



***Multicultural Affairs  
Committee  
State of the College Report  
2004-2005***



## *Foreword*

From Barbara Omolade, dean for multicultural affairs...

The *From Every Nation (FEN)* document describes the original *Comprehensive Plan* as serving as “one of the college’s principal road maps toward the goal ... of a ‘genuinely multicultural Christian academic community.’” However, my actual journey as the first dean for multicultural affairs has been filled with unintended consequences as well as opportunities for unexpected moves of God—moves that present new challenges and create new directions. An accident and illness both interrupted and informed my journey and work. This illness taught me to depend more on God’s strength rather than my own and to observe and reflect more, in my role as dean as well as with my family, friends, and fellow believers.

Many duties and responsibilities of the dean for multicultural affairs involve providing administrative and managerial directions for the Pre-College, Off-Campus and Cross-Cultural Engagement Programs and for recruiting and retaining AHANA faculty. In addition, the dean for multicultural affairs, along with the provost and other academic deans, is a member of the Academic Council, giving multiculturalism and anti-racism greater visibility and voice. However, for the Christian, multiculturalism is a mission and a calling that involves more than discrete projects; and anti-racism is a moral cause in obedience to God. So, the dean for multicultural affairs is challenged to integrate multiculturalism and anti-racism into the work and purview of each academic dean and department.

Another important aspect of the work of the dean for multicultural affairs has been to support the efforts of the Calvin Anti-Racism Team (CART) to combat institutional racism. The challenge has been to mediate the mundane, yet troubling, forms of racial omission, ignorance, and miscommunication that fail to rise to the level of institutionalized racism. Staff, faculty, and students have racial experiences that are painful, complicated, and subtle. In short, the dean must facilitate conversations rather than formally process complaints of racism. This approach lends itself to our goal to become active agents of racial reconciliation.

Another very important part of the work of the dean for multicultural affairs is to foster cross-cultural and intercultural competencies and multicultural citizenship. This begins with our common understanding of terms such as *AHANA* and *racial minority*, and extends to unlearning our biases and prejudices while intentionally learning all we can about the history and intellectual traditions of people from every nation—groups whose cultures we may appreciate but whose wisdom and voices we often fail to hear. Our goal is to be both multicultural and global Christians whose definition of citizenship is spiritual rather than geographic and to make the goals of *FEN* a part of our DNA, as well as the college’s DNA.

Calvin College can claim wonderful victories in its efforts to create a multicultural and anti-racist Christian community, and I have personally experienced and witnessed incredible breakthroughs in this endeavor by hard-working staff, students, and faculty. I am hopeful that Calvin College will meet the challenge of this work and become stronger in offering sanctuary and Christian education to more and more students, especially from Grand Rapids public schools.

However, I am saddened and troubled by the depth of poverty and racism in the U.S. that the aftermath of Hurricane Katrina revealed. At the beginning of the fall semester, while the Calvin College community was enjoying a bright and sunny day, thousands of people in New Orleans were suffering. As an African American, the suffering I witnessed made me realize that only an accident of geography separated me and my family from the same dispossession endured by so many. It is troubling to realize that the lives of so many of my people are overshadowed by the realities and daily harm of racism and poverty that we have fought so long to overcome. The impact of Hurricane Katrina is an indication that not only is our work at Calvin incomplete, but we are only beginning to heal from our racist past and to build a just nation. The lessons of Hurricane Katrina remind us that so many American communities are only a storm away from the state of underdevelopment endured by our brothers and sisters in Africa, Asia, and Latin America who daily bear witness to Christ while sick, deprived, and fearful.

The road map toward the goal of a genuinely multicultural Christian community causes us to search our own hearts, and to seek and follow Jesus. I seek the imagined community where everyone looks like me: we sing the same songs and laugh at the same jokes. I am at home with them; there is no strain of trying to join and belong. Then Jesus comes to the edge of our circle. He neither looks like us nor sounds like us. He wants to join. We hesitate, looking for something familiar and comfortable in his face. In our hesitation, he leaves and sends in his place a stranger who looks and speaks strangely. The stranger's arms stretch toward us. Should we extend an invitation to one who does not fit into our imagined community? Jesus is creating a beloved community of strangers of his own choosing. He sees only our connections and commonalities. He teaches us how to sing new songs. We learn to laugh in new ways.

Multiculturalism challenges us to decide which community we are seeking. The one united by human history, skin, and blood? Or, the beloved one created by the blood of the lamb?

Each Christian faces this question. Answering it creates a roadmap of plans and projects that have become Calvin College's mission.

A handwritten signature in cursive script that reads "Barbara Omolade". The ink is dark and the handwriting is fluid and personal.

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**Multicultural Affairs Committee**  
**State of the College Report**  
**Academic Year 2004-2005**

In regard to the goals and mandates of  
*From Every Nation*

## **OVERALL SUMMARY**

The Multicultural Affairs Committee (MAC) is the principal agent of the college in the development and maintenance of a genuinely multicultural community. In 2003, the committee's mandate was affirmed by the *From Every Nation (FEN)* document, the college's revised plan for embodying racial and ethnic justice and reconciliation, which was approved by the Planning and Priorities Committee, Faculty Assembly, and Board of Trustees. The academic year 2004-2005 is the first full academic year during which Calvin College was operating under the goals and mandates of *FEN*.

Under *FEN* instructions, MAC prepares the annual "State of the College" report for the entire Calvin community. The report adheres to the guidelines and framework of the *FEN* document and includes data and activities from every college unit concerned with multicultural issues during each academic year. Based on these reported activities, MAC also provides comments and reflections on the collected data.

The current "State of the College" report reflects activity during the 2004-2005 academic year. MAC is currently co-chaired by Daniel Bays, professor of history, and Barbara Omolade, dean for multicultural affairs. Members of the committee include faculty from the following departments: Biology, English, Music, History, and Spanish. Additional committee members include representatives from the Office of Admissions, the Office of Human Resources, Student Academic Services, and the Calvin College Board of Trustees, as well as the dean for multicultural student affairs, the assistant dean for multicultural affairs, and the coordinator for MAC and assistant to the academic deans. Names of all members are listed in the Acknowledgements section of this report.

Information requested from campus units included the following:

- An update on any goals, initiatives, and efforts that were fulfilled based on the previous year's MAC "State of the College" report.
- An evaluation of goals, initiatives, and activities for the 2004-2005 academic year as relates to multiculturalism and anti-racism. Also to be included were any statistical data for faculty and staff hiring, course development, student recruitment, or participation that may show patterns and trends relating to *FEN*.
- A statement of the unit's *FEN*-related goals and initiatives for the next academic year.

MAC divided its members into three subcommittees to review and assess the reported data. The information is presented in this report according to six divisions of the college:

- Office of the President,
- Academic Affairs Division,
- Student Life Division,
- Enrollment and External Relations Division,
- Administration, Finance, and Information Services Division, and
- Advancement Division.

In the first part of this report, each division's report has been summarized and evaluated by MAC (see pages 3 to 10). In the next part, each division's full report, edited for clarity and redundancies with other reports, is included (see pages 11 to 39). The committee hopes that this will enable the reader to see both summary and extended treatments. Reports from college units, which are the raw material for this all-college report, were requested late in the academic year 2004-2005, and most were submitted during the summer and fall of 2005. A few were

submitted in 2006. Following these detailed reports, the activities and accomplishments of Barbara Omolade, dean for multicultural affairs, are listed.

Procedural changes by MAC that are new this year or are being considered for the future include:

- Using an external editor to work on successive drafts of the report.
- Rephrasing the departmental questionnaire to achieve more clarity.
- Including additional questions in the departmental questionnaire to encourage more specific information and more direct reflection on actual departmental adherence to *FEN* guidelines.
- Creating a new timeframe to collect divisional reports (for example, having the same deadline for intra-divisional reports as the “state of the department” reports in the Academic Affairs Division) and choosing a different MAC report completion date (that is, in the spring instead of the fall).
- Including a section in the “State of the College” report comparing Calvin’s multicultural efforts to other institutions’ efforts.

This current MAC “State of the College” report for 2004-2005 was completed in April 2006, to be available by May 2, 2006. MAC welcomes any feedback or questions from readers.

## OFFICE OF THE PRESIDENT SUMMARY

The Office of the President provides leadership and coordination for the whole institution; thus, its role in implementing *FEN* goals is of primary importance. In addition to general oversight of the college, the Office of the President closely oversees the January Series, Artist Series, and the work of the dean of the chapel. The President also chairs the Presidential Multicultural Advisory Council (PMAC), Committee on Governance (COG), Professional Status Committee (PSC), Planning and Priorities Committee (PPC), and the Faculty Senate. These offices have engaged in many events and efforts during the 2004-2005 school year that promote *FEN* goals. Exemplary items focused on:

- Multicultural voices presenting perspectives in chapel, in the January Series, and in the committee structure of the college. This also includes PMAC, a committee of national advisors who meet with the president annually to discuss matters relevant to the college.
- Calvin's president continues to meet with twelve other West Michigan college presidents, working together to promote racial justice and multiculturalism, according to the compact signed in 2001. He also serves on the Early Childhood Commission to establish pre-school initiatives for inner city children.

A number of challenges have been noted by MAC and/or by the President's Office that should be addressed in next year's report. These include the need to:

- Coordinate with the dean for multicultural affairs in providing thoughtful reflection on the effects of the *FEN* document on the college as a whole and on other efforts to build multicultural community.
- Provide more specifics on how the Office of the President sees its responsibilities with respect to *FEN* goals. For example, this year's report states that the President's Cabinet worked on awareness of *FEN* goals and implementation plans for each division, but did not specify what work they did in the area of awareness, nor provide specific implementation plans.
- Offer reflection on how the college's multicultural and anti-racism goals and initiatives can become, at the same time, more visionary and more assessable. In summarizing and assessing this year's activities, MAC noted inconsistencies from one division to the next in the attention to vision and particulars. To gain a better sense of how each division understands its relationship to *FEN* and its progress in achieving *FEN* goals as well as the progress of the college as a whole, MAC encourages input from the Office of the President and from the divisions in refining the questions asked in gathering data for MAC Reports.

The challenges listed above speak to some directions that MAC anticipates the programs and divisions under the auspices of the Office of the President will take in the coming years. The directions include the following:

- While there are intentional efforts to provide more multicultural focus in chapels, MAC would like clarification as to how these are coordinated and what the primary objectives are. MAC anticipates that chapels should be instrumental in pulling together *FEN* perspectives that students are exposed to in the classroom, in the co-curriculum, and so on.
- While lauding the President's Cabinet for discussing multiculturalism and strategies for implementing *FEN* goals as a first step, MAC anticipates that such conversations will lead to demonstrable growth in understanding the vital role of multiculturalism to Calvin's mission. MAC also expects that such conversations will lead to improved coordination of *FEN* strategies across the campus.

Goals and initiatives for the 2005-2006 school year include the following:

- The January Series anticipates three multicultural speakers and one multicultural musical group.
- The dean of the chapel's lecture series will focus more on multicultural issues, and the multicultural focus in chapel will expand.
- Calvin's president will continue to remind the Cabinet of responsibilities for implementing *FEN* goals; members of the Cabinet will attend the Council for Christian Colleges & Universities International Forum in March 2006.
- COG will continue to make appropriate assignments to college committees.
- PMAC will meet in the spring; Calvin's president will continue his work with other university presidents and with the Early Childhood Commission.

A full report of specific activities of the President's Office regarding *FEN* goals begins on page 11.

## ACADEMIC AFFAIRS DIVISION SUMMARY

The Academic Affairs Division is the teaching and scholarship arm of the college; thus, its role in implementing *FEN* goals is primarily through the professional work of faculty. The large and internally complex division consists of 25 academic departments and 23 additional offices, centers, and programs. All but two departments have reported on their efforts to implement *FEN* goals.<sup>1</sup> Likewise, all but two of the operational offices, centers, and programs that report directly to the Provost's Office have reported their efforts.<sup>2</sup> For the most part, the Academic Affairs Division has taken to heart *FEN* goals and is making progress in implementing them. There are a number of exemplary efforts and milestones. These include efforts to:

- Recruit faculty of color, including long-term efforts to network with and nurture such candidates.
- Engage students in cross-cultural dialogue, worship, and service learning.
- Address cross-cultural themes and anti-racist perspectives in faculty scholarship.
- Evaluate and revise curricula and pedagogy in accordance with *FEN* goals and strategies.
- Involve the wider community in the process of evaluating programs.

Moreover, the report also highlights some challenges and impediments to “taking *FEN* to heart.” The Academic Affairs Division will need to address these shortcomings before *FEN* goals can be fully realized. These include the need for more departments to:

- Catch the vision of *FEN*, not only for recruiting faculty, staff, and students of color, but also for improving departmental strategies and programs.
- Develop appropriate teaching skills for achieving *FEN* goals.
- Evaluate disciplinary canons with respect to *FEN* goals and address shortcomings in courses, curricula, and scholarship.
- Develop greater discernment of racial injustice and alienation and find ways of rectifying these through concerted efforts.

However, these challenges must be considered in light of the generally positive steps that are being taken in the division. Evidence that momentum is gaining in the direction of *FEN* includes the growing number of departments that:

- Consult with Dean Barbara Omolade in thinking about the intellectual needs of their discipline and department with respect to their teaching, scholarship, and service.
- Sponsor lectures, colloquia, and workshops that have brought matters of race and cultural interaction to the attention of Calvin audiences.
- Report progress in incorporating *FEN* goals into their teaching, scholarship, and assessment strategies.
- Work to cultivate partnerships with external agencies and communities to become effective agents of racial justice and harmony, some involving the newly established director of community engagement and others involving community advisory and accountability groups.

Goals and initiatives for the 2005-2006 school year include the following:

- Ensure that every department with a faculty opening will engage in a proactive search for persons of color to be candidates for the position, and engage seven additional departments in proactive networking and relationship building next year.
- Engage seven additional departments in efforts to build understanding and discernment in regard to racism and ethnocentrism and insights into how to work constructively with the dynamics of race and culture in the department's classroom, curriculum, and overall climate.
- Solidify Cross-Cultural Engagement offerings, see the two new majors off to solid starts, and ensure that all new departmental assessment plans engage *FEN* goals.
- Encourage seven to nine additional departments to reassess and revamp courses and pedagogy according to *FEN* mandates, and provide more concerted assistance via a resource team commissioned by the dean

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<sup>1</sup> The Economics & Business Department and the History Department.

<sup>2</sup> The Christian Classics Ethereal Library and the Mellema Program in Western American Studies.

for multicultural affairs.

- Build more diversity and sophistication into the staff positions of departments, programs, centers, and offices by rewriting job descriptions, as openings occur, to require cross-cultural experience and skills.
- Review the stated aims, governance, and results of three significant external partnerships of the college and offer guidance for making them more effective at embodying *FEN* goals in their work. The person responsible for this will be the director of community engagement.

A full report of specific activities of the Academic Affairs Division regarding *FEN* goals begins on page 15.

## STUDENT LIFE DIVISION SUMMARY

The Student Life Division is instrumental in the development of the whole student and oversees the co-curriculum of the college; thus, with respect to *FEN* goals, this division is crucial in opening students' eyes to a multicultural world of possibilities. The Student Life Division consists of seven departments: the Broene Counseling Center, Campus Safety, Career Development, Health Services, Office of Christian Formation, Residence Life, and Student Development. The division's efforts in adopting *FEN* goals show multiple positive and specific results toward building a hospitable and diverse environment for students, faculty, and staff. These results include:

- Using the *FEN* document as the focus (and basis) for the division's professional development this year. These meetings encouraged a deep engagement of the processes and goals described in *FEN*.
- Actively recruiting, hiring, and retaining people of color in staff positions and in student positions.

A number of challenges have been noted by MAC and/or by the Student Life Division that should be addressed in next year's report.

- There is clearly a need to better communicate with international students and students of color, many of whom mainly experience hospitality through personal contact rather than through impersonal (written) communication.
- While it is encouraging to note that Campus Safety meets periodically to address issues of perceived harassment or unfairness on the part of Campus Safety toward minorities, this office needs to provide more data on these complaints, such as the types of harassment reported, persons reporting the harassment (students, faculty, staff, visitors), and the number of complaints filed each year.

In light of the division's exciting programs and dedication to *FEN*, MAC anticipates further development in the following areas:

- While the division has advanced the theme of reconciliation in professional development goals through worship, retreats, workshops, panel discussions, presentations, book discussions, and intensive anti-racism courses, MAC expects that these will affect the values of the co-curricular programs. MAC would like elaboration of how the programs have been affected by perspectives that the staff have gained.
- Co-curricular programs such as Passport, Quest, Prelude, UnLearn Week, Tapestry, and Common Ground, have enhanced student growth, but MAC is interested in how the division anticipates the programs' future growth with respect to *FEN* goals.

It is inspiring to note the division's singular dedication toward achieving the goals of *FEN* and in revising and creating their own goals as a division. Goals for the coming year include plans to:

- Further understand the needs of students of color through professional development and training.
- Continue ongoing programs that have been successful.
- Hire more international and minority students in office leadership positions.
- Create more promotional videos about internships to encourage participation among international students.
- Reflect the diversity of the body of Christ in chapel, LOFT, and smaller settings, through the Office of Christian Formation.

A full report of specific activities of the Student Life Division regarding *FEN* goals begins on page 23.

## ENROLLMENT AND EXTERNAL RELATIONS DIVISION SUMMARY

The Enrollment and External Relations Division serves the college through student recruitment and managing relations with the community; thus, its role in implementing *FEN* goals is both to serve as the eyes and ears of the institution in the community, and to serve as ambassadors of the college. Each area within the division (Admissions Office, Scholarships and Financial Aid, Institutional and Enrollment Research, Public Relations,<sup>3</sup> and Media Relations) is committed to contributing in specific ways to *FEN* goals. Exemplary efforts in implementing strategies and reaching milestones toward *FEN* goals include:

- Within the Admissions Office, the Multicultural Admissions Task Force (MATF) serves as an accountability group that advises the Operational Leadership team that makes final decisions on operations. MATF also researches items for the Operational Leadership team and, in doing so, provides momentum for the Admissions Office in meeting *FEN* goals.
- The division continues to nurture and sustain relationships with multicultural churches, to include diverse representation in alumni and parent councils, and to partner in the denominational effort to address racism in the Christian Reformed Church and at Calvin College.

A number of challenges have been identified by MAC and/or by departments within the division. These departments need to:

- Increase enrollment of and scholarships for AHANA and international students.
- Increase relationships and partnerships with agencies, churches, and communities of color.
- Analyze expenditure commitments to these various enrollment priorities, and make appropriate adjustments to reflect institutional commitments.
- Work with the dean for multicultural affairs and the campus architect on a “Wall of History” in the Spoelhof Center that documents the involvement of ethnic-minority persons in the history of Calvin College (to parallel the mainly Dutch American historical display already there).

Given the crucial role of this division in representing the college and in assisting the college’s diversity goals, MAC anticipates that this division will assist the whole college in developing these areas.

- Because the division serves as the eyes and ears of the college in the community, its role assisting with changing the “Calvin culture” (that is, a Dutch American heritage focus) is crucial. Working in the community with diverse groups gives this division insights regarding how others view the college, but often members of the college are insulated from these views. Thus, the division could teach the entire college much about what types of actions the college could take to address negative impressions. Changing the “Calvin culture” also has important implications for increasing retention and graduation rates for AHANA and international students.
- Because it is in touch with diverse communities, the division can assist the college with re-engaging all on campus who have participated in anti-racism training and with advancing the level of multicultural conversations across divisions.

Goals and initiatives for the 2005-2006 school year include all of the items listed above as challenges, as well as providing ongoing professional development of staff with regard to anti-racism, diversity, and reconciliation, and analyzing each edition of the *Mosaic* newsletter to ensure substantive ethnic-minority representation.

A full report of specific activities of the Enrollment and External Relations Division regarding *FEN* goals begins on page 27.

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<sup>3</sup> The Alumni Relations Office was moved from the Enrollment and External Relations Division to the Advancement Division during the spring semester 2005.

## ADMINISTRATION and FINANCE, and INFORMATION SERVICES DIVISIONS SUMMARY

The Administration and Finance, and Information Services Divisions play supporting roles throughout the college and oversee the Office of Human Resources, the latter being particularly pertinent to *FEN* goals. The Administration and Finance Division consists of Financial Services, Human Resources, Physical Plant, and Conferences and Campus Events. The Information Services Division consists of Information Technology, Hekman Library, Instructional Resources, and Heritage Hall. Each division's efforts in adopting *FEN* goals include:

- Supporting the *Petra: Lost City of Stone* exhibit and the new Korean ESL institute.
- Developing new guidelines and processes for staff employment searches to increase the pool of AHANA applicants.
- Implementing new employment application software that provides the ability to track and evaluate recruitment data.
- Providing computer systems and/or support for a number of external partnerships.

These divisions face the challenge of becoming a more diverse staff. The number and percentage of AHANA staff members continues to be small. Given the low staff turnover rate, these numbers will increase slowly. (If the turnover rate for multicultural staff is significantly higher than the college average, these numbers may actually decrease.) As positions become available, each department needs to generate more diverse applicant pools and conduct broader networking.

This challenge must be considered in light of two generally positive directions:

- The number of AHANA staff members is up to 25 (out of 413) which represents 5.7 percent of total staff. While still relatively small, both of these numbers are similar to last year's numbers and above the 2002-2003 academic year's. The changes made in staff recruitment should help increase diversity.
- Racial justice and multiculturalism have become regular training and orientation topics, and the number of staff who have been trained increases each year. MAC anticipates that such training will translate into increased recruitment and retention rates for AHANA staff and into other positive steps in keeping with *FEN* goals.

In the upcoming year, both divisions' goals include plans to:

- Recruit and hire persons from diverse communities through networks and newly established connections.
- Implement the new application software in August, 2005.
- Continue partnering with Grand Rapids Area Chamber of Commerce, and host three Institutes for Healing Racism on campus.
- Provide anti-racism training for staff members division-wide.
- Certify the orientation and training coordinator in the area of "unintentional intolerances" which will be included in Calvin's orientation program for all staff.
- Begin a mentoring program for staff.

A full report of specific activities of the Administration, Finance, and Information Services Division regarding *FEN* goals begins on page 35.

## ADVANCEMENT DIVISION SUMMARY

The Advancement Division is the fundraising arm of the college and oversees the scholarship funds and alumni relations. Thus, with respect to *FEN* goals, this division is crucial in developing the financial means for multicultural opportunities on campus. The Advancement Division was reorganized recently (formerly, it was the Development Division) and now consists of Alumni Relations<sup>4</sup> and Development and is headed by a new vice president (Dirk Pruis). The division's exemplary efforts in adopting *FEN* goals include:

- Generating many scholarships specifically designed for students of color, including Mosaic and Multicultural scholarships. In addition, specific grants and gifts are established for multicultural projects and programs such as the Entrada Scholars Program and the Pathways to Possibilities Program. There has been much success in funding scholarships and programs that enhance diversity at Calvin; the division anticipates funding will increase as Calvin's capital campaign enters its public phase.
- Adopting diversity goals within the Alumni Association. The "Reach Across" goal, one of four major goals in their five-year strategic plan, 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.

A number of challenges have been identified by MAC and/or by departments within the division. This division needs to:

- View all its tasks and decisions through the lens of *FEN* goals.
- Set aside time to participate in anti-racism training (this is difficult because multi-day training conflicts with heavy travel schedules).

MAC anticipates that further development in the Advancement Division will result in higher numbers of AHANA staff members, more fundraising for multicultural initiatives on campus, and an intentional effort to reach out to donors in AHANA communities.

Goals for the upcoming year include:

- Increasing ethnic-minority involvement in alumni events and chapter leadership.
- Ensuring the Black Alumni Chapter has a substantive and successful year of programming.
- Determining if other ethnic-minority alumni groups want to organize similarly to the Black Alumni Chapter.
- Analyzing each edition of *Spark* magazine to ensure substantive ethnic-minority representation.
- Providing anti-racism training for administrators and staff.
- Continuing to seek funds for AHANA and international student scholarships from donors who are interested in increasing Calvin's diversity.
- Continuing to seek funds for Calvin programs related to diversity issues.

A full report of specific activities of the Advancement Division regarding *FEN* goals begins on page 37.

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<sup>4</sup> The Alumni Relations Office was moved from the Enrollment and External Relations Division to the Advancement Division during the spring semester 2005.

## OFFICE OF THE PRESIDENT

The Office of the President provides leadership and coordination for the whole institution; thus, its role in implementing *FEN* goals is of primary importance. In addition to general oversight of the college, the Office of the President closely oversees the January Series, Artist Series, and the work of the dean of the chapel. The President also chairs the Presidential Multicultural Advisory Council (PMAC), Committee on Governance (COG), Professional Status Committee (PSC), Planning and Priorities Committee (PPC), and the Faculty Senate. Specific activities of the President's Office regarding *FEN* goals are described below, organized by types of goals.

### 1. Programming will celebrate international commitments and diversity.<sup>5</sup>

#### The January Series

The January Series included four multicultural presenters among a total of fifteen. Vsevolod A. Marinov, an analyst with the Voice of Russia World Service, spoke about Russia's search for democracy; Eugene Rivers, an inner city pastor and youth advocate, spoke on civil rights today from a Christian perspective; Barbara Omolade, Calvin's first dean for multicultural affairs and a Christian scholar specializing in African American and women's issues, shared her personal journey through the civil rights and the women's movements; and Howard French, senior writer for *The New York Times*, spoke on the tragedy and hope of Africa. Two other presentations featured multicultural topics: The Ivory Consort, a music ensemble, performed tenth- and thirteenth-century songs in Ladino, Hebrew, Arabic, and Galician-Portuguese; and Paul Farmer, humanitarian and infectious diseases physician working in rural Haiti, spoke on healthcare as a human right.

Faculty, staff, and students of color are intentionally included in interactions—question and answer sessions, luncheons, community meals, and dinner meetings—with multicultural presenters.

#### Chapel and other worship services

The "Lift Every Voice" series of cross-cultural chapels every Thursday continues to enrich campus worship. Rooted in the African American tradition and drawing from the other cultures on campus as well, these services introduce students to new songs. Preachers and speakers of color from the Grand Rapids area and persons of color from the campus community occasionally speak. The Gospel Choir leads worship approximately once a month; international student groups and AHANA students and staff participate occasionally.<sup>6</sup>

The Chapel Committee, under the supervision of the dean of the chapel, incorporates cross-cultural elements into worship on days other than Thursdays. Sankofa, the drumming group led by a student from Grenada, continues to contribute significantly to chapel services. In October, the Multicultural Student Advisory Board (MSAB) helped students observe UnLearn Week—a week of chapel services, lectures, and panel discussions to "unlearn" many false ideas, generalization, stereotypes, and assumptions. Testimonies in chapel were given by people who had lived in Australia, Argentina, the Philippines, India, Korea, Belize, Ghana, and more.

Global music is an increasing part of the chapel repertoire, and all songs are evaluated from a global perspective. The coordinator of worship assures that lyrics are consistent with *FEN* commitments. The Chapel Committee included AHANA members Professor Charsie Sawyer and Elizabeth Kao Holmlund (assistant to the dean of the chapel); however, there was no AHANA student consistently on the committee this year.

Beyond the daily chapel services, Jazz Vespers also worked toward increasing cross-cultural worship; occasionally instrumentalists of diverse cultural backgrounds participated. The LOFT team often invites local African American pastors to preach. The repertoire of songs includes gospel music and songs from around the world. Eunbee Ham, a Korean American worship apprentice, was a leader for one of the student worship teams.

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<sup>5</sup> *FEN* Goal C-4.

<sup>6</sup> In addition, regularly scheduled foreign language chapel services in French, Spanish, German, and Dutch are organized by the respective language departments. These are noted in the Academic Affairs Division report.

The Worship Apprentice Team of ten students included an African American and a Korean American student; their personal cultural heritages and connections to the international student community were helpful.

### Exhibits

The *Petra: Lost City of Stone* ancient Near East exhibition was a major success, attracting a large number of individuals from a variety of races and nationalities, many of whom were on our campus for the first time.

## **2. Ensure that relevant policies are communicated to faculty, administrators, and staff.<sup>7</sup>**

The President's Cabinet, composed of the vice presidents and the provost, meets biweekly and is primarily a discussion and advisory group that does not make policy. The Cabinet worked on awareness of *FEN* goals and implementation plans for each division. The President's Cabinet wrote implementation strategies and accountabilities that were recommended to PPC and approved. These include strategies for recruitment of students and faculty of color and for enhancing a climate of inclusion in all divisions and programs. In addition, the Cabinet discussed *FEN* implementation with the various divisions.

## **3. Develop a racially and culturally diverse administration.<sup>8</sup>**

The employment search for the vice president for Advancement was conducted in a manner that sought to develop a diverse pool of applicants. The position was advertised in a variety of ethnic minority higher education publications, and advice was sought from persons of color on campus to help the committee learn about likely candidates. However, none of the final applicants was a person of color. Persons of color applied, but their qualifications did not meet the criteria to become a finalist.

COG assigned persons of color to various committees. COG also worked with various committees (Core, Faculty Development, Multicultural Affairs, and Professional Status) in the rewriting of their mandates to abide by *FEN* guidelines. These mandates were submitted to Faculty Senate for approval. COG also received a request from MAC that CART become a subcommittee of MAC. This request was returned to MAC for further clarification on the differences between the two groups.

PMAC, an external advisory board consisting of seven advisors and two administrators, meets with the president annually to give advice regarding events and efforts in the area of diversity, multiculturalism, anti-racism, and reconciliation at Calvin College. Current members are Rev. Jason Chen, Director of Campus Ministry, University of Iowa; Norma Coleman, Director of Human Resources, CRCNA; Violet J. Morgan, Representative, Red Mesa Foundation (an organization in New Mexico of Christian Reformed churches, missions, and Christian schools empowering Native American leadership); Rev. Tong Park, Director of Korean Ministry, Christian Reformed Ministry Center, Bellflower, California; Rev. Dr. John Perkins, Director, John M. Perkins Foundation for Reconciliation and Development, Jackson, Mississippi; Rev. Gilbert Varela, Pastor, Gold Avenue CRC, Grand Rapids; Rev. Norberto Wolf, Director of Race Relations, CRCNA; Tom McWhertor, vice president for enrollment and external relations; and Barbara Omolade, dean for multicultural affairs. This year, they discussed the implementation of *FEN* goals across the campus, the January Series, the Multicultural Speakers Series, Rangeela, AHANA admissions for the following year, off-campus programs, a new summer ESL program, the Entrada Scholars Program, AHANA alumni and friends, and MAC's 2004 State of the College report. PMAC suggested that MAC include a section in the "State of the College" report comparing Calvin's multicultural efforts to other institutions' efforts, and suggested inviting pastors of color to the January Series luncheons and small group interactions on campus.

## **4. Invest the core curriculum and academic concentrations with global and racial themes<sup>9</sup>**

PPC approved the concept for a new major in International Development Studies. With courses from a broad

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<sup>7</sup> *FEN* Goal A-1, A-2.

<sup>8</sup> *FEN* Goal A-1.

<sup>9</sup> *FEN* Goal C-2.

spectrum of departments, its goal is to introduce students to global perspectives, cultivate the virtue of discernment, impart a commitment to counter racism in all its forms, and to embody the reconciling power of the Gospel. PPC also approved the concept for a new major in International Relations and the African and African Diaspora Studies minor.

## **5. Become an effective agent of racial justice and harmony in external partnerships.<sup>10</sup>**

Calvin's president is a member of the West Michigan College and University Presidents, a group of twelve presidents committed to embracing many cultures and backgrounds and to encouraging efforts that address "issues of racism, diversity, sensitivity and understanding in curricular and co-curricular ways for all students, faculty, and staff." This group was formed in response to the first Grand Rapids Summit on Racism. In 2001, the presidents finalized a compact to address racism in a collaborative manner and, in 2002, presented their compact to the Summit on Racism. Their goal is to ensure that institutions of higher education actively affirm, respect, and embrace people of all ethnic and racial backgrounds. The compact states that the presidents will share efforts and resources; support the activities of other institutions; engage in appropriate reciprocal partnerships with the broader community; hold one another accountable to these goals; and cooperate in concrete ways to promote anti-racist and multicultural efforts. In 2002, an implementation group was formed to accomplish the goals of the compact. The implementation group has discussed successful practices to date.

Calvin's president serves on the Early Childhood Commission that was formed this year. The Commission's main objective is to establish pre-school initiatives for inner city children. Their goal is to promote the preparation of young children (less than four years of age) for school.

## **6. Goals for 2005-2006.**

### The January Series

Staff will continue to invite prominent speakers to the January Series who present topics related to multiculturalism. In 2006, they anticipate three multicultural speakers and one entertainment group that tells stories from around the world.

### Chapel and other worship services

The dean of the chapel's lecture series will focus more on addressing multiculturalism and anti-racism in the coming year. The fall schedule includes a multicultural lecture, funded by MAC. Dr. Stephen Breck Reid will speak on multicultural readings of the Psalms, a topic on which he has written and lectured widely.

The multicultural focus in chapel services will expand. The diverse group of worship apprentices will help expand the repertoire of worship approaches, while remaining fully Reformed. New policies regarding songs sung in chapel are being written to ensure that chapel services reflect *FEN* commitments.

### Office of the President

The president will ensure that all members of the President's Cabinet are reminded of their divisional responsibilities to implement *FEN* goals and strategies. This topic is scheduled for both winter and summer planning sessions. The president and his assistant will be responsible for regular reminders. In 2006, members of the President's Cabinet will attend the Council for Christian Colleges & Universities (CCCU) International Forum. The CCCU is an international higher education association of intentionally Christian institutions consisting of 105 members in North America and 71 institutions in 24 countries. The International Forum is a gathering of these members to discuss critical issues. One of the themes of this year's forum is globalization and internationalization, featuring Dr. Brenda Salter McNeil, a consultant for a racial and ethnic reconciliation training company; Dr. McNeil previously served on the staff of InterVarsity as the regional coordinator of multiethnic training.

COG will continue to assign persons of color to various committees. The committee will revisit the request from

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<sup>10</sup> *FEN* Goal D-2.

MAC regarding CART's role as a subcommittee pending the receipt of additional information from MAC.

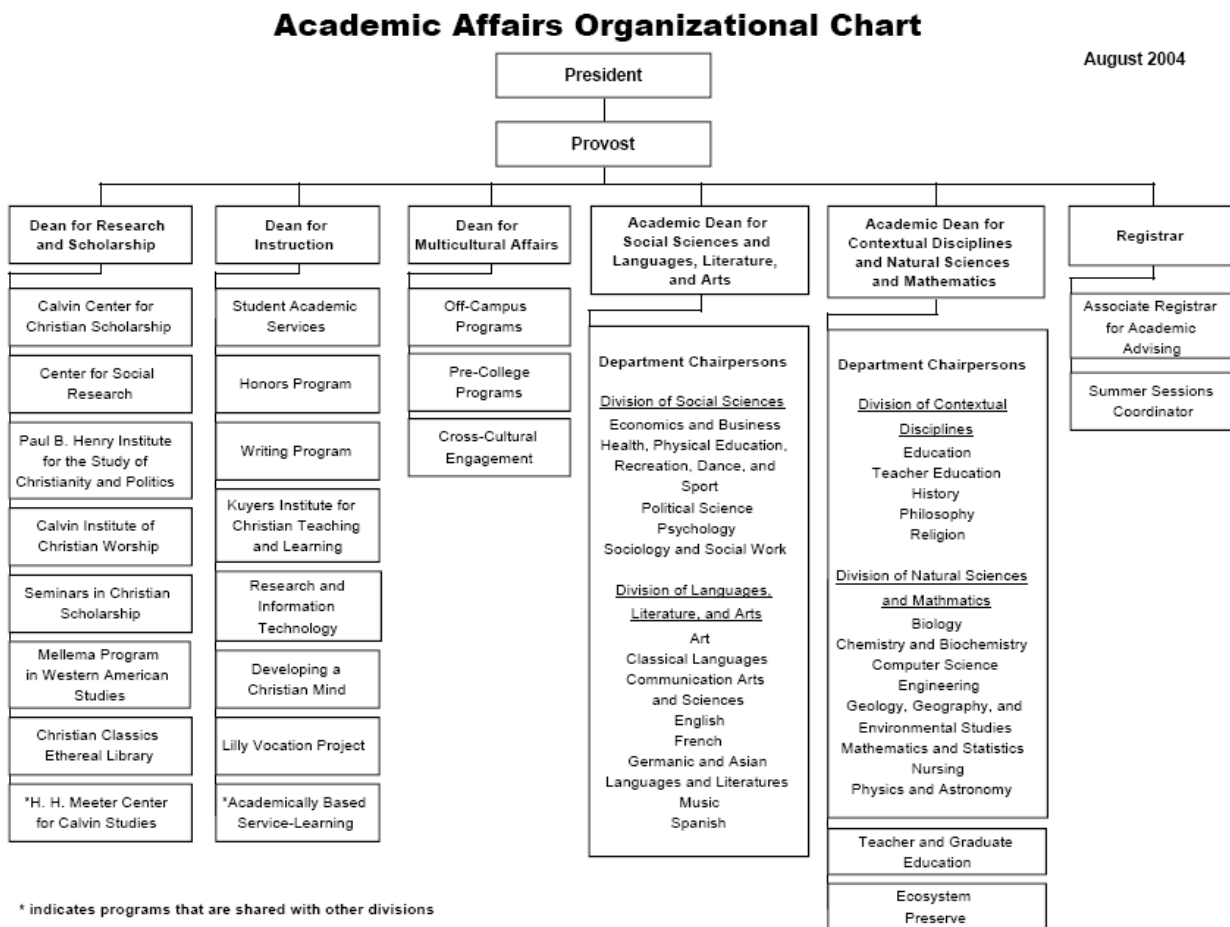
PMAC will meet during the spring semester to discuss Calvin's events and efforts in the area of diversity, multiculturalism, anti-racism, and reconciliation.

The West Michigan College and University Presidents' implementation group will finish writing plans to recruit middle and high school students of color to explore and pursue teaching careers. The implementation group will also form collaborative workgroups consisting of faculty and staff of color and faculty who teach from a multicultural perspective. At their recent meeting, the presidents decided that the implementation group and its work should become more of a priority for each institution. The presidents re-affirmed their commitment to the compact and to the implementation group working on their behalf. They also gave the implementation group more authority by re-crafting its mandate and structure and giving it a small, independent budget. It is the expectation that this will enable the group to launch collaborative efforts among area institutions and play more of a leadership role in the West Michigan community.

The president will continue his involvement with the Early Childhood Commission in working to provide pre-school initiatives for inner city children.

## ACADEMIC AFFAIRS DIVISION

The Academic Affairs Division is the teaching and scholarship arm of the college; thus, its role in implementing *FEN* goals is primarily through the professional work of faculty. The large and internally complex division consists of 25 academic departments and 23 additional offices, centers, and programs. (See chart below.) All but two departments have reported on their efforts to implement *FEN* goals.<sup>11</sup> Likewise, all but two of the operational offices, centers, and programs that report directly to the Provost's Office have reported their efforts.<sup>12</sup> With a division of this size, it is difficult to incorporate all the highlights of multicultural efforts reported. Specific activities regarding *FEN* goals are described below, organized by types of goals.



### 1. Develop a racially and culturally diverse faculty.<sup>13</sup>

#### Conduct search and selection processes that value diversity

The college conducted faculty searches for 28 openings this year. The Professional Status Committee (PSC) and the academic deans communicated to department chairs that *FEN*, like the 1985 *Comprehensive Plan* that preceded it, mandates active recruiting of people of color to become candidates for the college faculty. In order to fulfill that mandate, departments are expected to find and enter into networks of people of color in the various academic and professional fields and build relationships with promising Christian scholars of color.

<sup>11</sup> The Economics & Business Department and the History Department.

<sup>12</sup> The Christian Classics Ethereal Library and the Mellema Program in Western American Studies.

<sup>13</sup> *FEN* Goal A-1.

Among the departments reporting, 15 mentioned their affirmative recruiting of candidates of color during searches, and seven went further to explain how they were building longer-term efforts to stay in touch with promising people and networks. Their accounts under-report the actual record, however, because in only two of the 28 searches did departments fail to report their affirmative recruiting efforts to PSC. Both of those departments' chairs, when questioned by PSC, were able to point to several things that had been done during their searches to seek people of color as candidates.

As a result of these efforts, the college has hired five persons of color this year, two for two-year term appointments, and three on regular appointment (tenure track). These new colleagues are Pennylyn Dykstra Pruim (Germanic & Asian Languages, term), Lourdes Rodríguez (Spanish, term), Maria Rodríguez (Spanish, regular), Andrew Samuel (Economics, regular), and Anding Shen (Biology, regular).

In addition, PSC approved a Calvin Graduate faculty fellowship in biology for Timothy Yaw Bediako, a 2004 graduate who is entering a Ph.D. program in biomedical research at Northwestern University. Currently the college has two faculty fellows in process: Kimberly Huyser, who is studying sociology at the University of Texas-Austin; and Pablo Villalta, who is studying Spanish literature and language at the Universidad Antonio de Nebrija in Spain.

A new feature of the college's efforts to recruit faculty of color is the way in which PSC enlists the accountability of departments. Under the old *Comprehensive Plan*, PSC could turn down a candidate from a department that was not complying with recruiting mandates. That measure was so punitive, however, to the candidate as well as to the department, that PSC never found an occasion that warranted its use. Under *FEN* goals, however, PSC reviews the department's record of faculty recruitment, retention, and departmental development *before* approving faculty openings.

In order to make that review possible, the Provost's Office provided a summary to PSC of the *FEN*-related activities of each department requesting a faculty opening last fall. Under *FEN*, PSC may refuse or alter the status of an opening based on the department's record. No openings were denied or altered this past year, but PSC did instruct the deans to encourage several departments to intensify their work on faculty recruitment and development according to *FEN* goals.

Currently, Calvin's faculty consists of 21 persons of color (out of 307). This number has remained stable for the last few years, but the percentage of faculty of color (currently 6.8%) has decreased slightly this year. (See Table 1.)

Table 1. Number of Minority Faculty\* (as of August 2005)

Year	White	African/ African American	Hispanic/ Hispanic American	Asian/ Asian American	Native American	Other Ethnicity	Total Faculty of Color	Percent Faculty of Color
2002-2003	270	7	4	9	0	1	21	7.2 %
2003-2004	283	7	5	9	0	1	22	7.2 %
2004-2005	286	7	6	7	0	1	21	6.8 %

\* Includes faculty members in appointments that are 50% FTE or greater.

#### Improve networking and relationship building

Over the past year and a half, Dean Barbara Omolade has been counseling departments to think in more long-term and developmental ways about recruiting and retaining faculty members who are persons of color. Beyond departments' mere compliance to something the college has decided to make a priority, Dean Omolade advises careful thought about the intellectual needs of the discipline and the department. Departments that see intrinsic reasons to diversify, such as to be better equipped to teach and conduct scholarship in a more cosmopolitan way, have a much more positive approach to recruiting a diverse faculty. Dean Omolade says that it is important to

searching in promising networks during the year one has a faculty opening, but more important is getting to know people and building relationships with them over several years.

Nine departments and programs reported taking steps to follow her advice this past year. Probably the most salient of these efforts is the initiative co-founded in 2001 by Dean Omolade herself, the Consultation of Afro-Christian Scholars—an effort to create a scientific or scholarly community based on Afro-Christian thought and praxis. In addition, the Political Science Department sent one member to the annual National Conference of Black Political Scientists, and the Classics Department’s faculty search resulted in a person of color as the runner-up; the department plans to stay in touch with this Korean scholar and may invite him to campus to give a lecture.

It is clear from the departmental reports, however, that many more departments need to catch the vision of what they could do by way of long-term networking and relationship building among Christian scholars of color, in order to better address their disciplines.

## **2. Develop a faculty able to discern and counter racism in all its forms and to embody reconciliation.<sup>14</sup>**

### Sponsor departmental and campus-wide lectures

One of the most remarkable things taking place at the college this past year was the profusion of lectures and special events that brought matters of race and cultural interaction to the attention of audiences here. Twelve different departments and programs reported lectures or other events of this kind. The French Department, for example, sponsored three lecturers: Paul Mpindi, the Back to God Hour’s broadcast director for Francophone Africa; Pastor Serge Amos Bonhomme, a Haitian immigrant; and Doug and Priscilla Higby, Americans who worked with Wycliffe Translators in Mali. The English Department sponsored a reading by the West African poet and professor, Patricia Jabbeh Wesley. HPERDS sponsored a lecture by Dr. C. Keith Harrison, University of Michigan, who addressed issues of racism in sports at NCAA universities. In this category the centers, programs, and institutes excelled. The Henry Institute alone sponsored three lectures by scholars addressing cross-cultural themes.

### Develop departmental and faculty-wide colloquia and workshops

Lectures can be illuminating, but faculty, staff, and student development in matters of race, culture, and ethnicity require approaches that are more intensive as well, in order to give the issues some sustained, critical attention. Over the past year, five departments and programs sponsored colloquia and workshops in this area.<sup>15</sup> For example, the Kuyers Institute for Christian Teaching and Learning offered a summer workshop on faith and teaching that included racial diversity as one of the main topics. The Education Department offered a postgraduate workshop on the impact of race on education, led by Professor Denise Isom. It was open to faculty members as well as local school teachers and was also promoted by the dean for instruction.

## **3. Invest the core curriculum and academic concentrations with global and racial themes and orientations toward justice and reconciliation.<sup>16</sup>**

### Develop opportunities for meeting Cross-Cultural Engagement (CCE) requirements

The director of the CCE program reports that all of the 869 graduates were able to meet this new core requirement, although some met it via a number of quickly developed options. The program needs to be solidified and expanded in order to meet the needs of the coming year’s seniors. Eight programs and departments reported on their efforts in this regard. Three of the most creative included Student Academic Services’ “American Ways” seminar that paired U.S. and international students for some cross-cultural dialogue and study; the Nursing program’s community-engaging curriculum, which stresses primary healthcare and factors CCE into students’ clinical practice; and the *Worship Abroad Handbook*, developed by the Calvin Institute of Christian Worship,

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<sup>14</sup> FEN Goal A-1.

<sup>15</sup> Student Academic Services co-sponsored a workshop with Admissions; others sponsoring educational initiatives include the Kuyers Institute, the Biology Department, the Psychology Department, and the Education Department.

<sup>16</sup> FEN Goal C-1, 2.

which students in 21 off-campus interim courses used to record and reflect their cross-cultural worship experiences.

#### Expand and enhance international and area studies

This year the new African and African Diaspora Studies minor was launched, with eight students enrolled. Two new interdisciplinary majors—International Development Studies and International Relations—were approved by the faculty. In their courses and practica, these new majors will demand cross-cultural reading, reflection, and practice on matters of international and intercultural justice and reconciliation.

#### Weave *FEN* goals and values into educational assessment plans

In response to the indication from our regional accreditors that Calvin needs to improve its educational assessment program, all academic departments are working on their assessment plans. Only three, however, spoke of weaving *FEN* goals into those plans. The French Department has built in an expectation that its majors will develop knowledge and mature perspectives toward “francophone cultures” and their contributions, thus moving out beyond France proper to regions such as the Caribbean and West Africa. The Classics Department has added a learning goal of understanding “the cultural diversity of the Greek and Roman world and its significance for our own.” The Department of Germanic & Asian Languages likewise has stipulated their goal to “enable students to engage with other people and cultures” with intercultural sensitivity. These disciplines provide excellent models of how *FEN* mandates can prompt fresh perspectives, even on disciplines that have been central to a European, “Western Civilization” emphasis.

The Education Policies Committee (EPC) has modified its templates for course and program proposals to require both assessment plans and *FEN* goals. Every proposal that now comes to EPC must address these issues in order to meet with the committee’s approval.

#### **4. Foster teaching and learning that addresses matters of race and ethnicity, and fosters just and reconciling values and actions.<sup>17</sup>**

##### Develop appropriate teaching skills for these tasks

Only three departments focused specifically on their acquiring new teaching tools and skills for addressing *FEN* goals. These provide valuable examples nonetheless. The Religion Department hired two professors who are equipped to help the program with its efforts to approach Christian studies of human spirituality in more culturally diverse ways. Professor Diane Obenchain is an expert on comparative religions who has taught for a dozen years in China, and Professor Matt Lundberg is an expert on Latin American theology. The Spanish Department, in consultation with the Kuyers Institute, has been working on its language pedagogy to include more examples of cross-cultural encounter, including Latino immigrants in the U.S. and Americans living in the Hispanic cultures of other nations. The Department of Germanic & Asian Languages has developed an interdisciplinary (German/French/Spanish) methods of pedagogy course, taught by Professor David Smith. Course units critique different pedagogical movements’ abilities to welcome the stranger and to interact lovingly with a genuine foreign other. This past year, several students developed teaching units for middle and high schools about a disadvantaged Hispanic community in Chicago. The unit asked social justice questions in relation to the quality of housing.

##### Engage in scholarship that addresses these matters and fosters these commitments

*FEN* goals do not directly address faculty scholarship, but Dean Omolade has put an emphasis on it as the seedbed for interests and values that will inform teaching. What faculty members become eager to learn will shape what they believe students should be learning.

Therefore, it is deeply encouraging to learn, for example, that four members of the English Department engaged racial and cross-cultural themes in their scholarship this year, including two members who worked on the writings of Japanese novelist Shusaku Endo, one member who worked on the rhetoric of the civil rights movement, and most notably, Gary Schmidt, who received a number of prestigious awards for his novel, *Lizzie Bright and the Buckminster Boy* (2004), recounting an incident involving the eviction of an African American community in

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<sup>17</sup> *FEN* Goal C-3.

Maine. Additionally, Larry and Qin Herzberg of the Germanic & Asian Languages Department are filming a documentary of daily life in China. In addition to footage of daily life, the documentary also contains interviews with experts addressing such issues as China's recent economic growth, the emergence of a full legal system, the resurgence of religious faith, and the "one-child policy."

Because the *FEN* document has no specific goal or strategy related to scholarship, few departments reported on the nature of their work in that regard. However, the various centers and institutes gave significant attention to the intercultural directions that their sponsored research was taking. The Calvin Center for Christian Scholarship (CCCS), for example, reported that three of its six grants this year focused on matters of race, culture, and social justice. They are: a proposed study of the concept of *shalom* as a basis for Christian higher education, a longitudinal study of religion and ethnicity among American families, and a study of the missions movement now emanating from the churches of Africa, Asia, and Latin America. One of the three CCCS reading group awards went to the topic of trends in world Christianity.

Among the heaviest budgetary investments the college makes in scholarship is the sabbaticals program. Out of the 27 sabbaticals awarded this year, seven addressed racial and cross-cultural issues and relationships, such as studies on Reformed churches in Cuba; new digital text software for the Christian Classics Ethereal Library, Calvin's web-based provider of free electronic theological texts to Christian scholars worldwide; and a study of César Chavez.

#### Implement pedagogical and curricular changes

Eleven departments reported efforts to reshape courses and teaching approaches to engage matters of race and culture. Perhaps the most extensive efforts were those of the English Department, which proposed African American literature and Russian literature courses for core credit, and which released pilot versions of English 101 that focused all of its topical content on multiculturalism and racial understanding. World literature courses (210 and 211) have also been expanded to cover global regions to the south and east.

Another stellar example of curricular change that emphasizes cross-cultural engagement and issues of justice and reconciliation is the Nursing program where the "community nursing" segment of clinical practice and research has developed and grown over the past several years. A new feature this past year was hiring and training lay health workers, who are residents of the partner communities, to help students learn specific, community-related issues and dynamics.

In addition, regularly scheduled foreign language chapel services in French, Spanish, German, and Dutch are organized by the respective language departments.

### **5. Encourage all academic programs and support services to reflect diversity in staff and governance.<sup>18</sup>**

#### Exercise search and selection processes that value diversity for staff positions and oversight and advisory groups

Only one academic department reported significant action in this area. The Spanish Department recently hired an administrative assistant who is a native Spanish speaker from Guatemala. Among the programs and institutes, the Pre-College Programs formed two new community advisory and feedback groups, as reported below (in Item 7); and the newly-approved Nagel Institute for the Study of World Christianity was formed by a task force on campus that included professors from African American, Korean, Filipino, and Brazilian heritages. Its governing board will include two external members from study centers in the global South and East.

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<sup>18</sup> *FEN* Goal A-2, C-4.

## **6. Develop a more racially and culturally diverse student body.<sup>19</sup>**

### Develop programs to attract and retain students of color

The Office of Pre-College Programs in the Academic Affairs Division organizes many different events and programs for AHANA elementary, middle school, and high school students to learn about and experience college, in general, and to consider attending Calvin, in particular. This office contributes to the enrollment of AHANA students at Calvin. (See detailed enrollment and graduation information on page 29.)

Student Academic Services employs a full time faculty member to work with international students and another staff member whose work is mainly directed at the academic progress of AHANA students.

## **7. Become an effective agent of racial justice and harmony in external partnerships.<sup>20</sup>**

### Departments, Centers, and Programs will cultivate and develop partnerships with communities in this country and abroad

The Academic Affairs Division's work in outreach and service with external partners continues to be extraordinary. Seven academic departments mentioned initiatives in which they were engaged, and some had multiple initiatives, notably Teacher Education, Communication Arts and Sciences (CAS), and Philosophy (each had three initiatives). Some examples: the CAS Department's Calvin Theatre Company developed a relationship with the local community of Sudanese refugees and, by means of ethnographic interviews, developed a dramatic presentation, "A Prayer for Sudan," which was performed on campus and at the Sudanese worshipping community's host parish. The Philosophy Department continues three annual exchange programs that send its faculty members to conferences at two universities in China and host postgraduate fellows here from one of these universities. HPERDS' Summer Youth Sports Camp, in conjunction with the Office of Pre-College Programs, offered scholarships to urban youth participating in the camps.

Among the college's centers and institutes, the scope and reach of college partnerships becomes very broad. The Calvin Institute for Christian Worship probably does more than any other program to reach out and serve across boundaries of race and cultures. A dozen of its worship workshops last year were conducted overseas and among communities of color in the U.S. Its annual Worship Symposium had 11 workshops on multicultural themes. Last year it developed a *Worship Worldwide* web page with 500 resource items. Twenty-three (43 percent) of its 54 worship project grants last year went to congregations of color or multi-ethnic congregations. Its Ministry Resource Center now has worship materials from 56 nations worldwide.

The list of community partnerships across cultural lines goes on and becomes too numerous to address fully here. The college's accreditation self-study last year concluded that Calvin's efforts in outreach and service need some consolidating and strategic focusing. Perhaps the most important community outreach effort last year, therefore, was the creation of a new position, the director of community engagement, and the selection of Gail Heffner to fill it. The Center for Social Research indirectly serves *FEN* goals by developing and supporting evaluation, tracking, and information systems for programs that serve the minority community, such as the DeVos Urban Leadership Initiative, Grand Rapids hospital and clinic programs, and Calvin College minority faculty and staff satisfaction.

One of the main questions to consider about all of this work is its impact. The *FEN* goal summarized above speaks of effective agency on behalf of justice and reconciliation. Calvin's current work in community outreach and service certainly is vigorous and broadly and variously engaged. The next step, it seems, is to ask: Is it effective? Do community leaders with whom Calvin programs engage think these programs are helpful? Do our assessments show them as having a positive effect on transforming the campus into a more just, reconciling, and genuinely multicultural place?

With those questions in mind, the recent actions of the college's well-established Pre-College Programs office are strategic. In response to an evaluation, this office has added a Community Advisory Team and a Breakfast

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<sup>19</sup> *FEN* Goal B-1.

<sup>20</sup> *FEN* Goal D-2.

Roundtable to incorporate community listening and advising features to its programs, in order to gather such feedback more regularly.

## 8. Summary Conclusions.

In this, the first full year of reporting over against *FEN* goals and strategies, the Academic Affairs Division is pleased to convey news of significant activity in response to the challenges set before us by the college's new mandates. The college has chosen to work at these mandates at the "local" level, through the initiative of its many departments and offices, and the report from this division should read, "so far, so good."

Taking the initiative at the departmental and office level assumes that these basic units of the division will have the resources at hand—knowledge, materials, networks, time, and interest—to propel these efforts forward. The effort has been hampered in the first year by several things, such as Dean Omolade's absence, delays in forming a divisional resource team of experts, and the lack of in-house "*FEN* representatives" charged with taking the point for departmental efforts. This past spring, the academic deans did request that each department identify someone whose interests suited them for that role; the deans expect to know of their choices by next fall.

Even so, the Academic Affairs Division has progress to report over against each of the *FEN* goals closely related to the division:

1. Diversify the faculty: Departments now understand more clearly how they are being held accountable by their divisional deans and PSC to take the initiative on this front, and they have access to wise advice from Dean Omolade as to how to turn this task in a more proactive, intellectually-satisfying direction. The division should make sure that all departments are aware of the exciting and successful examples of such work in their midst, and should expect that another seven departments will be reporting proactive networking and relationship building next year.
2. Develop discernment, foster understanding, and embody reconciliation: Departments have demonstrated a remarkable interest in hosting lectures that foster racial and multicultural understanding. Their uptake has been much slower, however, on the more intensive work of developing discernment of racial injustice and alienation and finding ways to rectify these problems through concerted efforts. It is on this point, more than any other, that the prospects for institutional change seem to hang, yet only five departments report having started such developmental work. The division clearly needs to devote more time, budget, and people to these efforts in the coming months and years.
3. Invest *FEN* goals and themes into the core curriculum and academic concentrations: Starting the African and African Diaspora Studies minor this year and approving both International Development Studies and International Relations majors are very strong indicators of the faculty's willingness to give these themes and goals academic legs. Meeting core CCE implementation goals is a great feat as well. As the college works on its accreditation-mandated goal of improving academic assessment, it should make sure to incorporate *FEN* goals and measures. This work requires departmental thinking and initiative.
4. Foster *FEN* commitments through the practices of teaching and learning: More than a third (9 of 25) of the academic departments report already working on their curricular offerings and pedagogy to incorporate racial and cross-cultural themes. The Kuyers Institute and the Education Department are providing valuable expertise, yet the dean for multicultural affairs needs to provide more focused and well-packaged resources. We have in-house experts, and we need to make them more accessible. On the scholarly front, interest in American communities of color and the global South and East have grown steadily. These are signs that more interest in pedagogy and curriculum will follow, but we need to point to those who can lead the way.
5. Reflect diversity in staff and governance: Supporting diversity in staff hiring has not received the same attention in the Academic Affairs Division as has faculty hiring. However, as programs and the student body diversify, departmental administrative and technical assistants will require more cross-cultural sophistication. To build in some intrinsic reasons for hiring for diversity, job descriptions for staff positions should be rewritten to

emphasize these desired talents and experience. Programs and institutes should follow the examples of Student Academic Services and the Calvin Institute for Christian Worship in factoring more global and cross-cultural perspectives into their services, sponsored work, constituency, staff, and leadership.

6. Be effective agents of racial justice in external partnerships: The outreach and service that Calvin's departments, programs, and institutes accomplish is vast and varied, and much more extensive than most colleges of its size and scope of academic programs. Yet each college endeavor and its sponsor need to think more pointedly about what it would mean to be an "effective agent of racial justice and harmony" in those relationships and activities, then set goals and accountability structures accordingly. The new director for community engagement and the community advisory and accountability groups for the Pre-College Programs enhance the college's ability to engage in more strategic thought and evaluation.

## **9. Goals for 2005-2006.**

Because the following goals have not been reviewed and approved by the academic deans at their annual planning and goal-setting meeting, they are provisional and subject to change.

1. Diversify the faculty: Ensure that every department with a faculty opening will engage in a proactive search for persons of color to be candidates for the position, and engage seven additional departments in proactive networking and relationship building next year.

2. Develop discernment, foster understanding, and embody reconciliation: Engage seven additional departments in efforts to build understanding and discernment in regard to racism and ethnocentrism and insights into how to work constructively with the dynamics of race and culture in the department's classroom, curriculum, and overall climate.

3. Invest *FEN* goals and themes into the core curriculum and academic concentrations: solidify CCE offerings for the coming year, see the two new majors off to solid starts, and ensure that all new departmental assessment plans engage *FEN* goals.

4. Foster *FEN* commitments through the practices of teaching and learning: Encourage seven to nine additional departments to reassess and revamp courses and pedagogy according to *FEN* mandates, and provide more concerted assistance via a resource team commissioned by the dean for multicultural affairs.

5. Reflect diversity in staff and governance: Build more diversity and sophistication into the staff positions of departments, programs, centers, and offices by rewriting job descriptions, as openings occur, to require cross-cultural experience and skills.

6. Be effective agents of racial justice in external partnerships: Review the stated aims, governance, and results of three significant external partnerships of the college and offer guidance for making them more effective at embodying *FEN* goals in their work. The person responsible for this will be the director of community engagement.

## STUDENT LIFE DIVISION

The Student Life Division is instrumental in the development of the whole student and oversees the co-curriculum of the college; thus, with respect to *FEN* goals, this division is crucial in opening students' eyes to a multicultural world of possibilities. The Student Life Division consists of seven departments (the Broene Counseling Center, Campus Safety, Career Development, Health Services, Office of Christian Formation, Residence Life, and Student Development), all of which have reported their trends, achievements, and areas of concern relating to *FEN* goals. The division's efforts in adopting *FEN* goals show multiple positive and specific results toward building a hospitable and diverse environment for students, faculty, and staff. Specific activities of the Student Life Division regarding *FEN* goals are described below, organized by types of goals.

### **1. Develop a racially and culturally diverse staff and administration.<sup>21</sup>**

#### Conduct search and selection processes that value diversity

The Student Life Division has focused on recruiting, hiring, and retaining staff members of color, particularly for positions in which individuals will work extensively with students. The departments' efforts toward this end have met with varying degrees of success.

Last year, Health Services created a full-time position for a medical assistant and made contact with a promising candidate of color. Unfortunately, due to budget limitations, the college could not approve the \$25,000 increase, and the opportunity to hire this candidate was lost. The Broene Counseling Center also intentionally sought a staff member who would work effectively with students of color and hired Chaka Holley, MSW, an African American. She will be scheduled to begin work in August, 2005.

Residence Life employed one resident director of color. However, this individual accepted a new position elsewhere (a professional advancement for her) for the 2005-2006 school year. While recruiting resident directors for the 2005-2006 school year, Residence Life brought one person of color to campus as a finalist, but this individual was not hired. One person of color applied for an open position at the Knollcrest East apartments, but another applicant was hired. Student Development continues to employ two persons of color on a staff of eleven.

### **2. Develop a staff and administration able to discern and counter racism in all its forms and to embody reconciliation.<sup>22</sup>**

#### Provide division-wide staff development

The Student Life Division made *FEN* the focus of professional development for the entire year. Staff members read the *FEN* document in preparation for large group discussions and ongoing training events. This division-wide focus encouraged continuing conversations and acted as a consistent reminder to consider whether and how *FEN* is embodied in the work of the division. Professional development focused on the theme of reconciliation from 2 Corinthians 5:16-21 (“[God] gave us the ministry of reconciliation”). This passage formed the context for worship, discussion, and growth for the entire year.

In the fall, division members participated in a four-hour Reality of Racism workshop facilitated by Rev. David May and Rev. David Baak from GRACE. The powerful presentation and group discussions affected several members on many levels—cognitively, socially, and spiritually. In feedback sessions after the workshop, several professionals said they planned to share what they had learned with those around them. A number of people mentioned they would take intentional steps to recruit people of color to fill open positions. One person said, “[I will] work hard as a staff member of color to convince others to consider working at Calvin.”

In February, the division met for a panel discussion moderated by Shirley Hoogstra. Four students of color discussed their experiences at Calvin and responded to questions from division members. Prior to the discussion,

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<sup>21</sup> *FEN* Goal A-2.

<sup>22</sup> *FEN* Goal A-2.

the Professional Development Team sent a questionnaire to all international students and students of color requesting their voluntary responses about their experiences and needs at Calvin. Unfortunately, fewer than ten students responded to the letter.

After the panel discussion, multiple staff members mentioned that their most significant insights were that students have a need to be known and that staff should be willing to listen to them. One staff member said, “[W]e feel connected to one another [when] we hear each others’ stories.” Two individuals commented on their need to understand spiritual diversity, realizing that Western Christianity may not be the default for all students. One person realized that “students are having trouble confronting each other. Students of color and majority students live with assumptions.”

The professional development year closed with a retreat at the Dominican Center at Marywood where Pastor Dave Beelen and Cisco Gonzalez of Madison Square CRC presented their personal perspectives relating to reconciliation and anti-racism and provided a forum for discussion among staff members. Regarding their most significant insight from the presentation, several people mentioned a phrase Dave used: “God has something for me from whomever I meet.” Several recognized a need to allow for divine appointments, creating space in their interactions with others to listen for God’s voice. One person sensed God’s calling out of “comfort zones” and into action—to “do something to help tensions.” Many commented on the reality that healing racism is a “costly fight,” a road of endurance,” and that “it will take sacrifice to achieve.”

#### Provide departmental staff development

Several offices within the Student Life Division took the vision of anti-racism training from a macro level to a micro level, including initiatives in their own departmental training and development. Health Services included anti-racism goals on all annual performance appraisals. Student Development continued its commitment to the college’s anti-racist initiatives, and last fall, Student Development staff members read and discussed *Black Like Me* by John Howard Griffin as part of their professional development. Career Development’s assistant director, Bonnie Speyers, elected to take a 10-week intensive anti-racism class this summer sponsored by the Chamber of Commerce.

As part of the resident directors’ training, Residence Life invited Assistant Dean Jacque Rhodes to discuss the *FEN* document with them. Resident directors also shared their personal life stories related to race issues. Two staff members attended a conference at Grand Valley State University on white-identity models, and one staff person attended the two-day Healing Racism Institute.

In addition to anti-racism training initiatives for full-time staff, some departments also organized training events aimed at helping student leaders overcome racism in their work with other students. Resident assistants participated in ongoing anti-racism training throughout the year using the PBS video series “Race: The Power of an Illusion.” In May, over 300 student leaders attended Leadership Day, a time of celebration and preparation for their new leadership roles for the following school year. This time of training included an anti-racism session led by Jacque Rhodes and students on the Multicultural Student Advisory Board (MSAB).

### **3. Develop a racially and culturally sensitive student body, equipped to resist racism and embody reconciliation.<sup>23</sup>**

Student Life has the privilege and opportunity to assist student growth in a variety of ways—from Passport and Quest orientation, to Prelude, to programs and special events campus-wide. Student Life has implemented initiatives to ensure that the core curriculum and programs under its purview “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.”<sup>24</sup>

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<sup>23</sup> *FEN* Goal B-2.

<sup>24</sup> *FEN* Goal C-1.

### Weave anti-racism training into the curriculum

The Prelude program for first-year students includes a cross-cultural engagement (CCE) component. This year, the focus of CCE week was hospitality, and Professor David Smith, of the Germanic & Asian Languages Department, gave a plenary session on this topic. After attending his plenary session, students returned to their classrooms for discussions on what it means to show hospitality and be a good neighbor.

As part of CCE week, Prelude students attended one of many After the Show talks and events, and then wrote a reflection paper on their choice. Their choices included the following: Heather Gemmen, a Calvin alumna and author of *Startling Beauty*, discussed her book and her experience as a rape survivor and mother of an interracial child as a result of that rape; members of Calvin's Fair Trade Coffee consortium spoke on the importance of fair wages for coffee growers overseas and the effects of capitalism on developing nations; and the MSAB organized UnLearn Week events—chapel services, lectures, and panel discussions—to “unlearn” many false ideas, generalization, stereotypes, and assumptions learned as a result of cultural influences within society.

### Weave anti-racism training into the co-curriculum

In addition to weaving hospitality into the curriculum, another way to create an environment of hospitality is to provide majority students co-curricular opportunities that broaden their understanding of the world. Departments within Student Life provided many activities and programs toward this end. The Student Activities Office provided on-campus showings of the films *Hotel Rwanda* (about the Rwandan genocide) and *Ray* (the life story of Ray Charles), hosted rapper Gift of Gab, and welcomed the singer Imani for a gospel concert during Homecoming week. The Multicultural Student Development Office also gave students opportunities to get involved through Tapestry (a cross-divisional mentoring and support program for minorities), UnLearn Week, Common Ground Week (a week of events similar to UnLearn Week, but in the spring semester), and other cross-cultural engagement initiatives. The Service-Learning Center provides students opportunities to put their knowledge into practice—and learn through their work—as they become involved in the local community through Grand Rapids agencies and neighborhoods. This year, over forty percent of the student body (1,776 students) participated in service-learning activities. In Residence Life, the Mosaic Community used the Healing Racism model for all six common meetings throughout the year and, as in the past, had numerous programs related to the floor's goals. Multicultural Activities Coordinators (MACs) in the residence halls assist with promoting cultural activities and awareness and act as liaisons between residence hall leadership and the Multicultural Student Development Office. This year, most halls were represented by at least one MAC; however, leadership was uneven due to changes in supervision. The program will continue next year.

### Enhance Student Services

Calvin provides many services designed to meet the specific needs of international and minority students. Career Development made focused efforts toward helping international and minority students succeed in their career goals. Internships are important for international students because they are one of the best ways for these students to gain full-time employment after graduation. Career Development worked with Jo Cooper in the Admissions Office to assist international students in completing the appropriate paperwork for internship employment. Staff members also worked with minority students to assist them in finding internships, and of 384 internships, minority students completed 46 (12 percent) of them.

Additionally, the Office of Career Development has partnered with other offices on campus to serve minority students. Career counselors have worked extensively with Student Academic Services to provide career counseling to Discovery Club (a pre-college program for high school students) and AHANA students. These students also had the opportunity to complete the Meyers-Briggs personality assessment and the Strong Interest Inventory. Dana Hebreard, career counselor, held a presentation on dining etiquette, which Discovery Club students attended. The counselors also worked with Entrada students in June.

In addition, several Student Life departments intentionally hire students of color in order for these employees to help other students of color feel comfortable when entering the office. Of the three student employees in Residence Life, one was an international student and one was an AHANA student. Five of ten student employees in Career Development were minority students. Career Development also appointed one minority student to supervise other student employees; she served in that capacity all year and plans to return next year. Additionally,

the office selected an international student to work as their only summer student. Student Development's Orientation Board employed six (of nine) students of color in summer 2004, and employed three (of six) students of color in summer 2005. The Service-Learning Center employed four students of color; two will return for 2005-2006.

#### **4. Goals for 2005-2006.**

Reflection on the past year often yields increasingly focused direction for the years ahead. For Student Life, it has been no different: the fulfillment of some goals has led to revision and/or creation of new ones.

The Broene Counseling Center has hired a counselor of color; now they plan to ask her to help the staff more fully understand the needs of Calvin students of color. They plan to devote professional development time to this ongoing training.

Career Development office plans to continue their already successful efforts. They hope to continue to hire international and AHANA students whenever possible and place minority employees in leadership roles within the office. They will continue to work with Student Academic Services to serve minority students. They also plan to create a promotional video intended to explain the internship process and encourage international student participation. Health Services will again intentionally seek out candidates from diverse cultures and ethnicities for open staff positions. Health Services staff development for fall 2005 will include a multicultural component.

The Office of Christian Formation will continue its goal to present worship in chapel, LOFT, and smaller settings that reflects the diversity of the body of Christ. They will focus on the topic of hospitality—through campus-wide programming and proclamation—as an earmark of Christian discipleship today. They also plan to organize a faculty-student discussion group on Jonathan Sacks' book *The Dignity of Difference*.

Student Development plans to actively recruit and retain professionals and students of color, and provide ongoing anti-racism professional development.

Residence Life's student resident assistant staff will include one student of color and five international students (out of 57). They will continue training resident assistants and resident directors on issues of race and hospitality, and they plan to continue the Multicultural Activities Coordinators—one or two students in each residence hall who are responsible for advertising multicultural events.

## ENROLLMENT and EXTERNAL RELATIONS DIVISION

The Enrollment and External Relations Division serves the college through student recruitment and managing relations with the community; thus, its role in implementing *FEN* goals is both to serve as the eyes and ears of the institution in the community, and to serve as ambassadors of the college. Each area within the division (the offices of Admissions, Scholarships and Financial Aid, Institutional and Enrollment Research, Public Relations,<sup>25</sup> and Media Relations) is committed to contributing in specific ways to *FEN* goals. Specific activities of the division are described below, organized by types of goals.

### **1. Develop a more racially and culturally diverse student body.<sup>26</sup>**

Each department within the Enrollment and External Relations Division contributes in specific ways to accomplishing the goal of developing a more racially and culturally diverse student body.

Within the Admissions Office, the Multicultural Admissions Task Force (MATF) and the Operational Leadership team are charged with regularly keeping staff members focused on identifying and enrolling a diverse group of students. MATF consists of five staff members from various areas within the Admissions Office and creates strategies that will not only improve recruitment of students of color but will also challenge the rest of the admissions staff to be constantly aware of the commitment to identify and enroll a diverse group of students. The MATF makes recommendations to the Operational Leadership team who makes final decisions on operations. The Operational Leadership team also asks MATF to research items and report back to them. MATF has provided momentum and ongoing accountability to the Admissions Office regarding recruiting more students of color.

Enrollment data shows that there has been a slight increase in the numbers and percentage of AHANA students since 2001. (See Table 2.) The number and percentage of (non-Canadian) international students has not changed significantly since 2001.

#### Admissions Counseling

A program that successfully identifies and enrolls students of color is the Entrada Scholars Program. Responsibility and oversight for Entrada recruitment was moved to the admissions counseling team this year. This proved to be an effective way of keeping all of the admissions counselors aware of the process and progress of Entrada recruitment. This year, there were 57 high school students enrolled in the program. Of these, 14 had been nominated.<sup>27</sup> Admissions counselors meet with each Entrada junior individually to help them understand the steps for admission and to explain the college decision process. Counselors follow up with these students throughout their senior year of high school, encouraging them to enroll at Calvin following graduation.

The Admissions Office identified nine key Kent County public high schools (Central, City, Ottawa Hills, Union, Creston, Lee, East Kentwood, Godwin Heights, and Wyoming Park) to target for relationship-building and extra recruitment activities.

The Admissions Office increased Calvin's presence at a number of college fairs and conferences specifically targeted to students and families of color, such as the National Hispanic College Fairs in Milwaukee and suburban Chicago, the Black Family Festival in Detroit, HighSight and the U.S. Hispanic Leadership Institute conference in Chicago, and the Central Los Angeles Christian College Fair. Not only are these fairs a good way to connect with

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<sup>25</sup> The Alumni Relations Office was moved from the Enrollment and External Relations Division to the Advancement Division during the spring semester 2005.

<sup>26</sup> *FEN* Goal B-1.

<sup>27</sup> Students can apply directly to the program or be nominated by their high school, their church, or an individual. Admissions staff members solicit nominations for Entrada from faculty, staff, alumni, guidance counselors, and other friends of the college. This year, there were 93 nominations from 86 nominators representing 10 states and the District of Columbia. The majority of the nominations came from public and private high schools. Of the nominees, 54 (58 percent) were new contacts. Nineteen nominees applied to the program, 18 were accepted, and 14 attended.

Table 2. Enrollment History of AHANA and International Students. (Percent shows fraction of total enrollment.)

	FTIACs*				All Students			
	2001	2002	2003	2004	2001	2002	2003	2004
Total Enrollment	1031	1049	1042	902	4267	4330	4332	4186
AHANA**	51 4.9%	39 3.7%	57 5.5%	62 6.9%	212 5.0%	187 4.3%	201 4.6%	223 5.3%
African American	7	7	10	21	42	36	37	48
Hispanic American	13	5	11	15	52	35	37	45
Asian American	26	24	30	25	99	99	107	114
Native American	5	3	6	1	19	17	20	16
Total International	85	70	89	53	340	333	357	345
International (non-Canadian)	37 3.6%	34 3.2%	31 3.0%	29 3.2%	144 3.4%	157 3.6%	164 3.8%	170 4.1%

\* FTIACs are students enrolling for the First Time in Any College after receiving a high school degree.

\*\* AHANA students identify themselves as African American, Hispanic American, Asian American, or Native American and are U.S. citizens or permanent residents of the U.S.

AHANA students and become more visible in their communities, there are often an excellent way to connect with organizations and leaders in these diverse communities.

#### Partnership with Pre-College Programs

Two of the programs that the Office of Pre-College Programs in the Academic Affairs Division directs are the Entrada Scholars Program and Pathways to Possibilities; these programs prepare students of color for college and contribute to the enrollment of students of color at Calvin. Entrada, in particular, has proven to be a very strong means of recruiting qualified students of color. The total number of high school juniors and seniors who have participated in Entrada from 1991 to September 2004 is 464. Of these students, 215 (46 percent) have enrolled at Calvin, and 49 percent have enrolled at other colleges or universities, for a total of 95 percent going on to higher education. Of the students who have enrolled at Calvin, 78 (36 percent) have graduated, while 66 (31 percent) are still at Calvin working toward their degree. (See Table 3.)

Admissions staff met with the director of Pre-College Programs, an African American resident director, and the student resident assistant staff from the Entrada Scholars Program to hear feedback on recruitment efforts and strategies. The six resident assistants have offered continued support to the Admissions Office through various member organizations.

Table 3. Enrollment and Graduation Rates for Participants in the Entrada Scholars Program.

Year	Enrolled in Entrada (Summer)	Enrolled at Calvin (Fall)	Enrolled at other schools	Graduated from Calvin
1991	13	7	5	6
1992	22	7	15	4
1993	27	11	16	7
1994	30	9	20	4
1995	30	7	19	4
1996	31	9	20	6
1997	32	18	13	12
1998	34	18	14	13
1999	33	17	16	9
2000	24	17	6	10
2001	43	23	19	3*
2002	36	23	12	
2003	52	26	23	
2004	57	23	29	
<b>Total</b>	<b>464</b>	<b>215</b>	<b>227</b>	<b>78</b>

\*Note: Eight students from 2001 are still enrolled at Calvin.

Cross-divisional Activities

The Retention Committee, a cross-divisional subcommittee of Calvin’s Enrollment Management Committee, consisting of 12 people representing different divisions and offices of the college, analyzes retention and graduation rates for all students, with particular attention given to students of color. Table 4 shows retention rates (students returning to Calvin after their first year) for the last nine years. The four-year average shows that the retention rate of AHANA students is 2.1 percent less than the retention rate of all students; and the retention rate of international (non-Canadian) students is 1.2 percent greater than the retention rate of all students.

Table 4. Retention Rates (students returning to Calvin after their first year).

	1995	1996	1997	1998	1999	2000	2001	2002	2003	Four Year Average
FTIACs* Enrolled	1,015	962	1,061	979	1,061	1,053	1,031	1,049	1,042	1,006
Returning Second Fall	82.7%	86.1%	84.9%	86.3%	86.3%	86.2%	87.2%	86.6%	86.1%	86.5%
AHANA	74.1%	83.8%	58.3%	86.1%	80.9%	86.3%	82.4%	84.6%	84.2%	84.4%
International (non-Canadian)	68.4%	73.7%	83.3%	95.7%	82.4%	78.6%	97.3%	94.1%	80.6%	87.7%

\*FTIACs are students enrolling for the First Time in Any College after receiving a high school degree.

Table 5 shows graduation rates (students graduating from Calvin within five years) for the last ten years. The four-year average shows that the graduation rate for AHANA students is 13.6 percent less than the graduation rate for all students; the graduation rate of international (non-Canadian) students is just 1.6 percent less than the graduation rate for all students.

Table 5. Graduation Rates (students graduating from Calvin within five years).

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	Four Year Average
FTIACs* Enrolled	861	808	913	938	1,015	962	1,061	979	1,061	1,053	1,039
Graduating Within Five Years	63.6%	65.5%	68.8%	67.3%	68.1%	71.3%	72.0%	73.6%	69.5%	73.4%	72.1%
AHANA	47.1%	35.5%	45.1%	52.6%	44.4%	67.6%	46.2%	61.9%	55.3%	70.6%	58.5%
International (non-Canadian)	40.9%	66.7%	66.7%	37.5%	47.4%	57.9%	66.7%	82.6%	64.7%	67.9%	70.5%

\*FTIACs are students enrolling for the First Time in Any College after receiving a high school degree.

### Scholarships and Financial Aid

The Mosaic and Multicultural Scholarships target students who represent ethnic and cultural diversity. The number of annual offers of these scholarships is increasing, as is the number of student recipients. (See Table 6.)

Table 6. Number of Scholarships Awarded.

Scholarship	2000-2001		2001-2002		2002-2003		2003-2004		2004-2005	
	FTIACs*	All Students	FTIACs	All Students	FTIACs	All Students	FTIACs	All Students	FTIACs	All Students
Mosaic	12	38	13	41	13	46	12	45	16	50
Multicultural	40	95	36	110	32	111	37	124	45	129
<b>Total</b>	<b>52</b>	<b>133</b>	<b>49</b>	<b>151</b>	<b>45</b>	<b>157</b>	<b>49</b>	<b>169</b>	<b>61</b>	<b>179</b>

\* FTIACs are student enrolling for the First Time in Any College after receiving a high school degree.

The Office of Scholarships and Financial Aid is committed to the investment of aid dollars that are targeted for various priority populations. The changes in that distribution from 1998 to 2005 shows an increase in the average

award of scholarships and grants to AHANA and international (non-Canadian) students that was larger than the tuition increase of this same period. (See Table 7.)

Table 7. Financial Amount of Scholarships and Grants Awarded.

	Fall FTE			Students with Calvin Scholarships and Grants			Total Calvin Scholarships and Grants			Average Award of Scholarships and Grants		
	1998	2002	2005	1998	2002	2005	1998	2002	2005	1998	2002	2005
<b>All Students</b>	3,891	4,098	3,986	3,750	3,710	3,639	\$16,230,000	\$18,457,000	\$22,110,000	\$4,328	\$4,975	\$6,076
AHANA Students	132	187	227	131	177	213	\$725,156	\$1,028,564	\$1,594,156	\$5,536	\$5,811	\$7,484
International (non-Canadian)	117	182	188	73	138	129	\$494,156	\$1,135,971	\$1,163,800	\$6,769	\$8,232	\$9,022

#### Institutional Programs and External Relationships

Calvin maintains a range of “Partnership Scholarships” with various youth agencies and other ethnic organizations who commend Calvin to qualified students and award scholarships to students in their programs. Calvin has such scholarships with the following organizations: Free the Children Scholars Program (Chicago and Washington, DC), Grand Rapids Urban League, Grand Rapids Urban Youth for Christ, and Alpha Phi Alpha (National African American Fraternity).

#### International Admissions

International admissions staff developed a strategic plan for travel priorities and marketing efforts. They also compiled international admissions patterns and statistics from the past few years and presented these to enrollment management leaders for their input regarding future plans in this area. The assistant director was chosen to participate in a two-year training program on all aspects of international education sponsored by the National Association of Foreign Students Advisors. International Admissions staff train professors who travel abroad for interim or semester programs, and international students who return home for the summer, to make high school visits as representatives of Calvin. Staff has increased recruitment efforts with Americans Living Abroad—prospective students, admitted students, and their parents. Many of these students are U.S. citizens, but their parents are not, so, they need frequent communication regarding the process required to attend college in the U.S. The Admissions Office created its first application tailored to international students, separate from the one used for U.S. and Canadian students. Additionally, the office has revised the international admissions brochure and has significantly enhanced the international admissions web site to include quotes from parents, data from international alumni, and transition information. The Admissions Office has also increased international marketing efforts by participating in two national conferences and by meeting with embassy representatives and guidance staff from international high schools.

#### Campus Visits and Hospitality

The Admission Office also coordinates campus visits and provides hospitality for students involved in external programs. The Yo Puedo Program, a Project Rehab drug prevention program for middle and high school students, has consistently connected Calvin with nearly 50 Latino students each year. The students enjoy a campus tour, panel discussions, and information sessions. Matt Dimos, an inner city Chicago school teacher, brought two AHANA groups to Fridays at Calvin and to the Pathways to Possibilities program. Students from Westwood Middle School, a Grand Rapids school with a significant minority population, toured the campus, participated in a workshop and a question and answer session about college, and visited the Petra exhibit. To encourage students of color to participate in Fridays at Calvin, the Admissions Office covers some of these expenses. However, the

number of AHANA students participating in Fridays at Calvin was 52 (out of 1272) representing only 4.1 percent, which is less than the 4.6 percent of 2002 (and just slightly better than the 2.5 percent of 2003).

### Publications

The Admissions Office advertises the Entrada Scholars Program in publications targeted to minority populations, specifically, the national magazine *The Hispanic Outlook in Higher Education* and local newspapers, such as the *Grand Rapids Times*, *El Vocero*, and *The Community Voice (La Voz)*. The office also places a profile in the “Multicultural Edition” of *Private Colleges & Universities* magazine and web site. This guide is mailed to the homes of targeted students throughout the U.S.

Within its broader strategy with Royall & Company to build a prospect pool through list purchases, direct mail, and email, the Admissions Office has contacted 7,000 minority students graduating in 2006 and another 6,500 graduating in 2007.

The Admissions web page for high school guidance counselors includes information about the Entrada Scholars Program, Pathways to Possibilities, scholarships, academic and student life activities, and resources on campus.

## **2. Develop a welcoming staff and administration, able to discern and counter racism.<sup>28</sup>**

MATF presented a half-day professional development workshop for the admissions staff based on the book *The Ten Lenses* by Mark A. Williams. The workshop explored different approaches to diversity and how to communicate more effectively with people who have a different approach and/or perspective. Several members of MATF also presented a shortened version of this workshop to the staffs of Student Academic Services and the Office of Scholarships and Financial Aid.

MATF contributes a regular column to the Admissions Office’s monthly professional development newsletter. This column is another opportunity to stress the importance of considering the needs of diverse groups of students. Members of MATF attended a Student Life Division professional development day in which a panel of AHANA and international students shared their personal experiences. The written personal testimonies from the Student Life survey were also shared with the entire admissions staff. All admissions counseling staff members participate in a two-day Institute for Healing Racism workshop through the Woodrick Institute during their initial training process. A requirement of all new admissions counselors is to participate in this training within the first few months of employment.

Five members of the Alumni and Public Relations Office attended anti-racism training, either through the Crossroads Ministry initiative of the CRC or the GRACE Institutes for the Healing of Racism.<sup>29</sup> It is an office goal to have every member participate in such a training program. Seven administrators and staff participated in the Crossroads Ministry anti-racism training. Associate Director of Admissions Tasha Paul and Vice President Tom McWhertor attended the National Conference On Racial Equality (NCORE) sponsored by the University of Oklahoma Office of Racial Diversity.

## **3. Become an effective agent of racial justice in external partnerships.<sup>30</sup>**

### Cultivate current partnerships and develop new ones

President Gaylen Byker signed the West Michigan College and University Presidents’ Compact that addresses racism in our community; he meets annually with area presidents to press this matter further. (See a more detailed description of this compact in the Office of the President section.) Vice President Tom McWhertor and Assistant Dean Jacque Rhodes serve on the Implementation Group appointed by the area presidents to work collaboratively with other local colleges and universities on these issues within the higher education institutions.

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<sup>28</sup> FEN Goal A-2.

<sup>29</sup> For part of the 2004-2005 academic year, the Alumni and Public Relations Office was one office within the Enrollment and External Relations Division. In Spring 2005, the Alumni Relations moved to the Advancement Division.

<sup>30</sup> FEN goal D-2.

Calvin continues to be a partner in the denominational effort to address racism in the CRC. Vice President Tom McWhertor served on the denominational leadership team until the mid-year re-organization of race relations structures. At that time, Dean Barbara Omolade was appointed as Calvin's representative to the denominational racial reconciliation integrating team.

Community Relations Director Carol Rienstra assists the Pathways to Possibilities program and helps negotiate, nurture, and sustain relationships with multicultural churches. She also arranged for 1,100 Grand Rapids Public School children to attend Ensemble Español (a dance troupe) in conjunction with the Artist Series. In addition, she coordinates Calvin's partnership with GRACE and its annual Summit on Racism. She again served as a facilitator and recorder for many of the sessions.

The HUD-funded Calvin Partnership in Burton Heights officially ended in September, 2004; however, Calvin retains a healthy presence in the Burton Heights neighborhood, particularly in the education, health, and business sectors. The Garfield Development Corporation, a non-profit agency working in this neighborhood, gave Calvin its "Good Neighbor Award" for 2004. In addition, a "Spanish for Neighbors" program was started in partnership with the SOURCE, Garfield Park Neighborhoods Association, South East Community Organization, and Roosevelt Park Neighbors.

Calvin has also been involved with the U.S. Department of Justice Weed and Seed Advisory Committee for the city of Grand Rapids. This agency is focused on crime prevention and creating positive alternatives for urban youth. Weed and Seed Centers are in Burton Heights and at the Other Way Ministries in northwest Grand Rapids, two ethnic-minority and low-income neighborhoods.

The Calvin Parent Council serves as a key leadership board to engage Calvin parents in constructive dialogue and activity. The Parent Council meets in October and February, and includes parents or stepparents of students from each graduating class. Twenty-one Calvin families are represented on the 2004-2005 Parent Council, and two of these families are families of color. Additionally, the college intentionally includes alumni and non-alumni parents from diverse geographic regions and denominational affiliations.

#### **4. Communicate efforts to become an effective agent of racial justice.<sup>31</sup>**

##### Publicize persons and events related to racial reconciliation

The Media Relations Office publishes *Mosaic*, a bi-annual newsletter reporting on the multi-ethnic nature of Calvin and the surrounding community. The editors consulted the cross-divisional team on the newsletter's format, timing, mailing list, and content. The team made suggestions and will continue to work with the editors from issue to issue.

There were 20 news releases this year that specifically addressed multicultural or anti-racism concerns, as well as 25 news releases related to the *Petra: Lost City of Stone* exhibit. Below is a sampling of these releases.

September 13, 2004	Burton Heights partnership celebration event
September 30, 2004	Calvin to host forum on Hispanic immigration
January 5, 2005	Calvin to mark MLK Day in various ways
April 27, 2005	Senior engineering students design mill for Kenyan farmers
April 28, 2005	Fashion show at Calvin to benefit Haiti
May 3, 2005	Calvin class to tell stories of Sudan

The Media Relations Office communicated Calvin's efforts to become an effective agent of social justice in a number of other ways. The office placed advertisements that specifically feature or target communities of color; provided public service sponsorship on WUOM and WBEZ National Public Radio stations in Ann Arbor and Chicago, featuring the *Petra* exhibit, as well as other Artist Series and Student Activities performances appealing

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<sup>31</sup> FEN Goal D-3.

to diverse audiences; placed numerous advertisements for the Petra exhibit in a variety of publications, including Arab American publications in Detroit and Dearborn; placed on-going advertising on local Hispanic radio station WYGR and in local ethnic publications, including the *Grand Rapids Times*, *El Vocero* and others; and produced and placed an advertisement featuring alumni Mark Herald '82, an African American police officer.

The Roving WebCam featured 39 photo galleries during the academic year. The student photographer and parent relations director continue to strive to represent, with integrity and honesty, the rich diversity that is found within the Calvin community on these web pages.

“Calvin-Parents,” a weekly e-mail newsletter, is a publication highlighting important news, events, and information for Calvin parents. Included are messages that highlight Calvin’s commitment to becoming a community that champions racial reconciliation; for example, a message calling for nominations for the Entrada Scholars Program, and a message explaining *FEN* goals and offering all Calvin parents a free copy of the *FEN* booklet.

## **5. Goals for 2005-2006.**

The division has a number of goals for the following year:

- Increase enrollment of AHANA students.
- Increase enrollment of international students.
- Provide ongoing professional development of staff with regard to anti-racism, diversity, and reconciliation.
- Increase relationships and partnerships with agencies, churches, and communities of color.
- Increase retention and graduation rates for both AHANA and international students.
- Analyze expenditure commitments to these various enrollment priorities, and make appropriate adjustments to reflect institutional commitments.
- Increase the dollar amounts of the Multicultural and Mosaic Awards and the Entrada Grant.
- Analyze each edition of the *Mosaic* newsletter to ensure substantive ethnic-minority representation.
- Work with the dean for multicultural affairs and the campus architect on a “Wall of History” in the Spoelhof Center that documents the involvement of ethnic-minority persons in the history of Calvin College (to parallel the mainly white and Dutch historical display already there).

## ADMINISTRATION and FINANCE, and INFORMATION SERVICES DIVISIONS

The Administration and Finance, and Information Services Divisions play supporting roles throughout the college in working toward the goals of *FEN*. The Administration and Finance Division consists of Financial Services, Human Resources, Physical Plant, and Conferences and Campus Events. The Information Services Division consists of Information Technology, Hekman Library, Instructional Resources, and Heritage Hall. Specific activities of the Administration, Finance, and Information Services Division regarding *FEN* goals are described below, organized by types of goals.

### 1. Develop a racially and culturally diverse faculty, administration, and staff.<sup>32</sup>

The Human Resources Office implemented new employment application software that collects information about applicants and can track information related to *FEN* goals. The office has developed new guidelines to generate a more diverse pools of applicants. The guidelines require that the college conduct searches for all staff positions. There are three minor exceptions to this requirement: reorganizations, reclassifications, and temporary hires. Additionally, the Human Resources Office is now networking more through their jobs listserv (a weekly e-letter listing all current staff openings is sent to all who have signed up for this service) and Michigan Works! website (a website of the Michigan Department of Labor and Economic Growth posting job openings for employers and resumes for job seekers), both of which connect the office to more diverse pools of applicants. This new networking process, combined with the new software, allows the college to evaluate the hiring process regarding persons of color.

The number and percentage of AHANA staff members continues to be small. Given the low staff turnover rate, these numbers will increase slowly. As positions become available, each department needs to generate more diverse applicant pools and conduct broader networking. Networks in Food Service and Physical Plant are most effective, but these are entry-level positions (not administrative positions). The number of AHANA staff members is up to 25 (out of 413) which represents 5.7 percent of total staff. (See Table 8.) While still relatively small, both of these numbers are similar to last year's and above the 2002-2003 academic year's. The changes made in staff recruitment should help increase diversity.

Table 8. Number of Minority Administrators and Staff Members,\* September 2004

Year	White	African/ African American	Hispanic/ Hispanic American	Asian/ Asian American	Native American	Other Ethnicity	Total Minorities	Percent Minorities
2002-2003	358	8	3	3	1	2	17	4.5%
2003-2004	384	11	4	6	1	2	24	5.9%
2004-2005	413	12	3	6	1	3	25	5.7%

\* Includes administrators and staff members in appointments that are 50% FTE or greater.

### 2. Develop a staff and administration able to discern and counter racism in all its forms and to embody reconciliation.<sup>33</sup>

Racial justice and multiculturalism have become regular training and orientation topics, and the number of staff who have been trained increases each year. Three staff members from the division participated in anti-racism training this year. The division hosted two Institutes for Healing Racism and held orientation sessions on diversity for new staff.

<sup>32</sup> *FEN* Goal A-1, A-2.

<sup>33</sup> *FEN* Goal A-2.

### **3. Programming will celebrate international commitments and diversity.<sup>34</sup>**

The division supported multicultural efforts, such as providing services to the Entrada Scholars program, the Korean ESL Institute, and the *Petra: Lost City of Stone* exhibit.

### **4. Become an effective agent of racial justice and harmony in external partnerships.<sup>35</sup>**

Information Services provided face-to-face and on-line support for Oakdale and Buchanan elementary schools to prepare for “Night at Petra.” Information Services maintained a computer lab with 12 computer systems at Alternative Directions in Burton Heights, two laptop computers for nursing student use at Creston Neighborhood Association, and seven computers at three locations for Project Neighborhood (Calvin College’s off-campus housing option where students live in an intentional Christian community with housemates and mentors and learn to serve their neighbors). They also provided a number of used computer systems for various projects:

- Twenty used desktop computer systems for a Christian Reformed World Missions project in Costa Rica.
- Forty used computer systems for Computers for Schools Kenya, a non-profit organization in Nairobi that furnishes schools and community access centers with computers and related services.
- Twenty-four used computer systems for Project Connect, a program run by Calvin’s Computer Science Department that provides computers and technology training classes to people in the Grand Rapids area including participants in non-profit organizations, such as, Oakdale Neighbors.

### **5. Goals for 2005-2006.**

- Both divisions will continue to recruit and hire persons from diverse communities through networks and by establishing new connections.
- Human Resources plans to implement the new application software in August, 2005.
- Human Resources plans to continue partnering with Grand Rapids Area Chamber of Commerce and host three Institutes for Healing Racism on campus.
- Division-wide staff members will participate in anti-racism training.
- The orientation and training coordinator will become a certified trainer in the topic “Unintentional Intolerances” which will be included in Calvin’s orientation program for all staff.
- Human Resources will begin a mentoring program for staff.

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<sup>34</sup> FEN Goal C-4.

<sup>35</sup> FEN Goal D-2.

## ADVANCEMENT DIVISION

The Advancement Division is the fundraising arm of the college and oversees the scholarship funds and alumni relations. Thus, with respect to *FEN* goals, this division is crucial in developing the financial means for multicultural opportunities on campus. The Advancement Division was reorganized recently (formerly, it was the Development Division) and now consists of Alumni Relations<sup>36</sup> and Development and is headed by a new vice president (Dirk Pruis). Specific activities of the Administration, Finance, and Information Services Division regarding *FEN* goals are described below, organized by types of goals.

### **1. Develop a racially and culturally diverse staff and administration.**<sup>37</sup>

Recruitment efforts to locate minority candidates for the division resulted in two persons of color applying for the position of director of major gifts; however, neither person was hired due to stronger qualifications of other candidates.

### **2. Develop a more racially and culturally diverse student body.**<sup>38</sup>

The division's strength regarding *FEN* goals is generating many scholarships for students of color. The two primary scholarships are the Mosaic Awards (up to 20 each year) and the Multicultural Awards. In addition, there are a number of other scholarships specifically designed for AHANA students: the A.M.D.G. Scholarship (for students pursuing pre-architecture); the James F. Beré Memorial Scholarship; the James Bosscher Engineering Scholarship (for engineering students); the Calvin Minority Scholarships; the DaimlerChrysler Minority Scholarships (for students in business or education); the De Groot Family Scholarship; the DeVries-Post Teacher Education Scholarship; the Diekema Family Scholarship; the Emerson Minority Scholarship; Entrada grants (for students who complete the Entrada Scholars Program); the George G. Harper Scholarship; the Hearst Foundation Scholarship; the Ipema/Wells Family Minority Student Scholarship; the Loranna Konrad Memorial Scholarship; the Florence G. Kuipers Scholarship; the Kunnen Family Mosaic Award (one of the Mosaic Awards); the Milton and Carol Kuipers Family Mosaic Awards (eight or more of the Mosaic Awards); the Macedonia Scholarship; the Race Relations Multiracial Student Scholarships; the Dena M. Sievert Scholarship; the Edward D. and Jennie VanderBrug Memorial Scholarship; and the Woodlawn CRC Minority Scholarship. Four named scholarships are managed by the Service-Learning Center and are directed to those students who show leadership in such areas as neighborhood and community service, overseas missions vocational exploration, and Christian discipleship.

In addition, specific grants and gifts are established for multicultural projects and programs such as the Entrada Scholars Program and the Pathways to Possibilities Program. Two major sponsors of these programs include Meijer Stores and the Van Lunen Foundation.

The Alumni Association provides funds for scholarships for North American ethnic minority students. The Japan Alumni Scholarship is awarded to a student residing in Japan. The Black Alumni Chapter renewed its popular Book Grant program for current African and African American students. In April, the BAC gave out 23 awards for a total of \$3,980 toward academic textbooks.

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<sup>36</sup> The Alumni Relations Office was moved from the Enrollment and External Relations Division to the Advancement Division during the spring semester 2005.

<sup>37</sup> *FEN* Goal A-2.

<sup>38</sup> *FEN* Goal B-1.

### **3. Constituencies that support Calvin will understand and embrace Calvin's racial reconciliation commitment.<sup>39</sup>**

The Alumni Association lists diversity goals as one of four major areas within its current five-year strategic plan. The "Reach Across" goal directs the Alumni Association to:

1. 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.
2. Encourage 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.
3. Recruit diversity in chapter leadership teams—ethnicity, age, denominational affiliation, and occupational representation, in particular.
4. Make ethnic-minority alumni 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. Two AHANA alumni served on the Board in 2004-2005. One of these resigned after a year due to his election to another board, and the executive committee of the Alumni Board is currently seeking an ethnic-minority replacement. Alumni chapter leaders are being trained regarding *FEN* goals and are encouraged to seek out AHANA alumni for leadership teams and to program with diversity in mind. Currently three AHANA alumni are chairpersons of local chapters (there was only one last year), and other AHANA alumni are on leadership teams. Lists of AHANA alumni have been sent to chapter leaders to encourage AHANA leadership team recruitment and involvement.

The Black Alumni Chapter (BAC) experienced a resurgence due to the excellent work of alumna Toyin Adegbite Moore '91. Ms. Moore assisted the Alumni Office in organizing local black alumni leadership. As a result, Ned Andree '95 was appointed BAC chair, and BAC formed a partnership with current students to produce a Black Knight Formal event in the spring. Professor Randal Jelks and Assistant Dean Jacque Rhodes have also been valuable partners in the process.

The Alumni Association's Faculty Relations Committee began a new "Alumni Lecture Series" intended to bring young Calvin alumni scholars of color to campus to solidify ties to Calvin and to inspire current students. The first lecturer in the series was Bo-Mi Choi '97 from the University of Chicago, who came in partnership with the history department. In October 2005, Native American alumna Kim Huyser will lecture in partnership with the sociology and social work department.

### **4. Communicate efforts to become an effective agent of racial justice.<sup>40</sup>**

One way to communicate Calvin's *FEN* efforts is to publicize persons and events related to diversity issues and racial reconciliation. *Spark* magazine, the quarterly publication of the Alumni Association, seeks to reflect the diversity of the campus community and its alumni worldwide. The publication has as a goal to tell stories and show persons of color. This year, the editors met with the cross-divisional team and redesigned the cover of the magazine to include small inset photographs of alumni profiled within, in order to draw in multi-ethnic alumni. Because each issue profiles at least one person of color, there will always be a photograph of a person of color on the cover. The latest *Spark* edition (Summer 2005) included a story about the Black Knight Formal and profiled Jordanian alumnus Amir Kowar '86, recently appointed that country's postmaster general.

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<sup>39</sup> *FEN* Goal D-1.

<sup>40</sup> *FEN* Goal D-3.

## 5. Goals for 2005-2006.

Goals for the Advancement Division include efforts to:

- Increase ethnic-minority involvement in alumni events and chapter leadership.
- Ensure that the Black Alumni Chapter has a substantive and successful year of programming. The Alumni Association plans to rotate two new African or African American alumni into BAC leadership every year.
- Inquire about the interest of other ethnic-minority alumni groups to organize similarly to BAC.
- Analyze each edition of *Spark* magazine to ensure substantive ethnic-minority representation.
- Train administrators and staff in anti-racism.
- Continue to seek funds for AHANA and international student scholarships from donors who are interested in increasing Calvin's diversity.
- Continue to seek funds for Calvin programs related to diversity issues. There has been much success in funding scholarships and programs that enhance diversity at Calvin; it is anticipated that funding will increase as the capital campaign enters its public phase.

**Activities and accomplishments of  
BARBARA OMOLADE**  
Calvin College's First Dean for Multicultural Affairs  
January 2004 to May 2006

Facilitated, planned, and spoke at the Consultation of Afro-Christian Scholars, July 2005:

The Consultation of Afro-Christian Scholars in higher education is an intentional scholarly community that meets yearly to discuss, promote, and produce research and scholarship. The Consultation provides support for addressing the specific personal and professional concerns of Afro-Christian (African and African American) scholars. It was established in 2001 by Barbara Omolade (then a professor of sociology at the City College of New York) and Susan Felch (professor of English at Calvin College). In 2005, Barbara Omolade gave the lecture "We Wish to Plead Our Own Cause: The Legacy and Promise of African American Christian Scholarship and Intellectual Development" which examined the issues and concerns of African American Christian thinkers since the nineteenth century; this gave a context for understanding the work of contemporary scholars.

Planned the Afro-Christian Worship and Social Transformation workshop, July 2004:

This workshop explored Afro-Christian worship practices in relation to issues of social engagement from a global perspective, including Afro-Christian traditions of Africa, Europe, the Caribbean, and the Americas.

Participant in the Academic Council:

The Academic Council consists of the provost, five academic deans, the registrar, and the director of assessment. The Academic Council meets every other week and provides a way for the deans to coordinate operations and discuss common and overlapping tasks and issues. Its formal influence over policy is limited to advising the provost about how to use certain restricted funds, yet it functions as a forum in which deans and the provost often identify problems and decide to take ideas to committees for action.

Co-chaired the Multicultural Affairs Committee (MAC):

MAC is the principal agent of policy and accountability for the college in the development and maintenance of a genuinely multicultural educational community. (Excluding Spring 2005)

Participant in anti-racism training, November 2004:

Participated in a two and one-half-day Crossroads anti-racism training at Church of the Servant.

Member of the CRC Race Relations Integrating Team, Fall 2005:

The Race Relations Integrating Team oversees the expansion of the anti-racism/racial reconciliation Initiative throughout the U.S. and Canada.

Participant in the President's Multicultural Affairs Council (PMAC):

PMAC is an external advisory board consisting of seven advisors and two administrators that meets with the president annually to give advice regarding events and efforts in the area of diversity, multiculturalism, anti-racism, and reconciliation at Calvin College. Current members are Rev. Jason Chen, Director of Campus Ministry, University of Iowa; Norma Coleman, Director of Human Resources, CRCNA; Violet J. Morgan, Representative, Red Mesa Foundation (an organization in New Mexico of Christian Reformed churches, missions, and Christian schools empowering Native American leadership for these churches and schools); Rev. Tong Park, Director of Korean Ministry, Christian Reformed Ministry Center, Bellflower, California; Rev. Dr. John Perkins, Director, John M. Perkins Foundation for Reconciliation and Development, Jackson, Mississippi; Rev. Gilbert Varela, Pastor, Gold Avenue CRC, Grand Rapids; Rev. Norberto Wolf, Director of Race Relations, CRCNA; Tom McWhertor, vice president for enrollment and external relations; and Barbara Omolade, dean for multicultural affairs. (Spring 2004 and 2006)

Organized and facilitated the Cross-Divisional Team and supervised the production of its guidebook:

The Cross-Divisional Team consists of members from the Academic Affairs Division, the Student Development Office, the Office of Christian Formation for Campus and Student Life, the Residence Life Office, Student Academic Services Department, the Admissions Office, and Enrollment and External Relations Division. The purpose of the team is to foster interdepartmental and interdivisional collaboration and communication around *FEN* goals and multicultural programming efforts; to enhance the multicultural development of the teaching, learning, and living environment at Calvin College; and to strengthen efforts to support AHANA and international students from enrollment through graduation. The Cross-Divisional Team produced the guidebook *Multicultural Resources* (published March 2006) which lists all the resources for multicultural issues, activities, and programs at Calvin College.

Convened and initiated the *FEN (From Every Nation)* Council, Fall 2005:

The *FEN* Council is a forum for faculty representatives to discuss the application and implications of *FEN* guidelines in their teaching.

Provided oversight and support of the African and African Diaspora Studies minor and grant:

The African and African Diaspora Studies program will prepare Calvin students to understand Africa's role in the formation of the Americas and the continent's role in geo-politics and culture. Students will have a clear understanding of Africa and people of African descent through the study of philosophy, geography, history, literature and the foreign languages. In 2004, Calvin College received a two-year grant of just over \$140,000 from the U.S. Department of Education to fund this new minor.

Participant in the planning subcommittee for the Nagel Institute, 2005-2006:

The Nagel Institute for the Study of World Christianity aims to promote the study of Christianity's new presence and role in the global South and East.

Supervised the directors of the Off-Campus Programs, the Pre-College Program, and the Cross-Cultural Engagement program:

Off-Campus Programs provides students with learning experiences in other states and countries; the Pre-College Programs creates programs for those with whom the College has established partnerships in educational ministry, many which relate to specific churches and ethnic minority populations; and the Cross-Cultural Engagement program provides students with a face-to-face experience of understanding how the world might look from the standpoint of another community of interpretation and experience.

Taught interim course "The Civil Rights Movement in the U.S.," January, 2005:

This course focused on the leadership philosophies, the tactics and strategies, and the involvement of women in the civil rights movement of 1954-1965.

Gave the following public lecture:

Keynote speaker at the Women and Work Conference, City University of New York, Center for Worker Education, April 2004.

Gave the following public lectures at Calvin College:

- Keynote speaker at MLK Young Leaders Weekend, January 2004. The address, "Give Us the Ballot," drew from personal history with civil rights pioneer Ella Baker and the Student Non-Violent Coordinating Committee and focused on the important role students played in the movement.
- Keynote speaker at Fall Conference for Faculty and Staff, September 2004. The speech, "The Ephesian Moment," based on an article by Andrew F. Walls, a veteran missiologist, asserted that because contemporary Christianity's center of the faith has shifted from Europe to the global South, the church (including Christian educators) needs to intentionally break down racial and cultural partitions that divide it.

- The January Series speaker, January 2005.  
The speech, “My Story,” shared a personal journey through the civil rights and the women’s movements.
- Plenary Speaker at the Kuyers Institute for Christian Teaching and Learning Conference on Spirituality, Justice, and Pedagogy, September 2005.  
The speech, “Intellectual Racism and the Challenge of Multicultural Education,” looked at intellectual racism that includes and goes beyond institutional forms of racism to blind the eyes of scholars, educators, and their students.

Published:

“Faith Confronts Evil,” in *Christian Faith and the Problem of Evil*, edited by Peter van Inwagen. Grand Rapids: Wm. B. Eerdmans Publishing Company, 2004. This book is a compilation of essays by thinkers in the areas of philosophy, theology, literature, linguistics, and sociology. The essay, “Faith Confronts Evil,” approaches the problem of evil through the faith of enslaved African American Christian women.

## 'Miracle of God' -- Calvin dean back at work

By Jennifer Ackerman-Haywood

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Barbara Omolade remembers little of the accident.

The Calvin College dean was driving to Madison Square Church in Grand Rapids on May 2 when two cars collided with hers.

Omolade was helped from her car by fellow parishioners.

"I wasn't bleeding," recalled Omolade, 61. "I thought I was OK."

But she wasn't. A physician in the congregation recognized the signs. Omolade was having a stroke.

Five days later, hospital doctors discovered a brain hemorrhage requiring emergency surgery. Her situation looked grim. A surgeon advised her daughter, Eskimo Omolade, 31, of Brooklyn, N.Y., to assemble the rest of the family.

Barbara Omolade came through the surgery and spent several weeks in the hospital.

After her release, she faced weeks of therapy. In those early sessions, she had to retrain her muscles to perform activities that once were routine, such as walking, talking and eating.

This week, Omolade is celebrating her recovery. On Wednesday, she delivered the keynote address to Calvin faculty, staff and students as they started the new school year. She also is returning to her work as dean of multicultural affairs.

"She's here before us today as a miracle of God, the answer to many prayers," Calvin Provost Joel Carpenter said Wednesday as he welcomed Omolade to the podium.

Omolade credited her Calvin friends with speeding her recovery.

"I want to thank everyone for their prayers," she told about 700 coworkers and students at Calvin's chapel. "There were a lot of levels of miracles that allowed me to come through this successfully."

Through her ordeal, Omolade was supported by friends like Linda Naranjo-Huebl, an English professor who saw Omolade at the accident scene.

"I turned around and when I realized it was Barbara, it was really terrifying," Naranjo-Huebl said.

"But she was immediately surrounded by friends," she added. "The process of coming together as a support group started right there."

Omolade, who has four grown children and four grandchildren, joined the Calvin administration in January. But she long has had a passion for promoting diversity.

Originally from Brooklyn, Omolade joined the civil rights movement in the 1960s and helped register blacks to vote as part of the Mississippi Summer Project in 1964. She has been active in women's rights groups, including the Women's Action Alliance, and in 1994 wrote the book "The Rising Song of African-American Women."

She was working at City College of New York when she started spending summers at Calvin four years ago as part of its Summer Seminars in Christian Scholarship. She was offered the position of multicultural dean when it came open two years ago.

"Trying to figure a way for (all people) to feel welcome (at Calvin) is a big task and is yours, too, because you have to help me," she told coworkers Wednesday. "Every culture brings something to the community that the community needs."

Before her accident, Omolade prided herself on being self-sufficient. But the crash taught her about asking for help, she said.

"I've learned to be more dependent on others, to try to work more collaboratively, to trust God," she said.

Omolade said it is unclear whether her medical problems were triggered by the crash or were brewing undetected for some time. While her car was severely damaged in the collision. At least one other driver left the scene, limiting the ability of police to file a complete accident report.

Omolade said she is eager to get back to work and plans to live out the lessons she has learned from her struggles.

"I feel a new way of looking at the things I need to do, and who I'm going to do them with," Omolade said. "I'm excited to go back."



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Photo by Anna Moore Butzner.

## ACKNOWLEDGEMENTS

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MAC facilitator; MAC State of the College Report publisher

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