

*Multicultural Affairs  
Committee  
State of the College Report*

*Fall 2004*





## *Foreward*

The Multicultural Affairs Committee shall function as the principal agent of the college in the development and maintenance of a genuinely multicultural educational community. The committee's mandate was affirmed by the *From Every Nation* document approved by the Planning and Priorities Committee, Faculty Assembly, and Board of Trustees during the last academic year. Accordingly, the Multicultural Affairs Committee has been charged with:

1. overseeing and evaluating ethnic minority faculty recruitment guidelines;
2. overseeing and evaluating five-year divisional plans for recruitment and hiring of ethnic minority personnel;
3. overseeing and evaluating five-year plans of the Admissions Office for ethnic minority student recruitment;
4. promoting campus activities that enhance cross-cultural communication;
5. overseeing and evaluating efforts to retain ethnic minority students;
6. overseeing and evaluating the curriculum to ensure that the curriculum equips students to interact effectively with people from other cultures;
7. reviewing college policies that negatively affect ethnic minority persons;
8. recommending policy changes to appropriate standing committees
9. and, holding responsible the supervision and overall conduct of the Multicultural Lectureship, using the current mandate of the Multicultural Lectureship Committee as a guideline.

During my meetings with the Multicultural Affairs Committee in the spring of 2004, I was impressed by the serious commitment of MAC committee members, and especially its chair, Won Lee, in fulfilling the above mandates. The MAC report that follows is based upon data collected from each college department or committee concerned with multicultural issues during the 2003-2004 academic year. Due to my illness and subsequent absence this past spring, there was insufficient time in which to compile some of the data, thus preventing the committee an opportunity to fully analyze and evaluate it.

I look forward to working with MAC in the coming year as we further define the committee's role. We will review the timetable and process for preparing future "State of the College" reports in order to take full advantage of the committee members' wisdom and expertise.

God Bless,

Barbara Omolade  
dean for multicultural affairs

**Multicultural Affairs Committee**  
**State of the College Report**  
**For 2003 -2004**  
**Fall 2004**

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***Multicultural Affairs Committee***  
***State of the College Report***  
***For 2003–2004***  
***Fall 2004***

***I. Introduction***

In order to fulfill its mandate to be “the principal agent of the college in the development and maintenance of a genuinely multicultural and diverse educational community,” the Multicultural Affairs Committee (MAC) has prepared the following report for the entire Calvin College community, including staff, faculty, and administration.

The following report adheres to the guidelines and framework of the *From Every Nation (FEN)* document and includes data and activities from each college department or committee concerned with multicultural issues during the academic year 2003-2004. Based on reported activities, members of the Multicultural Affairs Committee have also provided comments and reflections on the collected data in this report’s conclusion. The committee mandate is 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.” However, some strategies have not yet been addressed. During its upcoming meetings, MAC will continue to review the collected data in order to develop more thorough evaluations and recommendations.

The Multicultural Affairs Committee would like to thank all of those who participated in providing updates for this year’s report. (Please see Appendix A for a list of individuals and departments.) As Calvin College continues to strive for diversity and racial reconciliation, all members of the college community are encouraged and urged by MAC to submit their comments, questions, concerns, and/or proactive solutions to Barbara Omolade, dean for multicultural affairs, (bo22@calvin.edu) or Won Lee, chair, Multicultural Affairs Committee (wlee@calvin.edu).

## A. Personnel

### A. 1. Faculty and Administrators with Faculty Status

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

Accountability: The Professional Status Committee and academic deans are primarily responsible for seeing that this goal is met; the Multicultural Affairs Committee is responsible for reviewing and reporting on these efforts annually.

In response to the faculty's approval of the goals and mandates of *From Every Nation (FEN)*, the Professional Status Committee (PSC) submits the report below in accordance with its role as an agent of accountability in the "Goal Setting" section of *FEN*.

The first matter to report is that PSC changed its mandate to reflect its responsibility in helping the college achieve the goals of *FEN*.

To PSC's first mandate, to "develop and continually review appointment, reappointment and promotion guidelines, and procedures," a sentence was added: "Ensure the consistency of these guidelines and procedures with the college's mission and with the specially published goals and mandates of the college, notably *From Every Nation*."

An additional mandate was also added to PSC's list of basic duties:

Review reports from the provost and academic deans regarding the efforts of departments to encourage faculty understanding and advancement of Reformed Christian perspectives on teaching and learning and devote particular attention to departments' progress in addressing needs and goals identified in such documents as *From Every Nation* (2004) and the "Gender Concerns Task Force Report" (1991). Render advice via the provost and academic deans to departments regarding further progress in these areas.

The rest of this report from PSC will follow the sub-sections of the final section of *FEN*: "Goal Setting"—A. Personnel and C. Curriculum—where the Professional Status Committee is named as a point of accountability.

**Table i: The Numbers: Faculty and Administrators with Faculty Status, September 2004**  
(Presented in accordance with IPEDS and U.S. Census Bureau definitions)

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
2004–2005	287	6	6	7	0	1

A. 1. b. *Recommended Strategies*

1) **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.*

In 2003-04, the Professional Status Committee (PSC) continued its practice of keeping a record of what manner of reports departments made of their efforts to recruit faculty of color. When departments made no such report or reported no such efforts, PSC instructed the deans to remind departments of their obligations and of the consequences of not recruiting candidates of color. The table below shows the 2003-2004 results compared to the prior two years and compared to the results in 1997-1999, before PSC and the deans redoubled efforts to remind departments of their recruiting obligations.

**Table ii:**

**New Faculty Hires 1997-1999**

	Full Report/ Active Search	Min Report/ Min Effort	Report No Effort	No Report	Total
Term	3	7	16	24	50 (56%)
Regular	11	14	5	10	40 (44%)
<b>Total</b>	<b>14 (16%)</b>	<b>21 (23%)</b>	<b>21 (23%)</b>	<b>34 (38%)</b>	<b>90 (100%)</b>

**New Faculty Hires 2001-2002**

	Full Report/ Active Search	Min Report/ Min Effort	Report No Effort	No Report	Total
Term	2	5	2	7	16 (42%)
Regular	11	3	0	8	22 (58%)
<b>Total</b>	<b>13 (34%)</b>	<b>8 (21%)</b>	<b>2 (5%)</b>	<b>15 (40%)</b>	<b>38 (100%)</b>

**New Faculty Hires 2002-2003**

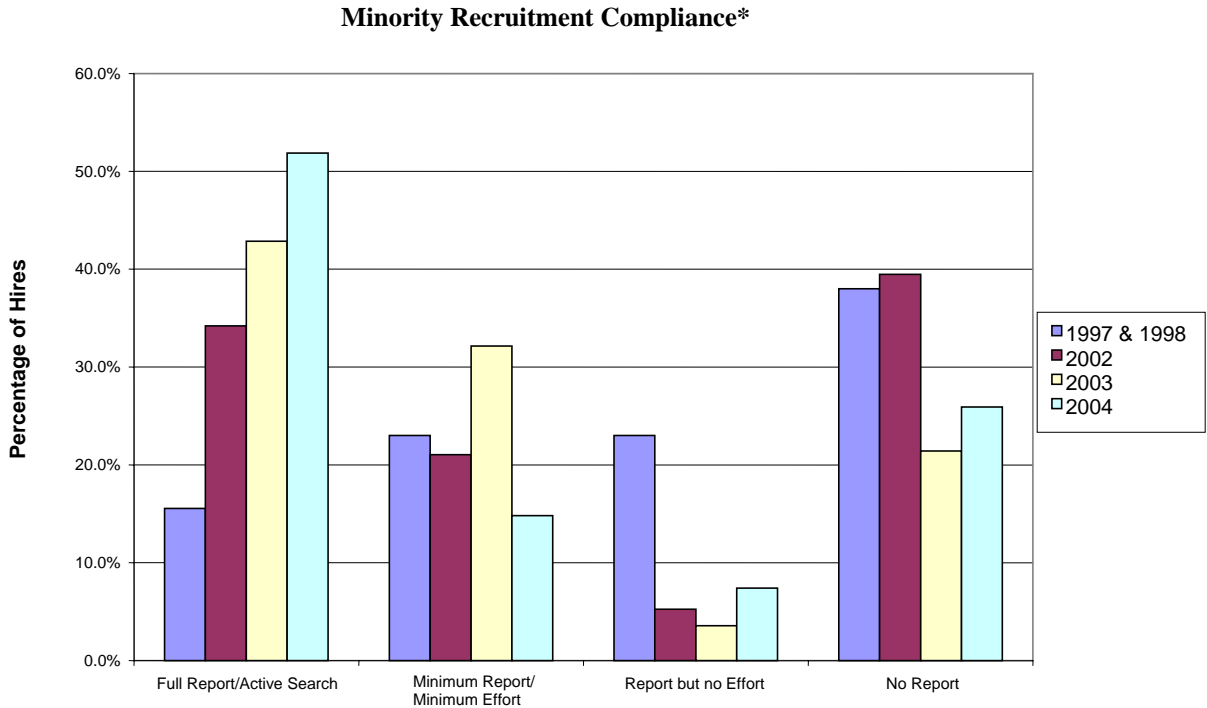
	Full Report/ Active Search	Min Report/ Min Effort	Report No Effort	No Report	Total
Term	3	4	0	5	12 (43%)
Regular	9	5	1	1	16 (57%)
<b>Total</b>	<b>12 (43%)</b>	<b>9 (32%)</b>	<b>1 (4%)</b>	<b>6 (21%)</b>	<b>28 (100%)</b>

**New Faculty Hires 2003-2004**

	Full Report/ Active Search	Min Report/ Min Effort	Report No Effort	No Report	Total
Term	4	1	1	6	12 (44%)
Regular	10	3	1	1	15 (56%)
<b>Total</b>	<b>14 (52%)</b>	<b>4 (15%)</b>	<b>2 (7%)</b>	<b>7 (26%)</b>	<b>27 (100%)</b>

(A. 1. b. Recommended Strategies cont.)

**Table iii:**



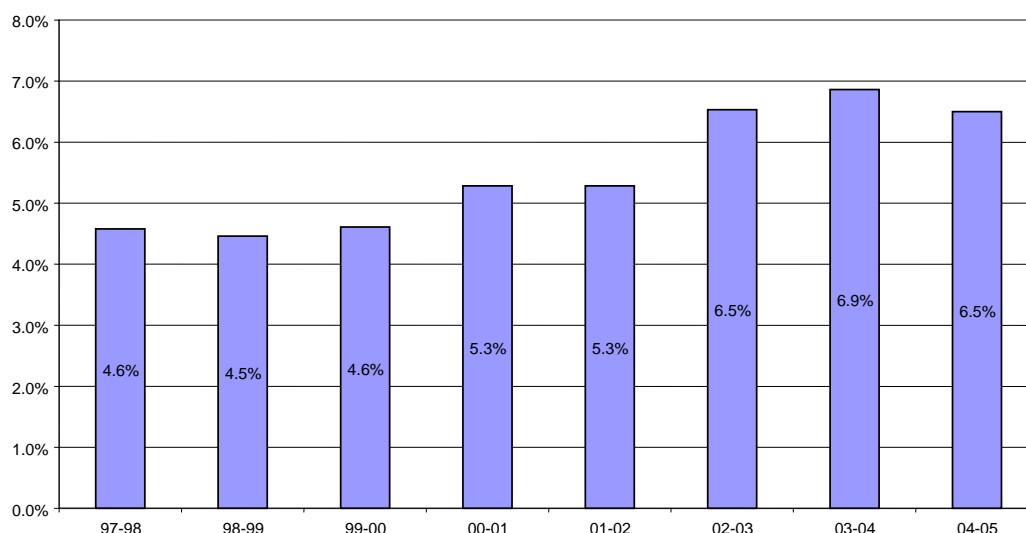
*\*Compliance statistics are based on a subjective analysis of departmental reports.  
The Provost's Office is currently investigating ways of obtaining more objective data.*

Again, there is progress in compliance but still some lapses. There were some signs that some departments seemed willing to rest on past efforts rather than seeing this matter of recruiting as an ongoing, every-year effort. It was one of the college's most ethnically and racially diverse departments that reported "no efforts" in last year's search!

The following table shows the current complement of faculty members of color. The college added one African American professor and two Latin American professors but had a net loss of three overall because of the resignation of one Latin American professor and the turnover of two Asian professors on term or visiting appointments. It is worth noting also that there were several additional persons of color who were semi-finalists and were interviewed on campus for openings this year who either were not selected or who were selected and turned down the college's offer.

**Table iv:**

### Percentage of Minority Faculty



(A. 1. b. Recommended Strategies cont.)

It is becoming clear that the college's recent pattern of hiring one or two persons of color each year will at best enable the college to hold even in its efforts. This past year, Calvin did not even accomplish that; because of turnover, the college saw a net loss. Calvin needs to step up the recruiting work, and it is particularly important to see such work as a long-term process that usually involves the building of acquaintances and collegial relationships over time. Getting out and meeting people in larger academic settings, inviting interesting Christian scholars of color to campus to lecture or for a conference or summer seminar, will open up the life of this place and its people to minorities.

Two long-term faculty recruiting tools that continue into the *FEN* dispensation are the Graduate Study Fellowship and the possibility of an "Affirmative Action Appointment," hiring a faculty member of color without there being a previously declared opening. The Academic Division remains active on both fronts with two graduate study fellows: one who is studying Spanish pedagogy in Madrid and the other who is studying sociology in Texas. In 2003-2004 we also secured the appointment of a doctoral candidate at Boston College for a position in the Economics Department.

**2) STRATEGY: In five years the Professional Status Committee will review the impact of the policy for granting exceptions to the faculty membership requirements on the recruitment and retention of faculty of color.**

In 2003-2004 the Professional Status Committee recommended nine exceptions to the faculty membership requirements for Christian schooling. Of these, two were submitted from faculty members of color. All requests were granted. There was one person of color who was recruited in a faculty search who turned down an offer, and he cited the membership requirements as a concern.

**3) STRATEGY: The Professional Status Committee will ensure that departments communicate the relevant policies to prospective faculty. It will encourage and support each department in initiating educational opportunities (e.g., special speakers, departmental colloquia, and training) for its faculty and students to consider matters of race and ethnicity in the context of the department's discipline and the college's mission. It expects that faculty members will participate in these departmental initiatives. Departments must report annually on their activities in their "State of the Department" reports.**

PSC relies on the deans to engage departments concerning these opportunities and obligations. When Dean Omolade arrived in January 2004, she immediately began to assess the situation in departments, and she developed a plan to visit roughly half of the departments each year to learn of their needs and concerns and to advise them in developing plans for enhancing faculty recruiting and for faculty and curricular development regarding matters of race and ethnicity.

The academic deans held a workshop for department chairs in late May 2004 and led a discussion about the implications of *FEN* for academic departments. They also discussed the importance of discussing departmental activities to implement *FEN* goals in the "State of Department" reports. The deans distributed new templates and guidelines for these reports that featured reports regarding *FEN* goals. "State of the Department" reports are just now coming in, and while some departments give evidence of interest and

the beginning of some plans, others report very little attention to the matter. It may be difficult for those with little action to report to make the case for faculty openings later this fall according to Strategy A.1.a.

Dean Omolade is considering assembling a team of resource people to offer to departments as they develop approaches and activities for achieving *FEN*'s goals. Dean Omolade will also be asking each department to name its own *FEN* coordinator.

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

The 2004-2005 budget includes several accounts controlled by the dean for multicultural affairs and the dean for instruction that are to be used for these purposes.

As mentioned above, Dean Omolade will be forming a team of resource people to help departments and programs in addressing *FEN* goals and strategies. She will be consulting with departments and developing a strategy paper for the Multicultural Affairs Committee. Her work, since arriving in early 2004, has consisted largely of learning about the current state of affairs at the college. She has, for example, met with nearly every person of color on the faculty and with many on the staff as well.

*(A. 1. b. Recommended Strategies cont.)*

**5) STRATEGY: *The President's Cabinet will ensure that the relevant policies are communicated to prospective senior-level administrators with faculty status. It will encourage and support educational opportunities (e.g., special speakers, departmental colloquia, and training) for these administrators to consider matters of race and ethnicity in the context of the division's role and the college's mission. It expects that senior-level administrators with faculty status will participate in these initiatives. The Multicultural Affairs Committee is responsible for reviewing and reporting on these efforts annually.***

In the past two years the President's Cabinet has read two books related to this topic and has had significant discussions about ways in which to advance this agenda. In addition, two founding CART members, Provost Carpenter and Vice President McWhertor are integral members of Cabinet involved in all college-wide discussions. The President's Cabinet is encouraging senior-level administrators in their respective divisions to personally accomplish professional development in this area and to create such opportunities for those in their offices and departments. Several Calvin faculty and administrators attended an anti-racism workshop in November, 2004.

**A. 2. Administrators (without Faculty Status) and Staff**

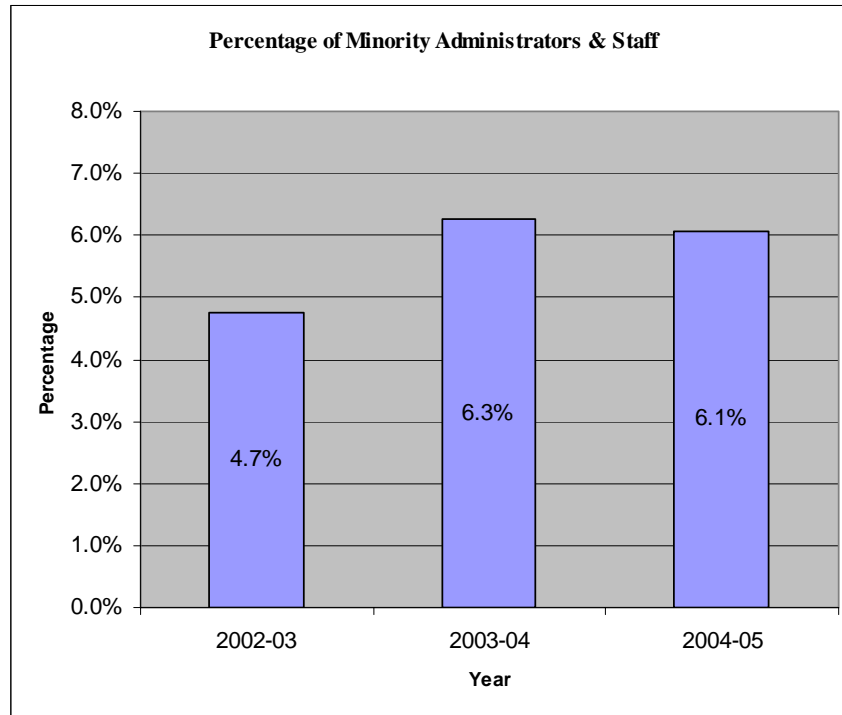
**a. Goal:** Calvin College will develop a more ethnically diverse and welcoming staff and administration, one that increasingly reflects the multiracial and multicultural character of the body of Christ, able to discern and counter racism in all its forms and to embody the reconciling power of the gospel.

**Accountability:** The Human Resources Office is primarily responsible for monitoring and advising the President’s Cabinet and for reporting to the Multicultural Affairs Committee; the Multicultural Affairs Committee is responsible for reviewing and reporting on these efforts annually.

**Table v: The Numbers: Administrators and Staff, September 2004**

Year	White	African/African American	Hispanic	Asian/Asian American	Native American	Other	Total Minority	% Minority
2002-03	358	8	3	3	1	2	17	4.7%
2003-04	384	11	4	6	1	2	24	6.3%
2004-05	413	12	3	6	1	3	25	6.1%

**Table vi:**



**A. 2. b. Recommended Strategies**

**1) 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. Human Resources is currently working on a proposal with the Multicultural Affairs Committee that would track race, ethnicity, and gender of applicants, but, as currently staffed, Calvin does not have the resources to implement applicant tracking.

(A. 1. b. Recommended Strategies cont.)

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

The Fellowship Program has been approved and will be developed further in the near future.

3) **STRATEGY: The director of human resources will ensure that relevant policies are communicated, that 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:** We currently 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. The new orientation and training coordinator in Human Resources will be working to establish a mentoring program for staff during this next year.

The director of human resources also plans to work with the dean for multicultural affairs to evaluate the current anti-racism and diversity training opportunities that are provided for staff to determine if these should be modified and/or expanded.

4) **STRATEGY: The President's Cabinet will ensure that the relevant policies are communicated to prospective senior-level directors without faculty status. It will encourage and support educational opportunities (e.g., special speakers, departmental colloquia, and training) for these directors to consider matters of race and ethnicity in the context of their department's role and the college's mission. It expects that senior-level directors without faculty status will participate in these initiatives. The Multicultural Affairs Committee is responsible for reviewing and reporting on these efforts annually.**

All members of the Student Life Division participated in a four hour "Reality of Racism" seminar led by David May and David Baak from GRACE. The seminar included a review of stereotypes underlying race, a discussion about the history of culture and the role of persons of color, direct and indirect racism, and a film that outlined historic examples of racism from the Japanese internment to redlining neighborhoods after WWII. Members of Student Life also reviewed the *From Every Nation* document as it relates to the division and determined its next steps given the responsibilities of the Student Life Division as outlined in the goals section.

In the Administration and Finance Division several staff members attended an affirmative action forum held on-campus this summer, and two staff members from Human Resources are registered to attend anti-racism training sponsored by the CRCNA later this fall. The new orientation and training coordinator is also investigating several training opportunities for all directors and supervisors in matters of race and ethnicity.

In the Enrollment and External Relations Division one administrator in the division attended the Anti-Racism Workshop, sponsored by the CRCNA, over the past year. Several others have attended previously. The Admissions Office did an in-service on issues of race and diversity--and serving students of color--for their whole staff in the past year as well as having all of their leadership and counseling staff participate in Healing Racism Institutes through the Woodrick Institute or GRACE. To date most staff members have attended one or the other or are scheduled to attend this fall. As the division has searched for leadership positions in the past and regularly seeks to hire admissions counselors, a key question for all interviewers is commitment to the *From Every Nation* document.

## B. Students

### B. 1. New Student Recruitment and Admissions

- a. *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.*

*Accountability: The vice president for enrollment and external relations is primarily responsible for seeing that operational goals are met. The Multicultural Affairs Committee is responsible for reviewing and reporting on these efforts annually.*

**Table vii: The Numbers: Students, September 2004**

#### 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
2004	768	62	19	24	8	19	2

*\*Source: Fall Day 10 Reports and IPEDS Fall Enrollment Survey (1994–2004)*

#### 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
2004	3,512	223	106	175	48	98	24

*\*Source: Fall Day 10 Reports and IPEDS Fall Enrollment Survey (1994–2004)*

**B. 1. b. Recommended Strategies**

**1) 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.**

**Table viii: Retention Rates**

	AHANA Retention (1 <sup>st</sup> to 2 <sup>nd</sup> year)	All Students Retention (1 <sup>st</sup> to 2 <sup>nd</sup> year)	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		
2003 FTIACS	84.2	86.1		

*\*Source: Fall Day 10 Reports and IPEDS Fall Enrollment Survey (1994–2004)*

To reflect our ongoing—and shared—commitment to these efforts, the Admissions Office has realigned staff responsibilities with one of the purposes being to demonstrate that efforts to recruit AHANA (African, Hispanic, Asian, and Native American) students are not merely the purview of one person, but are a priority of each member of the admissions staff. The associate director for admissions counseling is taking the lead on AHANA student recruitment to make sure it remains a focus and priority. This shift in leadership is intended to even more clearly link the efforts and activities of the admissions counseling staff to this priority area while still having a key member of the leadership team with this area of specific responsibility. Specific responsibility for Entrada recruitment and admissions has been assigned to the assistant director of admissions for admissions assistants and telecounseling. This year the assistant director for international admissions will be evaluating our international admissions efforts and processes in order to plan better and approach procedures more strategically.

**Highlights from this past year included:**

- The development of a “Five-Year Strategic Plan for Students of Color” document (2003-2008).
- AHANA enrollment increased this fall, despite a 3.3% drop in overall enrollment. AHANA enrollment for the fall of 2004 increased 11% over fall 2003 enrollment. As a result, AHANA enrollment climbed from 4.6% of total enrollment in 2003 to 5.3% of total enrollment in 2004.
- Recruitment to the Entrada Scholars Program continues to be very successful.
- Responsibility for Lawful Permanent Residents has been given to the admissions counselors in order to give them more attention through the recruitment process. (Previously these were the responsibility of the international admissions counselor.)
- In addition to seeking opportunities through each trip, contact, and relationship, the admissions staff will be representing Calvin at four college fairs (two in Chicago, one in Milwaukee, and one in Ann Arbor) that specifically target AHANA students.
- The Admissions Office has contacted nearly 12,000 college-bound AHANA high school sophomores and juniors through both direct mail and email campaigns to introduce Calvin as a college option and to invite the students to inquire for more information, visit, and apply.
- A task force of admission staff members representing various areas of responsibility is charged with meeting bimonthly in order to encourage, celebrate, challenge, and equip the entire admissions staff to always see these efforts as an ongoing priority.

- **Entrada Scholars Program:** There were 57 students in this summer's program. Funding from the new 4-S Grant provided additional monies required for appropriately supporting this larger cohort of students and for providing the academic and personnel resources for conditional admit students (those with 2.5-3.0 gpa's) who were intentionally included in this summer's program. This new component funded through 4-S is entitled Entrada Early Start. There were 11 students who met eligibility requirements for Entrada Early Start: two students with a gpa below 3.0 but a regular admit to Calvin, three students with a gpa above 3.0 but conditional admit to Calvin, or six students receiving some financial aid. All but two of the 11 students earned a B- or higher in their college courses, demonstrating the effectiveness of the Entrada model (a rigorous academic program providing strong academic support) with students who bring diverse needs.
- **Tapestry Leadership Program:** The Tapestry Program, made possible by a state grant in February 2004, is a multifaceted, cross-divisional approach to increase the retention of North American ethnic minority students. Tapestry weaves together peer mentorship, leadership opportunities, academic support, and vocational exploration.

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

- **Sun Valley Bridge Program:** The Sun Valley program completed three years of providing distance and on-site courses to students in this Southern California community. The 2003-2004 academic year was a transition year due to many factors, primarily within the Sun Valley community itself. The program model is moving from a "Calvin-cohort" model to a model based more on individual needs and local instruction. The college continues to stay involved in planning. Plans are currently being made to have a Calvin professor on-site to provide English 101 instruction next year.
- The president's October 2004 report to the Board of Trustees highlighted that the number of awards to AHANA students and others who bring diversity to our campus saw a significant increase. The numbers are below:

**Mosaic awards:**

Fall 2001 - 13    Fall 2002 - 13    Fall 2003 - 12    Fall 2004 - 16

**Multicultural awards:**

Fall 2001 - 36    Fall 2002 - 32    Fall 2003 - 37    Fall 2004 - 45

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

Three new admissions counselors participated in Institutes for Healing Racism. (Each of the returning staff members had already participated in a two-day anti-racism training.) Several staff members have also attended conferences where they were able to participate in workshops about the particular needs of students of color in the recruiting process. Beginning this fall, the assistant director for international admissions will be participating in NAFSA's two-year Academy for International Education.

**B. 2. Student Life**

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

**Accountability:** *The vice president for student life is primarily responsible for seeing that operational goals are met. The Multicultural Affairs Committee is responsible for reviewing and reporting on these efforts annually.*

**B. 2. b. Recommended Strategies**

- 1) 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 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 2003–2004 year there were three houses, each with six or seven students and a mentor or mentor couple. One student involved with the program was a student of color, and one was an international student.
- **Service-Learning Center (SLC):** This year the Service-Learning Center continued the provision of a "student-initiated" Cross-Cultural Engagement option. Nine students have completed their Cross-Cultural Engagement (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 SLC continues its support of both academically-based service-learning and student-based work through residence halls, Streetfest, spring break trips, and individual involvement. Themes of anti-racism and reconciliation are also central to the educational focus of staff training. The SLC 2003-2004 team included four students of color and one staff person of color.
- **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 and fall training, RD's participated in workshops led by Jacque Rhodes, assistant dean of multicultural student development, focusing on white privilege and multicultural student development theories. During the ongoing RA training in the fall, RAs Noah Kruis, Nate Brink, Dare Odumosu, and seven current resident directors under the guidance of Jacque Rhodes, led an evening in-service of anti-racism and diversity training for student staff. They took part in an exercise called "Unpacking the Invisible Backpack," which helped these leaders further understand the concept of "white privilege." At the Calvin student leadership retreat held in the spring, Bob Crow 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 Jacque Rhodes and were charged with the responsibility of bringing a multicultural focus to the hall by making students aware of multicultural activities on campus and challenging dorm leaders to be inclusive. The 2003–2004 program included four white students and three students of color serving the residence halls.
- **Martin Luther King Jr. Day:** Events for this day included a special chapel service, the re-enactment of "Letters From A Birmingham Jail," video screening, and support of downtown city-wide events. The January Series speech was given by Eugene Rivers.
- **Black History Month:** Special events included videos, speakers, and worship services in celebration of Black History Month.
- **Healing Racism Institutes:** Thirty students participated in eight two-hour sessions that were offered in the fall and winter semesters by Syd Harvey of Wedgwood.

(B. 2. b. Recommended Strategies cont.)

- **Peers Against Racism (PAR):** PAR is the CCE option which partners two students from ethnically diverse backgrounds together for one-on-one dialogue and personal reflection. The conversation is guided by the book *Letters Across the Divide*. Students were required to journal and submit a final reaction paper.
- **Readers for Racial Reconciliation:** This is a book study group that explores issues of race, class, and faith. The texts for 2003/2004 were *The Poisonwood Bible* and *Black Elk Speaks*. To gain a broader perspective of each text, the reading circle viewed the film “The Mission” and dialogued with staff from the CRC World Missions Office. The group also met with members of the local Ottawa tribe, visited a Native American exhibit at the VanAndel Museum, and viewed a documentary from the 500 Nations Series.

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

- **Multicultural Student Advisory Board (MSAB):** 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 2003. MSAB also collaborates with various other student organizations and leaders such as Student Senate, Chapel Committee, and the Barnabas Team to infuse anti-racism themes in other on-campus programming efforts.
- **Student Activities Office (SAO):** Concerts by artists of color included Robert Randolph and the Family, Sandip Burman, The Trinidad Tripoli Steele Band, Ladysmith Black Mambazo, and the Ahn Trio. As customary, the Student Activities Office invites each guest artist to host a conversation with students. SAO also partnered with the Multicultural Student Development Office to bring Bakari Kitwana to Calvin for a lecture on hip-hop culture.
- **Career Development:** Career counselors met regularly with Andrea Granderson, academic advisor for the AHANA students in the Student Academic Services (SAS) Department. They planned special events to help the AHANA students gain career direction information. The AHANA students were personally invited to career development events. These activities have increased the career counseling appointments for students of color significantly.\* As requested, career counselors assisted in student and staff development for individuals, groups, and programming efforts for Tapestry, Entrada, and the Mosaic Floor.

Our office also worked collaboratively with financial aid and Student Academic Services as an “eligible training program” site under the Workforce Investment Act (WIA) of 1998.

\*Please note that students generally found checking the ethnic identity box on our appointment cards disconcerting and did not provide the specific information 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 typically consisted of 1/3 international students (including third-culture students), 1/3 AHANA students, and 1/3 American Caucasian students. During the 2003-2004 academic year, there were 74 students of whom nine were international students and 13 were missionary kids; 38 were considered traditional American Caucasian, and 14 were AHANA students (four African American, two Hispanic American, five Asian American, and three Native American). Out of the 14 AHANA students, three were bi-racial. The director of the floor was Nalini Sukanandam, a South-Indian woman who grew up in East Africa. Four program assistants helped Nalini with the programming for the Mosaic Floor. Two out of four were students of color.

- **Student Support Groups:**

Support groups intentionally meant for students of color included:

- Sister to Sister, specifically for African and African American women
- The Four Corners Group intended for Native American students
- My Brother’s Keeper intended for ethnic minority men
- The Quad Group for African American men

Student organizations focused on AHANA students included:

- Banderas intended for Hispanic students
- The Asia Club and Society intended for black engineers

In addition, two AHANA students served as senators and the Senate maintained a discussion thread on anti-racism following UNLEARN Week.

(B .2. b. Recommended Strategies cont.)

- **Rangeela:** This event involves international and American students in cultural presentations over two nights for the college and local community and continues to be a highlight of the college year.
- **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.
- **Worship Apprentice Team:** The Worship Apprentice Team of 12 students included a Cuban American and missionary's child who grew up in the Dominican Republic. Their personal cultural heritages and their connections to the international student community were helpful to all.
- **Chapel:** The "Lift Every Voice" series of cross-cultural chapels every Thursday seems to have hit its stride during 2003-2004. Rooted in the African American tradition and drawing from the gifts of other cultures on campus as well, these services continue to introduce students to new songs; during this past year the focus was on Hispanic songs. Preachers came from local churches and various people of color in our community gave testimonies. Members of the Gospel Choir helped lead worship, and international student groups and AHANA students and staff also participated frequently. The Thursday chapel series continues to draw students to chapel who might not otherwise come, and they have begun to attend worship on other days as well. Thursday chapels also stretch the Calvin community to worship in new ways. The drum group SANKOFA helped lead worship in chapel a few times and was invited to lead worship at the large Symposium on Worship, the new Re-Gathering Convocation in February.

In chapel work continues with incorporating cross-cultural elements into worship on days other than Thursdays. MSAB helped students observe UNLEARN week in October; testimonies were given by people who had lived in The Sudan, Eritrea, Hungary, Honduras, and Japan; classes which studied the writings of Dr. M. L. King and the new frontiers of global Christianity helped lead worship. Hearing stories from other people and places, whether on Mondays, Tuesdays, or Thursdays, has enriched prayers every day by providing a more global focus.

The Chapel Committee included a number of AHANA members: Professor Charsie Sawyer, Elizabeth Kao Holmlund (assistant to the dean of the chapel), and two other students.

- **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 often invites local African American pastors to preach at LOFT. The repertoire of songs includes gospel music and songs from around the world.

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

- **Student Development:** For the 2003-04 academic year, one full-time administrative assistant was a person of color. She took another job during the summer of 2004, hence is no longer at Calvin. Recruitment for a replacement is currently taking place with hopes of finding another person of color. The person hired to coordinate the Tapestry (4-S Grant) program is a person of color. There are three students of color serving as orientation interns for the spring semester and summer. Of the nine orientation board members (student leadership position), six were students of color. This was unprecedented and wonderfully exciting. Of the orientation leaders, 11% were students of color.
- **Service-Learning Center:** The Service-Learning Center employs four students of color on a staff of 14 students. One staff person of color was employed in the Service-Learning Center as a part of the COPC grant in Burton Heights from May 2003 through September 2004, although her employment ended with the grant expiration on September 24, 2004.
- **Career Development:** For the 2003-2004 school year, Career Development employed 10 student employees; six 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 has no employed persons of color, but there is one intern who is a person of color.

*(B .2. b. Recommended Strategies cont.)*

- **Residence Life:** Over the 2003-2004 academic year, there were no resident directors (RDs) of color. Recruitment efforts were expanded to include the Osh Kosh Placement Exchange, where there is hope of meeting more candidates of color. Unfortunately, none of the candidates expressing interest at this exchange were people of color. Overall, however, four out of approximately 60 RD applicants were known people of color and one was hired to be an RD for the 2004-2005 school year. With regard to student resident assistants (RAs) for 2004-2005, there are two out of 57 resident assistants (RAs) of color and two others who are international students (one African, one Eastern European).
- **Registrar's Office:** The Registrar's Office has six student employees of whom none are persons of color and nine staff employees of whom one is a person of color.
- **Chapel:** A multicultural representation was evident on the Chapel Committee and student worship teams. In 2003-2004 the Chapel Committee included Professor Charsie Sawyer, Elizabeth Kao Holmlund (assistant to the dean of the chapel), two AHANA students members. One of those AHANA students often led worship, and many international and AHANA students and staff helped lead worship on Thursdays and other days.
- **Worship Apprentices:** On a team of 12 students, one was Cuban American and one was a missionary's child from the Dominican Republic.
- **Chaplain's Office:** No persons of color worked in the Office of Christian Formation (formerly known as the Chaplain's Office).
- **Campus Safety:** Over the 2003–2004 academic year, Campus Safety employed 64 students, including 12 students of color: five from Nigeria, one from India, three from Asia, two from Ghana, and one from The Sudan.

## C. *Curriculum and Instruction*

### C. 1. *Prelude Program and the Core Curriculum*

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

*Accountability: The Educational Policy Committee is primarily responsible for achieving this goal. The Multicultural Affairs Committee is responsible for reviewing and reporting on these efforts annually.*

### C. 1. b. *Recommended Strategies*

- 1) **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 Curriculum Committee has not done an audit of global and justice themes in core courses.

The anti-racism team commissioned a task force to do an analysis of the core curriculum from an anti-racist perspective. This analysis was presented to the faculty at the 2000 Fall Faculty Conference and given to the Core Curriculum Committee for review in the fall of 2000. There has been no response from the Core Curriculum Committee to this document.

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

- **Cross-Cultural Engagement (CCE):** Courses continue to be submitted and approved by the CCE committee. In addition to regular courses, several "temporary" options for seniors graduating during the academic year 2004-2005 have been added. These options have been added to meet the needs of seniors who have not yet fulfilled this core obligation. Although these temporary options will meet the demands for the class graduating in 2005, questions remain about the classes to follow and the resources necessary to meet the continuing need for additional courses for the future.
- **Global and Historical Studies (GHS):** There are currently 47 courses that meet GHS requirements and this requirement is fully implemented.
- **Persons in Community and Societal Structures in North America:** Although not mentioned in the strategy, the courses in the Persons in Community and in Societal Structures in North America categories are likely to include themes of racial justice and diversity and could be assessed with this goal in view.

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

- **Quest 2003-2004:** Quest includes a diversity workshop that all new students attended. It was called "Beyond What You Can See" and featured part-one of a three-part PBS series called "Race, the Power of Illusion." The workshop discussed the concept of race as a social construct, explored racial stereotypes, and presented the college's position on diversity through scripture and *From Every Nation*. New students are also introduced to the concept and term "anti-racist" through a workshop during Quest called "Reformed 101."
- **Prelude Program 2003-2004:** Prelude is comprised of five themes. The Cross-Cultural Engagement session is intended to introduce students to the core's diversity themes. In this section all first-year students heard a plenary talk on cross-cultural engagement which focuses on hospitality. Students were also required to write a two-page autobiographical summary on their experience with diversity.
- **Developing a Christian Mind (DCM) 2004:** 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.

**C. 2. Major Concentrations and Professional Programs**

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

**Accountability:** The Educational Policy Committee is primarily responsible for achieving this goal. The Multicultural Affairs Committee is responsible for reviewing and reporting on these efforts annually.

**C. 2. b. Recommended Strategies**

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

Although the CCE committee continues to receive proposals from various academic departments, ownership of this core requirement by all departments continues to be a concern. Academic advising regarding the CCE requirement is also a concern and is connected to a lack of ownership of this requirement.

**2) STRATEGY:** International study opportunities and area studies programs (e.g., Asian Studies, African Studies, and Latin American Studies) will be enhanced.

Calvin College continues to have a high number of students in international off-campus programs. In 2003–2004, 174 students studied in other countries during the semester and 509 participated in international interims. The number of students studying in other countries is down because the France program is only offered every other year. Work continues to enhance the pedagogical and intellectual quality of these programs.

Work has begun on an **African and African Diaspora Studies (AADS) Minor**, thus adding another area studies minor. The minor was approved last May by the Board of Trustees, and Randal Jelks of the History Department is the project director. In addition, the minor is being launched with a grant from the United States Department of Education program on Undergraduate International Studies and Foreign Languages. At present Jelks has established a web page ([www.calvin.edu/academic/african](http://www.calvin.edu/academic/african)), designed brochures and posters, and is in the process of planning a lecture series in conjunction with the World Affairs Council of Western Michigan (WAC) titled “Africa Today.” In November the program will be kicked-off to undergraduates with a gathering and WAC’s lecture series. Additionally, two lectures within the Calvin College January Series are related to the AADS minor. The program director reports to the dean of multicultural affairs on a regular basis.

**3) 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.

C. 3. **Teaching and Faculty Development**

- a. *Goal: Instruction at Calvin College will reflect significant sensitivity to racial and cultural diversity and will model the ability to discern and counter racism in all its forms and to embody the reconciling power of the gospel.*

*Accountability: The Faculty Development Committee and Professional Status Committee are responsible for achieving this goal. The Multicultural Affairs Committee is responsible for reviewing and reporting on these efforts annually.*

C. 3. b. **Recommended Strategies**

1) **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 regularly during 2003-2004 in order to coordinate efforts to address institutional racism at Calvin College. The group offered anti-racism training and educational opportunities for faculty and staff (anti-racism workshops in conjunction with the denominational effort), video screenings (*The Rise and Fall of Jim Crow*), and various discussion groups (How Race is Lived in America). In addition, with CART's encouragement, a number of faculty and staff attended Healing Racism Institutes offered by either the Woodruff Institute, GRACE, or the Chamber of Commerce in the Grand Rapids area.
- **Faculty Development Seminar:** In lieu of a faculty development seminar this year, the dean for instruction offered a book discussion group in the summers of 2003 and 2004 (*The Anatomy of Racial Inequality and How Race is Lived in America*).
- **From Every Nation (FEN):** *From Every Nation* was approved by the faculty and the Board of Trustees this year and was published and distributed to all faculty and staff. The Kuiper Seminar for new faculty includes an intensive presentation and discussion of diversity goals at Calvin College.

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

In 2003-2004 five faculty development workshops dealing with matters of race and ethnicity were sponsored by the Calvin Anti-Racism Team and by the dean for instruction; about forty faculty and staff members attended. Dean Omolade and her resource team will be visiting departments in the months and years to come to assist with their development of faculty, curriculum, and general departmental ethos.

- C. 4. ***The Co-Curriculum and Other Academic Programs***
- a. ***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.
- Accountability:*** The Multicultural Affairs Committee is responsible for working with appropriate offices, departments, and committees to achieve this goal.

C. 4. b. ***Recommended Strategies***

- 1) ***STRATEGY:*** Those in charge of co-curricular and other academic programs will be required to monitor and analyze efforts to achieve this goal.
- 2) ***STRATEGY:*** Wherever possible and appropriate, planning committees and offices will include representatives who reflect the diversity of the campus community.
- 3) ***STRATEGY:*** The Multicultural Affairs Committee will offer suggestions and encouragement and will review co-curricular and other academic programs to identify opportunities for improvement.

**The Multicultural Lectureship Fund sponsored the following speakers:**

- Poet and Professor Patricia Jabbeh Wesley (March 11, 2004) – supported by the Department of English, the Gender Studies Program and the Multicultural Affairs Committee
- Author Cathy Bao Bean (March 25, 2004) – supported by the Asian Studies program and the Multicultural Affairs Committee
- Melissa Harris Lacewell, political science professor, University of Chicago (April 1, 2004), “The First Vote I Cast, I Cast for Myself: Examining the Connections between Theology and Activism among Black Women” – co-sponsored by the Henry Institute and the Multicultural Affairs Committee
- Omar McRoberts, sociology professor, University of Chicago (February 16, 2004) – co-sponsored by the Sociology Department and the Multicultural Affairs Committee

**Other Events and Activities included:**

- Black Knight Formal (March 13, 2004) – dinner dance to build relationships and strengthen African and African American appreciation and celebration
- International Student Forum (April 30, 2004) – sponsored by the Multicultural Student Affairs Board and the Mosaic Floor

**The 2004 January Series included several lectures relating to multicultural affairs:**

- “The Future of Freedom,” by Fareed Zakaria
- “Hope for Africa,” by Joel Carpenter
- “On Christian Philosophy in an Age of Terror,” by Eugene Rivers
- “Leaders Breaking Down Barriers: Sport as a Model to Bridge the Racial Divide,” by Richard Lapchick
- “Islamic Reformation: An Overdue Quest,” by Saad Eddin Ibrahim
- “The Heart of Black Preaching,” by Cleophus La Rue

**This past summer the Calvin Institute for Christian Worship (CICW) along with Seminars in Christian Scholarship hosted:**

- "Gather into One: Praying and Singing with Christians Worldwide" and,
- "Afro-Christian Worship and Social Transformation", led by our own Michelle Loyd-Paige, Pedrito U. Maynard-Reid from Walla Walla College, and Pic Charles Onwochei from the University of Jos, Nigeria.

## D. Partners and Constituencies

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

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

*Accountability:* The president will provide information on Board of Trustees's initiatives and relations with the Christian Reformed Church. The vice president for enrollment and external relations is primarily responsible for operational goals involving alumni. The Multicultural Affairs Committee will report annually on these areas.

### D. 1. b. Recommended Strategies

1) **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.

Table ix: Board of Trustees, September 2004

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
2004	27	0	1	2	1	0

2) **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.

While the *FEN* document lists the singular strategy below as the task of the Alumni Association, the Association and the other constituent relations endeavor within the office to have the *FEN* goals in mind during annual planning. The following report brings the MAC up-to-date with the current work going on in this area.

#### Calvin Alumni Association:

- The Association has included diversity issues as one of **four major emphasis areas within its current five-year strategic plan** (under the headings of four "reach" goals). "Reach Across" calls the Association to "become a more diverse and inclusive community" by expanding Association organizations and programming to reach out in a more racially, denominationally, and geographically diverse manner; reflecting the increasing diversity of race, ethnicity, age, and disability of the Calvin College community; encouraging chapter leaders to review policies, procedures, kinds of activities, and locations to ensure that chapter programming appeals to the most diverse cross-section of local alumni possible; recruiting diversity in chapter leadership teams—ethnicity, age, denominational affiliation, and occupational representation in particular; and making ethnic-minority alumni feel increasingly able to call Calvin their alma mater in spirit as well as in truth.
- The **Alumni Board** has been intentional about locating ethnic-minority alumni for open representational seats and elected two AHANA alumni to the Board in May, 2004 (up from one in 2003-2004) with a hope to add at least one AHANA alumnus for the next two years.
- **Alumni chapter leaders** are being trained with knowledge of the *FEN* document and are encouraged to seek out AHANA alumni for leadership teams and to program with diversity in mind. Currently just one AHANA alumnus is the chairperson of a local chapter, and only a few others are on leadership teams. Computer print-outs of AHANA alumni in their regions are being mailed to chapter leaders for leadership team recruitment and involvement.

- The **Black Alumni Chapter (BAC)** has been hurt in recent years by a lack of sustainable local leadership. The annual BAC Book Grants continue to be given to current AHANA and international students with assistance from colleagues in Student Life. The goal for 2004-2005 is to revisit the BAC bylaws and work with new AHANA leaders to determine direction for the future (continue BAC as is? expand to AHANA? fold these efforts within geographical alumni chapters?).
- The Alumni Association Faculty Relations Committee has developed a new “**Alumni Lecture Series**” intended to bring young Calvin alumni scholars of color back to campus to solidify ties to alma mater and inspire current students. The first lecturer in the series is 1997 grad Bo-Mi Choi, from the University of Chicago, set for an October 2004 lecture (see <http://www.calvin.edu/alumni/board/lecture.htm>).

#### **Community Relations:**

- Director Carol Rienstra does many things in her work that relate to racial justice, including regular assistance to the **Pathways to Possibilities** program. She continually looks for connections to organizations, groups, and persons to demonstrate Calvin’s dedication to reconciliation.
- The HUD-funded **Calvin Partnership in Burton Heights (COPC)** is officially ending this September, but Carol’s involvement has contributed to a continued commitment for the college to stay in the neighborhood, focusing on education and nursing.
- Carol coordinates Calvin’s partnership with GRACE and its annual **Summit on Racism**, which most often occurs on Calvin’s campus (see <http://www.calvin.edu/news/events/summit/> for a summary of a recent year’s activities).

#### **Parent Relations:**

- **Parent Council (PC):** Director Jim Van Wingerden was quite intentional about making sure that the PC demographics included persons of color as well as diversity, in terms of geography, alumni/non alumni, and denominational affiliation. These persons of color included a Grand Rapids Hispanic family, an African family recommended to the PC by Jacque Rhodes, and an African American mom who is still considering her response to an invitation to serve on the PC. The issue of racism at Calvin would be a good agenda item at a future PC meeting, perhaps in February 2004 or next fall in October 2005.
- **Roving Webcam (RWC):** Jim has continuing discussions with the students doing the photography about representation of diversity throughout the RWC. We have discussed the importance of this but also warn against an over-representation of the presence of AHANA students at Calvin.

#### **Publications:**

- **Spark magazine**, the alumni quarterly publication of the Alumni Association, seeks to reflect the diversity of the Calvin campus community and its alumni worldwide. It is always a goal of the publication to tell stories and show persons of color in the pages of *Spark*. The latest edition included a story about Calvin’s new African Studies program and a profile of alumnus Henry Dungey ’98.
- “**Mosaic**” is a bi-annual newsletter reporting on the multi-ethnic nature of Calvin and the surrounding community. Some conversations are beginning about whether or not this format and delivery style ought to be changed into more of an “annual report” format, with all Calvin constituent members receiving a copy. (Perhaps it could be stapled into an issue of *Spark* for alumni.) The office will assemble a group of staff members to discuss this matter.

### **3) 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, multicultural, and cross-cultural efforts. In addition, Calvin's Anti-Racism Team (CART) is well-linked into the wider denominational effort to make the CRC an anti-racist denomination. VP Tom McWhertor continues to serve on the denominational steering committee for anti-racism efforts, the Ministries Council Anti-Racism Team. Members of CART participate in ongoing denominational strategies and accountability.

**D. 2. Local Neighbors and Global Networks**

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

**Accountability:** The vice president for enrollment and external relations is primarily responsible for seeing that partnership goals are met. The Committee on Off-Campus Programs is responsible for overseeing off-campus initiatives; the Provost's Office is responsible for overseeing other initiatives related to this goal. The Multicultural Affairs Committee will report annually on these areas.

**D. 2. b. Recommended Strategies**

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

- **Community Partnership Team:** With the addition of a director for community engagement position in the Academic Division in September 2004, the college now has a point person in three divisions to cultivate current community connections and develop new ones. The director of community relations in enrollment and external relations, the director of the Service-Learning Center in Student Life, and the director for community engagement in the Academic Division meet weekly to strategize and prioritize associations and partnerships. The three directors will provide leadership for a Community Partnership Team which also includes the director of Pre-College Programs, several faculty (including one who serves as the cross-cultural engagement coordinator) and other representatives of the greater Grand Rapids community. The team tries to prioritize partnerships with community organizations as well as seek support for related projects.
- **Summit on Racism:** The annual GRACE Summit on Racism was held on campus March 26, 2004, and the director of community relations identifies and supports attendance from the college.
- **Community Partnership Celebration:** The third annual Calvin College Community Partnership Celebration was held on April 27, 2004, at the downtown Urban Institute for Contemporary Arts to honor Calvin community partnerships and a prominent "agent of renewal" in the community, Deb Armstrong, an African American woman who works at Inner City Christian Federation.
- **Academy for Lifelong Learning:** The Calvin Academy for Lifelong Learning program is intentionally working on recruiting membership and leadership from ethnic minority older populations.

**2) 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 local churches in Grand Rapids, Muskegon, and Holland, MI. Calvin supports each organization through trainings, mini-grants, and personnel/programmatic resource exchanges and offers all partners monthly opportunities for students in grades 4-12 to learn about achieving educational success all the way to college entry. Called *Pathways to Possibilities*, this collaborative program has achieved results: 70% (n=328) of the participating youth who have reached the age of high school graduation have also enrolled in post-secondary education. With the input of the church partners, the programs have been modified and expanded to better respond to the mutuality of this college-church/community collaboration. Thus, the programs continue with the yearly Striving Toward Educational Possibilities Conference for 7<sup>th</sup>-10<sup>th</sup> graders, Campus Visit Program for 4<sup>th</sup>-12<sup>th</sup> graders, and the Discovery Club Fellowship for 9<sup>th</sup>-12<sup>th</sup> graders. Newly added were the Resource Access and Exchange and Pathways to Understanding Resources components which provide opportunities for the college and churches to listen and to learn from one another and to share resources. The Entrada Scholars Program continues as a pre-college offering and serves 11<sup>th</sup> and 12<sup>th</sup> graders. With 57 students, the 2004 Entrada Scholars Program served the largest cohort in the history of the program. Also, with 24 Entrada students enrolled for fall '04, the 2004-2005 academic year marks the largest cohort of Entrada graduates who have enrolled at Calvin College during a given semester. With the end of some funding, the partnerships with churches in California and New Mexico continue without direct leadership through the Office of Pre-College Programs but with the local leadership in their respective communities.
- **Sun Valley Bridge Program:** (See section B.1.b.2., page11)

(D. 2. b. Recommended Strategies cont.)

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

Long-standing partnerships exist between the college and the local community that are brokered in large part by the Service-Learning Center. A database including over 200 local agencies, churches, schools, and non-profit organizations is constantly under revision. Faculty members from across the disciplines connect their students through academically-based service-learning with community members and leaders in a wide ranging spectrum of fields, in a variety of activities ranging from direct service to community resource assessments, grant-writing activities and much more. Federal work-study placements and residence hall partnerships provide opportunities for dozens of students to have ongoing regular contact with community programs and activities. The Art Department recently finalized plans to move gallery and studio space to a venue in an arts corridor in the Heartside neighborhood in the core of the city of Grand Rapids.

In addition to service-learning partnerships, Off-Campus Programs provide clear connections with university and community partners in Honduras, Hungary, Great Britain, Ghana, China, and other countries. Other partnerships that fit this criteria include the Philosophy Department's 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, most notably, George Monsma's role with IAPCHE as a board member.

**D. 3. *Communication with Internal and External Constituencies***

**a. *Goal:*** *The Public Relations and Media Relations Offices 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.*

***Accountability:*** *The vice president for enrollment and external relations is primarily responsible for seeing that operational goals are met. The Multicultural Affairs Committee will report annually on progress in this area.*

**D. 3. b. *Recommended Strategies***

**1) *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:** Media Relations makes every effort to highlight appropriate programs in these areas for more public exposure. The following releases met the goal of this strategy:

- A preview of the "A Call to Action: MLK Young Leaders Weekend" and the Pre-College Expo, two new programs at Calvin that owe their start to funding from the college, and a \$5,000 grant from Bank One
- A release about the grants from the VanLunen Foundation and the Meijer Foundation for P2P
- A Rangeela media advisory
- A release on Barbara Omolade, Dean for Multicultural Affairs
- A media advisory on the Summer Learning Opportunities Fair
- A release on the talk by Bakari Kitwana called "Can Hip-Hop Make the Transition from a Cultural Movement to A Political Power?"
- A preview of a talk by Patricia Jabbeh Wesley, a Liberian poet and professor of creative writing and English at the Indiana University of Pennsylvania
- A story about graduate philosophy students from two Chinese universities who will gain a window on Western thought at Calvin and Hope Colleges, thanks to a grant to Calvin from the United Board for Christian Higher Education in Asia
- An Asian Studies major release
- An African Studies minor release
- A media advisory on the Affirmative Action panel discussion
- A STEP Conference media advisory
- A release on Entrada graduation

**The Mosaic newsletter:** The Mosaic newsletter reports efforts to encourage diversity at Calvin and highlights cultural and community connections by faculty, staff, and students.

In the past year Calvin's work was highlighted in the Burton Heights project, Rangeela, and major gifts to Pathways and Entrada. Barbara Omolade and Linda Naranjo-Huebl were introduced to the broader Calvin community, and students Andy Yazzie and Jackie Tao and alumna Debra Perry were featured.

"Mosaic" is produced twice a year and is mailed to all students, faculty and staff, AHANA alumni, parents of current AHANA students, donors to the Mosaic Scholarship fund, and all alumni living in major metropolitan areas (Detroit, Los Angeles, Chicago, Miami etc.) who are believed to have an interest in diversity.

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

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

## ***E. Issues and Actions, 2003–2004***

### **Major issues addressed by the Multicultural Affairs Committee during the 2003-04 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 discussed several items of feedback from the last year’s report.
- MAC assigned each member to read a section of the *NCA Self-Study*, analyze it extensively, and forward its comments to Doug Howard.
- MAC welcomed many new members including Harry Lew (a Board member), Barbara Omolade (dean for multicultural affairs), and Todd Hubers (director of human resources).
- MAC discussed the draft of Policy on Discrimination & Harassment carefully and forwarded its questions and concerns to President Byker.
- MAC discussed its mandates in view of *FEN* and forwarded its changed mandates to PPC. MAC also evaluated proposals of other committees’ changed mandates (CCC, FDC, PSC, and CCE).

### **Major activities of subcommittees of MAC:**

- The personnel subcommittee reviewed college-wide documents (ESM, the college’s five-year plan, *FEN*) and discussed with Denise Isom about the ways in which socio-economic status, culture, and race shape the experiences of faculty of color who teach mostly white students. It recommended to MAC: a) a college-wide survey on the experiences of current and former faculty and staff of color and b) creation of a tracking system of collecting data on advertising and hiring staff of color. MAC approved these recommendations and forwarded them to the Office of the Dean for Multicultural Affairs and Human Resources.
- The activities subcommittee discussed how to effectively publicize to the Grand Rapids community the large number of programs/lectures/events with a multicultural theme sponsored on campus. It also discussed the need for creating a program clearinghouse or master calendar for bringing cohesion among events initiated by academic departments and student organizations. In addition, it mentioned that Calvin lacks programming addressing the Native American student cultures and discussed how to incorporate the whole college in celebration of MLK Day and Cesar Chavez Day.
- MAC had a joint meeting with members of CART to discuss inter-relationships among CART, MAC, and the Office for Multicultural Affairs.
- MAC drafted a proposal for obtaining “committee credit” for the members of CART; the proposal has been forwarded to the Committee on Governance (COG).

### **Actions brought before Faculty Senate:**

- MAC brought the “State of the College” report before Faculty Senate in the fall semester.

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

- The inter-relationships among the Office of the Dean for Multicultural Affairs, MAC, and CART must be clarified so that each can function more efficiently.
- MAC needs to pay close attention to how *FEN* is implemented throughout the year.
- MAC’s annual report needs to be disseminated more effectively throughout the college so that every sector of the college will take it seriously and be able to engage more consciously in the issues raised.
- MAC continues to support the activities and initiatives from subcommittees.
- A continual education on the issues of multiculturalism and/or anti-racism is much needed for the members of MAC, especially its leadership.

## II. Conclusion

This report highlights both the efforts Calvin College has made and the challenges we still have ahead in promoting a multicultural and anti-racist community.

In the area of personnel, the Professional Status Committee (PSC) report shows a 10% rise in the “active search” for faculty of color for the 2003-2004 academic year. This is good, but not good enough. We are still only in the 51-52% range of our targeted goal. Twenty-five percent of the departments report no effort to recruit faculty of color at all, active or otherwise. Since the adoption of *FEN*, faculty departments can expect that stiffer consequences will apply if they ignore this goal. (See *FEN*, p. 40, A. b. 1.) To use PSC’s own words from this year’s MAC report: “We need to step up the recruiting work, and it is particularly important to see such work as a long-term process...” (p. 5). Faculty departments can look to MAC and the dean for multicultural affairs, Barbara Omolade, for direction and advice in this area in ’04-’05.

New programs have been instituted in student programs and activities, such as the Tapestry Leadership Program and the “Lift Every Voice” chapels, and time-tested programs and activities have persevered, namely the Entrada Scholars Program with a record number of scholars this past summer (57) and the popular Mosaic Floor (74 participants). While Calvin still has a long way to go to achieve its diversity goals, students have ample opportunity to join a wide variety of groups where they can learn about others’ cultures and customs and broaden their horizons.

In the area of Curriculum and Instruction, MAC wants to highlight the new African and African Diaspora Studies Minor. In November of this year, as MAC finishes its annual report, the minor will be officially launched. We encourage the Calvin community to look for announcements about the lecture series that will accompany the kick-off of the new minor and to attend as many lectures as possible. As we rejoice in our progress in this area, MAC also takes this opportunity to remind EPC to look to its mandate to “identify opportunities for cross-cultural engagement that are appropriate to the discipline[s]” (C. 2. b. 1.). We encourage EPC to ensure that faculty members include “global perspectives and themes of racial justice in their course material...” (*FEN* p. 46). We also eagerly look to the Assessment Committee to review departmental assessment plans for inclusion of student outcomes related to racial justice and reconciliation and hope to report progress on this particular strategy (C. 2. b. 3.) next year.

There are many good things happening in the area of Partners and Constituencies, as is evidenced in section D (pp. 18-22). MAC is concerned, however, that there is no commentary from the Board of Trustees on Strategy D. 1. b. 1. The number of white board members, 27, is the same as it has been for the past six years; representation from other ethnic groups is low or non-existent. If the board takes seriously the strategy to “affirm the college’s commitment to racial justice and reconciliation” it needs to work harder to make sure people of color are represented at this highest level of decision making. We welcome dialogue with board members on this subject.

The *From Every Nation* document was formally adopted since the last report year. The committee will now focus on more fully implementing its responsibility in keeping offices and departments accountable to the mandates of the college. Due to time constraints and staff changes, MAC is unable to completely fulfill its mandate at this time. The committee is proposing a new time table for future data collection, which will make it possible for MAC to have sufficient time for analysis and evaluation of the data and to write recommendations that follow from that analysis.

We want to expressly thank the Calvin College staff, students, faculty, and administration for remaining committed to the mandates of our Christian academic community. Again, we encourage the entire college to use this report as an impetus to further build a multicultural and diverse community. Please direct any comments and feedback to Won Lee, chair, Multicultural Affairs Committee or Barbara Omolade, dean for multicultural affairs.

## APPENDIX A

# *Acknowledgements*

### *Thank you to the Multicultural Affairs Committee members:*

Barbara Omolade - dean for multicultural affairs  
Won Lee - MAC chair, associate professor, Religion  
Kathy DeMey - MAC secretary, reference and instruction librarian  
Bud Bouma - professor, Biology  
Dale Kuiper - director, Admissions  
Dan Miller – professor, History  
Debby Kwak - student  
Gloria Jea – student  
Harry Lew – trustee, Board of Trustees  
Jacque Rhodes – assistant dean, Multicultural Student Development  
Jan Heerspink – academic counselor, Student Academic Services  
Nalini Sukanandam – coordinator, Mosaic Program  
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Sue Hasseler – director, Teacher Education  
Todd Hubers – director, Human Resources

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