Multicultural Affairs Committee
State of the College Report 2008
Foreword

“Now therefore thus says the Lord of hosts: Consider your ways and set your mind on what has come to you.”
Haggai 1:5 (AMP)

The mandate for the Multicultural Affairs Committee (MAC) (see page 76 for the full text of the mandate) empowers the members of the MAC to “evaluate and promote policies and procedures at all levels of college life in order to ensure that Calvin becomes and remains an educational community in which cultural diversity is encouraged and celebrated.” The mandate of the committee reflects the adoption of the From Every Nation: Revised Comprehensive Plan for Racial Justice, Reconciliation, and Cross-cultural Engagement at Calvin College (FEN) document, adopted by the Faculty Assembly in October of 2003 and the Board of Trustees in February 2004. Essentially the mandate of MAC is to monitor the college’s progress toward meeting the goals prescribed by the FEN document. The goals embody the three themes of the document: multicultural citizenship, anti-racism and accountability, reconciliation and restoration. To carry out its mandate, the committee is charged with providing …

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

(MAC Mandate Statement 1)

The first “State of the College Report” MAC committee was completed in May 2006 and reflected the college’s activities for the 2004-2005 academic year, the first year of the adoption of the FEN document. The current “State of the College Report” reflects department and faculty activities from Fall 2006 to Spring 2007; and captures the work of division from Fall 2007 to Spring 2008. It should be noted that between the completion of the first report and the completion of this, the second report, a new Dean for Multicultural Affairs – Michelle Loyd-Paige – took on the duties of the Office for Multicultural Affairs on an interim basis for the 2006-2007 academic year and as a regular appointment in the Fall of 2007. Additionally, there were changes in reporting mechanisms for departments and divisions, changes in MAC Mandate, and changes in the leadership of several college divisions. The cumulative effect of these changes account for the gap in reporting. Where possible and feasible, this report captures relevant data for the “missing” in-between years. We are confident that this year will mark the beginning of more consistent, timely, and comprehensive reporting on the “State of the College” as related to its aspiration of fully meeting the goals as described by the FEN document.

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

(FEN, p. 30-31)
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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.

Under FEN instructions, MAC prepares the biennial “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 of the Departments during the 2006-2007 academic year and Division activity from Fall 2006 through Spring 2008. MAC is currently chaired by Michelle Loyd-Paige, Dean for Multicultural Affairs. Members of the committee include faculty from the following departments: Biology, Music, History, and Spanish. Additional committee members include representatives from the Office of Enrollment and External Programs, the Office of Human Resources, and the Calvin College Board of Trustees, as well as the Assistant Dean for Multicultural Student Development, the Associate Dean for Teacher Education, and an Administrative Assistant. Names of all members are listed in Appendix H at the end 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 MAC “State of the College” report.
- An evaluation of goals, initiatives, and activities for the 2007-2008 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.

The information is presented in this report according to 4 divisions of the college:

- Office of the President
- Academic Affairs Division
- Enrollment and External Relations Division
- Advancement Division

In the first part of this report a Diversity Snapshot is included to highlight statistical data of Calvin College employees, students, and courses offered. Following that are the Reflections and Recommendations of the chair of MAC to offer some suggestions in improving the state of the campus and its multicultural initiatives. The third section is the Reports from the Divisions in regard to the FEN document. These are the actual submissions without any input or alteration by MAC. Also included is a report from MAC detailing some of its activities from 2007-2008. Lastly are appendixes that include information of interest regarding Calvin’s campus and its diversity.

This current MAC “State of the College” report for 2007-2008 was completed in March 2008, to be available by April 7, 2008. MAC welcomes any feedback or questions from readers.
**ETHNIC BREAKDOWN OF FACULTY***

<table>
<thead>
<tr>
<th>GROUP</th>
<th>03/04</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
</tr>
</thead>
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<td>304</td>
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<td>315</td>
<td>319</td>
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<td>White</td>
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<td>283</td>
<td>287</td>
<td>282</td>
</tr>
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<td>91.6%</td>
<td>91.1%</td>
<td>88.4%</td>
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<td>7</td>
</tr>
<tr>
<td></td>
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<td>2.19%</td>
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<td>2</td>
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<td>6</td>
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<td></td>
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<td>0</td>
<td>0</td>
</tr>
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<td>Other</td>
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</table>

*Data obtained from Human Resources reflects faculty and staff, half time or greater, as of November 2007.

**2007-2008 ETHNIC BREAKDOWN OF STAFF***

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<tr>
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<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
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</thead>
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<td>397</td>
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<td>91.8%</td>
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<td></td>
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<td>0.93%</td>
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<tr>
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<td>4</td>
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<td>5</td>
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<tr>
<td></td>
<td>1.35%</td>
<td>1.00%</td>
<td>0.93%</td>
<td>1.13%</td>
<td>1.08%</td>
</tr>
<tr>
<td>Native American</td>
<td>1</td>
<td>1</td>
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<td>1</td>
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<td>0.27%</td>
<td>0.25%</td>
<td>0.23%</td>
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<td>0.22%</td>
</tr>
<tr>
<td>Other</td>
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<td>0.45%</td>
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<td>Non-Residential Alien</td>
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<td>7</td>
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<tr>
<td></td>
<td>2.70%</td>
<td>2.25%</td>
<td>1.63%</td>
<td>0.68%</td>
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*Data obtained from Human Resources reflects faculty and staff, half time or greater, as of November 2007.*


**ETHNIC BREAKDOWN OF STUDENTS**

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<th>GROUP</th>
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<th>‘05</th>
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<th>‘07</th>
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<td>TOTAL PERMANENT RESIDENT STUDENTS</td>
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<td>Hispanic American/Latino</td>
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<td>45</td>
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<td>56</td>
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</tr>
<tr>
<td>Asian American/Asian</td>
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<td>114</td>
<td>114</td>
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<tr>
<td>Native American</td>
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<td>TOTAL NON-RESIDENTIAL STUDENTS</td>
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<td>Canadian</td>
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<td>105</td>
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<td>9</td>
<td>10</td>
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<tr>
<td>European</td>
<td>14</td>
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<td>11</td>
<td>18</td>
<td>15</td>
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</table>

**CROSS-CULTURAL ENGAGEMENT (CCE) COURSES**

Cross-Cultural Engagement courses are a part of the core requirement that can be met by any course of 0 or more credit hours in which students interact directly with members of a different culture over a significant period of time.

These courses provide students the opportunity to:

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

**CCE COURSE BREAKDOWN**

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<th>NUMBER</th>
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<tr>
<td>Off-campus</td>
<td>11</td>
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<tr>
<td>Interims on-campus</td>
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</tr>
<tr>
<td>Interims off-campus</td>
<td>20</td>
</tr>
<tr>
<td>Students completed/registered 07-08</td>
<td>988</td>
</tr>
<tr>
<td>New courses for 07-08</td>
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FOREIGN LANGUAGES

2007 LANGUAGES OFFERED

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<th>LANGUAGE</th>
<th>MAJOR</th>
<th>MINOR</th>
<th>STUDENT MAJORS</th>
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<tbody>
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<td>Chinese</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Dutch</td>
<td>✓</td>
<td>✓</td>
<td>0</td>
</tr>
<tr>
<td>French</td>
<td>✓</td>
<td>✓</td>
<td>46</td>
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<tr>
<td>German</td>
<td>✓</td>
<td>✓</td>
<td>17</td>
</tr>
<tr>
<td>Greek</td>
<td>✓</td>
<td>✓</td>
<td>4</td>
</tr>
<tr>
<td>Japanese</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kiswahili</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Latin</td>
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<td>✓</td>
<td>7</td>
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<tr>
<td>Spanish</td>
<td>✓</td>
<td>✓</td>
<td>131</td>
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OFF-CAMPUS PROGRAMS

FALL 2007 CALVIN PROGRAMS

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<tr>
<th>PROGRAM</th>
<th>STUDENTS ENROLLED</th>
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<tbody>
<tr>
<td>Honduras Spanish Studies</td>
<td>24</td>
</tr>
<tr>
<td>Semester in China</td>
<td>7</td>
</tr>
<tr>
<td>Semester in France</td>
<td>25</td>
</tr>
<tr>
<td>Semester in Ghana</td>
<td>17</td>
</tr>
<tr>
<td>Semester in Hungary</td>
<td>19</td>
</tr>
<tr>
<td>Semester in New Mexico</td>
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There were 8 Endorsed/Approved Programs in the Fall 2007 semester. These programs, although not offered by Calvin College, had a total of 30 enrolled students.

SPRING 2008 CALVIN PROGRAMS

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>STUDENTS ENROLLED</th>
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</thead>
<tbody>
<tr>
<td>Development Studies in Honduras</td>
<td>19</td>
</tr>
<tr>
<td>Semester in Britain</td>
<td>13</td>
</tr>
<tr>
<td>Semester in Mexico</td>
<td>12</td>
</tr>
<tr>
<td>Semester in Spain</td>
<td>34</td>
</tr>
<tr>
<td>Semester in Thailand</td>
<td>6</td>
</tr>
<tr>
<td>Semester in Washington, DC</td>
<td>18</td>
</tr>
</tbody>
</table>

There were 8 Endorsed/Approved Programs in the Spring 2008 semester. These programs, although not offered by Calvin College, had a total of 35 enrolled students.
MULTICULTURAL STUDENT GROUPS ACTIVE ON CAMPUS 2007-2008

Anime Club
Asian Club
Banderas (Hispanic students)
Black Knight Forum
International Student Association Committee (ISAC)
International health and Development Club
MuKappa
Multicultural Student Advisory Board (MSAB)
My Brother’s Keeper (Ethnic minority men)
National Society for Black Engineers
Peers Against Racism
Readers for Reconciliation
Sister-to-Sister Program (African and African American women)
The Four Corners Group (Native American students)
REFLECTIONS AND RECOMMENDATIONS FROM THE CHAIR OF MAC

Producing this report was a difficult task. Despite our best efforts, it is not the comprehensive report we had hoped it would be. Our biggest hurdle was obtaining the information needed to make an informed evaluation of the progress of the college – in whole and in part – as it reaches for the goals set forth in FEN. We are lacking a report from one division of the college; we have only partial reports from four of the other five divisions. I believe that we found the last of our “reporting bugs” and that the next report will be comprehensive. As the Chair of MAC and the Dean for Multicultural Affairs, I believe that the college, as a whole, is committed to the goals of FEN. And that our difficulties with obtaining information this year were the result of timing issues. These issues have been addressed.

Yet, even if we had full reports from every division, I am afraid that we would still not have the kind of comprehensive report that would provide us with a true reflection of the state-of-the-college. What we have is listing of all that we (the college as a whole) did right. Don’t get me wrong; we should celebrate what has gone well. Nothing just happens; a lot of hard work has gone into every good result. But what we have done right; what has gone well is only half the story. For a true state-of-the-college report we would need a spin-less picture of the challenges, as pertaining to the themes of FEN, faced by this campus. These challenges are not being captured through the recording methods we now have. For example, how many race-based incidents (acts of racism) happened on campus in 2006-2007, in 2007-2008? How many people left campus because the “fit” was not right … or is that is to say, because they could not or were unwilling to be like “us”? How many potential faculty members don’t proceed past the first stage of an interview because of the faculty membership requirements? How many faculty and staff members have left campus or thought about leaving campus because of how the Dr. Denise Isom case for a church membership exception was resolved? Why did the HERI report show a drop in the “importance of recruiting more minority students”? I don’t have the answers to these questions, but I would like to and I think we need them in order to have a true picture of the state-of-the-college.

As I review the information that we were able to provide in this report, I am happy to report that in 2007-2008 there were increases in both the number of students and faculty of color; but I suspect that 2008-2009 will see a decrease in the number of faculty of color. 2006-2007 was the first year that individual faculty members and departments reported specifically on FEN related activities. I was encouraged by the variety of activities, but disappointed that 63% of the faculty reported no FEN related activities. Overall, if one reads the information provided in the following pages, they will come away with a positive view of the state-of-the-college; however, before we celebrate, we must soberly acknowledge that we have a long way to go. We are on our way, but how fast we are going and how deeply we are committed to becoming a campus that truly embodies Multicultural Citizenship, Anti-Racism and Accountability, and Reconciliation and Restoration will be the subject matter of a thoughtful review by the full MAC committee in the Fall of 2008.

As Chair of MAC and the Dean for Multicultural Affairs, I have my own list of recommendations for the college to take up before the next comprehensive MAC report:

Articulate the Goals of FEN as a Campus-Wide Priority
One of the purpose statements of Calvin College reads “to perform all our tasks as a caring and diverse educational community …. We seek to gather diverse people and gifts around a common pledge and purpose; pursue justice, compassion, and discipline; and provide a training ground for the life of Christian virtue.” One could infer that diversity is an important objective of the college. However, diversity is an implied objective. Furthermore, diversity, as in a gathering of diverse people and gifts, is not the sole focus of FEN. The focus of FEN is Multicultural Citizenship, Anti-Racism and Accountability, and Reconciliation and Restoration. These themes should be highlighted as a campus-wide priority. These themes should be a part of our how we convey what Calvin College is all about, not just something that we wrote about several years ago and is now in a book that few people read. Just as Academic Excellence are high visibility priorities, Multicultural Citizenship, Anti-Racism and Accountability, and Reconciliation and Restoration, should be overtly conveyed as important to who Calvin College is. For example, to the list of five things that make Calvin College unique – Profoundly Academic, Purposeful Renewal, Spirited Community, Promising Futures, and Remarkable Investment – “Intentionally Antiracist and Multicultural” should be added.
A Racial Climate Study
Ten years ago there was a racial climate study administered to students. I believe that a ten-year follow-up study with students would be helpful, but would want to include faculty and staff. The study would help us to answer the questions of commitment to FEN, incidents of racial discrimination, degree of “welcoming” environment, and concerns about race on this campus.

Anti-Racism Training/ Re-Training
It has been several years since CART conducted any anti-racism training on campus. We have added to our faculty, staff, administrators, and Board members. Anti-racism is one of the three themes of the campus. Everyone who has not participated in a DORR (Dance of Racial Reconciliation), CORR (Congregations Organizing for Racial Reconciliation), or Institute for the Healing of Racism in the last two years should be strongly urged to participate in an anti-racism training event. It should also be a significant part of student orientation. This work needs continuous reinforcement.

An Accounting of the Effectiveness of Strategies Listed in the FEN Document
One of the strongest features of the FEN document is the accountability measures associated with the recommended strategies. To date, there has been unevenness in the reporting of the effectiveness of the recommended strategies. For example, do we know how many, if any, proposed faculty openings PSC has not approved because a department has not demonstrated a satisfactory record in recruiting efforts of faculty of color? Do we know how many new course proposals have been sent back to departments for revision because of an underdeveloped Diversity Goal statement? This type of accounting should be part of the state-of-the-college report, but we do not have the mechanisms in place to capture that kind of information.

A Central Clearing House for Diversity Related Demographics
One of the things that has become clear is that determining how many faculty and staff of color we have on campus at any one time depends on which office you solicit the information from. Different offices are working with different definitions. For example, the Provost Office may have different numbers than the Human Resource Office. Both are correct in terms of their own criteria for counting, but which number is accurate is debatable. Differing numbers make it difficult to know who exactly is here and it makes it difficult to compare numbers over time. For example, what may appear to be an increase in the number of faculty and staff of color, may actually be a reflection of a different definition/categories used to count the same people in the first count. There needs to be a discussion on which numbers to use for published “facts” about Calvin and a central clearing house to obtain that information.

A Clarification of the Meaning and Articulation of Reformed Tradition
The 2002-2007 strategic plan of the college states “Calvin College enjoys a broad consensus regarding its mission and identity as a Reformed confessional college. Both the College and its sponsoring denomination have come to acknowledge that the Reformed tradition can and should encompass many cultures. Yet our efforts to become culturally more diverse community have raised new questions about the nature of this tradition, and the ways it forms and propels the College in its mission. In the past five years, Calvin professors, staff and students have expressed a need for a fresh consideration of Reformed identity and mission. These beliefs cannot remain implicit and assumed; they need to be pondered anew by each generation. The College needs some concerted theological, cultural, philosophical and moral reflection on the Reformed project, and it is blessed with abundant resources for this task.” This conversation has been taken up in earnest by a task force appointed by the Board of Trustees; the conversation must be transparent; must provide an opportunity for more voices from within the Calvin community to make contributions; and must examine the Reformed tradition from a global point of view.
Furthermore, the conversation about the Reformed mission/tradition of the college should clarify that the goals of *FEN* are not inherently in opposition to the Reformed mission/tradition of the college. As stated in the *FEN* document, “we have both an opportunity and an obligation to focus our collective energies on the effort to make Calvin College a Reformed academic community that is genuinely anti-racist, reconciling, and restoring.” (*FEN*, 25)

*If Christians, including Reformed Christians, have a compelling biblical-theological warrant for seeking justice and celebrating multicultural community, why does our practice so often fall short of what we profess?*  (*FEN*, 12)
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 oversees the Artist Series and the work of the dean of the chapel. The work of the January Series has transferred to the Enrollment and External Programs division this past year. The President 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 2005-2008 school years that promote FEN goals. Exemplary items focused on:

- Multicultural voices presenting varying perspectives in chapel, and in the Artist Series. Chapel has continued to expand its multicultural focus by implementing different worship models.
- In the committee structure of the college, the Committee on Governance, at the request of Faculty Senate, is currently reviewing the issue of persons of color serving on Faculty Senate. This work will be ongoing in the coming year.
- President’s Multicultural Advisory Council (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.
- The President coordinates events with the International Student Advisor such as the annual reception at his home for the parents of international students as well as having dinner with international students in the Commons on an annual basis.
- The President continues to develop relationships with Korean or Arabic contacts in order to pursue the establishment of these language programs at the college.
- Participation in the process as the college was a recipient of the Paul Simon Award for Internationalizing the Campus 2007.
- President’s Cabinet reviews on a semi-annual basis where the institution is at in regards to awareness of FEN goals and implementation plans for each division. It was determined at their 2008 spring planning session that one of its goals for the first year of the Strategic Plan was to improve the experience for minority and multicultural students of color.

As noted in the summary of the 2004-2005 MAC report, there were a number of challenges noted by MAC and/or by the President's Office that will be addressed in more detail and reported on in a supplemental 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.
- Offer reflection on how the college's multicultural and anti-racism goals and initiatives can become, at the same time, more visionary and more accessible. 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.
ACADEMIC AFFAIRS DIVISION

The Academic Affairs Division is the teaching and scholarship arm of the college; thus, its role in implementing FEN goals primarily through the professional work of faculty. The large and internally complex division consists of 26 academic departments and 23 additional offices, centers, and programs. With a division this size, it is difficult to report on all the activities related to multicultural efforts. As such, this year’s report will focus on the FEN related activities of faculty and departments; highlight new efforts; and emphasize the efforts of the Office for Multicultural Affairs.

1. Develop a racially and culturally diverse faculty.  

Over the past five years the college has had a net gain of one (1) faculty of color. Between 2006-2007 and 2007-2008, there was a net loss of one faculty member of color. Currently, the college is still hiring for openings for the 2008-2009 academic year. Several faculty members of color who were a part of the faculty in 2007-2008 will not be part of the faculty in 2008-2009; the college’s ability to retain faculty of color continues to be a concern. It is suspected that one of the barriers to developing a racially and culturally diverse faculty is the college’s faculty membership requirements. This suspicion was made real by the anticipated loss of at least one faculty member of color because of her failure to be in compliance with the church membership requirements. Additionally, a second barrier is thought to be language that positions the goals of FEN in opposition to the Reformed mission of the college. E.g., “FEN should not trump the Reformed mission of the college.” A careful reading of the FEN document clearly shows that the goals of FEN are not only compatible with the Reformed mission of the college, but it is an integral part of that mission.

On a positive note, the interim Dean for Multicultural Affairs appointed for 2006-2007 is now on a regular appointment for that same position.

2. Develop faculty able to discern and counter racism in all its forms and to embody reconciliation.  

A reporting process for faculty development efforts related to FEN was implemented. Faculty was encouraged to list their activities as part of their annual Faculty Activities Report (See Appendix A). 37% of the faculty reported some type of FEN related activity during the 2006-2007 school year; the first year the reporting mechanism was instituted.

The Office for Multicultural Affairs (OMA) held its second annual From Every Nation Symposium on Race in March of 2008. The speakers for the FEN SYM, Dr. John Palmer – a self-identified Corean adoptee, and professor at Colgate University, and Dr. Krystal Zook – a self-identified bi-racial woman and professor of journalism at Hofstra University, lectured on the importance of having pride in one’s own ethnic identity. Both speakers attracted members from the Grand Rapids community, as well as, a large showing from Calvin students and faculty. The OMA worked in partnership with the teaching fellows to provide monthly workshops on FEN related matters and facilitated reading groups for both faculty and staff. Overall the OMA increased its offering of faculty development workshops.

The Office for Multicultural Affairs launched the From Every Nation Teaching Award during the Spring 2008 From Every Nation Symposium on Race. Dan Miller of the history department was the first recipient of this annual award.

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1 FEN Goal A-1
2 FEN Goal A-1
3. Become an effective agent of racial justice and harmony in external partnerships.

The Kuyers Institute, the Nagel Institute, and the Office for Community Engagement have each made efforts to bring speakers to campus that address issues of racial justice and racial harmony. However, the college’s commitment to being an agent of racial justice and harmony in external partnerships was challenged by the negative publicity it received in the local and national press when the Professional Status Committee and the Board of Trustees both denied Dr. Denise Isom’s request for an exception to the church membership requirement. A portion of Dr. Isom’s request was based on her desire to become a member of an African-American Baptist church. The church, Messiah Missionary Baptist Church, had had a long sister-church relationship with a Christian Reformed Church. The denial of Dr. Isom’s request was not well received by many of the members of the faculty and became a divisive issue. Many called into question the college’s commitment to FEN; many wondered if it were possible to remain “distinctively reformed” and strive to be culturally inclusive; many more saw the issue as more than just whether or not an African-American faculty member could attend an African-American Baptist church – it was about issues of due process and our commitment to the goals of FEN. Tensions surrounding this issue are still present. At least one external partner with the college discontinued its relationship with the college because of its actions (or lack of action) in the Isom case.

Academic Division Goals

The following are suggested areas for further review:

- Placing greater emphasis on FEN principles and policies in the Strategic Plan.
- Reviewing the progress in recruitment and retention of faculty of color in each department. Addressing the impact of the faculty membership requirements on the recruitment and retention of faculty of color.
- Increasing the involvement of faculty from all departments in faculty development initiatives relating to FEN principles and practices.
- Providing incentives for the involvement of faculty in research and scholarship that supports the goals of FEN.
- Intensify the integration of FEN principles and practices into the core curriculum and new program initiatives (now required by EPC)
- Becoming a more effective agent of racial justice and harmony in external partnerships.
- Proactively addressing the campus racial tension
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<th>Multicultural Lectures</th>
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*A detailed account of department responses can be found in Appendix C.*
Students Enrolled in Off-Campus Programs

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Report on Activities of the Office for Multicultural Affairs 2006-2008

Fall 2006

Faculty Development
Sponsored Research Roundtable Discussion and Lunch for faculty of color
Sponsored travel and attendance to Joint Conference of Librarians of Color
Co-Facilitation: Anti-Racism Causing group (people of color group)

Multicultural Lectures
Several speakers for M. Bierling Spanish 370 class
Co-Sponsored with English: Slavoj Zizek “In What Sense Was Nietzsche a Christian”
Co-Sponsored with English: Ingrid de Kok Poetry Reading
Co-Sponsored with Byker Chair: Jose Casanova
Mwenda Ntarangwi “Cross-Cultural Engagement in the Classroom”

Cultural Celebration/Multicultural Artists
Initiated and Sponsored: Hmong New Year Celebration
Co-Sponsored with President’s Office: Nathaniel Dett Chorale
Co-Sponsored with Student Activities: Sierra Leone Refugee All Stars
Co-Sponsored with Student Activities: Keith Bulter

Graduate School Support
3 students: Yaw, Pablo, and Huysre

Representation of Calvin in Community/Constituents
Steering Committee Member of the West Michigan Commemoration of the 200th Anniversary of the Ending of the Transatlantic Slave Trade
Member of the Faculty Sub-Committee of the President’s Implantation Group
Panel member of the Proposition 2 Debate on Calvin’s campus

Publications
October 2006 issue of Talking Points Newsletter
November 2006 issue of Talking Points Newsletter
December 2006 issue of Talking Points Newsletter

Affinity Group Listening Sessions
AHANA Faculty and Staff welcome reception
International Faculty Reception
Hosted PMAC
Canadian Faculty and Staff Reception

Spring 2007

Faculty Development
Reading Group “White Like Me: Reflections on Race from a Privileged Son,” Tim Wise
Reading Group “Dreams from My Father: A Story of Race and Inheritance,” Barack Obama
“Uncomfortable Conversations about Diversity” Workshop
Sponsored 5 faculty members who were attending/presenting a paper on Multicultural Education
Multicultural Lectures
Henriette Thompson “What Gender Is Your Environment”
Kevin Bales, “Slavery in the 21st Century”

1st “From Every Nation” Symposium on Race
Eduardo Bonilla-Silva “Racism without Racists”
Allan Johnson “What Does Privilege Have to do With Us

Cultural Celebration/Multicultural Artists
5 Days in a Black World
African American Read-In
Two Chapel services: focused on racial reconciliation

Graduate School Support
3 students: Yaw, Pablo, and Huyser

Collaboration with Area Colleges
Steering Committee Member of the West Michigan Commemoration of the 200th Anniversary of the Ending of the Transatlantic Slave Trade
Member of the Faculty Sub-Committee of the President’s Implantation Group

Publications from the Office of Multicultural Affairs
January 2007 issue of Talking Points Newsletter
February 2007 issue of Talking Points Newsletter
March 2007 issue of Talking Points Newsletter
April 2007 issue of Talking Points Newsletter
Multicultural Resource Guide Update

Recognitions
“2007 Senator Paul Simon Award for Internationalization of the Campus”-These awards are given to 5 colleges or universities yearly and the competition is stiff.

Also Noted
11 Courses were approved for CCE credit.
Semester in Britain Program, new location – York, England
New IDS offering – Semester in Thailand
New Director for Semester in China program – Wayne TenHearmsel

Summer 2007

Faculty Development
Eight Faculty Development Seminars
Why Bother, and What Does This Have to Do With Me …Or Just What Does FEN Require?
Moving Beyond Political Correctness: Practicing Mindfulness in the Diverse Classroom and Office Environment.
Addressing Resistance to Anti-Oppressive Change in the Practices of Learning, Teaching, Supervising, and Researching
Psychology of Racism: Where Did We Go Wrong?
What Does it Mean to Be White?
Overcoming Racism: What Can We Do?
Diversity and Higher Education: Theory and Impact on Educational Outcomes
Teaching What We Do Not Know
5th Annual Consultation of Afro-Christians Scholars in Higher Education
Fall 2007

Faculty Development
  Workshops for Faculty and Staff Conference
    Multicultural CRC: Obstacles, Opportunities, Opting Out
    Can I Talk to You?: Speaking Up Against Racism
    Uncomfortable Conversations: Dealing with Race in the Classroom and Workplace Environment
    The Biology of Race, Dr. Joseph Graves workshop
    Diversity in Higher Education, Raymond Gant workshop
    R&R Reading Group “The Race Myth,” Joseph Graves
    Sponsored Cross Divisional Team Vision Mini-Retreat
    FEN talk for New Staff Orientation

Multicultural Lectures
  Dr. Joseph Graves “The Race Myth”
  Attorney Susan Reed, “Facts & Myths about Immigration”
  Dr. Harold Dean Trulear, “The Christian Church and African American Civic Engagement”
  Dr. Aba Mpesha, “What Africans Can Teach about Africa”

Cultural Celebration/Multicultural Artists
  Spoke at Chapel Service
  Hosted book reception for Dr. Nyambura Mpesha.

Also Noted
  Re-activated FEN Council
  Off-Campus Programs composed the Interim Travel Book
  MAC composed a new mandate
  Hosted Elizabethtown College Visitors to inform them on what the Office for Multicultural Affairs does and how we do it
  AADS appointed new interim director

Spring 2008

Faculty Development
  R&R Reading Group “Teachable Moments: Short Stories to Spark Diversity,” Steve Robbins
  How to Become and Outstanding Educator of Hispanic and African-American First-Generation College Students
  Foundations for Making Racial Diversity Work

Multicultural Lectures
  2nd Annual “From Every Nation” Symposium on Race
    Dr. John Palmer, “Challenging the Myth of the Model Minority” and “Karate Chops, Geishas, Nerds, & the Asian Invasion: Reflections of a ‘Corean’ Adopted American”
    Dr. Kristal Brent Zook, “Multiracial Identities and the Coming Age of the Non-White Majority”
**STUDENT LIFE DIVISION**

**Report on Previous Recommendations**

At last reporting (2004-2005), the MAC and the SLD noted two challenges to be addressed in the next MAC report.

1. We identified 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.
   - **Follow-up:** Details on our communications with international students and students of color will be forthcoming.

2. We also identified that Campus Safety needed to provide more data on complaints of harassment or unfairness toward minorities, such as the types of harassment reported, persons reporting the harassment (students, faculty, staff, visitors), and the number of complaints filed each year.
   - **Follow-up:** The Campus Safety Department has made it a practice to meet with and discuss issues and concerns with both minority students and employees when issues of perceived harassment or unfairness have arisen. The Campus Safety Department will continue to work with Calvin’s minority community to address concerns regarding policies and actions on the part of the Campus Safety Department and its employees.

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

MAC expected that the SLD’s professional development focus on reconciliation would affect the values of the co-curricular programs. MAC wanted elaboration of how the programs had been affected by perspectives that the staff have gained.

- **Follow-up:** Details on how co-curricular programs have been addressed based on perspectives gained by the staff will be forthcoming.

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.

- **Follow-up:** Details on the growth of these programs over the past couple of years will be forthcoming.

**Activities Since 2004-2005 Report**

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), most of which have reported their trends, achievements, and areas of concern relating to *FEN* goals. At this time more details are still forthcoming. 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.
1. Develop a racially and culturally diverse staff and administration.³

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 since 2005 have been met with some success.

At last report the Broene Counseling Center had hired a counselor of color; that counselor went on to pursue another graduate degree. Since that time the Center hired another counselor of color, Rick Baez, Psy.D., who has taught in the Entrada program. The Broene Center counselors regularly discuss multicultural implications for counseling in their staff meetings.

The Campus Safety Department is committed to the hiring and retaining of minority employees. In December 2006, Campus Safety intentionally sought to locate a staff member for the role of patrol supervisor who would work effectively with students of color. They interviewed one candidate of color but were unable to offer that individual the patrol supervisor position because of a lack of background in the criminal justice field.

The Campus Safety Department has five minority students working in different positions as Campus Safety Officers and Dispatchers. Our percentage of minority (students of color) student employees to the total number of student employees is 13 percent (5 out of 37). Campus Safety will continue to identify, recruit, and hire minority students as openings become available.

The Career Development Office actively seeks international and minority student workers and professional colleagues for available employment opportunities. This past year a full time Career Counselor position was offered to person of color for an available position (although he did not accept the position). Students of color have always been employed in the Career Development Office and that practice has continued over the past three years.

The Health Services staff continues to be weighted heavily with middle-aged Caucasian women and the need for diversity is readily apparent. The department currently employs one part-time male Hispanic student assistant and will have another student hiring opportunity this spring. While all staff members have sought out personal development in anti-racism and have found community and church opportunities for embracing diversity, this goal remains a “work in progress” here on campus and at the health center.

In the spring of 2006 Residence Life recruited to replace the Mosaic Program Coordinator and had three finalists of color. The position was filled by a candidate of color (Elicia Arai) who deferred appointment for a year. Gloria Jea (then the Housing Assistant) served as the interim Program Director for Mosaic in 2006-2007. Gloria is a person of color and a recent Calvin graduate. Camille Jones, also a person of color, was hired as Gloria’s successor in the Housing Office.

For recruitment during 2008-2009 school year, Residence Life cast their hiring nets widely, interviewing at the Osh Kosh Placement Exchange (at the suggestion of Jacque Rhodes—Osh Kosh tends to have a more diverse candidate pool) and at NASPA in Boston. They also plan to make contact with the graduate program in Student Affairs at Grand Valley State University, hoping to attract local candidates of color who might be familiar with Calvin.

Among Residence Life’s student staff, in 2007-2008 there have been six RAs of color (North American students) and five international students on staff. In 2006-2007 there were two North American RAs of color and six international students on staff.

In the Student Development unit, Valencia Flowers was hired as the department assistant for the Multicultural Student Development Office last year. Jermale Eddie pursued a career opportunity at another university this year.

³ FEN Goal A-2.
2. Develop a staff and administration able to discern and counter racism in all its forms and to embody reconciliation.\textsuperscript{4}

Provide departmental staff development
Several offices within the Student Life Division took the initiative to include anti-racism training in their own departmental training and development.

Health Services continued to include anti-racism goals on all annual performance appraisals and held a reading group on the book \textit{Letters Across the Divide: Two Friends Explore Racism, Friendship and Faith} (by David Anderson and Brent Zuercher, 2001).

Residence Life has attempted to integrate the \textit{FEN} document into their training and work in intentional ways. The last two years during RD training, they have read \textit{FEN} and have had a half-day session on issues of racism and working with students of color, led by members of our own staff (Steve Staggs and Grant Schoonover in 2006, Grant Schoonover in 2007). During the academic year, it is the expectation that all new Resident Directors will attend a training session such as the Institutes for Healing Racism or the Crossroads training sessions offered through Calvin and other outside organizations. Throughout the year they have tried to be more cognizant of the way their own biases and privilege, as well as issues of historical and institutional racism, affect them and their students of color, particularly in areas such as RA hiring and residence hall floor culture.

Below are the competencies Residence Life has identified for RAs. RA training as well as structured learning modules during the fall semester address these competencies:

\textbf{Toward Becoming a Genuinely Christian Community:}
\begin{itemize}
  \item Understand the biblical principles regarding diversity, justice and equality
  \item Know Calvin’s mission, specifically the \textit{FEN} document, regarding multiculturalism
  \item Know Calvin’s demographics
  \item Know about the available programming/resources that address multiculturalism (Residence Life, Chapel, Mosaic floor, MSAB, UNLEARN week, Service Learning Center, MAC…)
  \item Promote an inclusive community through programming, setting the tone, educating and celebrating
  \item Learn about themselves in relationship to their cultural identity
  \item Be aware of personal prejudices, biases, and personal stereotypes
  \item Be knowledgeable of other cultures and how they are similar or different from your own cultural group
  \item Be educated on the historical and contemporary implications of race in the U.S. and at Calvin College
  \item Challenge acts of discrimination and racism
  \item Have the ability to communicate cross-culturally
  \item Know common issues that students of minority groups have to engage in
\end{itemize}

3. Develop a racially and culturally sensitive student body, equipped to resist racism and embody reconciliation.\textsuperscript{5}

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.”\textsuperscript{6}

\textsuperscript{4} \textit{FEN} Goal A-2.
\textsuperscript{5} \textit{FEN} Goal B-2.
\textsuperscript{6} \textit{FEN} Goal C-1.
Weave anti-racism training into the curriculum and co-curriculum  
First-year students have, for the past couple of years, received and read the FEN document as part of their Prelude coursework in the fall. Also for the past couple of years, Bob Crow and Jacque Rhodes have facilitated an orientation workshop for all new students during QUEST and TRANSITIONS, “Beyond What We Can See.” This workshop introduces students to the concept of white privilege, including some conversation about terms and concepts they will encounter at Calvin relating to race and anti-racism and familiarizes students with some of the resources available at Calvin related to our Multicultural Student Development Office.

Many ongoing co-curricular programs offered by various departments in the Student Life Division have also included efforts aimed at combating racism and celebrating diversity. Among these opportunities include SAO concerts, one in particular by Mavis Staples; and the Multicultural Student Development’s UnLearn Week and International Treasure hunt in the residence halls. The Sexuality Series this year included a panel discussion on dating and marriage across cultural boundaries, with four couples from a variety of backgrounds. Feedback from this event (collaborative with Linda Bosch in SAS) was positive and showed a desire for more campus discussion about specifically interracial (not necessarily cross-cultural) dating. Details on other events and opportunities will be forthcoming.

In terms of assessment within the SLD, significant consideration was given to a review of the Mosaic Community in the spring of 2007. The Mosaic Community began twelve years ago as a retention effort for students of color. The floor was becoming less and less attractive to students of color but continued to draw some of them, as well as many international and third culture students (the floor also drew over half “majority” students). The review, conducted by Dr. Brenda Salter-McNeil (See Appendix _ ), helped us see that the mission of Mosaic had become unclear, with students not entirely clear on what they were applying for and bringing their own expectations to bear on the purpose of the community. We are clarifying the mission of Mosaic for 2008-2009, giving it a more concrete connection to FEN goals, and placing it within the context of several other living-learning communities which will begin with the opening of the new residence hall wing.

Enhance Student Services  
Calvin provides many services designed to meet the specific needs of international and minority students.

The Office of Career Development continues to consult with Andrea Granderson-Kitomary in SAS to support international and minority student retention and career development assessment and planning. The Career Development Office is particularly active in administering the Strengths Quest Assessment initiative—a best practice career planning gateway experience test instrument that is very helpful to international and minority students.

4. Initiatives for 2008-2009

The Campus Safety Department intends to work with Jacque Rhodes; Assistant Dean of Multicultural Student Development, to provide diversity awareness training for all student employees during our training weeks at the beginning of the 2008-2009 school year. Jacque has already conducted diversity awareness training with our full-time employees in 2006 and 2007. All future full/part-time non-student employees who have yet to go through diversity awareness training will be required to attend the training as part of their new employee orientation.

Health Services will intentionally seek out candidates from diverse cultures and ethnicities for open staff positions. Health Services’ fall 2008 staff development will include a multicultural component.
ENROLLMENT AND EXTERNAL PROGRAMS DIVISION

Before giving a full report of the divisional efforts to address the goals of “From Every Nation,” it seems wise to address a number of challenges for the division and departments within the division that were identified by MAC in the 2004-05 Report.

These challenges were as follows:

- 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 insight into 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, this 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 academic year include all of the items listed above as challenges, as well as provide ongoing professional development of staff with regard to anti-racism, diversity and reconciliation, and the analysis of each edition of the Mosaic newsletter to ensure substantive ethnic-minority representation.

Summary responses to the above challenges, with references to the report that follows:

1. The division has increased the enrolled number of both AHANA and international students (Table 1). It has also increased the number and value of multicultural grants and scholarships (Tables 5 and 6).
2. The college has begun a new partnership program with an accompanying scholarship program to enroll more under-represented students (Page 7).
3. The college continues to monitor increases in expenditures for multicultural and international students (Table 6).
4. There has not been any concrete progress in developing a visible history of students of color at Calvin yet.
5. The staff of the division has continued to be on the forefront of professional development so they will understand and implement FEN dynamics, assuring they will communicate college priorities in this area to prospective students and to those who influence them (Page 7).
6. There has not been much institutional leadership except in the person of the vice president and several others involved in campus-wide initiatives in these areas.
7. Several of the other areas discussed have now been formally moved to the Advancement Division, including public relations, communications, marketing and publications.
Report regarding the goals of “From Every Nation”

The Enrollment and External Programs Division serves the college through student recruitment and various programs aimed at the external 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 and Financial Aid, Institutional and Enrollment Research, Pre-College Programs, January Series, Inner Compass, and The Artist Series) 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.\(^7\)

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

Since the last report, the Multicultural Admissions Task Force (MATF) in Admissions and Financial Aid Office has been expanded to be a division-wide group, now called the Multicultural Enrollment Task Force (METF). It is headed by an Associate Director of Admissions and Financial Aid and has representatives from several offices in the division, including the Vice President. It is charged with creating strategies that will not only improve recruitment of students of color but will also challenge the rest of the division to be constantly aware of the commitment to identify and enroll a diverse group of students and to reach out to ever expanding audiences on behalf of the college.

Enrollment data shows that there has been a slight increase in the numbers and percentage of AHANA students since 2004. The number and percentage of (non-Canadian) international students has not changed significantly. (See Table 1.)

Table 1. Enrollment History of AHANA and International Students. (Percent shows fraction of total enrollment.)

<table>
<thead>
<tr>
<th></th>
<th>FTIACs*</th>
<th></th>
<th></th>
<th>All Students</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>902</td>
<td>1007</td>
<td>1027</td>
<td>1039</td>
<td>4186</td>
<td>4189</td>
<td>4199</td>
</tr>
<tr>
<td>AHANA**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>62</td>
<td>57</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6.9%</td>
<td>5.7%</td>
<td>4.9%</td>
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<tr>
<td>African American</td>
<td>21</td>
<td>14</td>
<td>11</td>
<td>17</td>
<td>48</td>
<td>55</td>
<td>57</td>
</tr>
<tr>
<td>Hispanic American</td>
<td>15</td>
<td>7</td>
<td>13</td>
<td>19</td>
<td>45</td>
<td>46</td>
<td>56</td>
</tr>
<tr>
<td>Asian American</td>
<td>25</td>
<td>33</td>
<td>26</td>
<td>36</td>
<td>114</td>
<td>114</td>
<td>113</td>
</tr>
<tr>
<td>Native American</td>
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<td>3</td>
<td>0</td>
<td>1</td>
<td>16</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Total International</td>
<td>53</td>
<td>55</td>
<td>67</td>
<td>78</td>
<td>345</td>
<td>312</td>
<td>315</td>
</tr>
<tr>
<td>International</td>
<td>29</td>
<td>27</td>
<td>32</td>
<td>42</td>
<td>170</td>
<td>147</td>
<td>151</td>
</tr>
<tr>
<td>(non-Canadian)</td>
<td>3.2%</td>
<td>2.7%</td>
<td>3.1%</td>
<td>4.0%</td>
<td>4.1%</td>
<td>3.5%</td>
<td>3.6%</td>
</tr>
</tbody>
</table>

*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.

\(^7\) FEN Goal B-1.
Admissions Counseling

The Office of Admissions and Financial Aid continues to work with 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. It continues to ensure 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 various locations, 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 AHANA students and become more visible in their communities, they continue to be an excellent way to connect with organizations and leaders in these diverse communities. In addition, at least two Admissions counselors are persons of color (one who is African American and one is Latina), so prospective students see the commitments of color in our staff composition better than in the past.

Partnership with Pre-College Programs

The Office of Pre-College Programs 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. Two of the programs that the Office of Pre-College Programs 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. (See Table 2.)

Table 2. Enrollment and Graduation Rates for Participants in the Entrada Scholars Program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled in Entrada (Summer)</th>
<th>Enrolled in Entrada (Fall)</th>
<th>Enrolled at other schools</th>
<th>Graduated from Calvin</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>13</td>
<td>7</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>1992</td>
<td>22</td>
<td>7</td>
<td>15</td>
<td>4</td>
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<tr>
<td>1993</td>
<td>27</td>
<td>11</td>
<td>16</td>
<td>7</td>
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<td>1994</td>
<td>30</td>
<td>9</td>
<td>20</td>
<td>4</td>
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<td>1995</td>
<td>30</td>
<td>7</td>
<td>19</td>
<td>4</td>
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<tr>
<td>1996</td>
<td>31</td>
<td>9</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>1997</td>
<td>32</td>
<td>18</td>
<td>12</td>
<td>12</td>
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<tr>
<td>1998</td>
<td>34</td>
<td>18</td>
<td>14</td>
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<td>1999</td>
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<td>6</td>
<td>10</td>
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<td>2001</td>
<td>43</td>
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<td>3</td>
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<td>2002</td>
<td>36</td>
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<td>2003</td>
<td>52</td>
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<td>2004</td>
<td>57</td>
<td>25</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>43</td>
<td>22</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>45</td>
<td>22</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>76</td>
<td>23</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>628</td>
<td>284</td>
<td>264</td>
<td></td>
</tr>
</tbody>
</table>

Cross-divisional Activities

The Enrollment Management Committee has produced an enrollment plan since the last report to MAC. There are several key goals in that plan that underscore the priority of FEN commitments. The goals of FEN have prominence in the strategies and assessments of the enrollment plan that was passed by the Planning and Priorities Committee in May of 2007. Particular goals that pertain to FEN include:

- Goal 3: Enrolling a broader diversity of United States students.
- Goal 4: Enrolling an increased number of students who bring international experience and cultural diversity to Calvin’s student body.
- Goal 6: Enrolling a student body which is socio-economically diverse.
- Goal 8: Achieving consistently strong retention and graduation rates.
The Retention Committee, a cross-divisional subcommittee of Calvin’s Enrollment Management Committee, analyzes retention and graduation rates for all students, with particular attention given to students of color. Table 3 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 less than the retention rate of all students; the retention rate of international (non-Canadian) students is slightly greater than the retention rate of all students.

Table 3. Retention Rates

<table>
<thead>
<tr>
<th>FTIAC Retention Rates</th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>Four Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTIACs Enrolled First Fall</td>
<td>1,061</td>
<td>979</td>
<td>1,061</td>
<td>1,053</td>
<td>1,031</td>
<td>1,049</td>
<td>1,042</td>
<td>902</td>
<td>1,007</td>
<td>1,027</td>
<td>1,000</td>
</tr>
<tr>
<td>% Returning Second Fall</td>
<td>84.9%</td>
<td>86.3%</td>
<td>86.3%</td>
<td>86.2%</td>
<td>87.2%</td>
<td>86.6%</td>
<td>86.1%</td>
<td>87.7%</td>
<td>87.8%</td>
<td>88.6%</td>
<td>87.0%</td>
</tr>
<tr>
<td>AHANA Students</td>
<td>58.3%</td>
<td>86.1%</td>
<td>80.9%</td>
<td>86.3%</td>
<td>82.4%</td>
<td>84.6%</td>
<td>84.2%</td>
<td>85.5%</td>
<td>78.9%</td>
<td>78.0%</td>
<td>81.7%</td>
</tr>
<tr>
<td>African-American</td>
<td>60%</td>
<td>85%</td>
<td>56%</td>
<td>82%</td>
<td>71%</td>
<td>100%</td>
<td>70%</td>
<td>91%</td>
<td>71%</td>
<td>73%</td>
<td>76%</td>
</tr>
<tr>
<td>Hispanic-American</td>
<td>67%</td>
<td>100%</td>
<td>81%</td>
<td>100%</td>
<td>77%</td>
<td>100%</td>
<td>91%</td>
<td>93%</td>
<td>86%</td>
<td>77%</td>
<td>87%</td>
</tr>
<tr>
<td>Native-American</td>
<td>50%</td>
<td>75%</td>
<td>100%</td>
<td>75%</td>
<td>60%</td>
<td>67%</td>
<td>83%</td>
<td>100%</td>
<td>100%</td>
<td>NA</td>
<td>94%</td>
</tr>
<tr>
<td>Asian-American</td>
<td>60%</td>
<td>83%</td>
<td>90%</td>
<td>89%</td>
<td>92%</td>
<td>79%</td>
<td>87%</td>
<td>76%</td>
<td>79%</td>
<td>81%</td>
<td>81%</td>
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<tr>
<td>International Students</td>
<td>83.3%</td>
<td>95.7%</td>
<td>82.4%</td>
<td>78.6%</td>
<td>97.3%</td>
<td>94.1%</td>
<td>80.6%</td>
<td>93.1%</td>
<td>96.3%</td>
<td>87.5%</td>
<td>89.4%</td>
</tr>
</tbody>
</table>
| *FTIACs are students enrolling for the First Time in Any College after receiving a high school degree.

Table 4 shows graduation rates (students graduating from Calvin within six years) for the last ten years. The four-year average shows that the graduation rate for AHANA students is significantly less than the graduation rate for all students; the graduation rate of international (non-Canadian) students is slightly less than the graduation rate for all students.

Table 4. Graduation Rates

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FTIACs Enrolled First Fall</td>
<td>808</td>
<td>913</td>
<td>938</td>
<td>1,015</td>
<td>961</td>
<td>1,061</td>
<td>979</td>
<td>1,061</td>
<td>1,053</td>
<td>1,031</td>
<td>1,039</td>
</tr>
<tr>
<td>% Graduating Within Six Years</td>
<td>68.2%</td>
<td>70.4%</td>
<td>69.3%</td>
<td>70.1%</td>
<td>73.3%</td>
<td>73.7%</td>
<td>75.8%</td>
<td>70.7%</td>
<td>74.5%</td>
<td>73.4%</td>
<td>73.6%</td>
</tr>
<tr>
<td>AHANA Students</td>
<td>35.7%</td>
<td>44.0%</td>
<td>52.9%</td>
<td>50.0%</td>
<td>70.3%</td>
<td>46.2%</td>
<td>69.0%</td>
<td>55.3%</td>
<td>70.6%</td>
<td>54.9%</td>
<td>62.5%</td>
</tr>
<tr>
<td>African-American</td>
<td>44%</td>
<td>44%</td>
<td>40%</td>
<td>33%</td>
<td>50%</td>
<td>20%</td>
<td>69%</td>
<td>44%</td>
<td>73%</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>Hispanic-American</td>
<td>14%</td>
<td>38%</td>
<td>50%</td>
<td>60%</td>
<td>63%</td>
<td>42%</td>
<td>71%</td>
<td>31%</td>
<td>75%</td>
<td>46%</td>
<td>56%</td>
</tr>
<tr>
<td>Native-American</td>
<td>NA</td>
<td>20%</td>
<td>25%</td>
<td>0%</td>
<td>33%</td>
<td>50%</td>
<td>75%</td>
<td>100%</td>
<td>63%</td>
<td>40%</td>
<td>69%</td>
</tr>
<tr>
<td>Asian-American</td>
<td>42%</td>
<td>52%</td>
<td>100%</td>
<td>70%</td>
<td>82%</td>
<td>55%</td>
<td>67%</td>
<td>75%</td>
<td>71%</td>
<td>65%</td>
<td>70%</td>
</tr>
<tr>
<td>International Students</td>
<td>66.7%</td>
<td>66.7%</td>
<td>43.8%</td>
<td>52.6%</td>
<td>57.9%</td>
<td>75.0%</td>
<td>82.6%</td>
<td>76.5%</td>
<td>67.9%</td>
<td>86.5%</td>
<td>78.4%</td>
</tr>
</tbody>
</table>
| *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. As a result of changes in the eligibility requirements for these scholarships in the past year – taking the limit off the number of awards given to qualified students – there was a marked increase in Mosaic Awards in Fall of 2007. (See Table 5.) Now all students who qualify for these scholarships receive them; we no longer limit the number to 10-12 total. While this could be fairly expensive, it also has significant appeal because it puts Calvin funds up-front, not waiting for need-based financial aid to fill-in the figures. Of course, we will add need-based financial aid on top of the scholarship awards to those who qualify for more, but the quantity of funds offered up-front is significant, especially when in combination with other awards (merit scholarships and other awards like Entrada and partnership scholarships).

Table 5. Number of Scholarships Awarded.

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTIACs*</td>
<td>All Students</td>
<td>FTIACs*</td>
<td>All Students</td>
<td>FTIACs*</td>
</tr>
<tr>
<td>Mosaic</td>
<td>12</td>
<td>45</td>
<td>16</td>
<td>50</td>
<td>12</td>
</tr>
<tr>
<td>Multicultural</td>
<td>37</td>
<td>124</td>
<td>45</td>
<td>129</td>
<td>51</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>169</td>
<td>61</td>
<td>179</td>
<td>63</td>
</tr>
</tbody>
</table>

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

The Office of Admissions and Financial Aid is committed to the investment of aid dollars that are targeted for various priority populations. Changes in that distribution from 2005 to 2007 show 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 6.)

Table 6. Financial Amount of Scholarships and Grants Awarded.

<table>
<thead>
<tr>
<th></th>
<th>Fall FTE</th>
<th>Students with Calvin Scholarships and Grants</th>
<th>Total Calvin Scholarships and Grants</th>
<th>Average Award of Scholarships and Grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>3,986</td>
<td>3,977</td>
<td>4,045</td>
<td>3,639</td>
</tr>
<tr>
<td>AHANA Students</td>
<td>227</td>
<td>235</td>
<td>268</td>
<td>213</td>
</tr>
<tr>
<td>International (non-Canadian)</td>
<td>188</td>
<td>151</td>
<td>153</td>
<td>129</td>
</tr>
</tbody>
</table>

Institutional Programs and External Partnerships
Calvin has had a range of “Partnership Scholarships” with various youth agencies and other ethnic organizations who recommend Calvin to qualified students. Calvin has awarded scholarships to students in these organizations for a number of years. These organizations have included 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).

During the 2007-08 academic year, the nature of these partnerships has been reviewed and re-envisioned. New partners and a more genuine partnership rubric have been envisioned. These partnerships will include benefits for both Calvin and its partners, as well as continue the practice of allowing the partners to grant two Calvin scholarships annually to students coming out of their ministry to attend Calvin College. A new partnership has been launched with Camp Tall Turf, and they have nominated a scholarship student this year already. A number of organizations have been listed as potential partners and efforts are being made to enlist them.
International Admissions
International admissions staff developed a strategic plan for travel priorities and marketing efforts. They also maintain international admissions statistics from past years and use these regularly to make plans in this area. International Admissions and Financial Aid 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 and Financial Aid Office has significantly enhanced the international admissions Web site to include quotes from parents, data from international alumni, and transition information. The Admissions and Financial Aid Office maintains international marketing efforts by participating in national conferences annually to meet with embassy representatives and guidance staff from international high schools. Staff also travels more broadly than in the past. Calvin has regularly joined trips with a range of colleges to Asia, as well as to Europe and Latin America. In fact, we have significantly increased the travel by Calvin representatives to various regions of the world, including a very recent exploratory trip to China to see if linking to Calvin’s other Chinese initiatives can result in enrollment increase.

2. Develop a welcoming staff and administration, able to discern and counter racism. 8

Admissions counseling staff members and many others in leadership positions regularly participate in a two-day workshop presented by the local “Congregations Organizing for Racial Reconciliation” organization (CORR). Some have also participated in the Institute for Healing Racism workshop through the Woodrick Institute or the local Chamber of Commerce. A requirement of all new admissions counselors is to participate in this training within the first few months of employment. Since 2005, there were 38 Calvin faculty and staff who participated in the CORR workshops, including repeaters. Of those, 22 were from the E&EP division.

3. Become an effective agent of racial justice in external partnerships. 9

Calvin continues to be integrally involved in a local collaborative effort to address diversity issues among local colleges and universities. 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. Vice President Tom McWhertor, Dean of Multicultural Affairs Michelle Loyd –Paige, 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.

This group has sponsored a number of workshops for students, several opportunities for faculty development, and annually sponsors a workshop for senior administrators at local higher education institutions. Diversity expert and author Dr. Greg Tanaka, J.D., Ph.D., led the senior administrator workshop in August of 2007 at Hope College. Seven Calvin representatives attended, including several deans, the director of human resources, and one vice president. Tanaka will lead a follow-up workshop for the same target group in June of 2008, and Calvin is in the process of assembling a team to attend this year as well.

4. College programming will celebrate Calvin’s [multicultural and] international commitments and will reflect, at a minimum, the diversity present in the student body. 10

Calvin has the opportunity to make the larger West Michigan, Grand Rapids, and Christian Reformed Church communities aware of diversity and related issues in very public and unique ways. Calvin’s January Series, The Artist Series, and Inner Compass programming are particularly helpful for highlighting the importance of multicultural, anti-racism, and reconciliation issues for participants. Each of these includes diverse people, presenters, and performers, as well as topics that address these themes in their programming.

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8  FEN Goal A-2.
9  FEN Goal D-2.
10  FEN Goal C-4.
The January Series
The January Series always seeks to address topics that highlight the accomplishments of diverse people and issues related to those issues. In January of 2008, the Series included three multicultural presenters among a total of fifteen. Sonia Nazario, a reporter for the Los Angeles Times spoke about the flight of Central American children who ride the freight trains through Mexico to follow their mothers who have illegally immigrated to the US; Ishmael Beah spoke about his life as a child soldier in his native country of Sierra Leone and the effects of war on children; and James Abbington, professor of music at Emory University, took participants on a journey through 100 years of black gospel music in an hour. Another presentation that featured a multicultural topic was given by US Ambassador to the Congo, William Garvelink, who spoke on the responsibility of the US to respond to the world's humanitarian crises. Additionally, four out of the fifteen presenters were female. Faculty, staff, and students of color are intentionally included in interactive question and answer sessions, luncheons, and dinner meetings.

In January of 2007, the Series also included three multicultural presenters. Peter Okaalet, a Ugandan physician and pastor, spoke on bridging the gap between doctors and clergy when it comes to combating the AIDS epidemic. Brenda Salter McNeil, a pastor, teacher, evangelist, author, and speaker, holds degrees from Fuller Theological Seminary, Rutgers University and Eastern Baptist Theological Seminary. She spoke on her belief that racial and ethnic hostility are serious problems facing the contemporary church. Also presenting was the Louisiana Repertory Jazz Ensemble, a group of New Orleans-based musicians who have been performing classic New Orleans jazz in authentic formats with period instruments since 1979. The players are drawn from all the racial and ethnic groups that make up the New Orleans “melting pot.”

Inner Compass
The varied programming for Calvin’s weekly interview television show on the local PBS affiliate, WGVU-TV, allows quite an opportunity to address the issues of FEN. In fact, a quick look at the last two years of program topics demonstrates some very interesting and varied ways to highlight the goals and topics recommended by FEN and represent Calvin well in this respect.

- **Lower to Middle Class: Building Bridges (#807)**
  How would you like to walk up to a line of homeless people waiting for food and offer a respectable job to everyone who wanted one? Ron Jimmerson, workforce diversity manager at plastics manufacturer Cascade Engineering, got the chance to do just that.

- **Equality or Equity? Defining Justice (#808)**
  We’re uncomfortable with the idea of inequality, yet we see it all around us, even in nature. Do we need to get more specific with our concerns about justice? Michelle Loyd-Paige, dean of multicultural affairs at Calvin College, suggests that we all take a closer look at the term equity.

- **The Changing Face of Illegal Immigration: Mothers & Children (#814)**
  What if you were a constantly hungry child whose mother moved away for a job to send you money for food and schooling? And what if that short separation turned into years, even decades? Thus begins *Enrique’s Journey*, written by January Series guest Sonia Nazario. She tells her adventures in covering this Pulitzer Prize-winning story of a Honduran boy’s odyssey to be reunited with his mother in the U.S.

- **West Michigan Black History (#704)**
  Once upon a time Grand Rapids had among the highest number of ladies’ literary clubs in the country. Thursday meetings (maids’ day off!) featured speakers such as Langston Hughes and W.E.B. DuBois. Randal Jelks of the Calvin College history department describes our local stories from his book *African Americans in the Furniture City*.

- **Immigration’s Effect on American Religion (#710)**
  Many immigrants to the U.S. find themselves practicing their religions more devoutly than they did back home. Jose Casanova, chair and professor of sociology at The New School for Social Research in New York City, explains why this happens and its effects.
• A Racial Report Card for Sports (#713)
How many college athletes go on to pursue a professional career using the degree they earned? January Series guest Richard Lapchick of the Institute for Diversity and Ethics in Sport at University of Central Florida’s DeVos Sports Business Management Program explains the statistics regarding graduation, coach hiring practices, sports reporting, and more.

• Authentic Race Relations (#715)
Christ’s cross gave us the route to repaired relationships with God and with each other. Why do we hear so little emphasis on the horizontal peace? January Series guest Brenda Salter McNeil, co-author of *The Heart of Racial Justice: How Soul Change leads to Social Change*, tells what can happen when we recognize the spiritual roots of our segregation, shed the false roles we’ve taken on, and speak the truth.

• The Church in African Aids (#720)
AIDS information coming to African citizens from untrusted sources is close to useless. Ugandan physician and theologian Peter Okaalet who works in Nairobi as Director of Health and HIV/AIDS policy for the Christian medical assistance group MAP International shows how churches are making a difference in attitudes, alliances, and actions.

**The Artist Series**
Each year, The Artist Series brings a range of performers to Calvin’s Fine Arts Center stage, several of whom represent minority cultures. The 2007 – 2008 series included the Chicago Jazz Ensemble which celebrated the musical legacy of Nat King Cole, Dizzy Gillespie, and Thelonius Monk; the 2006–2007 series included the Nathaniel Dett Chorale, the first professional choral group in Canada dedicated to Afro-centric music of all styles.


The division continues to have a number of goals for the year ahead:

• Continue to increase enrollment of AHANA students.
• Continue to increase enrollment of international students.
• Continue to provide ongoing professional development of staff with regard to anti-racism, diversity, and reconciliation.
• Continue to increase relationships and partnerships with agencies, churches, and communities of color.
• Continue to improve retention and graduation rates for both AHANA and international students.
• Continue to monitor 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 to develop some way to document the involvement of ethnic-minority persons in the history of Calvin College (to parallel the mainly white and Dutch historical display already available on the walls of the president/provost office hallway).
• Develop leadership and expand Pre-College Programs to support enrollment efforts and to foster community relations efforts.
ADVANCEMENT DIVISION

The Advancement Division, which includes Alumni Relations, Communications and Marketing and Development, sustains relationships with alumni and friends of the college, communicates messages and news of the college to all its audiences and seeks financial resources to support the college and its goals. Included among these goals are multicultural opportunities on campus as outlined in the “From Every Nation” (FEN) strategic plan. Efforts of the Advancement Division to adopt these goals are the following:

- Secure scholarships designed for international students and ethnic-minorities, including Mosaic and Multicultural scholarships.
- Secure specific grants and gifts for established multicultural projects and programs such as the Entrada Scholars Program and the Pathways to Possibilities Program.
- Adopt diversity goals within the Alumni Association to become a “more diverse and inclusive community” as stated in its five-year strategic plan by expanding Association organizations and programming to reach out in a more racially, denominationally and geographically diverse manner.

Alumni and Public Relations

The Calvin Alumni Association completed work on a new five-year strategic plan titled “Calvin as Home,” which outlines aggressive goals toward a multicultural leadership board and for subsequent involvement of ethnic-minority persons in regional leadership. One of the main objectives of this plan is labeled “Develop leadership that represents all alumni.” Within this objective is a plan to move to an alumni board in which 10 of the 24 members are persons of color by 2012. The board was already headed in such a direction prior to the five-year plan, but the dynamism of the plan moved the alumni board dramatically forward. The 2007-08 board has seven members of color, the highest percentage of any leadership board at the college (three African/African-Americans; two Asian/Asian-Americans; one Mexican-American; one Native American). The President-elect of the association is Oluwatoyin Adegbite Moore, a ’91 graduate; next year, she will be the second African/African-American president of the alumni board and the first female African/African-American president.

Ms. Moore was given the association’s Outstanding Service Award in 2006. It should also be noted that in her new alumni board executive role, she has been working steadily with Nancy Westra in the development office to establish an endowment funded by Black alumni for Black students.

Bringing alumni of color back to the college has been a consistent goal of the alumni relations office. In 2005, a Vietnamese alumni reunion took place in which seven of the original 13 Vietnamese students awarded study grants at Calvin in 1975 celebrated a 30-year reunion. In 2006 and again, during the Homecoming 2007 festivities included a partnership with the Black Alumni Chapter (BAC) and the Black Knights, a student organization promoting unity among African and African-American students. The 2006 keynote speaker was then-alumni board member Joe Ritchie ’70, a professor at Florida A&M University. In 2008, the alumni office partnered with the Gospel Choir for a 10-year anniversary that involved many students and alumni of color.

A new venture begun in 2007-08 is an International Alumni Chapter, started by current alumni board member Leticia Espinoza ’03. There is a solid core group of about 10 leaders and a pre-Rangeela reception drew over 40 alumni – many of them expressing interest to expand communication and contact with one another and the college.
The Black Alumni Chapter (BAC) has been the longest established affinity group of color, but has experienced a rocky road due to inconsistent leadership structures. A few stalwart leaders, such as Toyin Moore (mentioned above), Edward Mosley, Al Brewton and Ned and Sharon Andree continue to keep the organization somewhat viable, but a combination of factors continue to hamper the BAC’s development: (1) a “thin bench” of potential leaders now that the “first generation” BAC leaders have rotated off the board; (2) almost annual public struggle at the college over issues (e.g., Denise Isom matter) that have the effect of dis-spiriting the leadership; and (3) failure to develop a “passing of the baton” from Black student leadership to alumni leadership.

In the coming years, the alumni relations office and the office of multicultural student affairs must develop ways to make that student-alumni leadership transition work. Currently, there is a disconnect with the Black Knights organization that must be repaired; that will require a partnership with Dean of Multicultural Affairs.

Positively, the BAC has maintained its annual Book Grant program, with alumni of color coming to campus for interviews with current African and African-American students. In 2005-06, there were 13 grants totaling $3,200 awarded; in 2006-07, there were 10 awards totaling $3,050.

In addition to the annual BAC Book Grants, the national alumni association awards four Minority Scholarships of $2,000 each, and the Japanese Alumni Chapter Scholarship gives one or two awards of over $1,000 each.

Other alumni of color are strategically invited to engage the college in significant ways. Miami chief city attorney Jorge Fernandez ’71 was the keynoter at an alumni attorney gathering at Homecoming 2006 and Florida House of Representatives member Joe Gibbons ’70 has been participating in the alumni association’s first collaboration with the Calvin Center for Christian Scholarship – a reading group on Christian leadership.

Spark, the alumni quarterly magazine, has consistently profiled alumni of color and programs on campus that relate to multiculturalism. The system of featuring three “inside the magazine” stories as well as the cover story now ensures that there is at least one person of color on the cover of every edition. Calvin student Mayom Bol Achuk was on the Summer 2006 cover and Spanish professor Ed Miller was on the cover of the Summer 2007 issue. Alumni of color profiled in the “Class Notes” section since the last MAC report were: Karisa Wilson ’99; Barbara Van Cleve-Cobras ’03; Patty Tawadros ’95; Chinelo Onwualu ’03; Saikat Mondal ’95; Abi Tan ’02; Deborah Lew ’00; Ed Mosley ’69; Todd Martinez ’89; Jorge Fernandez ’70; Kim Huysen ’03; Arelis Diaz ’95; and Angela Ajayi ’97.

The alumni relations office had two positions open during the last two-year period, and one of those, the Alumni Records Coordinator position, was filled by Aldetra “Dee” Jackson, an African-American woman with almost ten years of computer data experience at Gordon Food Services. Dee has been doing a fine job coordinating the acquisition and retention of alumni data.

In her position as Director of Community Relations, Carol Rienstra leads numerous efforts to advance multicultural issues campus wide. She is the college’s point-person for involvement in the annual Summit on Racism, encouraging and enrolling numerous campus members each year. She also gathers Calvin staff to attend major lectures, dinners and concerts related to racial reconciliation throughout the year.

In her church relations role, Carol has begun a “First Tuesdays” church leader’s breakfast that is steadily drawing more church leaders with every meeting. Rev. Reggie Smith of Roosevelt Park CRC is on Carol’s leadership group for this series and the inaugural two events related to racial reconciliation within the church, using taped editions of Calvin’s “Inner Compass” series (one by Ron Jimmerson at Cascade Engineering and the other by Calvin’s Michelle Loyd-Paige) as discussion starters.

Finally, in a cross-collegial effort, alumni director Mike Van Denend has been serving as a consultant to local resident John Carruthers, who is attempting to develop a Michigan Chapter for historically black institution Fisk University (of Nashville, Tenn.).
Communications and Marketing

One of the goals stated in FEN for the Multicultural Affairs Committee is to: "Promote campus activities (among faculty, administration, staff, and students) that enhance cross-cultural communication and multicultural community living."

Because of the key word "communication" in that goal the office of communications and marketing (C&M) pays particular attention to this area of FEN and tries to incorporate it -- and the other important goals of FEN -- into both its daily work and its longer-term efforts. That generally plays out in some pretty specific ways for the day-to-day work of the office.

So, in the 2007-2008 school year, for example, C&M assisted the office of pre-college programs with a modest makeover of many of its communications materials, including several brochures. Because the office of pre-college programs creates and implements programs for those with whom Calvin has established partnerships in educational ministry, many of which relate to specific churches and ethnic minority populations, work with the office of pre-college programs often has specific connections to the goals of FEN.

Media relations also is part of C&M and in 2007-2008 C&M wrote numerous news releases on activities and events connected to Calvin's multicultural and anti-racism efforts. A few examples of such news releases include:

* the new CD from the Calvin Gospel Choir  
* Calvin's annual UnLearn Week activities devoted to anti-racism and diversity  
* an English professor who won a duo of prestigious Kenyan literature awards  
* international students and their plans for the holidays  
* the Entrada open house at the Ladies Literary Club  
* a theatre fundraiser for Kenya  
* the annual international talent show called Rangeela  
* Black History Month events on campus  
* the FEN Symposium on Race

These news releases all are posted to the Calvin Web site at www.calvin.edu/news and often are linked to from the main Calvin homepage. In addition they generate coverage of Calvin events in a variety of local, state and national media. And they become fodder for a variety of Web sites and blogs.

C&M also crafted in 2007-2008 numerous advertisements, both print and radio spots that highlighted Calvin's diversity efforts and appeared in a variety of ethnic publications and electronic media, including the Grand Rapids Times, El Vocero Hispano, WJMZ radio and WYGR radio. Examples of this include a 30-second radio spot that appears five days a week on WYGR (a Spanish-language radio station in town), public service announcements and calendar listings that run regularly on WIMZ (an urban, contemporary radio station in GR), ads for Entrada and other programs in the Grand Rapids Times (an African American weekly) as well as general college ads featuring students of color in a variety of local, state and national media outlets.

C&M also worked on background information and summaries of the October 2007 Board of Trustees decision to uphold the Professional Status Committee's denial of Denise Isom's request for an exception to the college's church membership requirement, trying to frame for those who didn't understand the situation both the reasons for the membership requirement and the college's commitment to FEN, diversity and multiculturalism.

In summary the office of communications & marketing at Calvin tries in all of its work to tell all of Calvin's important stories, recognizing that the goals of FEN are an important part of what this college is trying to accomplish now and into the future.
Generating scholarships for students of color is a critical way the Advancement Division contributes to *FEN* goals. 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 Kuyers 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.

As endowments have grown, several existing scholarships now support multiple students. In addition, these new scholarships for international students and ethnic-minorities include: The Bultema Family Nursing Scholarship, Allan Aubrey Boesak Scholarship Fund, Auxilium Scholarship, Phil and Marie Holtrop Chinese Student Scholarship and the Eastern Avenue CRC China Scholarship.

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.

While the Advancement Division is primarily responsible for building bridges with Calvin’s external constituency as it seeks to advance the college, it is thoughtful and intentional about educating the external audiences about Calvin today – including the diversity of its student population and programming on campus – and communicating through publications the messages and images that represent the current student body.

Contributing to this report are Phil de Haan, director of communications and marketing; Jan Druyvesteyn, director of development; and Mike Van Denend, director of alumni and public relations.
MULTICULTURAL AFFAIRS COMMITTEE

The work of MAC is prescribed by its mandate (see Appendix H for the full text of the mandate). The Multicultural Affairs Committee evaluates and promotes policies and procedures at all levels of college life in order to ensure that Calvin becomes and remains an educational community in which cultural diversity is encouraged and celebrated.

The 2007 – 2008 academic year has been a busy term for the MAC Committee. We revised our mandate, submitted one report for information to Faculty Senate, submitted three proposals for approval to faculty senate, completed the 2008 State of the College Report, and initiated an “Impact of FEN” survey of faculty and staff in preparation of our five-year review of FEN.

Revision of the committee mandate:
The change will not affect the yearly collection of information (as one can see in our Future MAC Reporting Schedule at the end of this section), but it will allow the members of MAC to more deeply evaluate the policies and procedures of the campus related to the goals of FEN and to, not only make recommendations, but to follow-up on them.

Report for Information:
At the December meeting of faculty senate, faculty senator Adel Abadeer raised a concern about the under-representation of faculty of color at faculty senate. It was noted that this was a concern that he had raised in the previous year and that he was still awaiting a response as to why there continues to be only one (himself) faculty of color at senate. Vice-chair Karin Maag asked Dean Loyd-Paige for her insight to the question. Dean Loyd-Paige suggested that perhaps faculty of color were overcommitted. Wondering if this was indeed the case, the senate then asked Dean Loyd-Paige, as chair of MAC, to return to faculty senate with answers to the questions of the availability of faculty of color for participation in faculty senate and to suggest strategies for increasing the number of senators who are also faculty of color. At the March Faculty Senate meeting Dean Loyd-Paige reported the following:

- Twelve of the twenty-nine faculty of color (41%) were not available to serve. Some of these faculty members may be available in future years, but for various reasons were not in a position to serve in the Fall '07 session of Faculty Senate.
- Five had no committee assignments. Some of these members might be able to serve at a future date. Some serve the campus in other ways which may have contributed to the absence of committee assignments (e.g., involvement in the arts and sports).
- The remaining twelve faculty of color were serving on committees representing a broad spectrum of interests of the college.

In response to her report (see Appendix I for the complete report), members of Faculty Senate proposed that the Committee of Governance consider removing the requirement to have been on faculty for at least four years before being eligible to serve on Senate for faculty of color. The motion was approved by Senate.

Proposals Submitted for Approval:

Prof. Denise Isom’s request for an exception to the church membership requirement brought to light tensions at Calvin College between the faculty requirements and FEN recommendations promoting diversity. It was the feeling of many of the members of MAC that the subsequent refusal of her exception request by the Professional Status Committee and the Board of Trustees also revealed problems in procedure and a lack of due process. To address these concerns MAC, along with three Faculty Senators, asked the Faculty Senate – at it’s February 2008 Faculty Senate Meeting – to consider three motions:
1. That Senate ask the Board of Trustees to review its refusal of Prof. Denise Isom’s exception request in the context of procedural concerns; and that her request be sent back to the Professional Status Committee for reconsideration.
Result: Not Approved

2. That the proposal for an independent Faculty Appeals Committee as a standing committee of the faculty be referred to the Committee on Governance, with instructions to report back to Faculty Senate in time for it to be included on the agenda for the April Faculty Senate Meeting.
Result: Approved with Amendment - *Rather than appointing a new committee, the Committee on Governance adds this matter to its own agenda.*

3. Regarding the proposed task force on Reformed identity and faculty membership requirements:
   a. That the Board of Trustees and President consult with the Senate on the mandate and composition of the task force appointed to consider Reformed identity and faculty membership requirements.
   Result: Approved
   b. That the chair of this Task Force be the Vice-Chair of Faculty Senate. Result: Approved with Amendment - *The current Vice-Chair of Senate be appointed a member, rather than a chair, of the Task Force.* (See Appendix B for the mandate and composition of the task force)

**Additional Work of the Leadership of MAC:**

In May of 2007 the Chair and Vice-Chair of MAC joined with the representatives from the Calvin Chapter of the AAUP and the Education department to send a petition to the President, the Provost, and the Professional Status Committee requesting that “that Dr. Denise Isom’s request for an exception regarding church membership be removed from the May 2007 agenda of the Executive Committee and the Board of Trustees and that this request be sent back to PSC for reconsideration.” Result: Dr. Isom’s request was heard at the October 2007 meeting of the Board of Trustees.
Multicultural Affairs Committee to Review *From Every Nation* Document

By encouraging systematic evaluation and review, we hope to provide a stimulus to reformulate particular strategies and where appropriate, to explore new or alternative strategies, in response to practical experiences and changing circumstances. In that spirit, we recommend that every five years the Multicultural Affairs Committee conduct an overall review of the plan itself to determine whether it is serving its intended purposes and/ or whether further revision is needed. (*FEN*, 39-40)

At its February 14, 2008 meeting MAC committed to begin the 5-year *FEN* document in October 2008. *FEN* was first approved by the Planning and Priorities Committee in May 2003; it was approved by the Faculty Assembly in October 2003; and it was approved by the Board of Trustees in February 2004.

In its review MAC will be evaluating the Goals and Recommended Strategies set forth in the *FEN* document. The goals and recommended strategies target Personnel, Students, Curriculum and Instruction, and Partners and Constituencies. MAC has determined that the Vision and Theme sections of the *FEN* document are adequate and that the “overall review of the plan” as recommended within the document is understood to mean the goals and strategies.

In preparation of the review MAC conducted a pre-review electronic survey of all faculty and staff March 17 – 30, 2008. The survey included the following questions:

- Describe and evaluate how *FEN* has affected your work.
- Describe and evaluate how *FEN* has affected the work of your department or division.
- How would you rate the effectiveness of *FEN* within the Calvin community? (1-10)
- As the Multicultural Affairs Committee reviews the goals of *FEN*, what suggestions do you have for the Committee?
- Which of the following describe your race or ethnicity? (List of ethnicities provided)

At the time this document went to print, of 782 faculty and staff, half-time or greater, we have received 355 responses. 154 faculty and 201 staff/administrators had completed their survey.

Throughout the Fall of 2008 MAC will conduct listening sessions with faculty, staff, administrators, and students. Additionally, we will develop a more in-depth survey to gather more specific information. During the Spring and Summer of 2009 MAC will review its findings and develop recommendations. MAC anticipates submitting its review of *FEN* to the Faculty Senate at its September 2009 meeting.
FUTURE MAC REPORTING

Diversity Snapshot:

Every October MAC will produce a demographic profile of campus diversity. The snapshot will use tables to present information on Calvin’s population and programs. The Diversity Snapshots will be reported to Faculty Senate and posted online. October 6, 2008; October 5, 2009; October 4, 2010

FEN Review:

MAC will begin gathering information for the 5-year FEN Review in March of 2007. Focus groups and further surveys will be conducted in the Fall of 2008 and Spring of 2009. Analysis will begin in the Spring of 2009. September 14, 2009 is the anticipated completion date.

State of the College:

MAC will produce a comprehensive State of the College report every other year. The report will provide a summary of all campus FEN related activities according to divisions and provide a list of recommendations. The next comprehensive reports will be April 5, 2010, April 2, 2012.

Special reports to Faculty Senate will be produced as deemed appropriate.

MAC will produce special reports as directed by the Faculty Senate. MAC will also produce reports for information as it gathers yearly information from divisions.

Deadlines for Reporting FEN related activities

MAC will gather information annually to be included in the State of the College Report, Diversity Snapshot, and any other reports as deemed appropriate. Templates will be posted online.

Faculty: Deadline for reporting FEN related activities as part of the Faculty Activities Report will be in the Fall. Info submitted to Provost Office as part of the Faculty Activities Report will be sent to MAC for inclusion in future reports.

Academic Departments: Deadline for reporting FEN related activities as part of the State of the Department Report will be in the Fall. Info submitted to Provost Office as part of the State of the Department Report will be sent to MAC for inclusion in future reports. Departments report on activities from previous academic year. For example, the 2008 State of the College report details Department activities from 2006-2007.

Divisions: Templates will be posted online.
2008-2009 Academic year activities due: February 16, 2009
2009-2010 Academic year activities due: February 15, 2010
Divisions report through the current year.
APPENDIX A

Multicultural Affairs Committee Report on Department and Faculty *FEN* Activities 2006-2007

Prepared by Michelle R. Loyd-Paige, PhD
Dean for Multicultural Affairs
Chair of the Multicultural Affairs Committee

I. Preface

_The pursuit of shalom calls not only for concerted efforts to promote racial reconciliation and Christian community but also for deliberate measures to identify and practices, structures, and attitudes, both institutional and personal, that may militate against those efforts._ (FEN, 6-7)

Part of the mandate of the Multicultural Affairs Committee (MAC) is to provide reports – documenting trends, achievements, and areas of concern. The reports are submitted generated by MAC are respectfully submitted to MAC for information, and where warranted and specified, for action. Further, the reports, as stated in the *From Every Nation: Revised Comprehensive Plan for Racial Justice, Reconciliation, and Cross-cultural Engagement at Calvin College* (*FEN*) document, are submitted with the expectation that “the President’s Multicultural Advisory Council will review these reports and provide reactions and advice to the President and other campus leaders.” (*FEN*, 39)

As part of its regular cycle of reporting MAC is pleased to present the following report on the college’s work toward the goal “*Calvin College will develop a more racially and culturally diverse faculty, one that increasingly reflects the multiracial and multicultural character of the Body of Christ, a faculty able to discern and counter racism in all its forms and to embody the reconciling power of the Gospel.*” (*FEN*, 40) One of the recommended strategies is that each department would initiate educational opportunities for its faculty and students to consider matters of race and ethnicity in the context of the department’s discipline and the College’s mission. It is expected that faculty will participate in these departmental initiatives. (*FEN*, 41) The information for this report was obtained from the Office for Multicultural Affairs, the 2006-2007 Faculty Activities Report, and department Representatives to the *FEN* Council. It should be noted that this was the first year that the Faculty Activities Report Survey contained questions specifically related to involvement of *FEN* related activities. These questions were also optional. As such, some faculty, because of unfamiliarity, may have not listed items which may have fit the categories being investigated OR some (for reasons known only to them) may have chosen not to answer the *FEN* questions. To the degree that both are true this report may not be the most accurate of all the *FEN* related activities of faculty, but it is an accurate representation of what has been reported.

This report begins with an overview of the faculty development opportunities sponsored by the Office for Multicultural Affairs, continues with a summary Faculty and Department related *FEN* Activities, and concludes with Observations.

II. Office of Multicultural Affairs Sponsored Faculty Development Opportunities

A. Fall 2006 Semester Workshops/ Lectures
   1. Mwenda Ntarangwi – ‘Cross-Cultural Engagement in the Classroom’ - Nov.2
   2. Hmong New Year Celebration & Presentation on Hmong culture – Nov. 16
   3. Research Roundtable for Faculty of Color – December 11
B. Spring 2007 Semester Workshop/ Lectures
   Alan Johnson, “What Does Privilege Have to Do With Us?”
   Lunch/ Workshop “Tips For Working in the Diversity Field”
   Afternoon Faculty Development Workshop “Difference”
   Evening Lecture “What Does Privilege Have to do with Us?”
   Bonilla Silva “Racism Without Racists”
   Lunch/ Workshop “Barriers to Academics of Color”
   Evening Lecture “Racism Without Racists”
2. From Every Nation Symposium on Race (FEN SYM) – March 14 & 15
   "What Does Privilege Have to Do With Us?"
   Afternoon Faculty Development Workshop “Difference”
   Evening Lecture “What Does Privilege Have to do with Us?”
   Bonilla Silva “Racism Without Racists”
3. Faculty and Staff Development Workshop – March 15
   Q and A about the FEN document. Afternoon session of the FEN SYM.
   Members of MAC facilitated a Q & A session on the FEN document after
   an overview of the history and goals of FEN.
4. Faculty Development Workshop “Uncomfortable Conversations About Diversity”
   Workshop - April 17
5. Faculty Development Workshops – May 23 – 25
   “Why Bother and What Does This Have to Do With Me … OR Just What Does
   FEN Require?”
   “Moving Beyond Polite Correctness: Practicing Mindfulness in the Diverse
   Classroom and Office Environment”
   “Addressing Resistance to Anti-Oppressive Change in the Practices of Learning,
   Teaching, Supervising and Researching”
   “Psychology of Racism Where did we go wrong?”
   “What does it mean to be White?”
   “Overcoming Racism – What Can We Do?”
   “Diversity and Higher Education: Theory and Impact on Educational Outcomes”
   “Teaching What We Do Not Know”

C. Spring Semester Reading Groups
1. White Like Me: Reflections on Race From a Privileged Son by Tim Wise
2. Dreams from My Father: A Story of Race and Inheritance by Barack Obama

D. Anti-Racism Training and Conferences on Racial Diversity
1. Sponsorship of faculty & staff to attend: CORR, DORR, and Institute of the
   Healing of Racism
2. Sponsorship of faculty & staff to attend: White Privilege Conference,
   NCORE, Multicultural Librarians and faculty who were presenting a
   paper on Multicultural education

III. Examples of Department Sponsored FEN Activities
A. Lectures
   “The Rule of Law and the Role of Religion in Contemporary China”
   (POLSCI)
   Exhibition and Lecture “Northern Lights: The Arctic through Art” – Inuit
   art (ART)
   “Evening with the Authors” a panel of racially diverse writers (ENG)
   “Protestants & Radicalism in Mexico” (HIST)
   “Ethiopian Christian Churches and Marxist Government” (HIST)
   “Electronic Properties of a 2-Dimensional Conductors” presented by a
   graduate student nearing completion of PhD. Country of origin: Ghana
   (PHYS)
B. Films
   Provided 16 opportunities (over course of one year) for students to view
   films that focus of FEN related themes (POLSCI)
C. Workshops
“Crossing Borders and Barriers: An English Department Workshop on Multicultural Citizenship” A day-long workshop for all members of the English department (ENG)

D. Book Club
Opportunity for students, Enrique’s Journey by Sonia Nazario (POLSCI)

E. Curriculum Assessment and Improvement
Evaluation and report of all anti-racism and globalization activities, projects, and content in economic courses (ECON)
Used funds from the department’s Children’s Literature Fund to purchase classroom sets of books by African-American authors/illustrators children’s literature classes (ENG)
Made room for teaching CCE-approved course on Indian culture (PHYS)
New courses in major and minor. Course emphasis is on the integration of history, culture, and literature in Spain and Latin America. (SPAN)

F. Sponsorship of Conference
“AIDS, Poverty and the African Church” held in Lusaka, Zambia (POLSCI)
Provided immigration lawyer for UnLearn Week (SPAN)

G. Sponsorship of Graduate Fellow (SPAN)

IV. Faculty FEN Activities
The Faculty Activities Report for the 2006-2007 asked faculty to report on FEN related activities within four areas: Promotion of Student Learning within the Classroom, Promotion of Student Learning Beyond the Classroom, Administrative Service and Faculty Development, and Other Public Service.

A. Self-Reported Faculty FEN Related Activities
1. Summary: Faculty Reporting No FEN Related Activities
   a. Of the 217 people listed within the twenty-seven (27) departments (including Administration and Student Life), 137 or 63% reported no FEN related activities.
   b. Of the AHANA faculty with US citizenship 2 or 33% reported no FEN related activities.
   c. Of the AHANA faculty with international citizenship 9 or 75% reported no FEN related activities.

2. Summary: Activity by Category
   Of the 81 people reporting some FEN related activity, ___ listed one or more activities within each category _________. (i.e. if professor ‘abc’ listed five activities as promotion of student learning within the classroom, it was only counted as one. The intent in reporting this way is to represent the breadth of activities.)
   a. 38 - Promotion of Student Learning within the Classroom
   b. 20 - Promotion of Student Learning Beyond the Classroom
   c. 58 - Administrative Service and Faculty Development
   d. 9 - Other Public Service

3. Summary: Number of Activities Reported by Those Listing Activities
   Reminder: 37% of those who completed a FAR listed some activity
   a. 1 activity reported by 45% of those listing activities
   b. 2 activities reported by 29% of those listing activities
   c. 3 activities reported by 5% of those listing activities
   d. 4 activities reported by 4% of those listing activities
   e. 5 + activities reported by 17% of those listing activities
V. Observations

There are many opportunities for faculty and administrative staff to participate in *FEN* related activities. These opportunities are offered by the Office for Multicultural Affairs and by Departments. Obtaining accurate information on participation is problematic. To the degree that our information is correct we find ourselves still asking …. 

*If Christians, including Reformed Christians, have a compelling biblical-theological warrant for seeking justice and celebrating multicultural community, why does our practice so often fall short of what we profess? (FEN, 12)*

MAC will continue to monitor and report on *FEN* related activities by faculty and administrative staff. Recommendations for improvement of reporting and increasing participation will be forthcoming as part of the *FEN* document review. The Office for Multicultural Affairs will continue to offer faculty and staff development opportunities and to work with departments as they continue to seek ways to implement *FEN*. 
APPENDIX B

Mandate of the Reformed Identity Task Force Appointed by the Board of Trustees of Calvin College
February 2008

The Task Force will be asked to answer the following two questions:

1. What ought to be the confessional, philosophical and practical characteristics and features that constitute the Reformed identity of Calvin College?

2. What should Calvin do to strengthen and maintain its Reformed identity?

3. The Task Force should include in its consideration the following:

   a. The College’s foundational statements
   b. Faculty and staff recruiting and hiring
   c. Faculty and staff development and reappointment
   d. Faculty and staff membership requirements
   e. Board of Trustees membership requirements
   f. Curriculum and programs
   g. Communication of the college’s identity
   h. The college’s relationship to the Christian Reformed Church

Task Force Membership:

BOT: Bastian Knoppers (chair), Harry Lew, Michelle Van Dyke & Peter Schuurman

Administration: Gaylen Byker, Claudia Beversluis, Michelle Loyd-Paige

Faculty: Lee Hardy, Susan Felch, Jim Bratt, Won Lee, Karin Maag (faculty senate vice-chair)

Denominational: Jerry Dykstra (CRCNA), Duane Kelderman (CTS) & Jack Roeda (local CRC pastor)

Secretary: Darlene Meyering

Meetings:

a. Quarterly 3-4 hour on site meetings, with monthly hourly teleconference meetings
b. Goal: Update at October 2008 meeting, Final written report to the full BOT at February or May, 2009 meeting
c. Suggestions for Reading/Background Material:
   - Expanded Statement of Mission (Calvin College)
   - Purpose Statement of the Core Curriculum (Calvin College)
   - Engaging God’s World – C. Plantinga
   - Calvinism in the Las Vegas Airport – R. Mouw
   - The Dying of the Light – James Tunstead Burtchaell
   - From Every Nation (Calvin College)
   - The Soul of the American University – G. Marsden
   - A book on Reformed Theology (currently reviewing a few)
# APPENDIX C

**Detailed FEN Sections from the State of Department Reports 2007**

<table>
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<th>Divisions of the Social Sciences and Languages, Literature, and Arts</th>
<th>What departmental dialogue has or could address multicultural perspectives and anti-racism in your department’s mission?</th>
<th>How does your department keep abreast of ongoing scholarship on multiculturalism and diverse, global perspectives in the discipline?</th>
<th>What steps has your department taken to enhance recruitment and retention of persons of color in your faculty and staff?</th>
<th>Based on your own experiences and/or knowledge of others’ experiences, what initiatives do you consider particularly effective?</th>
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<td><strong>Art and Art History</strong></td>
<td>These issues figure prominently in planning gallery exhibition schedules, and they are currently at the forefront of discussions about course content in ART 153. Exhibitions this past year have highlighted both Inuit and African-American art; at least three of the exhibitions planned for the coming year feature issues of racial and cultural diversity. The State-of-the-Department report itself has been an occasion for dialogue on diversity issues, both in department meetings and on the departmental e-mail listserv.</td>
<td>In addition to the work needed to prepare specific courses (for example, the regularly scheduled ARTH courses on non-Western subjects), members of the department have participated in several summer workshops, reading groups, etc. on race during the past year, and the insights gleaned are routinely shared with colleagues.</td>
<td>Of the two new colleagues appointed to tenure-track positions for this fall, one is a Korean female, the other a Chinese-American male. An African-American woman, Diane Wright, regularly teaches ART 153 sections on a part-time basis and functions as a member in good standing in terms of departmental social occasions and the like.</td>
<td>No significant new insights here, I’m afraid.</td>
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<td><strong>Classical Languages</strong></td>
<td>We believe that the nature of our field of study is inherently multicultural already; by doing our work well, we do it multiculturally.</td>
<td>see previous response</td>
<td>Hired Young Kim last year; interviewed Andrew Koh this year.</td>
<td>We are willing to learn in all these areas.</td>
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<td>Communication Arts and Sciences</td>
<td>We hold monthly research seminars. At them, we share our work. We’ve heard from Mark Fackler, Bob Fortner, and Daniel Garcia on their various initiatives in Africa. We’ve heard from Brian Fuller about his documentary on Ecuador.</td>
<td>We do this as individuals, in our scholarship. A number of us do significant international work: Todd Farley, Randy Bytwerk, Bob Fortner, Carl Plantinga, Michael Page, Peggy Goetz, Judy Vander Woude, and Mark Fackler are key among the ones who do international/multicultural/ and global work.</td>
<td>During our hiring season, we go to panels at our conferences, seeking scholars of color. We encourage them to apply. Individually, we keep in contact with four or five scholars of color. We’ve hired an African-American woman, Anna Roseboro, to teach part-time for us this year. We try to keep Daniel Garcia happy.</td>
<td>In the international travel various people have done, they have involved students. Michael Page is leading the Hungary off campus semester this year. Carl Plantinga is teaching in Hong Kong this semester. Mark Fackler, Bob Fortner, Daniel Garcia and Brian Fuller all have had students accompany them to international locations to support research and film production.</td>
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<td>English</td>
<td>Ongoing departmental discussions about curriculum—not only what courses should be offered, but also how to revise or improve existing courses. Ongoing discussions in the department as we advertise, recruit, interview, and develop and retain colleagues for departmental positions. A late-summer full department discussion of world literature and multiculturalism—based on several books and essays we read in common.</td>
<td>Primarily by means of individual reading, scholarship, course preparation, and course revision, but also by means of a late-summer full department discussion of world literature and multiculturalism—based on several books and essays we read in common. Note also the quantity and quality of the FEN-related investments made by the department just last year, in the second appendix to this report.</td>
<td>By networking with colleagues and acquaintances. By performing national searches for candidates, via the MLA’s Job Information Listing, as well as advertising in denominational publications and in other Reformed venues. By requesting assistance from various deans at the college. By hiring a part-timer, Andrea Kortenhoven, and finding ways to welcome her into the departmental community and support her in her professional development.</td>
<td>Networking and personal relationships provide the richest sources, but it would be a mistake to depend on those means alone.</td>
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<td>Language</td>
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<td>French</td>
<td>The department has been involved in various activities and programs to promote multi-cultural perspectives: French 219 Francophone Literature of Africa and the African Diaspora, offered fall 2007. This course counts towards the African and African Diaspora Studies minor. “French Without Borders” Film Festival presented two films dealing with racism in France and the three others dealt with global/international perspectives. The documentary “Glass Ceiling” was introduced by Jacqueline Rhodes, Assistant Dean for Multicultural Affairs. Interim in Mali, January 2007, I acted as the independent study supervisor for four students who participated in a medical mission trip to Mali. After their trip, the students made a public presentation. Mentors to Kiswahili (Ed Miller and I). “Mediterranean Crossings,” January 2007, IDIS Interim in Spain, France and Morocco (Leslie Mathews and Cynthia Slagter, Spanish). “Perspectives in Twentieth-Century Central and Eastern European Literature,” (Károli Gáspár University of the Hungarian Reformed Church), course by Glenn Fetzer, semester in Hungary director, Fall 2006) CALL course on African Conferences provide the opportunity to attend sessions on these issues. In preparing our language, literature, and culture courses, we inevitably encounter global perspectives. Study abroad programs oblige us to interact with this question directly through course work(CCE assignments and STFR 230 and 220 in Grenoble) and guiding students in their experience of Francophone culture. In our film series, we have previewed films that cover global and multicultural issues, receiving grant support from the French American Cultural Exchange and its Tournées program. In addition to a subscription to the French-language channel TV5, the department subscribes to a French-Canadian newsmagazine and two French newsmagazines to keep abreast of issues in French-speaking areas. Jolen read book reviews and articles on Francophone topics in various journals (Quinzaine Littéraire, Virginia Quarterly Revies, Dalhousie French Studies, etc.) for French 17. The department has no person of color as part of our faculty and staff. Glenn Fetzer, however, has continued as an unofficial mentor to a minority student who has moved on from Calvin to pursue a doctorate in French—and is a potential future hire. In terms of student retention, we continue to assist African students who are considering studies at Calvin or who have difficulties obtaining transfer credit for their work in Africa. The Interim in Mali had a considerable impact on the participating students—three of the four have spoken to me of pursuing a career in development work or missions. Jolene Vos-Camy’s French 219 continues to attract a good group of students and challenges them with a different perspective on French-language literature and culture. The “French Without Borders” festival has attracted up to 100 viewers. The last two films tied in directly to French 219 and have also offered the chance to cooperate with the Multicultural Affairs Department and the Student Activities Office.</td>
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| Germanic and Asian Languages (General Statement) | Students in our department encounter a racially and ethnically diverse faculty. Two of our Asian instructors are naturalized immigrants—from China (Qin Herzberg) and Japan (Yoshiko Tsuda). Our most recent appointment in Germanic Languages is Pennyllyn Dykstra-Pruim, who, though raised in the U.S., is a native of Taiwan. David Smith brings his British perspective to the classroom, and Mary Buteyn has Canadian citizenship and often brings a Nova Scotian perspective to her students. Several of our faculty members are immersed in current academic conversations on multicultural and intercultural issues. Mary Buteyn and Jeff Bouman (Service Learning) are leading this year a CCCS reading group on the topic of intercultural intelligence. Mary also participated this past year in the Ethnic Workers’ Summit in Seattle and the Assembly of Worldwide Partners here in Grand Rapids. Both of these conferences dealt extensively with crossing cultures as Christians in appropriate ways. In addition, Mary currently participates with black and majority culture persons involved in ministry at the local, denominational, and Calvin level in a small group that discusses the series “Race: an Illusion.” This group meets monthly and is facilitated by Victoria Proctor-Gibbs of the Home Missions Anti-racism Team. An emphasis on cross-cultural and intercultural sensitivity is pervasive in our core curriculum. For example, the German curriculum used in our elementary courses operates with four goals, each of which falls in line with FEN goals. I list them here, with elaborations: Goal 1: cultural knowledge: Culture knowledge includes historical events, figures, facts, information and details as well as narratives which give perspectives and interpretations of those events or figures. This also includes exposure to music, customs, popular culture, and everyday life in the target cultures. Goal 2: intercultural communicative competence (ICC): ICC goes beyond the communicative competence goals of the 80’s and 90’s. Based on Byram’s ideas and models, ICC asks: how should we express something in order to be understood by our listener. The likely world view and background history and knowledge of our target language persons as well as the nuances and peculiarities of specific words and usages are part of this study. This is not language neutral. Learning another language is part of this process, i.e. understanding the challenges, complexities and rewards of effective communication across language barriers and discovering the beauty of language by looking at it anew. Goal 3: culture awareness: Students become more aware of their own culture, how others in the world view US-American culture and of how we are all products of a specific set of cultures. Students study such things as prejudicial statements versus generalizations, how a specific language reflects values and ways of interpreting and organizing the world, and they begin to deconstruct their own stereotypes of others. Goal 4: culture gap management: Students are trained in several critical incidents involving German/Swiss/Austrian and US-American encounters. Through this critical incident training they begin to see the same phenomena from different perspectives and they begin to see those perspectives as arising from a cultural setting and personal histories. These goals are pervasive. They are not found in just one unit. They should be clear in every unit and in every class period. Some in our department might even say that these goals are the very reason we should have our students take a foreign language course. As one person put it, “The three German “core” courses (101, 121, and 201) courses are ideal places and spaces for our students to get FEN-
harmonious knowledge/perspectives, skills, and training. We don’t do FEN in some units; it is what 101/121 and 201 are all about.” The following examples illustrate how these issues might be addressed. Around week five of German 201, we handle an excerpt from a children’s novel about the friendship, misunderstandings and cultural clash of two girls in Germany—one German and one from Lebanon. We hit on the topics of these girls’ background cultural knowledge, of how they do and do not effectively communicate across their cultural divides, of how each becomes more aware of their own culture. Then we will have the students construct a follow up conversation to the critical incident which occurs in the story chapter we read, as an exploration of the possibilities for culture gap management. Another example from German 202: Students spend a week viewing videos by Xavier Naidu, a German-Tamil-South African hip hop artist. Naidu a well-known artist in Germany, who in the face of a secular culture, creates music and videos bearing an explicitly Christian strand in the tradition of the Biblical prophets. Students study Naidu’s exploration of marginalization and ethnicity in today’s German culture.

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<th>HPERDS</th>
<th>Exploring ways to make changes in a few Core (i.e. PE 139) classes to address multicultural perspectives. Encouraging individual instructors to address in major classes.</th>
<th>Encouraging individual faculty to keep up in their specific discipline.</th>
<th>Currently recruiting a minority hire in Recreation. Received a grant in 2006/07 to encourage women in athletics, where women are in the minority. Will continue to look for qualified candidates in all searches.</th>
<th>We feel our experiential classes show great promise for helping students learn in this area and we hope to continue to offer interim and other hands on learning opportunities in our classes (i.e. The Sprawl Bike Tour in PE/REC 201 addresses a wide range of issues including racial issues within the city of Grand Rapids.</th>
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<td>Music</td>
<td>Beginning with last year, we’ve added World Music as a regular part of our core offerings. Most of our ensemble directors are very good at programming compositions from a variety of world-wide sources. Though individual faculty might address anti-racism issues (most often Black-White relations or anti-Semitism), we’ve not had formal discussion in the music faculty as a whole, to date, though I intend to have at least one such discussion later this Fall.</td>
<td>We’ve not done this as a whole department. Joel Navarro serves on the main Multicultural Committee, and I’ve attended FEN Council meetings.</td>
<td>We had one helpful discussion with the previous Dean for Multicultural Affairs about recruitment of AHANA faculty. Four of our current full-time music faculty are AHANA, with others among our part-time instructors.</td>
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Political Science

This is an ongoing interest and concern of the POLS Department. The Department and Henry Institute have invited a variety of speakers dealing with multicultural affairs and minority concerns. This fall (2007) we have invited a prominent African-American speaker to lecture on campus --- Dr. Dean Trulear of Howard University Divinity School. In addition, many of our classes (e.g. POLS 101 and 207) deal with issues of race and ethnicity.

Our new International Relations major attests to our interest in and concern for multiculturalism and global perspectives. In addition, all POLS and IR majors are required to take one or more courses in comparative politics. Each faculty member keeps abreast of developments via personal programs of scholarship, attending conferences, and reading both professional and non-professional journals/publications.

Last year we hired one new person for a tenure track position. We actively sought, both through personal contacts and through advertising, to recruit “minority” candidates. Although our efforts in this respect were not successful, we did succeed in establishing useful contacts which should enhance future efforts at minority recruitment.

Calvin’s minority hiring policy is exceedingly helpful in opening opportunities. Probably the best long-term strategy is to build bridges with minorities in the academic community and enhance communications.

Psychology

The department has ongoing dialogue addressing multicultural perspectives and anti-racism. Cultural issues are addressed in several of our courses including our core course. Each department member has been provided a copy of the APA Office of Ethnic and Minority Affairs publication Toward an Inclusive Psychology. Department members have focused on this APA document which seeks to promote teaching strategies, resource materials, and research techniques that infuse the major subspecialty areas of psychology with themes relevant to cultural diversity and racial justice.

Materials from the APA Office of Ethnic and Minority affairs and ongoing research publications are vital methods for keeping abreast of ongoing scholarship on multiculturalism and diverse, global perspectives in the discipline.

The department has been successful in recruiting and retaining Prof. Sergio daSilva. The department has been able to use the services of Dr. Rick Baez in fall semester and summer session during the 2006-2007 academic year. Our recruitment efforts continue to emphasize recruitment of women and ethnic minorities.

Personal connection with department members and the reputation of the college appear to be particularly effective strategies in this regard.

Social Work

The program has specific curricular objectives related to multicultural competency. We work to offer students exposure to current scholarship in the field along with opportunities for cross cultural experience through service learning and off-campus Interims. M. Loyd-Paige represented the Sociology and Social Work department on the FEN Committee during the 2006-2007 academic year. The Program's experience indicates that a personal contact by faculty with persons of color who they know and/or have worked with professionally seems the most promising recruitment technique. We are pursuing this strategy for our two tenure track openings anticipated for Fall of 2008-09.
| Sociology | The department has invited Michelle Loyd-Paige to lead a department seminar on sociology curriculum matters related to the *FEN* document. We anticipate that this will occur in the spring of 2008. During the 2006-2007, the department devoted one of its faculty development times to addressing how to handle matters of race in the classroom. | This has been a challenge. Given that most any sub-discipline in sociology addresses these themes, it seems it should be fairly easy to stay on top of this. But it has not been so because this represents a very large content area. At this point, the responsibility for this rests on individual faculty members for their courses. As we review our courses via ongoing assessment, we will discuss this. | Kimberly Huyser is currently a Minority Graduate Fellow sponsored by the department. The earliest that she could join the faculty is 2011-2012, although she will be teaching an interim in 2008. In the fall of 2006, the department invited Mwenda Ntarangwi to campus as a guest, in part to get to know him and he us, but also for him to give a public lecture on cross-cultural engagement via service-learning. We were hopeful, given what we had heard about Mwenda, that this might be the beginning of a relationship with him, eventually culminating in a faculty position for him should all go well. The visit was successful in terms of beginning a relationship with him and in terms of thinking about a future faculty position here. The latter happened more quickly than we anticipated, with Mwenda applying for and accepting the open anthropology position. | Faculty recruitment seems to be an important and effective initiative. This requires a presence at key sociological meetings, most notably ASA. This conference is very expensive, however, and even with pro-rated assistance from the dean’s office to attend, it ‘eats up’ a faculty member’s travel allowance. Curricular infusion of *FEN* goals is also important, and time-consuming work best left to large chunks of time, such as summer development work. |
### Spanish

Dialogue about multicultural perspectives and anti-racism has been central to the development and implementation of our new mission statement and our new curriculum for the Spanish major and minor (see the proposal sent to Faculty Senate in the spring of 2006). Another central issue during the past year has been comprehensive immigration reform, a frequent theme in our meetings and our classes. Spanish is spoken widely by Hispanics in the U.S. and by persons in 20 other countries; thus multiculturalism is central to the mission of our department.

We attend and present at professional conferences both in the U.S. and overseas. We encourage Service Learning in many of our core and advanced courses, keeping abreast of scholarship in this area. We direct 2 semester abroad programs (Honduras and Spain), as well as lead various interim programs abroad. Thus we frequently have extended, first-hand experience in other cultures and with scholars and perspectives from these countries.

We direct 2 semester abroad programs (Honduras and Spain), as well as lead various interim programs abroad. Thus we frequently have extended, first-hand experience in other cultures and with scholars and perspectives from these countries.

We are currently proposing a third semester abroad program in Spanish. We are also exploring the possibility of a “semester in Grand Rapids,” with some of our students living with Hispanic families in the Grand Rapids community. These efforts bring us and students into contact with perspectives and resources from abroad, as well as with Spanish speakers in our own community. The Spanish Department sponsors

### Divisions of the Contextual Disciplines and Natural Sciences and Mathematics

<table>
<thead>
<tr>
<th>Division</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry and Biochemistry</td>
<td>This has not been a high priority within the Chemistry and Biochemistry Department. We are making an effort to include at least one person of color in our yearly seminar series.</td>
</tr>
<tr>
<td></td>
<td>We will meet with the Dean for Multicultural Affairs this fall to map strategies for recruiting minorities. Based on results of our last search, we are not hopeful.</td>
</tr>
<tr>
<td>Computer Science (General</td>
<td>The department has not been successful in hiring minority faculty members or attracting minority students. We believe that this is largely due to the relative lack of minorities pursing computing. The department continues to pursue diversity in computing by: continuing to support Project Connect, an outreach program that provides low-income families with computer literary and a home computer (cf. Calvin’s strategic plan, item 3.5.2), continuing our attempts to establish overseas connections through multi-national interim courses continuing to address issues of diversity in our courses where appropriate, largely in the areas of interface design and project management.</td>
</tr>
<tr>
<td>Statement)</td>
<td></td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>As a follow up to our departmental discussion of Radical Possibilities by Jean Anyon we together read and discussed Racism Without Racists by Eduardo Bonilla-Silva. In addition, we continue to work on how we can now implement the Cross-Cultural Engagement (CCE) requirement for our students that was passed by the faculty senate last year.</td>
</tr>
<tr>
<td><strong>Engineering</strong></td>
<td>Departmental retreat last year, ongoing dialog in department meetings, recent hiring process have all contributed.</td>
</tr>
<tr>
<td>Geology, Geography, and Environmental Studies</td>
<td>Course offerings: My department, GEO, includes a breadth of faculty expertise and course offerings. Some aspects of our course offerings simply do not intersect multiculturalism (e.g., Mineralogy). Others directly address significant issues in multiculturalism and racism. Examples of this latter include the following: World Regional Geography (Geog. 110); The Geography of the World Economy (Geog. 230); Geography of Latin America (Geog. 240); Geography of Africa (Geog. 242); Introduction to Cultural Geography (Geog. 320). I note here that Geography of Latin America has not been offered for several seasons due to the fact that our faculty member qualified to teach the course (Jan Curry) has been serving as dean. Courses in our department are required components of both the African and African Diaspora Studies minor and the International Development Minor. Geography 110 and the regional courses all encourage a curiosity toward other cultures and naturally move students out of an American ethnocentric point of view. All note conflicts around the world between different ethnic groups within societies (e.g., antagonism to the Dalit community in India). In class, questions are continually posed: “what can we learn from these cultures?”. In the Geography of Africa class, Mazrui’s film, “The Africans” and the volume by Achebe, Things Fall Apart, give voice from AHANA peoples. Geography 380, History and Philosophy of Geographic Thought, explicitly addresses the practice of geography from post-modernist, feminist and post-colonial perspectives. Our geographers are engaged in ongoing discussions to attempt to better address issues in multiculturalism and racism. Johnathan Bascom’s appointment as head of the African and African Diaspora Studies minor has permitted him to contribute to a larger discussion and in turn to bring back information to our department from others within the Calvin community.</td>
</tr>
</tbody>
</table>

MAC State of the College Report
Johnathan Bascom, a well-respected expert in displaced populations in sub-Saharan Africa, was distinctly significant. Johnathan has initiated and taught an off-campus interim in Kenya, and as noted previously, serves as the director of the Africa and African Diaspora minor.

<table>
<thead>
<tr>
<th>History</th>
<th>The department has revised its mission statement to more directly address multiculturalism and anti-racism.</th>
<th>The responsibility of all departmental faculty to teach HIST 151-152 has enabled a lively and ongoing informal discussion of world regions with which each of us are unfamiliar.</th>
<th>The department hired three new minority faculty members this year—one on a regular tenure track (Young Kim), and two on two-year terms (Tibebe Eshete and Eric Washington).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics and Statistics (General Statement)</td>
<td>Last year we advertised extensively for two tenure-track positions. The number of North American ethnic minority mathematicians available for such positions is vanishingly small however there are a wide range of international applicants for such positions. The department was able to make an offer to a statistician from the Philippines however he did not accept the offer (among other factors, our salary structure is not competitive for statisticians). There were several other international mathematicians who made our short list, but the most promising of these withdrew due to the faculty membership requirements. The department was able to substantially increase the diversity of the department along another dimension however as we hired two female mathematicians. In other efforts, the department hosted a Native American mathematician for its colloquium series. Robert Megginson talked about Native American mathematics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing (General Statement)</td>
<td>The Department of Nursing has made some progress relative to the FEN document. During our May 2007 faculty workshop, we invited Dean Michelle Loyd-Paige to spend a morning with our department relative to multi-cultural perspectives and recruitment of persons of color. It was a productive time of dialog that was well received. The Department of Nursing is particularly pleased with the successful recruitment and appointment of Adejoke Ayoola to a tenure track position. Ms. Ayoola is a Nigerian national who is currently a doctoral candidate at Michigan State University. She anticipates completion of her PhD in nursing during fall 2007. While we recognize the significant support that Ms. Ayoola will need as she acclimates to an academic role here in the United States and at Calvin College, we are committed to assisting her in this endeavor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>Multiculturalism is a visible thread running through much of departmental activity and effort. As noted last year, we have taken steps to implement some component of non-Western thought into our 153s and have via both Asian and African Thought and Culture courses injected that thread into our upper level offerings. The annual presence of our two Chinese grad students as well as visiting Asian scholars keeps the topic always near the surface. There is also a chance of some departmental scholarship dealing with selected aspects of Islamic thought and culture, although that is still some ways off.</td>
<td>We are not only keeping up with such perspectives, but are in fact a significant producer of scholarship in this area - meaning that scholars elsewhere are having to keep up with us as well. David Hoekema (who both developed and teaches our African Thought and Culture course) has written a number of relevant papers and given talks at a number of African philosophy conferences (including some venues in Africa). Kelly Clark (who developed and teaches our Asian Thought and Culture course) has been incredibly active and productive in this area. In fact, some of Kelly's revolutionary insights into traditional Confucianism and theism are generating discussions both in the US (in both philosophy and religious studies circles) and even in China itself. Kelly of course was also key in landing a $2million+ Templeton grant for a broad, significant China initiative, and is the grant administrator.</td>
<td>Retention, of course, requires successful recruitment and acquisition, and we have not managed that. As outlined in last year's report, the available pool of AHANA philosophers who come within hailing distance of the department's and of Calvin's various other requirements is well nigh nil. We continue to search for such candidates as opportunities materialize.</td>
</tr>
<tr>
<td>Physics and Astronomy</td>
<td>We hired a foreign faculty member to a term position last year. We had many conversations with Stephan Thamban, a native of India, on issues involving cultural differences and similarities between India and the United States. With encouragement from the chair, he developed and taught an interim course that compared Indian and American cultures and education.</td>
<td>We receive and post periodic reviews of both gender issues and international and ethnic participation and contributions to the discipline through various professional reports and periodicals. The statistical reports and commentary from the American Institute of Physics are especially helpful.</td>
<td>Staffing needs did not allow us to retain Dr. Thamban for a second year.</td>
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<td>--------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Religion (General Statement)</td>
<td>The department continues to implement the FEN initiative. In its personnel search during the 2006-07 academic year, the department hired Brian Madison, an African-American, as a faculty member. The department believes that this result was facilitated by moving its personnel process from the winter/spring to the fall and by advertising more widely in order to maximize the potential for recruiting minority and international candidates. In its curriculum, the FEN initiative is implemented in the following ways: 1) the world religions offerings continue to expose students to global environment; 2) the mission course brings in speakers and discusses topics related to non-western Christianity; 3) a greater emphasis on “global theology” is present in theology courses; and 4) the department is offering a 2008 interim course on Urban Ministries in New York City (Harlem), which deals with issues related to minorities and racism.</td>
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APPENDIX D

Calvin College Mosaic Community Evaluation Report

Submitted by Salter McNeil & Associates, LLC
August, 2007

Introduction

In 1996 Calvin College designed and implemented an innovative approach to facilitating multicultural community on campus. The Mosaic Community was designed as a vehicle to attract and retain North American minority students while also creating space for like-minded students to live and learn together about race and culture. For the first three years Mosaic was jointly funded by Calvin College and a 4-S Grant awarded by the State of Michigan. The state funding was phased out over these three years and Mosaic has been fully funded by the college since the 1999-2000 academic year. Mosaic fits into Calvin’s organizational structure under the Student Life Division as part of Residence Life.

In March of 2007 Calvin College invited Salter McNeil & Associates (SMA) to evaluate the effectiveness of the Mosaic residential experience as a vehicle for changing campus climate. This evaluation was initiated partly because the program has been running for eleven consecutive years but has not been formally evaluated since August of 1999. Additionally, this evaluation was initiated because there was a growing concern among Mosaic leadership that the living-learning experience designed for students was falling short of the stated goals, hopes and expectations.

There were several noticeable trends that emerged over the past two - three years that SMA was asked to specifically address. The first was the increased ambiguity over the mission of Mosaic. Current Mosaic students, the other students of the dormitory and the larger Calvin community all seem to have varying ideas about Mosaic, including why it exists, who is invited to live on the floor, and the scope of the academic component.

A second trend is the changing demographics of students who choose to participate in Mosaic. The early years of this living-learning opportunity experienced an equitable distribution of White / Majority, Third Culture and AHANA (African, Hispanic, Asian and Native American) students. However, the student population has shifted to be more weighted towards Third Culture and White students and many fewer AHANA students are choosing to participate in Mosaic.

A third trend is an overt resistance among students to engage in the topics presented in the academic component of Mosaic’s programming. There seemed to be particular resistance among Third Culture students to discuss race in the context of the United States historical and current realities. There are some uncertainties regarding the most effective ways to integrate the academic component into the Mosaic experience.

The SMA team will address these and other pertinent issues in the body of this report. The first section will summarize the information collected through personal interviews, focus groups and Mosaic documents submitted for our review. The second section will outline implications and recommendations based on the data collected.

I. SECTION 1 - RESEARCH SUMMARY

Brenda Salter McNeil, SMA President, and Erica Hunt, SMA Associate, formed the evaluation team for this project. The interviews and focus groups were designed to draw out themes that would shed light on the culture of the institution, the perceptions of its leadership to Mosaic as a multicultural living-learning community and the college’s vision and strategy to serve a racially and ethnically diverse population. Table 1 outlines those individuals and groups included in the evaluation process.
### Table 1

<table>
<thead>
<tr>
<th>Relationship to Mosaic</th>
<th>Forum / Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Denise Isom, Faculty Advisor, Instructor</td>
<td>Phone interviews: 4.11.07 and 6.11.07</td>
</tr>
<tr>
<td>Current Mosaic Students (15 participants)</td>
<td>Focus Group: 4.15.07</td>
</tr>
<tr>
<td>Mr. John Witte, Director of Residence Life</td>
<td>Interview: 4.16.07 and 6.11.07 (phone)</td>
</tr>
<tr>
<td>Former Mosaic Program Assistants (3 participants)</td>
<td>Focus Group: 4.16.07</td>
</tr>
<tr>
<td>Multicultural Cross Divisional Team (5 participants)</td>
<td>Focus Group: 4.16.07</td>
</tr>
<tr>
<td>2006-2007 Staff and Faculty Leadership of Mosaic (4 participants)</td>
<td>Focus Group: 4.16.07</td>
</tr>
<tr>
<td>Mosaic Alumni (2 participants)</td>
<td>Focus Group: 4.16.07</td>
</tr>
<tr>
<td>Ms. Shirley Hoogstra, Director of Student Development</td>
<td>Phone Interview: 6.11.07</td>
</tr>
<tr>
<td>Ms. Gloria Jea, 2006-2007 Mosaic Program Coordinator</td>
<td>Phone Interview: 6.11.07</td>
</tr>
<tr>
<td>Ms. Jacque Rhodes, Assistant Dean of Multicultural Student Development</td>
<td>Phone Interview: 6.15.07</td>
</tr>
<tr>
<td>Mr. Jermale Eddie, Project Coordinator, Multicultural Student Development</td>
<td>Phone Interview: 6.15.07</td>
</tr>
</tbody>
</table>

To better understand the historical context and evolution of the Mosaic experience over the past eleven years, SMA received and reviewed the following documents:

- Original Grant Application for the 1997-1998 academic year
- Grant Evaluation Reports from 1997-1999
- Student evaluations and demographic data from 2002, 2004 & 2007
- Program Coordinator Manual – © 2005
- 2005-2006 Class Syllabus
- Closing report by Ms. Nalini Suganandam, Former Program Coordinator - 2006
- Transcript of Mosaic Common Meeting led by Dr. Denise Isom – February, 2007

### Historical Summary

#### Fall, 1996 – Spring, 2006

The Mosaic Community was designed as a vehicle to attract and retain North American minority students while also creating space for like-minded students to live and learn together about race and culture. Mosaic consists of two adjoining floors on the second level of the Kalsbeek-Huizenga Residence Hall (K-H). This particular location was chosen because of a shared lobby, a physical space not available in other residence halls. Mosaic has the capacity to house 70 first- and second-year students.

The original goal for Mosaic, as stated in the grant application, was to “establish an intentional living-learning community on campus dedicated to multiculturalism to improve the retention and eventual graduation rates of under-represented minority students.” The idea was to connect academic studies with campus life. This was thought to be an effective strategy to improve the overall campus climate for minority students. Grant-targeted students identified some structural efforts to address their experiences and needs, but the campus climate was nevertheless experienced as unwelcoming.

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11 4-S Grant Application (1998), 8.
To accomplish the aforementioned goal, the grant proposal identified six outcomes that would be measured at the end of each academic year. Mr. Bill Paxton, MSW, MM formally evaluated Mosaic for the first three years of programming and reported on the success rate of the following six outcomes:

- 90% of 1st year students obtain academic good standing
- 85% of upper-class students obtain GPA of 2.00 or better
- 90% of 1st year students complete 2nd semester
- 90% of upper-class students complete 2nd semester
- 95% of Mosaic community students perceive improvement in climate
- 20% increase in campus leadership positions from 1st to 2nd semester

After the first year of Mosaic, four of six outcomes were met. After the second year, five of six outcomes were met. After the third and final year of formal evaluation, three of six outcomes were met. The end of formal evaluations coincided with the end of the 4-S grant funding.

The target population for Mosaic was primarily under-represented North American minority students. However, Mosaic was not intended to be exclusive or homogenous. Majority and Third Culture students were included in the community vision from the beginning. Furthermore, Mosaic was intended to be the first of several living-learning communities within Calvin. These communities have not yet been developed so Mosaic remains the only such community on campus. This has created a significant amount of pressure for Mosaic students, leaders and advocates because they constantly feel like they “have something to prove” to the rest of Calvin’s campus.

Institutional investment and ownership of Mosaic has primarily rested in the Office of Residence Life. The nature of the original proposal required student housing to be the vehicle by which the living-learning community vision was accomplished. While there has always been some faculty and academic staff support, the vast majority of the responsibilities for Mosaic have fallen on the residence life staff, who seem to be inadequately trained, equipped and supported by the institution to carry out this role.

Calvin College does show documented support for initiatives such as Mosaic, however. Calvin’s “Mission and Promise” statements are as follows:

Mission:

“To be a comprehensive liberal arts college in the Reformed tradition of historic Christianity. Through our learning, we seek to be agents of renewal in the academy, church, and society. We pledge fidelity to Jesus Christ, offering our hearts and lives to do God's work in God's world.”

Calling:

“As shalom suggests a sense of peace, wholeness, and harmony, of restored relationships with nature, other humans, and God, Christian college education equips us to be agents of shalom, models of shalom, witnesses to shalom.”

From Every Nation:

“A revised comprehensive plan for racial justice, reconciliation, and cross-cultural engagement at Calvin College.”

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12 4-S Grant Application (1998), 1.
13 Four other intentional living communities have been developed for upper class athletes and students involved in ministry at local congregations. However, the locations and emphases of these communities differ significantly from Mosaic, which makes the Mosaic model of community living and learning unique to the rest of campus.
14 Calvin website, home page.
15 Ibid.
16 Ibid.
While the purposes of Mosaic fit under the aforementioned institutional commitments, a mission statement unique to Mosaic was formulated in 1998 by the Resident Director, Faculty Advisor, Program Coordinator, Academic Advisor and student leaders. It reads,

As a community of students from many different backgrounds desiring to reflect faithfully the image of God, we come together to learn and practice Christian understandings of human diversity, to be change agents both within Calvin and in broader society.17

The “Mission and Promise” commitments have led to other attempts to build inter-cultural competency into the fabric of Calvin’s culture. Anti-racism initiatives include Readers for Reconciliation, Project Neighborhood, an Anti-Racism Caucus and Entrada. There are advocates for Mosaic throughout the institution, many who have been around campus since (and before) Mosaic’s first semester. There appears to be a widespread commitment to keep Mosaic viable, even if this means drastic changes or heroic efforts to keep it sustained.

Mosaic is staffed by one full-time Program Coordinator and four Program Assistants. A Faculty Advisor and Resident Director are also highly involved in the leadership and continued development of Mosaic. The Program Coordinator’s responsibilities include budget oversight, student mentorship and social programming. The Resident Director manages Mosaic in the same way other floors are managed, which includes mediating roommate conflicts, disciplinary actions and hall maintenance. The Faculty Advisor takes primary leadership over curriculum selection / development and is an instructor for common meetings. The Faculty Advisor also oversees course registration and grade submission. The Program Assistants are returning Mosaic students whose responsibilities include leadership development, organizing social and learning events, and helping to promote Mosaic events to the Calvin community. Evidence suggests that clear communication lines have been developed so students understand the distinction between the various student and staff leaders involved in their residential life experience.

Students can participate in Mosaic for up to four semesters. The unofficial, but widely referenced, goal is to have the floor comprised of one-third AHANA, one-third Third Culture and one-third White students. While this equity was achieved early in Mosaic’s history, recent Mosaic students are more likely to be White or Third Culture students. There has been a steady decline in the number of AHANA students choosing to live on Mosaic. This decline reportedly began in the fall of 2003 and has steadily continued.

All incoming students receive a Mosaic flyer with their housing package. E-mails are also sent to all first and second-year students inviting them to consider Mosaic. Additionally, the Mosaic website is advertised throughout campus and interested students can apply online.

Students interested in Mosaic complete an essay-based application in the spring and are notified of their acceptance before the end of spring semester. Those who are accepted receive a welcome letter from the Program Coordinator, which includes the dates of the first scheduled activity in the fall. They receive a second mailing at the beginning of the summer informing them of their room assignments.

Students are given one credit for their successful participation in the Mosaic course. The course requirements are as follows:

- Attendance at four learning events per semester
- Attendance at three common meetings per semester
- Monthly reflection papers based on the learning events, common meeting discussions or current events

The common meetings encompass the formal learning component of the living-learning community and are jointly planned by the Faculty Advisor and Program Coordinator. The topics, speakers and discussions begun in common meetings are designed to spill over into the community that exists on the floor, fostering authentic dialogue and exploration of difficult topics in the context of genuine relationships. There has been great variety in the learning events presented. Some events are off campus while others are facilitated by Mosaic students. Still others involve guest speakers or film viewings.

In the summer of 2000 a two-year curriculum was designed to guide Mosaic students through one year each of studying culture and race. The curriculum cycles through every two years so students do not experience the same material in consecutive years. The curriculum has changed over time, although the focus has consistently been on race and culture.

The *Institutes of Healing Racism* by Wedgewood Christian Services was utilized in the 2004-2005 academic year on a trial basis. This intensive curriculum had previously been offered as an elective through the Office of Multicultural Affairs. Many Mosaicans elected to take the course and would bring topics back to the dormitory to discuss with roommates. Due to the apparent success of the curriculum in fostering a “learning-living” connection, it was selected as the curriculum model for Mosaic for 2004-2005 when the focus was on anti-racism. The 2005-2006 focus was on culture / ethnicity, first looking at oneself, then the community and then a spiritual awareness of how culture fits into our understanding of God. This curriculum was designed by Dr. Denise Isom, the Faculty Advisor, and was not part of the anti-racism curriculum. This rotation began again in the fall of 2006 with the focus again on anti-racism.

Students were given an opportunity to evaluate their experience with Mosaic at the end of fall semester. They were asked a series of multiple choice and short-answer questions regarding the learning events, common meetings and overall experience. The following table shows their responses to selected questions.

### Table 2

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2005</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Focus:</strong></td>
<td>Culture</td>
<td>Anti-Racism</td>
<td>Anti-Racism</td>
</tr>
<tr>
<td>84% thought the number of learning events was good or perfect</td>
<td>66% thought the number of learning events was good or perfect</td>
<td>64% thought the number of learning events was good or perfect</td>
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</tr>
<tr>
<td>71% thought there was enough variety to the learning events</td>
<td>70% thought there was enough variety to the learning events</td>
<td>66% thought there was enough variety to the learning events</td>
<td></td>
</tr>
<tr>
<td>45% thought the discussions at common meetings were moderately to very valuable</td>
<td>41% thought the discussions at common meetings were moderately to very valuable</td>
<td>47% thought the discussions at common meetings were moderately to very valuable</td>
<td></td>
</tr>
<tr>
<td>55% thought the learning that takes place at events and common meetings was at least moderately engaging</td>
<td>37% thought the learning that takes place at events and common meetings was at least moderately engaging</td>
<td>43% thought the learning that takes place at events and common meetings was at least moderately engaging</td>
<td></td>
</tr>
<tr>
<td>87% thought that the demands of the course were reasonable or very reasonable</td>
<td>63% thought that the demands of the course were reasonable or very reasonable</td>
<td>75% thought that the demands of the course were reasonable or very reasonable</td>
<td></td>
</tr>
<tr>
<td>78% of students would consider doing Mosaic again if given the opportunity</td>
<td>96% of students would consider doing Mosaic again if given the opportunity</td>
<td>90% of students would consider doing Mosaic again if given the opportunity</td>
<td></td>
</tr>
<tr>
<td>Of Mosaic students,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23% AHANA</td>
<td>35% AHANA</td>
<td>22% AHANA</td>
<td></td>
</tr>
<tr>
<td>20% 3rd Culture / International</td>
<td>20% 3rd Culture / International</td>
<td>21% 3rd Culture / International</td>
<td></td>
</tr>
<tr>
<td>56% White</td>
<td>42% White</td>
<td>57% White</td>
<td></td>
</tr>
</tbody>
</table>

**Fall, 2006 - Spring, 2007**

As stated in the introduction, Salter McNeil & Associates was invited to evaluate Mosaic in terms of its past, present and possibilities for the future. The last portion of Section 1 of this report will summarize data pertaining to the most recent academic year. We will rely heavily on information gathered through focus groups and personal interviews conducted in the spring and early summer of 2007.
Mosaic’s eleventh year resembled the previous ten years in many ways. The essential elements, requirements and challenges were similar to previous years. Many students found Mosaic to meet or exceed their expectations in numerous ways. However, there was a heightened sense of conflict over the learning component, which in turn affected community living.

In response to critical feedback from students who experienced the anti-racism curriculum two years prior, there was a re-evaluation of the Institutes of Healing Racism material in the summer of 2006 and changes were made to the content, progression and opportunities for interaction. Despite efforts to the contrary, tension and frustration over the anti-racism focus emerged among many students, some of which questioned the validity of the topic and openly challenged the instructor’s professional qualifications. This tension in the common meetings spilled over into the living environment and led to many Mosaic students feeling alienated, confused and frustrated. This frustration among students, staff and faculty peaked in the fall, ebbing slightly over the winter and resolving somewhat during a common meeting in February of 2007, a meeting dedicated to airing concerns and bringing reconciliation.

Early in the fall semester, the Faculty Advisor and Program Coordinator (Dr. Denise Isom and Ms. Gloria Jea, respectively) faced strong resistance among many White and Third Culture students to discuss anti-racism. White students reported feeling attacked and that their perspective and experiences were not important. White Third Culture students resisted being grouped with other White students, claiming that they had not been reared in “White privilege.” The AHANA students got somewhat lost in the conflict and disengaged, forming their own subset within Mosaic where they could find refuge and emotional safety. Third Culture students of color found themselves somewhere in the middle of the other subsets on the floor.

While learning events and common meetings continued to take place, the remaining lesson plans for the year were put on hold to allow time and space for evaluation, reflection and clarification. In February of 2007 there was a common meeting that specifically addressed the issues and concerns regarding the conflict in the fall. Dr. Denise Isom facilitated this meeting and began by stating that Mosaic was heading in a new direction and forming a new vision. Dr. Isom invited those present to “join the movement” and have a voice in the process of re-envisioning the purpose and possibilities for Mosaic.

The feedback offered by students in this meeting mirrored what was communicated through 2007 written evaluations and the focus groups facilitated by SMA. These common threads were lack of clarity around the vision / mission, feelings of invalidation, deFENsiveness and disempowerment. Many students indicated that the Mosaic experience was not what they “signed up for.” This sentiment crossed racial and cultural lines, indicating misunderstandings across the spectrum of Mosaic participants. Several former and current students were disappointed in the academic rigor of the Mosaic credit. There was a general sense that they could put very little effort towards meeting the requirements and have no trouble passing the course. Since Calvin has a reputation for high academic standards, it was surprising to students to have so little required of them. The academic requirements actually devalued the experience in the minds of several students who were willing to make more of an effort if more was required.

When focus group participants were asked to define the purpose of Mosaic, myriad answers were given. Many responses were consistent with the mission statement but did not necessarily reflect the original purposes as defined in the grant application. In fact, very few participants revealed any awareness or understanding of the original intent of Mosaic or the plan to have it become the first of several living-learning communities.

Third Culture students expected a community where they could feel understood and have their perspectives affirmed by others who shared similar life experiences and value of international culture. AHANA students also sought a place where they would feel accepted, affirmed and understood. They hoped for a place where they could truly “let their hair down,” be themselves and find refuge from a campus climate that seemed otherwise aloof towards them. White majority students were more mixed than the other groups in their expectations of the floor. Some expected an emphasis on international culture while others hoped to learn how to become anti-racist.
It was during common meetings that these expectations overtly clashed. While tensions existed in previous semesters, the fall of 2006 “stood out as an exaggerated experience” of conflict over the focus on racism and white privilege, according to the Faculty Advisor and instructor, Dr. Denise Isom. Students echoed her perspective, adding that it was both the content and teaching style / class dynamics that caused them to resist or disengage from the discussion. Furthermore, when tensions did arise, students did not bring their ideas or frustrations to the floor as a whole, but would instead turn to the community and safety of the sub-group that was most like them. Thus, the learning-living connection largely stayed within homogenous groups rather than broadening to the whole Mosaic community.

This situation presented an extraordinary challenge for the Program Coordinator, Ms. Gloria Jea. Ms. Jea was hired as an interim coordinator when a hoped-for candidate withdrew near the beginning of the fall semester. Ms. Jea was a former Mosaic student and Program Assistant. While her personal experiences helped to prepare her for her role, she was not adequately trained for or supported in her leadership role. She spent the entire year scrambling to educate herself on the issues while simultaneously facing significant challenges on the floor. Despite the challenges, Ms. Jea was able to establish strong rapport with the students, who felt that they could trust her and that she was “on their side.”

A looming question throughout the evaluation process was whether it is possible, or even desirable, to reconcile the current status of the floor with the original intent. A re-thinking of the goals and application of Mosaic was suggested, perhaps dividing what is currently one program into two distinct living-learning opportunities. The first would be for first and second year students who either want to increase their inter-cultural competency or, as AHANA or Third Culture students, need a “haven of rest” to help build community in their first semesters at Calvin. The second initiative would be for upper-class students of all backgrounds to receive training to become culturally relevant leaders on campus. The academic rigor would be noticeably higher for the upper-class students, while maintaining the value of living together in community, perhaps in the on-campus apartments.

Several of those interviewed expressed a strong desire to establish other living-learning communities on campus. This would help to take some pressure off Mosaic and increase the credibility of living-learning communities as an influential component to the Calvin college experience. It was suggested that the success of Mosaic largely depends on the existence of other living-learning communities. The focus of these communities could be similar to Mosaic or have a completely different focus all together. The most important thing would be to create an institutional culture where Mosaic fits into a broader strategy and vision rather than continue to exist as an aberration, isolated and separated from the rest of campus life. This culture shift was repeatedly put forth as a necessary first step in seeing Mosaic achieve its mission. One interviewee commented that “there is no institutional strategy to help dispel misconceptions” about the floor, leaving Mosaic advocates perpetually on the defensive, armed with their own ideas and hopes for the floor but lacking a coherent message.

SECTION 2 – Implications and Recommendations

1. Mosaic Concept and Commitment

Mosaic is an innovative, bold approach to addressing issues of race and culture among a predominantly White, middle class, Christian Reformed campus population. The pioneering concept of a living-learning community as a vehicle for reconciliation is commendable, as is financially sustaining this initiative beyond the lifespan of the 4-S Grant. There is much to celebrate for what Mosaic has meant to students and Calvin’s campus. Despite the challenges, current and former students have deeply appreciated Mosaic and most of them would choose to participate again if given the opportunity. Former students have been active leaders for multiethnic initiatives on and off Calvin’s campus and student leaders continue to emerge every year. As evaluators, we see this as a strong indication of the overall success of this initiative.

*It is therefore recommended* that Mosaic be publicly celebrated and affirmed. It is important to honor the ways in which Mosaic has catalyzed, nurtured and challenged students in their journey towards cross-cultural competency and racial / ethnic reconciliation. A celebration of the past can also help to launch a renewed purpose for the future, which is a significant need at this point in Mosaic’s history.

MAC State of the College Report 65
High-ranking individuals with institutional authority should initiate and host these celebrations, which should take place at least once every two years. Alumni who continue to demonstrate values of diversity and inter-cultural competence should also be involved. They could be invited to serve on an Alumni Advisory Council or share their achievements with current students at a banquet or other event. Continued involvement of alumni can also serve as an important source of accountability.

Finally, a comprehensive report of the ways in which Mosaic has impacted students’ lives should be published to help share the story of this unique experience. This document should chronicle the inception and evolution of the community and should be regularly revised to include up-to-date stories of alumni applying lessons of Mosaic to their personal and professional lives.

2. **Lack of Common Vision**

   Remarkably, there is a mission statement but no vision statement for Mosaic. The closest thing we found to a vision statement was the original grant application. Here, academic success and leadership development among AHANA students were clear goals for Mosaic. The centrality of academic support has receded, as has the clarity surrounding the purpose of Mosaic. As long as students shared a common focus, there was greater success. When this was lost, students and leaders filled the void with their own ideas, hopes and dreams for Mosaic.

   The mission statement is broad enough to encompass both the original intent of the floor and what it has become today (and many possibilities in between). The absence of a clear vision has left Mosaic loosely anchored in the institution and has led to a shifting focus, highly influenced by the personalities, life experiences and values of the Program Coordinator and Faculty Advisor. The current mission statement is not enough to secure Mosaic on a path of solid purpose or priority. The absence of a clearly stated vision seems to directly relate to the widespread misunderstanding of Mosaic among the Calvin community. This misunderstanding feeds the wariness of most faculty and students to embrace the precepts of Mosaic and unfairly puts the “burden of proof” on Mosaic participants.

   **It is therefore recommended** that a vision statement be thoughtfully crafted, owned and communicated by individuals with institutional authority. The President must then take this vision and connect it to the institutional priorities that already exist so that administrators, faculty, staff and students understand - and are held accountable to - a clear, cohesive vision.

   **It is further recommended** that a central place on campus be selected to visually represent the values and vision of Mosaic. The physical location of Mosaic is on the periphery of campus, but the ideals do not need to follow suit. Utilizing the visual arts to represent Mosaic in a high-traffic area will make the values embodied by Mosaic more accessible to the Calvin community.

3. **Recruitment and Application**

   The current recruitment and application processes seem inadequate to attract, select and inform the candidates most desired for Mosaic. There is confusion between the Mosaic scholarship and the Mosaic housing option, with several students believing that living on the Mosaic floor was required to receive the scholarship. There is also a Mosaic Newsletter that highlights “the many cultures in and around Calvin College,” but is not directly related to the Mosaic floor. Information about the Mosaic floor is generally fragmented and scattered. The online application clearly mentions anti-racism and cultural diversity as integral aspects of the Mosaic experience, but details of the learning component become less clear as one navigates the rest of the Mosaic web page. Candidates are invited through general recruitment efforts, but it does not appear that much, if any, direct recruitment of candidates occurs on a regular basis.
It is therefore recommended that the recruitment and application processes be re-developed using the clarity that comes from the creation of a Mosaic vision. Expectations need to be clearly stated and upheld throughout the application process. Clarify what is required of Mosaic students and identify people who exhibit these traits. The overall recruitment strategy needs to be organized to allow for inter-departmental cooperation and collaboration. Resident Directors should be required to identify and invite prospective students in a more proactive recruitment strategy. Faculty members should also be informed of Mosaic standards and be encouraged to submit names for consideration.

It is further recommended that the application process be reconstructed to better capture the essence of Mosaic and identify desired candidates. The Mosaic website needs to be updated to include more detailed information about the unique qualities and requirements of this living-learning experience.

4. Acclimation Process
The way in which students are acclimated to Mosaic is inadequate to secure a common understanding of expectations and purpose. The brevity of the welcome letter / packet is notable and does very little to establish a sense of belonging or commitment to something more than any other Calvin housing alternative. The fall retreat seems to be effective in establishing the beginnings of community and has been a positive experience for students as they enter the semester. Still, it is apparent that much more could be done to acclimate students to the expectations and standards for Mosaic.

It is therefore recommended that the acclimation process begin in the spring and continue through the summer so that students are at a point of greater consensus when they come together in the fall. This process should include a more detailed acceptance packet, including a copy of a Mosaic Covenant that students will be invited to sign in the fall. There should also be at least one contact from the Program Coordinator in the summer with some tips on preparing for Mosaic in addition to logistical information that must be communicated. The fall retreat should continue to focus on community-building but should also creatively communicate the vision so that students begin to share ownership of the floor early on. Current Mosaicans and alumni can add depth and breadth to the acclimation process and should be involved whenever possible.

5. Leadership
The hands-on, visible leadership of Mosaic has largely rested on the Program Coordinator and Faculty Advisor. The Program Coordinator holds the bulk of the responsibility for the program, but the Faculty Advisor does most of the instruction and designing of class material, which is a highly visible, and often contentious, role. The people holding these positions are often acting alone, as if in a silo, without the assistance and support of supervisors and colleagues. This gives the impression that Mosaic is “Nalini’s thing” (or Dr. Isom’s, or Gloria’s, etc.) rather than a Calvin College initiative.

Furthermore, the people who have historically served in the up-front leadership roles are people of color, which feeds an inaccurate generalization that promoting racial and ethnic diversity is the sole responsibility of people of color. The absence of Whites in visible leadership may promote diversity and reconciliation efforts that lack authenticity.

It is therefore recommended that leadership be augmented and enhanced to give Mosaic greater credibility across campus. The leadership circle needs to be broadened so that a larger representation of Calvin is heralding the vision and advocating for Mosaic’s value on campus. This representation should include more faculty, administrators and staff – especially in the Office of Student Life and, more specifically, Residence Life. There needs to be consistent, public support and advocacy for Mosaic so that it is not so easily dismissed, overlooked or misunderstood. Current leaders should actively invite others to become involved in Mosaic so new leadership is constantly being identified and mentored. Care should be taken to ensure that the leadership circle includes visible White leaders and
advocates so that issues of diversity and inter-cultural competence are understood as important values to all of Calvin and not only people of color.

6. **Learning Component**
Academic study is a strong component of Mosaic and has historically served to draw students together around a common purpose. Calvin’s reputation for academic rigor led many students to expect even higher standards than those imposed. The intensity and pedagogy of the academic component will largely depend on the identified vision. For example, if the goal is to equip leaders to be agents of diversity and reconciliation on and off Calvin’s campus, a more intense class geared towards skill-building would be appropriate. Conversely, if the goal for Mosaic is to establish a safe community for students to transition into Calvin’s culture, a class including small group discussion, reflection, and community building would be appropriate.

*It is therefore recommended* that the learning component of Mosaic be redesigned to incorporate the values embodied in the vision. This would draw upon past successes as well as help to galvanize students and faculty around a common purpose. Streamlining and strengthening the academics of Mosaic would also help to alleviate confusion or misunderstanding as to the scope of the learning component.

Misunderstanding of the academic relevancy of Mosaic also exists among faculty, who are generally uninvolved and disconnected from Mosaic. Faculty members across the disciplines need to be more actively involved in the academic component of Mosaic. A faculty committee should be formed to augment the leadership of the Faculty Advisor while exploring specific ways all faculty members can connect classroom content with the life experiences created by Mosaic.

7. **Training**
In addition to increasing the presence of AHANA students in campus leadership positions, an unofficial goal for Mosaic has been to equip students to be agents of diversity and reconciliation on campus. The hope is that what students learned from the Mosaic experience would infiltrate other campus involvements and relationships, like yeast working through dough. The hoped-for outcome would be a campus-wide understanding of inter-cultural brokenness and a collective commitment to godly reconciliation. While this has happened on occasion, Mosaic graduates have not impacted the campus climate to the level that was hoped for. Furthermore, the Program Coordinator and Director of Residence Life receive very little training to equip them in their leadership roles. The Program Coordinator is expected to lead with a high degree of decision-making, mentoring, cross-cultural conflict resolution and programming skills and yet receives very little, if any, training. The Director of Residence Life is also asked to supervise and manage an initiative that requires proficiency in several areas of intercultural competence.

*It is therefore recommended* that inter-cultural competency skill building be incorporated into the Mosaic program and leadership structure so that students and staff are better equipped and empowered to be agents of change on campus. Training for students should be focused on cross-cultural interpersonal relationships, self-awareness and the biblical foundation for diversity. Training for Mosaic leadership should focus on conflict resolution, community building, cross-cultural leadership and an understanding of national and international trends in how race and culture impact college campuses. Application of knowledge gained through training should be measured as part of regular performance reviews for staff and credit allocation for students.
8. **Institutional Ownership**
While Mosaic has a place on the organizational chart of Calvin under Residence Life, it functions very much like an isolated and alienated entity. There is very little institutional ownership of Mosaic, evidenced by a lack of understanding or acceptance of Mosaic among administration, faculty and staff. This trickles down to the student body, which, intentionally or not, often further alienates Mosaic participants because of the misunderstandings about the floor. Mosaic champions are confined to a very small group of administrators, faculty and staff. This group has worked hard to keep Mosaic part of campus life, but these efforts are not enough to secure Mosaic’s place and value in the institution.

*It is therefore recommended* that a cross-divisional collaboration be established to guide and support Mosaic. This diverse collaboration should include faculty, staff, administrators and students. Each member of the collaboration should champion the values and vision of Mosaic in their spheres of influence and work together to ensure that the vision remains central to decisions made on behalf of Mosaic. The presence of individuals with institutional authority on this collaboration will increase the likelihood of widespread ownership of Mosaic within the Calvin community. This group would be responsible for regular celebrations and evaluations of Mosaic and would be consulted when decisions affecting Mosaic’s future are considered.

9. **Additional Living-Learning Communities**
The disadvantages of Mosaic as the only living-learning alternative at Calvin are well documented in our research. Grant authors, former Program Coordinators, Faculty Advisors, alumni and students have all identified this as a significant challenge to Mosaic’s success. It is clear from the earliest documents outlining the purposes for Mosaic that it was intended to be the first of many living-learning communities on campus. It seems that the long-term success of Mosaic was understood to be dependent on the development of such communities across campus. The reality that no other living-learning communities have been established has placed undue pressure on the participants and advocates of the program, who feel like they are under a microscope and experience heightened scrutiny because of the novelty of Mosaic.

*It is therefore recommended* that Calvin introduce at least one additional living-learning community on campus. The additional community should have the same basic model as Mosaic and could be developed in correspondence with the existing floor, perhaps as a next step for upper class students. An additional community could also take on a life of its own, focusing on issues of globalization, world hunger, poverty or social justice. Taking this step will have a profound impact on Mosaic, allowing it some breathing room and freedom to strengthen its own identity.

10. **Outside Accountability**
The evidence strongly suggests that Mosaic experienced consistent success in the first three years of programming. Outcomes were largely met and there seemed to be a clear understanding of the purpose of the floor. The presence of an outside evaluator seems to have played a role in the monitoring of progress and the willingness to make adjustments as needed to ensure that objectives were met. Since the grant funding expired, there have been no formal evaluations, which has left Mosaic un-tethered to its mission. Ambiguity has crept in, goals are unclear and measurement of success is difficult, if not impossible at this point.
It is therefore recommended that Calvin arrange for regular evaluations of Mosaic to be done by an outside agency or internal committee able to objectively assess the program. These evaluations should be done at least every three years so that adjustments can be made to keep Mosaic rooted in the vision. Additionally, pre- and post-tests should be given to students to measure change in attitudes and cross-cultural competencies. Results should be documented and measured against previous years to gauge the long-term effectiveness of Mosaic in equipping students to be agents of diversity and reconciliation.

Conclusion

We respectfully submit this report for your consideration. We hope that the observations and recommendations contained herein will serve to increase the effectiveness of Mosaic and other reconciliation efforts at Calvin College. We are grateful to partner with you as you commit to advancing and reflecting the Kingdom of God.
**APPENDIX E**

**Higher Education Research Institute (HERI) Report Evaluation January 2006**

**Respondents** (no breakdown of International)

<table>
<thead>
<tr>
<th>Year</th>
<th># of Respondents</th>
<th>Calvin Race Data</th>
<th>Protestant 4-Yr</th>
<th>All Private 4-Yr Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>194</td>
<td>AHANA 2.6% of total</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 African Americans, 1 Asian, 2 Other/No Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004-2005</td>
<td>187</td>
<td>AHANA 5.3% of total</td>
<td>AHANA 7.4% of total</td>
<td>AHANA 9.5% of total</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 African Americans, 4 Asians, 1 Mexican American, 2 Other/No Response</td>
<td>AHANA 7.4% of total</td>
<td>AHANA 9.5% of total</td>
</tr>
</tbody>
</table>

*(can also include male/female percentages which may be significant)*

**% of Respondents who taught an ethnic studies course** (can also include male/female percentages which may be significant)

<table>
<thead>
<tr>
<th>Year</th>
<th>Calvin</th>
<th>Protestant 4-Yr</th>
<th>All Private 4-Yr Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>5.5%</td>
<td>11.7%</td>
<td>12.2%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>11.4%</td>
<td>16.0%</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

**Research or writing has focused on racial or ethnic minorities** (why downturn?)

<table>
<thead>
<tr>
<th>Year</th>
<th>Calvin</th>
<th>Protestant 4-Yr</th>
<th>All Private 4-Yr Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>20.9%</td>
<td>20.8%</td>
<td>21.3%</td>
</tr>
<tr>
<td>2004-2005</td>
<td>19.7%</td>
<td>16.0%</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

**Goals for undergraduates noted as “very important” or “essential”**

“Enhance students’ knowledge of and appreciation for other racial/ethnic groups.”

<table>
<thead>
<tr>
<th>Year</th>
<th>Calvin</th>
<th>Protestant 4-Yr</th>
<th>All Private 4-Yr Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>67.2%</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>2004-2005</td>
<td>62.7%</td>
<td>65.4%</td>
<td>64.0%</td>
</tr>
</tbody>
</table>

**Personal goals noted as “very important” or “essential”**

“Helping to promote racial understanding.”

<table>
<thead>
<tr>
<th>Year</th>
<th>Calvin</th>
<th>Protestant 4-Yr</th>
<th>All Private 4-Yr Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>66.3%</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>2004-2005</td>
<td>67.4%</td>
<td>55.8%</td>
<td>57.9%</td>
</tr>
</tbody>
</table>

**Agree “strongly” or “somewhat”**

1. “Racial and ethnic diversity should be more strongly reflected in the curriculum.”

<table>
<thead>
<tr>
<th>Year</th>
<th>Calvin</th>
<th>Protestant 4-Yr</th>
<th>All Private 4-Yr Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>67.0%</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>2004-2005</td>
<td>68.6%</td>
<td>62.0%</td>
<td>60.0%</td>
</tr>
</tbody>
</table>

2. “There is a lot of campus racial conflict here.”

<table>
<thead>
<tr>
<th>Year</th>
<th>Calvin</th>
<th>Protestant 4-Yr</th>
<th>All Private 4-Yr Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>9.9%</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>2004-2005</td>
<td>6.5%</td>
<td>8.2%</td>
<td>8.7%</td>
</tr>
</tbody>
</table>

3. “This institution should hire more faculty of color.” (Statement only in 2001-2002 survey.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Calvin</th>
<th>Protestant 4-Yr</th>
<th>All Private 4-Yr Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>90%</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>2004-2005</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
</tr>
</tbody>
</table>
4. “Faculty of color are treated fairly here.” (Statement only in 2001-2002 survey.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Calvin</th>
<th>Protestant 4-Yr</th>
<th>All Private 4-Yr Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>84.0%</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>2004-2005</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
</tr>
</tbody>
</table>

Issues believed to be of high or highest priority at your college

1. “To recruit more minority students.”

<table>
<thead>
<tr>
<th>Year</th>
<th>Calvin</th>
<th>Protestant 4-Yr</th>
<th>All Private 4-Yr Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>72.5%</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>2004-2005</td>
<td>65.6%</td>
<td>43.4%</td>
<td>48.8%</td>
</tr>
</tbody>
</table>

2. “To create a diverse multi-cultural campus environment.”

<table>
<thead>
<tr>
<th>Year</th>
<th>Calvin</th>
<th>Protestant 4-Yr</th>
<th>All Private 4-Yr Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>67.4%</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>2004-2005</td>
<td>63.8%</td>
<td>45.7%</td>
<td>53.3%</td>
</tr>
</tbody>
</table>

3. “To increase the representation of minorities in the faculty and administration.” (Statement only in 2004-2005 survey.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Calvin</th>
<th>Protestant 4-Yr</th>
<th>All Private 4-Yr Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>2004-2005</td>
<td>66.1%</td>
<td>40.7%</td>
<td>45.2%</td>
</tr>
</tbody>
</table>

Attributes noted as being “very descriptive” of your institution

“There is respect for the expression of diverse values and beliefs.” (Statement only in 2004-2005 survey.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Calvin</th>
<th>Protestant 4-Yr</th>
<th>All Private 4-Yr Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>No Data</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>2004-2005</td>
<td>14.0%</td>
<td>28%</td>
<td>35.4%</td>
</tr>
</tbody>
</table>

Factors noted as a source of stress for you during the last two years

“Subtle discrimination (e.g., prejudice, racism, sexism.)”

<table>
<thead>
<tr>
<th>Year</th>
<th>Calvin</th>
<th>Protestant 4-Yr</th>
<th>All Private 4-Yr Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>23.8%</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>2004-2005</td>
<td>27.3%</td>
<td>21.7%</td>
<td>22.5%</td>
</tr>
</tbody>
</table>

Methods you use in “most” or “all” of the courses you teach

“Readings on racial and ethnic issues.”

<table>
<thead>
<tr>
<th>Year</th>
<th>Calvin</th>
<th>Protestant 4-Yr</th>
<th>All Private 4-Yr Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>23.1%</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>2004-2005</td>
<td>24.6%</td>
<td>19.4%</td>
<td>21.4%</td>
</tr>
</tbody>
</table>

Agree “strongly” or “somewhat”

1. “Promoting diversity leads to the admission of too many under-prepared students.”

<table>
<thead>
<tr>
<th>Year</th>
<th>Calvin</th>
<th>Protestant 4-Yr</th>
<th>All Private 4-Yr Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>20.9%</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>2004-2005</td>
<td>17.3%</td>
<td>23.8%</td>
<td>21.7%</td>
</tr>
</tbody>
</table>

2. “A racially/ethnically diverse student body enhances the educational experience of all students.”

<table>
<thead>
<tr>
<th>Year</th>
<th>Calvin</th>
<th>Protestant 4-Yr</th>
<th>All Private 4-Yr Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>94.7%</td>
<td>No Data</td>
<td>No Data</td>
</tr>
<tr>
<td>2004-2005</td>
<td>97.8%</td>
<td>90.8%</td>
<td>91.8%</td>
</tr>
</tbody>
</table>
APPENDIX F
Student Satisfaction Inventory (SSI) Report Evaluation

Next evaluation: Fall 2009

Respondents

<table>
<thead>
<tr>
<th>Year</th>
<th># of Respondents</th>
<th>Race Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>155</td>
<td>No Data. *There are little or no differences between the survey years on Ethnicity/Race.</td>
</tr>
<tr>
<td>2001</td>
<td>250</td>
<td>No Data. *There are little or no differences between the survey years on Ethnicity/Race.</td>
</tr>
<tr>
<td>2003</td>
<td>489 Total</td>
<td>405 Caucasian, 25 AHANA, 47 International, 59 other/no response</td>
</tr>
<tr>
<td>2005</td>
<td>574</td>
<td>No Data. *There are little or no differences between the survey years on Ethnicity/Race.</td>
</tr>
</tbody>
</table>

What is Most Important and Most Satisfying to our Students?
1. Items with 15 Highest Importance Score (decline in importance?)

<table>
<thead>
<tr>
<th>Year</th>
<th>Statement</th>
<th>Importance Score</th>
<th>Satisfaction Score</th>
<th>Gap</th>
<th>Rank in order of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>&quot;Faculty are fair and unbiased in their treatment of individual students.&quot; (No specific MC/diversity statements.)</td>
<td>6.55</td>
<td>5.61</td>
<td>.94</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>&quot;Faculty are fair and unbiased in their treatment of individual students.&quot;</td>
<td>6.52</td>
<td>5.56</td>
<td>.96</td>
<td>10th</td>
</tr>
<tr>
<td>2003</td>
<td>&quot;Faculty are fair and unbiased in their treatment of individual students.&quot;</td>
<td>6.37</td>
<td>5.35</td>
<td>1.02</td>
<td>11th</td>
</tr>
<tr>
<td>2005</td>
<td>&quot;Faculty are fair and unbiased in their treatment of individual students.&quot;</td>
<td>6.30</td>
<td>5.28</td>
<td>1.02</td>
<td>12th</td>
</tr>
</tbody>
</table>

2. Items with 15 Highest Satisfaction Scores
None listed for any years.

What is Least Satisfying to our Students and Where are Their Expectations Not Being Met (Importance/Satisfaction Gaps)?
1. Items With 15 Lowest Satisfaction Scores

<table>
<thead>
<tr>
<th>Year</th>
<th>Statement</th>
<th>Importance Score</th>
<th>Satisfaction Score</th>
<th>Gap</th>
<th>Rank in order of lowest satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>&quot;The Calvin Community is rich in cultural diversity.&quot;</td>
<td>5.54</td>
<td>4.31</td>
<td>1.23</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>&quot;The Calvin Community is rich in cultural diversity.&quot;</td>
<td>5.60</td>
<td>3.95</td>
<td>1.65</td>
<td>2nd</td>
</tr>
<tr>
<td>2003</td>
<td>&quot;The Calvin Community is rich in cultural diversity.&quot;</td>
<td>5.55</td>
<td>4.18</td>
<td>1.37</td>
<td>2nd</td>
</tr>
<tr>
<td>2005</td>
<td>&quot;The Calvin Community is rich in cultural diversity.&quot;</td>
<td>5.57</td>
<td>4.45</td>
<td>1.12</td>
<td>4th</td>
</tr>
<tr>
<td>1999</td>
<td>&quot;Multicultural issues are presented in my courses at Calvin.&quot;</td>
<td>5.32</td>
<td>4.68</td>
<td>0.64</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>&quot;Multicultural issues are presented in my courses at Calvin.&quot;</td>
<td>5.30</td>
<td>4.37</td>
<td>0.93</td>
<td>3rd</td>
</tr>
<tr>
<td>2003</td>
<td>&quot;Multicultural issues are presented in my courses at Calvin.&quot;</td>
<td>5.28</td>
<td>4.72</td>
<td>0.56</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>&quot;Multicultural issues are presented in my courses at Calvin.&quot;</td>
<td>5.41</td>
<td>4.83</td>
<td>0.58</td>
<td>11th</td>
</tr>
</tbody>
</table>
2. Items With 15 Largest Gaps Between Satisfaction and Importance

<table>
<thead>
<tr>
<th>Year</th>
<th>Statement</th>
<th>Gap</th>
<th>Rank in order of largest gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>No Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>“The Calvin community is rich in cultural diversity”</td>
<td>1.65</td>
<td>3rd</td>
</tr>
<tr>
<td>2003</td>
<td>Same as above.</td>
<td>1.37</td>
<td>6th</td>
</tr>
<tr>
<td>2005</td>
<td>Same as above.</td>
<td>1.12</td>
<td>8th</td>
</tr>
<tr>
<td>1999</td>
<td>No Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>“Faculty take into consideration student differences as they teach a course.”</td>
<td>.98</td>
<td>13th</td>
</tr>
<tr>
<td>2003</td>
<td>Same as above.</td>
<td>.97</td>
<td>15th</td>
</tr>
<tr>
<td>2005</td>
<td>Same as above.</td>
<td>.96</td>
<td>12th</td>
</tr>
<tr>
<td>1999</td>
<td>No Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>“Faculty are fair and unbiased in their treatment of individual students.”</td>
<td>.96</td>
<td>14th</td>
</tr>
<tr>
<td>2003</td>
<td>Same as above.</td>
<td>1.02</td>
<td>13th</td>
</tr>
<tr>
<td>2005</td>
<td>Same as above.</td>
<td>1.02</td>
<td>10th</td>
</tr>
<tr>
<td>1999</td>
<td>No Data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>“Multicultural issues are presented in my courses at Calvin.”</td>
<td>.93</td>
<td>15th</td>
</tr>
<tr>
<td>2003</td>
<td>Above statement not listed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>Above statement not listed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Campus Climate
Includes, but not limited to, the following statements:
Students are made to feel welcome on this campus.
This institution shows concern for students as individuals.
There is a strong commitment to racial harmony on this campus.

<table>
<thead>
<tr>
<th>Year</th>
<th>Calvin College</th>
<th>Importance Score</th>
<th>Satisfaction Score</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>CCCU</td>
<td>6.21</td>
<td>5.67</td>
<td>.54</td>
</tr>
<tr>
<td></td>
<td>4-year Private</td>
<td>6.17</td>
<td>5.13</td>
<td>1.04</td>
</tr>
<tr>
<td>2001</td>
<td>CCCU</td>
<td>6.23</td>
<td>5.45</td>
<td>.78</td>
</tr>
<tr>
<td></td>
<td>4-year Private</td>
<td>6.15</td>
<td>5.10</td>
<td>1.05</td>
</tr>
<tr>
<td>2003</td>
<td>CCCU</td>
<td>6.20</td>
<td>5.39</td>
<td>.81</td>
</tr>
<tr>
<td></td>
<td>4-year Private</td>
<td>6.11</td>
<td>5.07</td>
<td>1.04</td>
</tr>
<tr>
<td>2005</td>
<td>CCCU</td>
<td>6.23</td>
<td>5.46</td>
<td>.77</td>
</tr>
<tr>
<td></td>
<td>4-year Private</td>
<td>6.25</td>
<td>5.23</td>
<td>1.02</td>
</tr>
</tbody>
</table>
SSI Priorities for Intervention

1. Statement: There is a strong commitment to racial harmony on campus.

<table>
<thead>
<tr>
<th>Year</th>
<th>Importance</th>
<th>Satisfaction</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>5.94</td>
<td>5.27</td>
<td>.67</td>
</tr>
<tr>
<td>2001</td>
<td>6.05</td>
<td>5.12</td>
<td>.93</td>
</tr>
<tr>
<td>2003</td>
<td>5.81</td>
<td>5.12</td>
<td>.69</td>
</tr>
<tr>
<td>2005</td>
<td>5.86</td>
<td>5.22</td>
<td>.64</td>
</tr>
</tbody>
</table>

2. The institution is committed to the needs of under-represented populations. (No Importance ranking, therefore no Gap to record.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Importance</th>
<th>Satisfaction</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>4.99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>4.74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>4.75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>4.88</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX G

West Michigan College and University Presidents’ Compact

The West Michigan college and university presidents together commit to promoting full respect and support for every individual, regardless of race or ethnicity, since only a full embrace of the many cultures and backgrounds among us will ensure a united community moving forward together. This requires that we combat interpersonal, systemic and cultural racism whenever and wherever they appear in our institutions of higher education and in our community. We accept this as our responsibility and we will encourage efforts to address the issues of racism, diversity, sensitivity and understanding in curricular and co-curricular ways for all students, faculty and staff. We commit to education and ongoing training that will enable our leadership, faculty and staff to better identify and address these issues in our institutions and build multicultural academic communities. And we pledge that our institutions will work together to:

- 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.

Our goal in this is to ensure that our institutions of higher education actively contribute to the efforts in West Michigan to affirm, respect and embrace people of all ethnic and racial backgrounds.

Signed in 2006 by:

Aquinas College – Harry J. Knopke
Baker College, Muskegon – Rick E. Amidon
Calvin College – Gaylen J. Byker
Thomas M. Cooley Law School, Grand Rapids – Marion Hilligan
Cornerstone University – Rex M. Rogers
Davenport University – Randolph K. Flechsig
Ferris State University – David Eisler
Western Michigan University, Grand Rapids – James L. Schultz
Grace Bible College – Ken B. Kemper

Grand Rapids Community College – Juan O. Olivarez
Grand Valley State University – Mark A. Murray
Hope College – James E. Bultman
Kendall College – Oliver Evans
Muskegon Community College – David L. Rule
Reformed Bible College – Nicholas V. Kroeze
APPENDIX H
Multicultural Affairs Committee

Mandate

The Multicultural Affairs Committee shall function as the agent of policy and accountability for the college in the development and maintenance of a genuinely multicultural educational community that discerns and counters the sin of racism and embodies the reconciling power of the Gospel. It shall evaluate and promote policies and procedures at all levels of college life in order to ensure that Calvin becomes and remains an educational community in which cultural diversity is encouraged and celebrated. The committee shall advise and work with standing committees, divisions, personnel, and student organizations throughout the college. In these ways it shall serve as an agent of accountability for the goals of *From Every Nation* (*FEN*).

To carry out this mandate the committee shall be charged with, but not limited to, the following duties:

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

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

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

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

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

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

Reporting Relationship:

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

Composition:

Fourteen members: the Dean for Multicultural Affairs (who will normally serve as chair); six faculty (one of whom shall normally serve as vice-chair, three of whom are tenured, and at least one of whom shall be a person of color); one member of the Board of Trustees; a representative of Human Resources; a representative of Multicultural Student Development; a representative of Residence Life; a representative of Admissions; a staff member; and one AHANA student (changes to student membership pending approval by Student Senate).

MAC will annually form and supervise a student advisory committee. Student members will be appointed in consultation with Student Senate and the Multicultural Student Advisory Board (MSAB). The student advisory committee will provide insights and feedback from the student body regarding pertinent matters before MAC. They may also suggest items for MAC’s agenda, bringing them before MAC either in person or in writing.
Committee Members

Elicia Arai  
   Program Coordinator, Mosaic
Marilyn Bierling  
   Professor, Spanish; Department Chair
Dawn Crook  
   Administrative Assistant, Office of the Provost
Sue Hasseler  
   Associate Dean for Teacher Education, Education
Todd Hubers  
   Director, Human Resources
Hyesook Kim  
   Professor, Music
Dave Koetje  
   Vice Chair; Associate Professor, Biology
Harry Lew  
   Board of Trustees
Michelle Loyd-Paige  
   Chair; Dean, Office for Multicultural Affairs
Tom McWhertor  
   Vice President, Enrollment and External Programs
Dan Miller  
   Professor, History
Jacque Rhodes  
   Assistant Dean, Multicultural Student Development
Anding Shen  
   Assistant Professor, Biology
APPENDIX I

Report To Faculty Senate From The Dean for Multicultural Affairs Regarding Faculty Of Color Availability For Faculty Senate 2007-2008

Introduction:

At the December meeting of faculty senate, faculty senator Adel Abadeer raised a concern about the under-representation of faculty of color at faculty senate. It was noted that this was a concern that he had raised in the previous year and that he was still awaiting a response as to why there continues to be only one (himself) faculty of color at senate. Vice-chair Karin Maag asked Dean Loyd-Paige for her insight to the question. Dean Loyd-Paige suggested that perhaps faculty of color were overcommitted. Wondering if this was indeed the case, the senate then asked Dean Loyd-Paige, as chair of MAC, to return to faculty senate with answers to the questions of the availability of faculty of color for participation in faculty senate and to suggest strategies for increasing the number of senators who are also faculty of color.

The question of faculty of color participation was discussed at the December 11, 2007 MAC meeting and the December 10, 2007 FEN Council meeting.

I. Ethnic Breakdown of Full-Time Faculty Fall 2007*

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL FACULTY</td>
<td>322</td>
<td>100%</td>
</tr>
<tr>
<td>African American/African</td>
<td>10</td>
<td>3.11%</td>
</tr>
<tr>
<td>Hispanic American/Latino</td>
<td>6</td>
<td>1.86%</td>
</tr>
<tr>
<td>Asian American/Asian</td>
<td>13</td>
<td>4.04%</td>
</tr>
<tr>
<td>Native American</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CITIZENSHIP BREAKDOWN</th>
<th>US CITIZENSHIP</th>
<th>INTERNATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/African</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Hispanic American/Latino</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Asian American/Asian</td>
<td>2**</td>
<td>9**</td>
</tr>
<tr>
<td>Native American</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Data obtained from the Office of the Provost
**No information given for citizenship of 2 of the Asian American/Asian Faculty Members

II. Availability of Faculty of Color

Of the twenty-nine FOC, five had employment start dates of September ’07 or later. One had an employment start date of January ’07 (and an end date of May ’08) One would not be continuing employment after December ‘07 Two were leading an off-campus program in the Fall of ’07 One was on sabbatical One is serving as a dean One was on a leave of absence

... of the twenty-nine, twelve (41%) were not available to serve in Fall 2007

Of the remaining seventeen, five had no committee assignment:

Three in Language, Literature, and Arts division; One in the Natural Science and Mathematics division; and One in the Social Science division
Of the remaining twelve who had committee assignments

One was serving as MOSAIC floor faculty advisor (overload); One is serving on Professional Status Committee; One is serving on CCCS; Two are serving on Nagel Institute governing board, one as chair; One is serving on CCW governing Board; Two are serving on Multicultural Affairs Committee; One is serving as a faculty senator; One is serving on Social Research Center; One is serving on Social Research Center governing board; One is serving on Service Learning Center

III. Summary

- Twelve of the faculty of color (41%) were not available to serve. Some of these faculty members may be available in future years, but for various reasons were not in a position to serve in the Fall '07 session of Faculty Senate.
- Five had no committee assignments. Some of these members might be able to serve at a future date. Some serve the campus in other ways which may have contributed to the absence of committee assignments (e.g., involvement in the arts and sports).
- The remaining twelve faculty of color were serving on committees representing a broad spectrum of interests of the college.

IV. How to Increase Faculty of Color Representation at Faculty Senate?

- MAC and the FEN council were split over the idea of having a designated seat for a faculty member of color. There was agreement that more representation of the interests of faculty of color would be beneficial.
- It was thought that departments could nominate faculty of color from within their departments (and divisions for at-large reps), and encourage this type of participation.
- It was also suggested that perhaps it may be more strategic to have faculty of color present on a variety of committees, especially on PSC, EPC, PPC, MAC, and COG.
- Ideally, the campus would have a large enough contingent of AHANA and International faculty of color that there could be several who could serve as faculty senators and several who could serve on a variety of committees and still those who are exempt because of research, teaching off-campus, or on sabbatical. Recruitment and retention are important considerations.
- It was suggested that faculty of color (and perhaps other interest groups, as well) have allies who are members of senate. These allies would not be faculty of color, but they would have participated in training that would have sensitized them to the concerns of faculty of color.
- It was also suggested that perhaps senate would ask, “What would this action mean for faculty of color?” during discussions of new or changing policies. That is to say, it would not be the job of one designated person to bring up “diversity” concerns, but it would be the task of the senate as a whole.