) of color. Over the 2002–2003, residence life made attempts to actively recruit people

of color for the RD position. With this effort, the applicant pool had three persons of color. However, there were no persons of color hired for the RD position for the year

Registrar's Office: The Registrar's Office has six student employees; none are persons of color and nine staff employees of which one is a person of color.

Chapel: A multicultural representation was evident on the Chapel Committee and student worship teams. In 2002–2003 Charsie Sawyer was on the Chapel Committee, and Jagila Minso led worship often, and occasionally recruited her international friends to help lead worship on Thursdays and other days.

Chaplain's Office: No persons of color worked in the Office of the Chaplain.

Campus Safety: Campus Safety employed 15 student employees of color in their office over the 2002–2003 academic year: 11 from Nigeria, 2 from India, 2 from Asia.

C. Curriculum and Instruction

1. Prelude Program and the Core Curriculum

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

STRATEGY: *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.*

The Core Committee has not done an audit of global and justice themes in core courses.

STRATEGY: *The Cross-Cultural Engagement and Global-Historical Studies requirements of the core will be fully implemented.*

Cross-Cultural Engagement: Many new CCE options were approved by the CCE committee, including semester courses, interim courses, co-curricular programs, living-learning seminars, off-campus programs, service-learning placements, and independently-arranged options. These options are not enough, however, to meet the student need, and serious questions about resources will need to be faced next year.

Global-Historical Studies: There are currently 47 courses that meet GHS requirements and this requirement is fully implemented.

Although not mentioned in the strategy, course in Persons in Community and Societal Structures categories are likely to include themes of racial justice and diversity, and could be assessment with this goal in view.

STRATEGY: *The Quest, Prelude, and DCM programs will include an emphasis on racial justice, anti-racism, and reconciliation.*

Quest 2002–2003: Quest includes a diversity workshop that all new students attended. It was called "Tapestry" and featured the video "Free Indeed" that focused on white privilege. Students were introduced to the terminology of "anti-racism" through a workshop during Quest called "Reformed 101."

Prelude Program 2002–2003: 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.

Developing a Christian Mind (DCM) 2003: readings and lectures related to “The Fall” include consideration of individual and structural issues in South Africa and North America. Several DCM sections were focused specifically on racial justice issues.

2. Major Concentrations and Professional Programs

Proposed 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 embody the reconciling power of the Gospel.

STRATEGY: *Each academic department will be mandated to identify opportunities for cross-cultural engagement that are appropriate to the discipline and meet the requirements of the core curriculum.*

Departmental ownership of the Cross Cultural Engagement option continues to be a concern and is actively resisted by several departments. The role of departments in meeting CCE objectives will be an issue for discussion in the next academic year.

STRATEGY: *International study opportunities and area studies programs will be enhanced.*

Calvin College continues to have a high number of students in international off-campus programs. In 2002–2003 206 students studied in other countries during the semester, and 516 participated in off-campus interims. Work continues to enhance the pedagogical and intellectual quality of these programs.

Work has begun on an African Studies Minor, thus adding another area studies minor.

STRATEGY: *Each department will take these goals into account in developing its assessment program.*

The Assessment Committee has not yet reviewed departmental assessment plans for inclusion of student outcomes related to racial justice and reconciliation.

3. Teaching and Faculty Development

Proposed 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 embody the reconciling power of the Gospel.

STRATEGY: *The college will regularly offer faculty development workshops that promote this goal.*

Calvin Anti-Racism Team (CART): The Calvin Anti-Racism Team, a group comprised of faculty, staff, and senior administrators met frequently during 2002–2003 in order to coordinate efforts to address institutional racism at Calvin College. The group continues to function as the primary education and analytic committee of the college. The group offered anti-racism for faculty and staff, video screenings (*Eyes on the Prize*), and book discussion groups (*The Anatomy of Racism*) were offered to faculty and staff.

John Perkins Institute offered an intensive faculty development program in Jackson, MS. One Calvin Faculty member took advantage of this opportunity.

Planning began for a video production related to the March 2002 diversity workshop sponsored by Calvin’s Student Academic Services.

The Kuiper Seminar for new faculty includes an intensive presentation and discussion of diversity goals at Calvin College.

STRATEGY: *Departments and individual faculty members will identify ways to promote racial justice and reconciliation in curriculum and teaching.*

Burton Heights Partnership: Under the auspices of a grant from the U.S. Department of Housing and Urban Development, more than 357 students in seven different academic departments did service-learning work in the Burton Heights community during 2002–2003. Denyi Ventura was hired to work in the Service-Learning Center to assist Jeff Bouman with grant implementation.

The Service Learning Center continues to promote racial justice and reconciliation through academically based service learning in connection with academic departments.

During the 2002–2003 academic year EPC addressed several proposals related to its responsibility to monitor the curriculum with respect to multicultural and anti-racist concerns. These were:

- The committee approved a new course in the History department on North American Race and Ethnic History. The committee mandated the department to review its offerings in North American history over the coming year so as to better define the place of this course in the overall department offerings.
- The committee approved a major revision of the required sequence of courses in the education program. One of the important goals of this revision was to better integrate the treatment of diversity concerns throughout the sequence of courses. Besides course content changes, the program is committed to providing field experiences for education students that place them in diverse settings.
- The committee received a proposal from the HPERDS department to offer the off-campus program in New Mexico. The proposal is currently being revised by that department. This program provides students a semester-long engagement with a community that is majority Native American.
- The committee approved a new interdisciplinary course (Across Cultures) which links International and North American students for the purposes of cross cultural understanding.

4. The Co-Curriculum and Other Academic Programs

Proposed 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, Student Academic Services, Commencement, Opening Convocation, and Honors Convocation, off-campus programs, Office of Student Activities programs, and speaker and arts series.

STRATEGY: *Those in charge of co-curricular and other academic program will be required to monitor and analyze efforts to achieve this goal.*

STRATEGY: *Whenever possible and appropriate, planning committee and offices will include representatives who reflect the diversity of the campus community.*

STRATEGY: *The Multicultural Affairs Committee will offer suggestions and encouragement and will review co-curricular and other academic programs to identify opportunities for improvement.*

We do not have a complete listing of academic lecturers of color for this report.

The Multicultural Lectureship Fund sponsored the following speakers

Roberto Sanchez – Leadership in the Hispanic Community
Diet Eman – author of *Things We Couldn't Say*, Readers for Reconciliation
Mary Huyser – Native American Calvin Alumni, social worker
Peggy McIntosh – Understanding White Privilege
Rosetta Ross – co sponsored with Political Science
Byron Motley – The History of the Negro Baseball League
T&T Dance Studio – Dance through Black History

Alarbara Arts Fund: These funds are intended to support both multicultural artists and audience development for those artists. This year the fund supported the following events on campus:

Bach Collegium Japan
Students Activities Office Concerts: Various, see above

Good City Exhibit, associated with the Burton Heights Partnership and featuring photography of and interviews of Burton Heights residents.

The 2003 January Series included no speakers of color.

Dr. John Perkins was the Calvin Commencement Speaker in May, 2003. He also led a neighborhood breakfast for community workers in the Burton Heights area.

D. Partners and Constituencies

1. Immediate Constituency: Board, Alumni, and the CRC

Proposed Goal: All of the constituencies that support the college will perceive, understand, and embrace Calvin's commitment to exemplify a commitment to racial justice and reconciliation.

STRATEGY: 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.

Board of Trustees: September 2003

Year	White	African/African American	Hispanic	Asian/Asian American	Native American	Other
1994	27	2	0	1	0	0
1995	28	1	0	1	0	0
1996	29	1	0	1	0	0
1997	28	2	0	1	0	0
1998	28	2	0	1	0	0
1999	27	1	0	2	1	0
2000	27	1	1	1	1	0
2001	27	1	1	1	1	0
2002	27	1	1	1	1	0
2003	27	0	1	2	1	0

STRATEGY: 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.

Alumni Association involvement in these efforts: The CAA Board is eager to foster these goals of the college. Evidence is found in the selection of persons of color on the Board, repeated efforts to develop the Black Alumni Chapter, and the use of funds in their scholarship program to assist prospective students of color to attend Calvin.

STRATEGY: The college will continue its partnership with the Christian Reformed Church in anti-racism efforts.

The various CRC partnerships demonstrate our efforts to cooperate with the denomination on anti-racism efforts. In addition, Calvin's Anti-Racism Team (CART) is linked well into the denominational effort, Tom McWhertor serves on the denominational steering committee for anti-racism efforts (MAC-ART), and members of CART participate in ongoing denominational efforts—and in caucusing with these others.

2. Local Neighbors and Global Networks

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

STRATEGY: The Enrollment and External Relations Division will continue to cultivate current partnerships and work to develop new ones.

Partnerships and educational outreach programs with various agencies and churches are plentiful in an effort to spread news of our institutional commitments with others beyond our campus. The Pre-College Programs Office programs are particularly germane to this effort: Pathways to Possibilities church partnerships, STEP Conferences and more. Similarly, the Service-Learning Center and other community relations efforts fulfill this goal.

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.

Director of Community Relations and the Community Partnership Team This office and team continue to facilitate conversations between Calvin College and community groups and needs. “Listening sessions,” that provide interaction between Calvin faculty, staff, and students and selected members of the community, included meetings about public transportation, public schools, city planning, and faith-based services in the city. The Director of this office serves on a variety of city boards and taskforces in order to strengthen partnership activity.

Summit on Racism: Although the summit was not held at Calvin this year, Calvin continued to provide support and participation. Gail Heffner of the Center for Social Research gave a plenary presentation based on survey and focus group results at the Summit. The Summit leader, Dr. David May, continues to participate on the Calvin Community Partnership Team.

Student Performances: African Acapella is a singing group made up of African students at Calvin College. LinXu, a sophomore student from China, is an internationally acclaimed accordion player. These students performed in many community outreach programs again in 2002-2003. 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.

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 second annual event was held at the Calvin @ Burton Heights site, and awards were given to students, faculty and community members.

STRATEGY: The college will continue to cultivate current educational outreach and bridge programs to communities of color and will work to develop new ones.

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.

Sun Valley Bridge Program – See above

STRATEGY: Academic departments, the Service-Learning Center, and the Off-Campus Programs Office will work to cultivate and develop partnerships in support of this goal with communities in this country and abroad.

In addition to Service Learning partnerships, Off Campus programs, partnerships that fit this criteria include the Philosophy exchange with Chinese Universities, Third World Development partnerships with international development agencies, and Engineering placements for students in Germany. Many individual faculty members work with schools and faculty in other countries on educational and scholarly issues.

3. Communication with Internal and External Constituencies

Proposed Goal: The Public Relations and Media Relations office 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.

STRATEGY: The Public Relations and Media Relations offices 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.

Media Relations makes every effort to highlight appropriate programs in these areas for more public exposure. Media features on various Pre-College Programs in the past year demonstrate the results of greater labors,

STRATEGY: These offices will develop and use Web resources to further the exchange of information about these activities both internally and externally.

We have not properly developed appropriate websites to elevate these anti-racism, diversity, and reconciliation efforts within the college and beyond our campus on the Calvin website.

E. Issues and Actions, 2002–2003

Student Petition: Student Senate sponsored a student petition and passed a resolution asking that the college provide antiracism training for every Calvin faculty member. MAC wrote a letter in support of the petition. The petition was presented in the spring to the Provost and the Dean for Instruction. During this presentation, students told of troubling occurrences of discrimination, insensitivity, and harm on the part of faculty members. The Provost described the provisions made for faculty development suggested by the new comprehensive plan, and promised follow up action related to the petition request.

Major issues addressed by the committee during the 2002–2003 year:

- MAC completed/distributed the "State of the College" report, which fulfilled MAC's mandate to oversee, evaluate, and review various activities and aspects of multiculturalism/anti-racism in the college.
- MAC assigned one member of the committee, Jan Heerspink, to the search committee for the Dean for Academic Multicultural Affairs, which also allowed MAC to have a voice in the process.
- MAC members were involved in the interview process for the new Dean for Academic Multicultural Affairs.
- MAC met with CART early in the spring semester to talk about the relationship between MAC and CART. This meeting led MAC to discuss potential structural changes for the committee.
- MAC sent a letter of support to the Provost's Office regarding the Student Senate Petition to require faculty anti-racism training.
- MAC members were involved in the MSAB "UNLEARN, What For?" program (Dec. 9, 2002).
- Two MSAB student members were involved and active participants in MAC this year.

Actions brought before Faculty Senate:

We brought the MAC "State of the College" report before Faculty Senate in the fall semester. We received feedback from a few faculty members and are trying to incorporate this feedback into the next MAC report.

Comprehensive Plan Development:

Work continued by the Planning and Priorities Committee and the Presidents and Provosts Offices on the revision of the comprehensive plan. This document will be ready to go before the full faculty in October, 2003.

MAC Reorganization:

MAC has been working on structural changes for our committee that involves both personnel and mandate. We were involved in making some suggestions to the committee who were rewriting the Comprehensive Plan this year. We met as a committee for a four-hour retreat at the end of this year to discuss changes that would help our effectiveness as a committee. We proposed the idea of making MAC a larger committee with active subcommittees who would take responsibility for certain aspects of the mandate.

Issues that will be continue to be before the committee next year:

Restructuring our committee to improve effectiveness will be our major task for next year. We also hope to work with our new Dean when she comes to Calvin in order to streamline our efforts with her office.

F. 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 hide our difficulties.

Recruiting of faculty, administrators, and staff continues to prove to be an area of needed attention. The PSC reports being disappointed by individual department efforts to search for minority candidates. However, the PSC is working on more compliance from departments on this front.

Calvin College also has a program in place for recruiting and hiring administrators and staff persons that is analogous to the Graduate Fellowship Program, however this program has not been utilized. We also have no current way to track the pool of applicants we are getting for staff hires and therefore no way to know if we are drawing people of color into our candidate pool.

The data that we gathered showed that at the highest levels of structure at Calvin College (e.g. the Board of Directors, upper level administrators) we have very few people of color. In fact, every member of the President's Cabinet is white, every current member of PSC is white, and all middle management positions which report directly to the president or a vice-president, are currently held by white people.

A highlight of the 2002-2003 year was the search for and hiring of a new Dean for Multicultural Affairs, Dr. Barbara Omolade. Dr. Omolade will begin her employment at Calvin in January 2004. This is a very significant hire for future work on the goals described in this report.

Student Life is active in providing opportunities for students to participate in events with an anti-racist or multicultural component. Programs are in place specifically for students of color as well as students not of color in areas of racial justice, reconciliation, and cross-cultural engagement. Student Life makes attempts to hire students of color in its various departments. However, overwhelmingly Student Life lacks a presence of persons of color in staff positions.

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.

As the Comprehensive Plan is revised and adopted, we may be able to take steps forward in many of the areas mentioned above as needing attention. The Comprehensive Plan gives MAC much responsibility in keeping offices and departments accountable. Therefore this committee also needs appropriate membership and a place in the hierarchy of the college to fully implement this plan.

The information in this report is meant to provide encouragement for the work we have done as a college as well as impetus to further build a multicultural community/anti-racist community.

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