Calvin UNIVERSITY 1876

Calvin University values diversity as central to its mission as a Christian liberal arts university. Calvin believes diversity is an important "driver" of excellence in education - an education that equips students as Christ's agents of renewal in an increasingly complex global environment. This *Strategic Diversity and Inclusion Action Plan* identifies the dimensions, goals, and strategies that will animate the University's diversity efforts through 2025.

STRATEGIC DIVERSITY & INCLUSION ACTION PLAN

2019-2025

Prepared by
President's Advisory Team for Diversity and Inclusion

A Message from the Executive Associate to the President for Diversity & Inclusion

The timing for creating and publishing this *Strategic Diversity and Inclusion Action Plan* coordinates with the completion of the *2019 College Strategic Plan* and the launching of both *Vision 2030* and the *2025 Strategic Plan.* This plan builds upon the accomplishments of *Strategic Plan 2019 -Theme IV: Strengthen Calvin's Pursuit of Diversity and Inclusion* initiatives. This plan is intended to be a more explicit, proactive, integrated, transparent, and representative University-wide approach to diversity and inclusion efforts.

The first institutional strategic plan with a diversity focus could arguably be identified as the *1985 Comprehensive Plan for Integrating North American Ethnic Minorities into Every Facet of Calvin's Institutional Life.* [Interesting trivia: I began working at Calvin in 1985.] *The Comprehensive Plan* would evolve into the 2004 *From Every Nation: Revised Comprehensive Plan for Racial Justice, Reconciliation, and Cross-Cultural Engagement at Calvin College (FEN). FEN* added an anti-racist perspective and reflected the Christian Reformed Church in North America's call for deeper accountability in addressing the structural nature of racism. The *FEN* document was revised in 2010, and the goals of *FEN* were integrated into the *2019 College Strategic Plan*. The previous diversity action plans have helped the University develop a greater appreciation of diversity and a sensitivity to the challenges of becoming a truly hospitable learning and living community. And, while there is much to celebrate regarding where Calvin is now when compared to the days before the *Comprehensive Plan*, there is still much work to be done. This plan signals a continued commitment to creating a convivial learning environment that is an inclusively excellent, strong, vibrant, and Christ-centered academic community.

What follows is a discussion of the context for this plan, a set of guiding principles, a timeline for completion of the plan, and suggested goals/strategies/action items authored by members of the *President's Advisory Team for Diversity and Inclusion (PATDI)* in consultation with various community stakeholders. *PATDI* is composed of representatives from every division of the University. I have chaired *PATDI* since its inception in 2015, and this team is a joy to work with. They inspire, challenge, and encourage me to do more, dig deeper, and dream bigger. I want to take a moment to publicly thank this amazing team for their wise advice and support. Thank you - Michael LeRoy (President); Pennylyn Dykstra-Pruim; William Katerberg (Academic); Ruth Witte (Administration & Finance); Rick Treur (Advancement); Nygil Likely (Enrollment Management); Deirdre Honner (People, Strategy, & Technology); and Christina Edmondson (Student Life). Colleagues like these make this journey less lonely, less daunting, and more hopeful. The mandate for *PATDI* can be found in *Appendix A* on page 21.

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Then the Lord replied: "Write down the revelation and make it plain on tablets
so that a herald may run with it. For the revelation awaits an appointed time;
it speaks of the end and will not prove false. Though it lingers, wait for it;
it will certainly come and will not delay.

Habakkuk 2: 2-3 NIV

Executive Summary

After this I looked, and there before me was a great multitude that no one could count, from every nation, tribe, people and language, standing before the throne and before the Lamb. They were wearing white robes and were holding palm branches in their hands. Revelations 7:9 (NIV)

In 1985, Calvin College adopted its *Comprehensive Plan for Integrating North American Ethnic Minority Persons and Their Interests into Every Facet of Calvin's Institutional Life*. For nearly twenty years, this Comprehensive Plan served as one of the college's principal road maps toward the goal, in the authors' words, of a "genuinely multicultural Christian academic community."(*From Every Nation, page 5)* In 2004, the faculty and board of trustees approved *From Every Nation: Revised Comprehensive Plan For Racial Justice, Reconciliation, and Cross-cultural Engagement at Calvin College (FEN). FEN* incorporated an anti-racism perspective into its goals and strategies. *FEN* would become, and continues to be, a key institutional document. It was refreshed in 2010. In 2014, the campus-wide *Strategic Plan 2019* incorporated the goals of the *FEN* document. In 2017, the executive associate to the president for diversity and inclusion introduced the *Inclusive Excellence* framework, which provided the narrative for the *Inclusive Excellence Scorecard* introduced two years earlier as a tool for assessing diversity and inclusion progress. As the conclusion of the *2019 Strategic Plan* drew near, the *President's Advisory Team for Diversity and Inclusion* proposed developing a stand-alone strategic plan to build upon previous diversity and inclusion efforts.

The *Strategic Diversity and Inclusion Action Plan (SDIAP) is* a comprehensive plan which is broader in scope than the *FEN* document. While the *FEN* document solely focused on under-represented US racial and ethnic minorities, the *SDIAP* focuses on race, ethnicity, nationality, gender, and ability. While comprehensive, this plan is not exhaustive. Calvin's diversity efforts are decentralized, meaning there are several offices working to design, implement, assess, and monitor policies and programs to create a "genuinely multicultural Christian academic community" that is inclusive and hospitable. The multiple offices are housed in different divisions across the University. This plan was reviewed by members of the *President's Advisory Team for Diversity and Inclusion* (whose members represent every division) and by stakeholders representing offices that address ability, gender, and sexuality concerns. This plan is a working document with the intention of being iterative. We know that as we begin to live into this plan, there will be discoveries of things that we did not know at the time of its writing, there will be new technologies that will help us accomplish more than we can imagine at the moment, and we—as a University—will experience institutional changes in structure that may impact "who does what" and "who is accountable." The goals and objectives will stay consistent throughout the six-year span of the plan; however, timelines, strategies, and initiatives may need to be adjusted to reflect changes in understanding, resources, staffing, and priorities. The plan will be reviewed annually, and revisions incorporated as needed and deemed appropriate.

The *SDIAP* document begins with a brief review of the various statements of Calvin's commitment to diversity and inclusion. Specifically, the *Expanded Statement of Mission*, the *From Every Nation* document, the *Educational Framework,* the *2019 Strategic Plan*, *Vision 2030*, and *Strategic Plan 2025.* The largest section of the *SDIAP* is *Themes, Strategies, and Initiatives*. There are four themes: Access and Equity, Campus Climate, Learning and Engagement, and Institutional Structures and Communication. There are twenty objectives and forty-one strategies. The objectives address the interpersonal, cultural, and structural dimensions of diversity and inclusion efforts. The strategies cover awareness building, knowledge expansion, and skill development. The timeline for the strategies and desired outcomes is inherently complex. Some strategies will begin and be completed within the six-year vista of this plan—for example, developing and implementing new cultural competency professional development workshops. However, some strategies will begin, make progress, but never be completed—for example, updating pictures representing current compositional diversity in marketing material. Some strategies are dependent on new resources, financial and human capacity; while others are less about resources and more about motivation and sense of urgency. And, while plans are built with good intentions, plans and strategies are priorities that are subject to change in response to local and national events - for example, a change in immigration policies, or a change in the allocation of federal dollars available to private institutions of higher education.

The goals of this plan are to: guide the work of the executive associate to the president for diversity and inclusion; help coordinate and organize action; provide an overview of the depth and breadth of diversity and inclusion efforts at the university; provide a common understanding of the University's diversity commitments and goals; create opportunities for integration and collaboration; improve the likelihood of sustained efforts; and demonstrate the potential for deep, meaningful, and pervasive change in how the University understands and practices diversity and inclusion. While guiding the work of the executive associate to the president for diversity and inclusion, the success of this plan will depend on the efforts of many—board members, cabinet members, faculty, staff, students, alumni, and community partners. Diversity and inclusion are core values of Calvin. Living into what it means to be a multicultural, inclusive, welcoming, and hospitable community will take leadership, intentionality, and strategic initiatives.

Calvin's Commitment to Diversity and Inclusion

As a Christian institution in the Reformed tradition, Calvin University values and promotes diversity and inclusion. Scripture calls us to love others as we love ourselves, to exhibit and extend hospitality, and to pursue reconciliation. At Calvin University, we believe that love, hospitality, and reconciliation are the markers of biblical *shalom* and are to be exhibited in all aspects of our lives as we worship, work, play, and learn.

At Calvin, diversity is a key part of living out our mission: equipping students to be agents of renewal in an increasingly diverse world and nation. Calvin is an educational environment rich in diversity—people, places, courses, research, and activities— and promotes cross-cultural understanding, encourages collaboration, and fosters innovation, thereby benefiting all within the academic community. But even more than reaping the benefits of a diverse learning community, *Calvin's commitment to diversity is a grateful and faithful response to a biblical mandate to love one another, to extend hospitality, and to pursue reconciliation.*

- Calvin University is committed to diversifying its community by recruiting and retaining people from a variety of cultural, ethnic, racial, ability, and socioeconomic backgrounds as administrators, faculty, staff, and students.
- Calvin University is committed to maintaining policies and practices that reflect an intention to strengthen our diversity and inclusion efforts.
- Calvin University is committed to creating a convivial learning environment that is an inclusively strong and vibrant academic community.

The University is determined to bring to light practices and structures that have excluded others, and to work toward our transformation into a microcosm of the Body of Christ, with members diverse and equal. This will require us to learn new sensitivities and to give energetic action to including more people of diverse groups as full members in our community.

Read about Calvin's commitment in the *From Every Nation: A Revised Comprehensive Plan for Racial Justice, Reconciliation and Cross-Cultural Engagement at Calvin College* (*FEN*) document.

Read how Calvin continued to strengthen its diversity and inclusion efforts in the *Strategic Plan 2019: Strengthen, Support, Secure*.

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Five key University documents—the *Expanded Statement of Mission*, *From Every Nation* (*FEN*), the *Educational Framework, Strategic Plan 2019*, and *Vision 2030*—speak to Calvin's commitment to diversity and seek to weave that commitment into the life and work of the campus. Selected passages from the *Expanded Statement of Mission*, a brief overview of the *FEN* document, selected sections from the *Educational Framework,* a summary of *theme IV* from *Strategic Plan 2019*, and portions of the *Vision 2030* document are presented in this section.

Expanded Statement of Mission

Originally written in 1992, the *Expanded Statement of Mission: Vision, Purpose, and Commitment* was revised in 2004. The intention of the document is articulated in the document preface … "An expanded statement of mission intends to establish directions, not to implement programs. But it is essential that those directions recognize the fundamental premises that have formed and guided this college from its outset. To promote and follow a transforming vision, one that grants new direction, is not to forsake the heritage that has sustained us. Rather, it is to embrace that tradition, to seek courage and sustenance from it, as we look for new ways to affect our calling as a comprehensive liberal arts college in the Reformed tradition of historic Christianity." Several excerpts from the *Expanded Statement of Mission*, which ground Calvin's commitment to diversity, are present here.

> At Calvin, the Reformed tradition of Christian faith has been and continues to be our guide to hear God's voice and to respond obediently to God's call. It is a living tradition of Christian faith that draws upon historic confessional statements of the Church, both past and present, in a continuing effort to understand God's redeeming purposes toward creation. This confessional identity informs all that we at Calvin seek to do. It shapes our vision of education, scholarship, and community (*ESM*, 9).

> We view the challenges and opportunities to develop community relationships at Calvin confessionally. Our life together as students, staff, and faculty needs to be organized within just relationships and situations. It should then promote mutual trust and accountability, responsible freedom, friendship, and Christian love. Christ's church must be characterized by the unity of diverse persons who contribute different formative experiences to our understanding of the faith. We affirm the goal of seeking, nurturing, and celebrating cultural and ethnic diversity at Calvin. Remembering that the church of Jesus Christ is to live as one people by his power and command, we also encourage the development of greater dialogue and cooperation with individuals and institutions of various Christian denominations (*ESM*, 14).

> The outreach to an external community, moreover, will be marked by an insistence upon justice, identifying clearly the injustice in this world, refusing to tolerate it, and working to eradicate it. (*ESM*, 27)

Finally, the College strives for ethnic and racial justice and reconciliation, without forgetting its own ethnic roots. The goal of an ethnically and racially inclusive college community is to recognize that the Christian community transcends cultural and geographical boundaries. Yet we live in a world that erects and enforces such boundaries in ways that grant privilege and power to some and disempower others. A commitment to overcome racism will assist in the educational goals of appreciating different cultures and promoting justice and reconciliation among people (*ESM*, 29).

From Every Nation

In 1985, Calvin University adopted its *Comprehensive Plan for Integrating North American Ethnic Minority Persons and Their Interests into Every Facet of Calvin's Institutional Life*. For nearly twenty years, this *Comprehensive Plan* served as one of the University's principal road maps toward the goal, in the authors' words, of a "genuinely multicultural Christian academic community" (*FEN*, 5). In 2001, the Planning and Priorities Committee appointed a new task force and charged it with rewriting the *Comprehensive Plan*. The new plan—*From Every Nation: Revised Comprehensive Plan for Racial Justice, Reconciliation, and Cross-Cultural Engagement at Calvin College* (*FEN*)—was adopted by the University in 2004 and remains a key institutional document. The plan articulates a vision as well as goals and strategies for "transforming Calvin into a college that is always vigilant in recognizing racism, always conscientious in promoting reconciliation, and always active in the work of restoring a healthy multicultural community" (*FEN*, p. 8).

Three themes—*Multicultural Citizenship, Anti-Racism and Accountability, and Reconciliation and Restoration*—shape the goals found within the *FEN* document.

- *Multicultural Citizenship* encourages the expansion of individual cross-cultural experiences and the cultivation of intercultural sensitivities (*FEN*, 7).
- *Anti-racism and Accountability* addresses the University's continuing effort to identify the sin of racism and its effects, as well as the aspiration to make structural changes that will promote greater accountability and enable the Calvin community to escape and avoid traps of institutional racism (*FEN*, 7).
- *Reconciliation and Restoration* reflects the hope of developing a positive vision of shalom and the desire to model shalom in our community (*FEN*, 8).

The *FEN* Themes work simultaneously, rather than sequentially, and are operationalized through goals and strategies. The goals and strategies address four key concerns: personnel, students, curriculum and instruction, and partners and constituencies.

FEN was updated in 2010 to reflect changes in organizational structures. In addition to goals being revised in 2010, an additional theme—*campus environment*—was added. The addition of the campus environment theme brought the total number of goals in the *FEN* plan to fourteen. In 2014, the goals of the *FEN* document were incorporated into the University's strategic plan.

Educational Framework

Calvin's educational framework names University -wide goals that ground the University's curricular and co-curricular activities. It attempts to answer the question, "What are the enduring characteristics or qualities of thinking, doing, and being that mark a Calvin graduate?" The educational framework, derived from the University [mission](#), articulates a frame that ensures integrated, coherent, holistic programs and practices in which students learn and develop.

The Educational Framework is a "no-frills," functional document. It does not duplicate or expand on the primary documents of the University (*Expanded Statement of Mission*, *An Engagement with God's World*, *From Every Nation*, *Calvin College's Statement on Sustainability*), which beautifully articulate the University's foundational commitments to liberal arts education, a Reformed tradition, matters of racial justice, reconciliation, and cross-cultural engagement. Rather, the educational framework emerges from the University's foundational documents and commitments. These provide coherence and meaning to the educational framework. [(Online Source)](#)

The University -wide goals fall into four categories: learning, faith, citizenship, and vocation. Each category contains several goals. The five goals linked to citizenship reveal the University's desire to integrate themes of diversity and inclusion throughout the curriculum and co-curriculum. The citizenship goals are:
- Christian vocation impels us to use our hearts, minds, talents, and resources to be attentive, insightful, and creative [participants in the world](#).
- Christian humility directs us to recognize our own formation in a particular culture, time, and place.
- Christian love enjoins us to develop cultural intelligence, to value human cultures, and to become wise and responsible students of global human diversity.
- Christian stewardship commits us to become faithful caretakers of the physical creation, to study and sustain our universe of atoms, ecosystems, and galaxies.
- Christian service moves us to work alongside others with sacrificial compassion, confronting our own and others' injustice, and sharing hope in Christ's [justice](#) and mercy.

These goals are only illustrative and not intended to be comprehensive, recognizing that departments and programs will identify their own outcomes. While no specific learning outcomes for goals are prescribed within the *Educational Framework*, illustrative examples are provided. Some of the learning outcomes for graduates that are provided as examples for the citizenship learning outcomes include being able to:
- demonstrate intercultural knowledge and competence in interactions with others,
- discern and counter racism and other injustices in all their forms, and
- demonstrate virtues such as empathy, courage, justice, and stewardship.

Calvin 2019: Strengthen, Support, Secure

Adopted in 2014, the last strategic plan—*Calvin 2019: Strengthen, Support, Secure*—was a framework for advancing the University's historic mission and new endeavors in ways that were ecologically, communally, and financially sustainable. The strategic plan had six themes: I – Strengthen Calvin's Mission in Education; II – Secure Calvin's Mission in Scholarship; III – Support Calvin's Mission in Community; IV – Strengthen Calvin's Pursuit of Diversity and Inclusion; V – Secure Calvin's Financial Future; and VI – Support Calvin's Mission through External Partnerships.

While multiple themes included goals that touched on diversity concerns, all the goals in theme IV—*Strengthening Calvin's Pursuit of Diversity and Inclusion*—addressed diversity and inclusion initiatives. The following excerpt was the introduction to theme IV.

> As affirmed in the *Expanded Statement of Mission*, "an ethnically diverse community recognizes that the Christian community transcends cultural and geographical boundaries, and we live in a world community." We have made many gains as a college but still have much to do, as *From Every Nation* details. The College has not always succeeded in its efforts, but it remains committed to examining the "deeper structures" of the College, holding itself accountable to "communities of color," and including students, faculty, and staff of color as full participants in the community, rather than "special guests." Despite the financial constraints the College will face in the next five years, it is determined to recruit new staff and faculty from racially/ethnically underrepresented groups. It also will develop strategies to better retain faculty and staff of color and socioeconomic variety. And it will enhance its efforts in recruiting AHANA and international students as well as students from a variety of socioeconomic backgrounds. Calvin and its diverse constituencies will also have to wrestle with how pursuing inclusion will change the community. Progress will mean the College has become more genuinely hospitable as a community, redefining who "we" are and how we work together. If we can better practice mutuality and hospitality in a diverse community where all are full members, not just guests, then the College will be more effective in recruiting and retaining staff, faculty, and students of color and of lower socioeconomic backgrounds (*SP*, 8).

Three directives informed the goals contained in Theme IV: deepen understanding within the Calvin community of diversity, inclusive excellence, cultural competency, and global awareness; advance and support inclusive excellence, cultural competency, and global awareness on campus; and increase the proportion of underrepresented populations on campus and raise measures of student and employee satisfaction in these populations to levels similar to those in majority populations. At the conclusion of the *2019 Strategic Plan*, eighty-nine percent of the Theme IV goals were either completed or near completion.

Calvin University Mission, Vision Statement, and Strategic Plan 2019 - 2025

The mission of Calvin is to "equip students to think deeply, to act justly, and to live wholeheartedly as Christ's agents of renewal."

The University Vision statement provides direction for how Calvin will enact that mission in the upcoming decade:

By 2030, Calvin will become a Christian liberal arts University with an expanded global influence. We envision Calvin University as a trusted partner for learning across religious and cultural differences and throughout the academy, the church, and the world.

Calvin University will be animated by a Reformed Christian faith that seeks understanding and promotes the welfare of the city and the healing of the world. We welcome all who are compelled by God's work of renewal to join us in the formative pursuits of lifelong learning, teaching, scholarship, worship, and service.

The *University Strategic Plan 2019 - 2025* contains four goals and ten strategies. Each of the goals and six of the strategies communicate a continued commitment to diversity and inclusion and are identified here.

Goal: Embody a faithful and engaged Reformed Christianity
Confident that conviction and curiosity are mutually enriching, Calvin University will continue to be shaped by Reformed Christian confessions as faculty, students, and staff engage with Christians across the nation and around the globe to live out their faith in fresh ways.

Goal: Grow student enrollment by diversifying academic offerings
To extend the reach of Calvin's mission, Calvin University will attract new students by offering a range of programs and services, degrees and credentials.

Goal: Collaborate to enhance learning
To engage the complex challenges of the modern world, Calvin University will encourage collaboration that bridges academic disciplines and fosters external partnerships.

Goal: Build spaces that inspire learning and promote community
By investing in its learning environments, Calvin University will support a thriving educational community that promotes the well-being of people and creation.

Strategy 1: Strengthen the community's Reformed Christian witness
Calvin University will strengthen structures and interpersonal practices so as to equip faculty and staff to carry out the mission of the University. The University will provide ongoing development programs for faculty and staff that cultivate deep commitments to Reformed Christianity, promote vibrant Christian community, include globally-diverse expressions of Reformed Christianity, and support ecumenical and interfaith dialogue.

Strategy 2: Enhance the cultural competency of faculty, staff, and students
Calvin University will reaffirm its long-standing commitment to diversity and inclusion in both local and global contexts. Sustaining the vision in *From Every Nation* and affirming the *Inclusive Excellence* framework, Calvin will continue current efforts and launch new initiatives to deepen the community's understanding of diversity and inclusion, and to strengthen its practices for creating a community that increasingly resembles the Kingdom of God.

Strategy 3: Employ growth strategies to diversify and increase student enrollment
Calvin University will increase student enrollment by offering innovative programs and services that enable the University to continue to draw students from existing markets and to begin attracting students from new markets.

Strategy 6: Launch a University-wide undergraduate core to equip students for success at Calvin and prepare them for lives of Christian service
Calvin University will offer a University-wide program of core educational experiences that are grounded in the liberal arts and dedicated to helping students develop ways of thinking, knowing, and doing they can rely on in their studies and in the next stages of their lives.

Strategy 7: Cultivate faculty scholarship and student learning that is anchored in disciplinary study and invigorated by effective collaboration
Calvin University will celebrate the strength of scholarship and depth of learning in academic disciplines. Drawing on these, Calvin University will create opportunities for faculty and students to find cross disciplinary solutions to complex challenges in collaboration with local and global trusted partners.

Strategy 10: Equip people to tell how Calvin University is contributing to God's work in the world
Calvin University will equip constituents to tell compelling stories that invite and inspire people to join the University as it participates in God's redemptive work in the world.

A Vision for Diversity

Guided by the biblical narrative of creation, fall, redemption and restoration, Calvin University strives to pursue God's redeeming work in the world by courageously and faithfully engaging the fullness of our similarities and differences in our learning and living together.

Calvin University equips members of the University community
  to think deeply about diversity,
  to act justly when they encounter injustices both locally and globally,
  and to live wholeheartedly as Christ's agents of renewal, restoration and reconciliation in the world.

WE EMBRACE DIVERSITY IN GOD'S CREATION,
- seeking to reflect the diversity in the Body of Christ within our University community;
- valuing each person as created in the image of the triune God, and thus intended for community;
- respecting the complexity of human identities; and
- recognizing human difference as central to an education that fosters critical thinking, empathy, and dialogue.

WE LAMENT HUMAN BROKENNESS,
- observing that individuals and social systems have and continue to oppress people locally and globally;
- recognizing and repenting our past and current participation in unjust social systems;
- grieving our thoughts, words, and actions that diminish, caricature, or isolate one another; and
- repenting of both our actions and inactions that leave members of our community feeling unsafe or unwelcomed.

WE RECONCILE WITH ONE ANOTHER,
- bridging divisions that separate people from one another and from God;
- partaking in courageous conversations where varied perspectives are welcome;
- challenging unjust systems of power, privilege, and oppression; and
- building and sustaining social structures that foster the common good and the Body of Christ.

WE EMBODY SHALOM,
- anticipating restored creation, where people from every nation, tribe, and language worship God and live in harmony;
- pursuing human flourishing in our relationships, curriculum, staffing, resource allocation, and corporate actions;
- affirming that all things hold together in Christ, to the glory of God, and through the working of the Holy Spirit; and
- working alongside others with compassion, confronting our own and others' injustice, and sharing hope in Christ's justice and mercy.

Strategic Diversity and Inclusion Action Plan: Context

The transition and transformation of Calvin College to Calvin University in 2019 provided a unique occasion for examining the University's pursuit of diversity and inclusion. Looking back, it is noted that this pursuit was rooted in mission and practical necessity. Over the years, the University also has become diverse, both ethnically-racially and in denominational roots, especially in the student body. Nearly one-third of Calvin students were AHANA or international in 2019. A significant increase from less than one percent as late as the early 1980's. Calvin has long had women students, and they have been half or more of the student population for decades. Since the early 1990's, the University has pursued gender equity and how to be welcoming towards people who identify themselves as LGBTQ+, within the framework of denominational commitments. It also has pursued diversity and inclusion among staff and faculty but with less success than with students. (See *Appendix B* on page 22 for a twenty-year history of compositional diversity at Calvin.) Increasing compositional diversity has been a welcome change for the University ,and, with projections of increasing student diversity (a reflection of demographic shifts locally and globally), there is a renewed sense of urgency in strengthening diversity and inclusion efforts, as well as ensuring that the campus is welcoming and hospitable for all community members.

Challenges to creating a welcoming and hospitable academic community come from both within and outside the institution. It is almost impossible to overstate the negative impact of the political climate and national "conversation" about race and other marginalized groups of the early 2000's. From the uncertainty of the status of Dreamers to Black Lives Matter protests, from the increase in race-based hate crimes to the #MeToo movement, and from the rise in White nationalism to the bullying on social media; these external events touch the lives of students, faculty, and staff in higher education everywhere. In response to these external events, organizations such as the West Michigan's Presidents' Compact, the Kellogg Foundation, and the Association of American Colleges and Universities have challenged colleges and universities to strengthen their efforts in addressing inequities and creating inclusion working and learning environments. Calvin has responded to the challenge and has participated in several initiatives organized by all three of the organization named above. The latest endeavor beginning in 2017 as a member, with six other regional colleges and universities, of the Pathway to Healthcare Careers initiative (PHCI) sponsored by the Kellogg Foundation and the Grand Rapids African-American Health Institute. Participating in the PHCI requires adopting the principles of the *Awake to Woke to Work: Building a Race Equity Culture* model. Elements of this model have been integrated into the initiatives of this *Strategic Diversity and Inclusion Strategic Action Plan.* A summary of the *Awake to Woke to Work model* can be found in *Appendix C* on page 24.

In addition to the national discord surrounding racial and ethnic equity, gender identity, immigration policy, disability rights, and intersectionality, there are other external factors that present challenges for the University to strengthen its diversity and inclusion efforts. These include fewer traditionally-aged students, rising tuition fees, and more higher-education options and alternatives. On page 25, *Appendix D* expands on this list of external challenges. Additionally, *Appendix D* relates opportunities, strengths, and challenges that are internal to Calvin.

Internally, reports of racial and sexual harassment and discrimination have been reported through the Safer Spaces reporting system every semester since its launch in 2017. These reports have identified troubling encounters in the classroom, in faculty offices, in the fieldhouse, in the dining halls, in residence halls, and on off-campus programs sponsored by Calvin. In other words, all aspects of life at Calvin. For some, these incidents were viewed as opportunities and inspired involvement in advocacy groups to find ways to work for change. For others, these incidents were viewed strictly as challenges and contributed to increased levels of stress, anxiety, and wondering if individuals were really safe at Calvin or in the community that surrounds Calvin. Reports through the Safer Spaces reporting system are taken seriously, with the aim of providing remedies that address the injury incurred by reporting parties and, where appropriate, restorative justice for the responding parties. Safer Spaces reports are a reminder of the pervasiveness of sin and the need to not only celebrate diversity but to also be aware of how the campus is being experienced by those who bring diversity of person, thought, and culture.

Strategic Diversity and Inclusion Action Plan: Themes, Objectives, and Strategies

The *Strategic Diversity and Inclusion Action Plan (SDIAP)* is a comprehensive, but not exhaustive, plan to further Calvin's efforts to bring us toward a transformation into a microcosm of the Body of Christ, with members diverse and equal. There are four action areas within the *SDIAP*: Access and Equity; Campus Climate; Learning and Engagement; and Institutional Structures and Communication. These action areas mirror the action areas in the University's framework (See *Appendix E* on page 28 for a summary of the *Inclusive Excellence* framework). The *SDIAP* is a working and iterative document. As new information is gathered through research, focus groups, successes, and failures, adjustments will be made to the initiatives and tactics in consultation with the *President's Advisory Team for Diversity and Inclusion*, as well as the president's cabinet.

The objectives of this plan are to: guide the work of the executive associate to the president for diversity and inclusion; help coordinate and organize action; provide an overview of the depth and breadth of diversity and inclusion efforts at the University; provide a common understanding of the University's diversity commitments and goals; create opportunities for integration and collaboration; improve the likelihood of sustained efforts; and demonstrate the potential for deep, meaningful, and pervasive change in how the University understands

and practices diversity and inclusion. While guiding the work of the executive associate to the president for diversity and inclusion, the success of this plan will depend on the efforts of many – board members, cabinet members, faculty, staff, students, alumni, and community partners. Diversity and inclusion are core values of Calvin. Living into what it means to be a multicultural, inclusive, anti-racist, welcoming, and hospitable community will take leadership, intentionality, and strategic initiatives.

SDIAP-I: Access & Equity
Engage in activities to recruit and retain a diverse campus community that facilitates the realization of academic achievements, growth, and development of all faculty, staff, and students.

Objectives	Strategies
A. Increase the presence of students from historically underrepresented groups (Latino, Native American, African American) to approximate the racial composition of the metro Grand Rapids area. B. Increase the presence of international students to approximate the racial composition of the metro Grand Rapids area. C. Increase the presence of international faculty and faculty from historically underrepresented groups (Latino, Native American, African American) to approximate the racial composition of the student body. D. Be able to describe and track the hiring, retention, and promotion patterns of AHANA, international, and female faculty and staff. F. Increase the presence of international faculty and staff and those from historically underrepresented groups in leadership roles to approximate their proportion of the faculty and staff.	i. Review and revise recruitment plan for AHANA and international students. ii. Develop implementation plan for integrating the TOEFL requirement at Calvin. iii. Implement a review of dismissal practices for Student Conduct related to vulnerable categories identified in student retention plan. iv. Developing Inclusion Advocates for search committees. v. Develop a retention and promotion measurement for tracking faculty and staff retention. vi. Develop a tracking system for faculty and staff hiring practices in conjunction with attention to composition of applicant pool, finalist, and percent diversity hires. vii. Implement a Strategic Talent Retention Plan for faculty and staff of color (focus on promotion and launching). viii. Increase faculty and staff of colors' participation in leadership development programs within and outside the University to equate to 25% by 2024 *(includes CCCU-MELDI)*. ix. 100% of all search committee members to complete cognitive error/ implicit bias training.

G. Ensure Calvin is in compliance with applicable American with Disability (ADA) regulations	x. 100% of departments members reviewing faculty for reappointment and tenure considerations to complete cognitive error/ implicit bias training. xi. Revisit and revise the faculty membership requirements to include a more generous exception policy for faculty from historically underrepresented groups (Latino, Native American, African American). xii. Bring Calvin into compliance with ADA parking regulations

SDIAP-II: Campus Climate

Embody an environment committed to civility and respect where students, faculty, and staff are empowered to pursue personal, academic, and professional goals.

Objectives	Strategies
A. Maintain ongoing campus climate assessments to monitor and inform discussions on how to improve climate. B. Improve student and employee of colors' sense of validation and belonging. C. Improve non-legacy white faculty and staffs' sense of affirmation and belonging. D. Embody an environment committed to civility, respect, and hospitality where students, faculty, and staff are empowered to pursue personal, academic, and professional goals. E. Establish a regular schedule of climate assessments for faculty and staff, with attention to gender. F. Establish a regular schedule of climate assessments for people with disabilities.	i. Update and revise the bias, discrimination, and harassment reporting system (Safer Spaces). ii. Conduct Racial Climate Surveys every other academic year. iii. Conduct faculty and staff climate surveys around gender concerns. iv. Conduct Disability Accessibility and Climate Surveys, including focus groups with people with disabilities to better understand needs. v. Implement at least two recommendations for campus climate improvement obtained from climate surveys per academic year. vi. Develop a seminar for first year and transfer students, focusing on cultural competency skill building and micro-aggression avoidance. vii. Review structure and allocated resources of affinity groups supporting students of color, including those with two or more marginalized identities.

	viii. Review structure and allocated resources for persons with disabilities within the Calvin community. ix. Develop a seminar to assist faculty with diversifying course content, enrolling ten faculty per session. x. Develop a seminar to assist faculty with creating safe classrooms for students of color, enrolling ten faculty per session. xi. 50% of new faculty and staff of color to participate in cohort mentoring programs. xii. 50% non-legacy white faculty and staff to participate in cohort mentoring programs. xiii. Reinstitute the Gender Equity Committee to monitor the flourishing of female faculty and staff and address gender-specific concerns.

SDIAP-III: Learning & Engagement

Cultivate a diverse learning and life experience to develop culturally competent individuals.

Objectives	Strategies
A. Provide intercultural competency development opportunities for students, faculty, staff, and board members; with a goal of 80% participation. B. Create on-campus opportunities for interactions and intergroup dialogue that bridge cultural differences. C. Integrate diversity-related course content into at least 30% of all course offerings. D. Encourage the study of ethnically and globally-diverse expressions of Reformed Christianity.	i. Design and implement a faculty coaching program to address cultural competency within the classroom and review inclusive teaching practices. ii. Include CCPD goals as part of PDP process for faculty and staff. iii. Include diversity-related performance questions as part of regular 360 review processes. iv. Enhance promotion and tenure standards to include diversity efforts. v. Create and sustain at least two new intergroup dialogue groups and/or Story Tables each year. vi. Audit 20% of course offerings per year, by discipline, to determine amount of diversity-focused content.

E. Develop diversity-specific professional development for members of the *President's Advisory Team for Diversity & Inclusion.*	vii. Develop a seminar to assist faculty with diversifying course content, enrolling a minimum of ten faculty per session.
	viii. Refresh CCPD offerings by launching at least one new foundational and two new growth CCPD opportunities per year. (For example: Disability Services, "Politics of Diversity," and find partners to offer as a service to churches and Christian org.).
	ix. Develop and implement a "badge" or "certificate" for intercultural competency for students, at both graduate and undergraduate levels.
	x. Develop and implement a non-accredited intercultural competence certificate and/or continuing education credit for the general public.
	xi. Create and fund an incentivized collaborative research initiative focused on ethnically and globally-diverse expressions of Reformed Christianity that is hospitable to other religious traditions.
	xii. Create and Implement assessment tools to evaluate the effectiveness of Cultural Competency Professional Development efforts.
	xiii. Assess curricular and co-curricular cultural competence opportunities which enhance awareness, knowledge, and skills for students.

SDIAP-IV: *Institutional Structure and Communication*

Connect diversity-focused entities within the University and more widely communicate Calvin's commitment to diversity.

Objectives	Strategies
A. Locate the "EAPDI" within the new University structure. B. Clarify and define relationships within the new University structure between institutional offices that focus on diversity	i. Update job description and reporting structure of EAPDI to align with the University structure associated with the University *strategic plan 2019- 2025* and *Vison 2030*.

programing, offices implementing diversity policy, faculty governing committees addressing diversity and inclusion, and University units/colleges/divisions.

C. Institutionalize diversity and inclusion commitment across the University.

D. Develop new and refresh current resources which communicate and reaffirm the University's commitment to diversity.

ii. Develop an organizational chart showing connections among but not limited to: *President's Advisory Team for Diversity & Inclusion*; Gender Equity Committee; Disability Services; Student Senate Diversity Subcommittee; Interfaith office; Sexuality Series; and/or other diversity offices.

iii. Each University structure (TBD: colleges, divisions, schools, departments, institutes) develops and completes structure-specific diversity, equity, and inclusion goals aligned with the University's *Inclusive Excellence* framework.

iv. Create a development plan for a Calvin University Diversity Center with reach and impact for the campus, affiliated communities, and partners (dependent upon opportunity and funding).

v. Be recognized as a Truth, Racial Healing, & Transformation Center (dependent on opportunity and funding).

vi. Host a regional Diversity Conference in spring 2021, 2023, and 2025 (dependent upon opportunity and funding).

vii. Create and publish "response to triggering events" guidelines.

viii. Create University level "Calvin values diversity" marketing material.

ix. Update goals within the *From Every Nation* document to align with new University structure and *Vision 2030*.

x. Regularly publish diversity-related content for social media platforms (e.g. tweets, Instagram, Snapchat, etc.).

xi. Replace photos on Calvin's website of faculty, staff, and students of color who are no longer attending or working at Calvin. Replacing 25% each year.

Appendices

These appendices contain supplemental material, providing additional information. The information contained here adds fuller descriptions of summary notes presented in the body of the *Strategic Diversity and Inclusion Action Plan*.

Appendix A: President's Advisory Team for Diversity and Inclusion Mandate

Calvin's *President's Advisory Team for Diversity and Inclusion* (*PATDI*) is an organizational structure initiated in 2015 by the University's president in consultation with the Executive Associate to the President for Diversity and Inclusion (*EAPDI*). The purpose of the advisory team is to support the University's vision for diversity and inclusion, and to partner with the *EAPDI* to coordinate deep, pervasive, and meaningful change in the University's understanding and practice of diversity and inclusion.

The *PATDI* is composed of diversity champions representing the Office of the President and each of the University's six administrative divisions. Members of *PATDI* are appointed by their respective vice-presidents to advocate for diversity and inclusion within their divisions and are members of their division's leadership teams. In partnership with the *EAPDI*, members of *PATDI* serve the president and the University as collaborators, liaisons, proactive information seekers, and cross-divisional conduits in matters addressing the college's diversity and inclusion efforts. In essence, the advisory team is a group that helps to inform, support, and promote Calvin's commitment to strengthen diversity and inclusion efforts. Additionally, members of this group have been trained as diversity advocates to assist with the hiring process within their respective divisions. The group, on occasion and as needed, may consult with other University governing or advisory committees. This group is chaired by the *EAPDI*.

The *PATDI,* normally meets twice a month and is convened by the *EAPDI*. In carrying out its purpose, the advisory team shall:
- Promote the diversity and inclusion efforts of the University;
- Serve as a cross-divisional team of diversity and inclusion champions for the University;
- Advise the president on matters related to diversity and inclusion efforts of the University;
- Advise the executive associate to the president for diversity and inclusion;
- Represent and speak to diversity and inclusion concerns within their respective divisions;
- Serve as diversity advocates within their division, as needed for search committees;
- Monitor and report on strategic plan progress on diversity and inclusion related goals; and
- Monitor and report on *Inclusive Excellence Scorecard* results (institutional dynamism, access and equity, campus climate, and learning and engagement).

Appendix B: Twenty-Year Comparison of Select Demographic Data

Day 10 Numbers

Category	1998-1999	2008-2009	2018-2019
Student – Total (FTE)	3,983	4,171	3,602
Female Students - Total	2,301 (55.8%)	2,274 (54.5%)	2,016 (54.0%)
Male Students - Total	1,826 (44.2%)	1,897 (45.5%)	1,716 (46.0%)
AHANA Students - Total	132 (3.2%)	268 (6.4%)	629 (16.9%)
International Students - Total	117 (2.8%)	323 (7.7%)	456 (12.2%)
Public School Students - FTIAC	426	401	398
7 Key Christian HS - FTIAC	272	262	173
CRC Students - Total	2,261 (54.8%)	1,942 (46.6%)	1,086 (29.1%)
Graduate Student	39	67	107
Calvin Prison Initiative	-NA-	-NA-	75
Student Retention (all)	84.9%	85.9%	86.5%
Student Retention (AHANA)	58.3%	82.2%	85.5%
Student Retention (International)	-NA-	81.0%	87.8%
Graduation Rates (6yr – all)	68.8%	75.4%	76.9%
Graduation Rates - AHANA	45.1%	59.0%	58.3%
Graduation Rates - International	-NA-	79.5%	81.1%
Faculty – Full-time	269	320	232
Faculty – Part-time	52	98	104
Female Faculty – Full-time	74 (27.5%)	104 (32.5%)	84 (36.2%)
Male Faculty – Full-time	195 (72.5%)	216 (67.5%)	148 (63.8%)
Faculty of Color* – Full-time	11 (4.0%)	28 (8.8%)	28 (11.3%)
Staff of Color* – Full-time	14 (5.0%)	38 (8.0%)	58 (13.5%)

*Faculty/ Staff of color includes both AHANA and international faculty and staff.

Racial Ethnic Composition	1998-1999	2008-2009	2018-2019
Students: US Citizen			
White	3,811 (92.3%)	3,439 (84.1%)	2,575 (69.0%)
Black	34 (0.8%)	68 (1.7%)	128 (3.4%)
Hispanic	30 (0.7%)	62 (1.5%)	191 (5.1%)
Asian American	60 (1.5%)	127 (3.1%)	188 (5.0%)
Am. Indian/Alaskan Native	8 (0.2%)	11 (0.3%)	5 (0.1%)
Two or more	-NA-	-NA-	117 (3.1%)
Not Stated	67 (1.6%)	61 (1.5%)	72 (1.9%)
Students: Other Citizenship			
Canada	117 in total. Disaggregated information not available at time of creation of report.	157 (3.8%)	32 (0.9%)
Africa		29 (0.7%)	104 (2.8%)
Asia		107 (2.6%)	274 (7.3%)
Latin America/Caribbean		8 (0.2%)	34 (0.9%)
Europe		20 (0.5%)	10 (0.3%)
Australia/New Zealand		2 (0.05%)	2 (0.05%)
Faculty: Full-time	*Note: Represents 1999 Day-10*		
White	262 (96.0%)	288 (92.9%)	220 (89.0%)
Black	4 (1.4%)	7 (2.3%)	5 (2.0%)
Hispanic	0	5 (1.6%)	4 (1.6%)
Asian American	7 (2.6%)	10 (3.5%)	16 (6.5%)
Two or more	-NA-	-NA-	2 (0.8%)
Staff: Full-time	*Note: Represents 1999 Day-10*		
White	268 (94.7%)	438 (92.0%)	372 (86.5%)
Black	11 (3.9%)	22 (4.6%)	29 (6.7%)
Hispanic	1 (0.4%)	8 (1.7%)	13 (3.0%)
Asian American	1 (0.4%)	5 (1.1%)	7 (1.6%)
Am. Indian/Alaskan Native	1 (0.4%)	1 (0.2%)	0
Two or more	-NA-	-NA-	4 (0.9%)
Non-Resident Alien	1 (0.4%)	2 (0.4%)	5 (1.2%)

Appendix C: Awake to Woke to Work

A document more fully explaining the *Awake to Woke to Work* (*AWW*) model can be found here *Awake to Woke to Work: Building a Race Equity Culture*. The drafting of the *AWW* was supported by the Annie E. Casey, W.K. Kellogg, Ford, Kresge, Hewlett, Packard, and Meyer foundations and is a project of Pro Inspire. *AWW* takes an anti-racist, that is systemic, approach to building racial equity. In many ways the *AWW* resembles the principles found within Calvin's *From Every Nation (FEN)* document but with two exceptions. The first, *FEN* was drafted specially for Calvin, an institution of higher education. The *AWW* was written generally for application to a wide variety of organizations and institutions, with particular attention to the corporate sector. The second, *FEN* incorporates a Reformed faith perspective while the *AWW* was written from a secular outlook. In spite of the differences, each plan compliments the other. In some ways, *AWW* is an extension of *FEN*. A summary of the *AWW* model is provided below through excerpts from *Awake to Woke to Work: Building a Race Equity Culture*.

> While each organization will follow its own path towards a race equity culture, our research suggests that all organizations go through a cycle of change as they transform from a white dominant culture to a race equity culture. These changes include increased representation, a stronger culture of inclusion, and the application of a race equity lens of how organizations and programs operate. We have coined this process the Race Equity Cycle. This journey of change pushes organizations to become more committed, more knowledgeable, and more skilled in analyzing race, racism, and race equity, and in placing these issues at the forefront of organizational and operational strategy. Because each organization is comprised of different people, systems, and histories, individual organizations will enter the Race Equity Cycle at different stages and will approach their race equity work with varying levels of organizational readiness. And while the impact will look and feel different at each stage of the Race Equity Cycle, we believe that all three stages mutually reinforce each other. (page 2)

> At the AWAKE stage, organizations are focused on people and on building a workforce and boards comprised of individuals from different race backgrounds. The primary goal is representation, with efforts aimed at increasing the number of people of different race backgrounds. At the WOKE stage, organizations are focused on culture and on creating an environment where everyone is comfortable sharing their experiences, and everyone is equipped to talk about race equity and inequities. The primary goal is inclusion and internal change in behaviors, policies, and practices. At the WORK stage, organizations are focused on systems to improve race equity. The primary goal is the integration of a race equity lens into all aspects of an organization. This involves internal and external systems change and regularly administering a race equity assessment to evaluate processes, programs, and operations. (page 3)

Appendix D: Strengths, Challenges, and Opportunities (SCO): An Asset-Based Analysis

Strengths What can we build upon? What do we do well? What makes us unique? What assets do we have? What resources can we draw upon?	• Growing student diversity • Integration of faith • Known for scholarship • Great people • Cohort programming • Student care • Co-curricular offerings • Study abroad opportunities • A growing body of educational material/experience in D&I workshops • We have Centers & Institutes structures to model after • We have people with expertise, passion, and experience to offer workshops and training in many D & I related areas and be speakers at events. Let's promote this and see if we can get funding for some sort of Center or Institute. • The narrative about Calvin as White/Dutch is better than it used to be, even if still a challenge • Disability Coordinators are available and happy to meet with any student regarding questions related to disability. DC's are knowledgeable about the requirements under the ADA and what we can/need to do to support students. • We listen well to students to learn what their needs are based on their disability to provide accommodations that are equitable and consistent. • Coordinated care efforts have strengthened our outreach and support to students. • Salesforce has been an excellent platform for organizing our work. • DC's are proactive in reaching out to incoming students and collaborate well with other departments on campus (CCW, Health Services, Residence Life, Dining Services, Faculty, etc.). • Disability Coordinators are connected with professional organizations to help stay current regarding best practices. • Sexuality Series – resources for LGBTQ individuals
Challenges Internal and external barriers, concerns	• Declining student enrollment • The proportion of students of color is greater than the proportion of faculty and staff of color (28% vs 13% fall 2018).

What risks should be considered? What could be considered constraints?	• Overworked/under compensated staff leads to the potential for being poached. • Stretching our people and resources too thin • Funding constrictions • Poor internal institutional communication • We can't be all things to all people. • Perception by stakeholders and others that D & I is not as high a priority as other initiatives • Need for diversified revenue streams • Declining high school graduate populations • Sociopolitical context of US/global and polarization (populism/nativism on the R, "identity politics" on the L) • Long-term threat of Asian and African universities reducing the number of international students enrolling at Calvin • LGBTQ+ D&I issues • Religious diversity (internal and external) • The narrative about Calvin as White/Dutch is better than it used to be, even if it's still a challenge. • There are testing space limitations. Depending on what technology needs arise, we may need to consider assistive technology for our testing rooms. Will we have the budgets to provide necessary technology? • Our testing room hours are currently 8 a.m.–5 p.m. The hours should be expanded as we become a University with a new demographic of learners. • External barrier-accessibility is a moving target: new technologies, new court decisions surrounding compliance with the ADA, and increases in diagnosed disabilities. • Risks – lack of compliance with ADA • Internal barriers/constraints – budget, developing resources for a changing student body who may or may not use resources, and limited staff time to develop and improve disability services • Risk faculty - We depend on faculty to implement accommodations in the classroom in confidence. How do we get faculty to see disability services staff as support and not a source of extra work? • Internal barrier – Sometimes disability services staff are not included in the development of new programs, plans, or spaces that would impact individuals with disabilities. How do we make access—how do we make accessibility/inclusion a part of the Calvin culture?

Opportunities	• Becoming a University
What changes could we capitalize upon?	• Recruitment and retention are key.
	• A hospitable and fair learning and working environment
What do students, faculty, or staff want?	• Opportunities for new learners
	• Opportunities for new credentials and revenue streams – CEU, badging, certifications
What could generate revenue?	• Partnerships with growing/maturing Christian universities in Asia and Africa
	• INCHE
What partnerships might be helpful?	• The Service-Learning Center, and some faculty, work on inter-religious dialogue. Can we be a leader among CCCU schools and develop partnerships with local institutions like GVSU?
	• The increase in the percent of students of color should prompt our community to be more aware and want to create good learning spaces for all students.
	• Our employees want tips/training on how to teach, reach, and engage better in a more diverse classroom and community.
	• Offer Implicit Bias, CQ, IDI, Intergroup Dialogue, etc. training to area organizations, churches, etc; Partner directly with CRCNA Office of Social Justice (OSJ) for PR, referrals, and mutual learning; Build the reputation and reach of Calvin in our region, CCCU, and nationally for this type of work
	• Consider a revision and update of the *FEN* document
	• As we consider new testing spaces, we need to communicate this well with students.
	• New buildings - opportunities to build accessibility into physical and digital spaces from the beginning
	• Educational opportunities for faculty and staff (new and seasoned) focused on compliance, disability awareness, and disability services
	• Educational opportunities for faculty and staff (new and seasoned) focused on inclusive excellence, cultural competency, and intercultural intelligence
	• Continued professional development for disability coordinators
	• (Aspiration) A grant for a center/institute for D&I/cultural competence/global learning at Calvin
	• (Aspiration) An environment free of microaggressions
	• (Aspiration) Regional diversity conference
	• (Aspiration) D & I consulting services offered to schools and CBO's

Appendix E: Inclusive Excellence: Framework for Diversity and Inclusion

Inclusion: The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions. https://www.aacu.org/making-excellence-inclusive
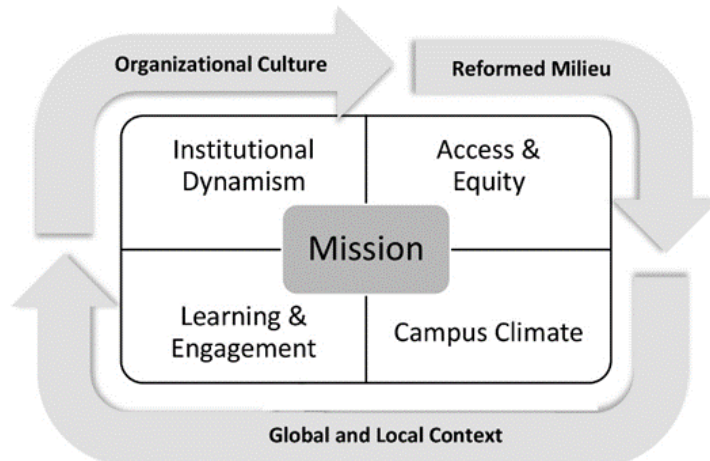
Inclusive Excellence is the educational model used by the University to shape and monitor its diversity efforts. *Inclusive Excellence*, as described by the *AACU*, is a framework designed to help campuses integrate diversity and quality efforts. As a model, *Inclusive Excellence* assimilates diversity efforts into the core of institutional functioning to realize the educational benefits of diversity. Applying *Inclusive Excellence* concepts leads to infusing diversity into an institution's recruiting, admissions, and hiring processes; into its curriculum and co-curriculum; and into its administrative structures and practices.

Inclusive Excellence means an institution has adopted means for the cohesive, coherent, and collaborative integration of diversity and inclusion into the institutional pursuit of excellence. Accepting the *Inclusive Excellence* model reflects the understanding that diversity and inclusion are catalysts for institutional and educational excellence, are to be invited and integrated into the very core of the educational enterprise, and are not isolated initiatives.

Making excellence inclusive is an active process through which colleges and universities achieve excellence in learning, teaching, student development, employee development, institutional functioning, and engagement in local and global communities. A high-quality, practical liberal arts education should be the standard of excellence for all students. The action of making excellence inclusive requires that we uncover inequities in student success, identify effective educational practices, and build such practices organically for sustained institutional change. (For more on *Inclusive Excellence*, see AACU.org.)

Inclusive Excellence re-envisions diversity efforts to reflect a striving for excellence within an academic community that is inclusive. As noted in both the *From Every Nation* (2004) document and the *Strategic Plan 2019,* the University has made a commitment to infuse diversity into recruiting, admissions, and hiring; into the curriculum and co-curriculum; into administrative structures and practices; into teaching and research; into local and global partnerships; and into how we live and work together as an academic community in the Reformed tradition.

At the center of Calvin's *Inclusive Excellence* framework is the mission of the University. The facets of Calvin's interpretation of *Inclusive Excellence* include institutional dynamism, access and equity, campus climate, and learning and diversity. The social forces shaping the direction and application of the framework are organizational culture, Reformed milieu, and global and local context.

This figure is an adaptation of D. Smith's 2009 framework for diversity

- **Organizational Culture**: Includes an organization's expectations, experiences, philosophy, and values that hold it together and is expressed in its self-image, inner workings, inter-actions with the outside world, and future expectations. It is based on shared attitudes, beliefs, customs, and written and unwritten rules that have been developed over time and are considered valid.
- **Reformed Milieu:** Calvin University was founded in 1876 by the Christian Reformed Church in North America and named for 16th-century reformer John Calvin. The historic creeds and confessions of Reformed Christianity guide the University's understanding of scripture and inform its mission.
- **Global & Local Context:** The setting of an organization including geographical location, and international and regional circumstances and events.

- **Mission:** Aligning diversity strongly with the institution's mission is the cornerstone of the *Inclusive Excellence* framework.
- **Institutional Dynamism**: Focus on progress on institutional indicators. Indicators reflect activity in the campus strategic plan related to diversity and measures of institutional transformation.
- **Learning and Engagement:** Focus on participation in cultural competence enhancing activities and the outcome of participation. Indicators reflect participation by students and employees in cultural competency building activities, as well as development resulting from participation.
- **Access and Equity**: Focus on the demographic profile of campus community and the flourishing of under-represented groups. Indicators emphasize race, ethnicity, and gender composition, as well as retention, graduation rates, and integration into institutional leadership.
- **Campus Climate:** Focus on how campus life is experienced. Indicators include experiences reflected in climate surveys and reports of bias.